

State Budget Reporting and Foundation Aid Survey - Budget Reporting**Background/Instructions**

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Background and Instructions**Background**

Section 9-a of part A of chapter 56 of the laws of 2021, as amended by §5-a of part A of chapter 56 of the laws of 2022 requires, on or before July 1, 2022, every local educational agency (LEA) receiving funding from the Elementary and Secondary School Emergency Relief (ESSER) funding from the American Rescue Plan (ARP) act of 2021 to post on its website and submit to the New York State Education Department (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritize spending on non-recurring expenses as defined in section 9-a(1) of part A of chapter 56 of the laws of 2021. This updated plan must include:

- An analysis of public comment;
- Goals and ratios for pupil support;
- Detailed summaries of Investments in current year activities; and
- Balance of funds spent in priority areas.

In addition, Section 10-d of part A of chapter 56 of the laws of 2021, as amended by §5-b of part A of chapter 56 of the laws of 2022, requires school districts receiving a foundation aid increase of more than 10% or \$10,000,000 must create plans on how these funds will be used to address student performance and need. These plans must be completed, submitted to the department, and posted to district websites prior to July 1 of 2021, 2022, and 2023. Each district subject to this requirement is required to:

- Seek public comment from parents, teachers, and other stakeholders;
- Take public comments into account in the development of the plan;
- Include an analysis of public comments within the plan;
- Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of seven listed areas;
- Post the plan on the district website; and
- Submit the plan to the State Education Department in a form prescribed by the Department to be posted publicly.

The list of school districts that are required to submit a plan aligned with the increase in foundation aid may be found in the "Foundation Aid and ARP Plan Notification Guidance" memo located in the *Documents* library at the lower left of the application. It should be noted that this requirement does not obligate districts to spend additional foundation aid funds in specific ways, but does require district seek public comment and share plans on how they intend to spend these additional funds. Plans are required to cover only the foundation aid *increase*. The plan should *not* cover how the district intends to use its *entire* foundation aid amount. Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of the following seven areas:

- Increasing graduation rates and eliminating the achievement gap;
- Reducing class sizes;
- Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;
- Addressing student social-emotional health;
- Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness;
- Goals and ratios for pupil support; and
- Detailed summaries of investments in current year initiatives and balance of funds spent in priority areas.

Instructions

The *State Budget Reporting and Foundation Aid Survey* is due by July 1, 2022.

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business

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portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs) or the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs are NOT REQUIRED to send hard copies of survey materials to the Department.

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Use of Foundation Aid Increase

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Use of Foundation Aid Increase

1. Please describe how the district plans to utilize funds provided by the foundation aid increase in the following priority areas. If these funds will not be used for one of the priority areas listed below, please respond with "N/A."

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Increasing graduation rates and eliminating the achievement gap	Increase technology devices so each student has an assigned chrome book, laptop and/or iPad to support individualized learning in person or remotely. Professional development was provided to teachers in areas of technology software and remote instruction to facilitate both types of learning. Software was purchased to support both types of learning. Programs to support the Seal of Biliteracy and Civic Readiness were added to help students prepare for a multicultural world and to be prepared to be productive members of society. Increased CTE tuition so students could participate in additional courses at BOCES for those who may have interests in areas outside of the core classes of the high school.	Community wants students engaged in meaningful instruction consistently. Additionally, community does not want to see opportunities reduced for students.	886,974
Reducing class sizes	We added 2.0 FTE PE teachers, 0.2 FTE science teacher, and 1.0 FTE art teacher to reduce class sizes. We also avoided cutting positions due to budget shortfalls. Positions maintained included 0.4 FTE science and 0.4 FTE art teachers. Additionally, we increased our charter school tuition to support students who chose an alternative program, which also reduces our class sizes.	Our community wanted us to maintain distancing during covid to reduce potential spread, which we were able to do through smaller class sizes.	554120
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	We added positions to better serve our most at risk students by offering additional supports and smaller caseloads for our teachers, thereby giving more one on one time to our students. We added 0.2 FTE ELA teacher, 0.2 FTE Teacher Assistant in Technology, 2.0 FTE Occupational Therapists, and 5.0 FTE ICT teachers. Other additions included an increased budget for special education services and afterschool buses to provide additional instructional support	Our community wants us to continue the provision of services and programs offered to our students.	2112811

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	after school. Finally, we were able to avoid teacher reductions in several positions due to the increase in foundation aid, such as librarians and library support, afterschool instruction stipends, and Elementary school Teacher Assistants.		
Addressing student social-emotional health	We hired a 1.0 FTE Health Teacher to implement our mental health curriculum in the elementary schools. We increased our budget for health and welfare services for resident students who attend non public school programs. We enhanced our athletic program by adding two sports, increasing opportunities for student social engagement. We also avoided program cuts to areas such as athletics, intramurals, and 2.0 FTE gifted and talented program teachers, all of which provide opportunities for students to participate in social activities in a healthy and structured environment.	Our community wants us to continue the provision of services and programs we offer and support the enhanced athletic opportunities for students.	256753
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	We hired an additional 1.0 ELL teacher to support our students and reduce case loads, providing more individualized support for our students	Our community wants us to continue the provision of services and programs offered to our students.	53736

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add Row" as applicable for additional priority areas.

Priority Area	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
safety and hygiene for students and staff	We want to ensure adequate budgets to support needed supplies for hygiene and safety by increasing our facilities budget for materials and supplies, such as tissues, paper cups, hand sanitizer, etc. These purchases are in addition to funds spent in our stimulus grants.	Our community wants us to continue providing a safe and healthy learning environment for all of our students and staff.	90,000

Use of Foundation Aid Increase (Cont.)

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- 3. Please describe your analysis of public comment from parents, teachers, and other stakeholders on the plan. This analysis should include the approach to outreach that was implemented and common recommendations or suggestions. For recommendations not reflected in the plan above, what limitations or rationale led to the decision to not include? (250 words or less)**

We used several methods to communicate out and receive communication back from our stakeholders, parents, students, staff, and community. We presented publically during board meetings and requested feedback, presentations are posted on our website with information as to how to provide feedback, we held multiple meetings in each building throughout the year which included parents, teachers, students, administrators, and community members to discuss our safety and reopening plans as well as the needs of our students and staff. We used an exit poll at our budget vote where we solicited feedback from our community by asking specific questions regarding our programs, what they would like to see added, what reductions they would support if needed, and why. The themes were very common - Keep safety and health at the forefront, keep students in school in person, maintain programs, reduce class sizes, support the emotional side of our students because the pandemic was difficult for everyone. Between the combination of foundation aid and stimulus funds, we were able to address all recommendations.

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ARP Spending Plan Reporting

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American Rescue Plan (ARP) Spending Plan Reporting

1. Have you made changes to your approved ARP - ESSER application?

- YES, the LEA has made changes to your approved ARP ESSER application.
- NO, the LEA has not made changes to your approved ARP ESSER application.

2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

We used several methods to communicate out and receive communication back from our stakeholders, parents, students, staff, and community. We presented publically during board meetings and requested feedback, presentations are posted on our website with information as to how to provide feedback, we held multiple meetings in each building throughout the year which included parents, teachers, students, administrators, and community members to discuss our safety and reopening plans as well as the needs of our students and staff. We used an exit poll at our budget vote where we solicited feedback from our community by asking specific questions regarding our programs, what they would like to see added, what reductions they would support if needed, and why. The themes were very common - Keep safety and health at the forefront, keep students in school in person, maintain programs, reduce class sizes, support the emotional side of our students because the pandemic was difficult for everyone. Between the combination of foundation aid and stimulus funds, we were able to address all recommendations.

3. Please provide a description of program goals and per pupil teacher ratios for priorities supported by ARP - ESSER funding. Click on "Add Row" as needed to include additional program goals.

Program Goals	Per Pupil Teacher Ratios (# : #)
Reduce class sizes and caseloads of special education teachers by implementing a fully inclusive ICT model. We hired 9.0 FTE additional special education teachers to keep case loads low, with a maximum caseload of 9 students	1:9
We added a 1.0 FTE Math teacher to help reduce class sizes, with a maxium of 20 students per class.	1:20
We added 3.0 ELA/Reading AIS, Math/Reading AIS, and Math AIS teachers to support students not currently at grade level. AIS teachers have groups of no more than 10 students at a time.	1:10
We added a 1.0 FTE Counselor and a 1.0 FTE Social Worker to address the social emotional needs of our families, students, and staff. Both employees work in our Family Support Center and provide additional resources for all of our students. There is not a specific ratio of students to identify as they work with families and students who need additional support.	1:25

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

Summary of New Programs <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
We are offering a robust summer school program in all of our buildngs, K-12, to support all students academically. The pandemic caused gaps in learning, so the summer program offers students and families and opportunity to help close that gap. General education teachers, Aides/Assistants, special education teachers, ELL teachers, and nurses are all included in the salary payments for this program.	391088

American Rescue Plan (ARP) Spending Plan Reporting

5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	3,995	0	0

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ARP Spending Plan Reporting

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	11,745	11,745	11,745
Purchasing educational technology.	0	0	0
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.	760,530	536,466	281,382
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	97,988	107,093	56,076
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	391,088	440,897	438,648
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	1,265,346	1,096,201	787,851

6. If 'Other' is indicated in the table above, please describe.

(No Response)