

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	N/A	N/A	0
Reducing class sizes	N/A	N/A	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Provide additional out of classroom instructional space. Secondary libraries will be upgrades to include more workspace for students and teachers including more computer workstations and small group work areas. This will provide space for formal and informal tutoring and study groups.	b. The faculty and building administrators developed the plan and design which was presented at a public meeting that included parents and other community members. Community feedback included recommendations to review current library catalogue to determine if additional resources are required and develop a plan for a regular review of the catalogue to keep it up to date with student needs.	120000
Addressing student social-emotional health	Positivity Project - empower our students with the tools needed to develop positive self-image and positive relationships. In just 15-minutes a day, The Positivity Project helps schools develop a common vocabulary, a positive culture, and self-aware, empathetic students. Powered by Google Apps for Education, our fully-digital suite of Pre-K - 12 resources engage and impacts students - whether in-person, virtual, or hybrid. Program will be expanded to secondary schools.	Teachers and administrators have made multiple presentations to the BOE and public regarding the successful implementation of the Positivity Project in the elementary schools. Feedback from parents on the impact this has had on their students has been overwhelmingly positive. Plans are being made to expand to include the secondary schools.	25000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Place our students in the program most appropriate to their individual needs. Provide a learning environment where all students can thrive. At times that environment in an out-of-district placement	As part of our budget preparation presentations, additional funds were allocated to cover our out of district tuition costs for students with disabilities. Depending on the placement, these costs may exceed \$100K per student. There is also the likelihood that an additional out of district placement could be required mid-year. The overwhelming support of the budget by the community indicates their support of utilizing the additional foundation aid to increase the budget appropriations for out-of-district tuition.	200000

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.

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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 (\$)
Continuity of school operations	Replacement of work vehicles for facilities and maintenance staff. Vehicles are more than 10 years old and in need of extensive repairs. Replacement of 2 school buses for student transportation.. Vehicles are in need of repairs in order to pass DOT inspections. Vehicles are nearly 10 years old	Community gave feedback via public comment at board meetings and via emails to BOE.	250,000
Continuity of school operations	Equipment upgrades to kitchen facilities in our 2 elementary schools. Both schools have old and outdated ovens, stoves, refrigerators, freezers, sinks and warming trays. All equipment is nearly 20 years old.	Community gave feedback via public comment at board meetings and via emails to BOE.	500,000

Use of Foundation Aid Increase (Cont.)

- 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)**

Spackenkill has historically had relatively small class sizes (under 25 for kindergarten and under 30 for grades 1-12. Our high school graduation rates have been consistently above 95%. It was determined that the additional Foundation aid would be better utilized to provide additional academic and social emotional resources to our students.

The use of the additional Foundation Aid was discussed during our annual budget preparation process. Several presentations were made at the public Board of Education meetings and the annual Budget Public Hearing where community input was solicited on the proposed spending plan. The budgeting approach was to maximize the use of the additional state aid and limit the necessary increase in property taxes to cover the spending plan. The objective was to use the additional aid for one-time purchases rather than fund recurring district expenses.

The building administrators were asked to submit their proposed budgets for the 22-23 year. Spreadsheets were provided indicating current budget, budget request and explanations for budget increases. Some of their requests included upgrades to libraries, replacing some playground equipment, continued implementation of social emotional programs and after school instruction.

Community contributed their feedback via public comment at the board meetings and via emails to the BOE. Comments indicated agreement with using the additional funds for non-routine expenses. Questions were raised about additional instructional materials. All questions regarding the budget were answered either via return email or during the public sessions at BOE meetings.

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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.

The ARP plan has not yet been updated since submitted.

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 (# : #)
The Spackenkill Union Free School District developed a K-5 academic and social/emotional academy. The District focused on remediation of students at the elementary level as younger students are learning about and developing foundational skills that last a lifetime, such as spelling and reading.	10:1
Provide additional instruction for secondary students who either fail a course or failed a regents exam. Secondary students may attend summer school if they failed the NYS Regents exam or a course. It is a 4 day a week session for 3 weeks. The students may re-take the regents exam in August if needed.	10:1
- An after-school "Quarantine" tutoring program will be made available. The program would be provided for those students who have to be absent (due ONLY to quarantine) for FOUR or more days. Those students will receive ONE hour/day of home tutoring. Prior to that 4th day, work packets and Google Classroom assignments should be given to students, as much as is practicable. On Day 4 of an extended quarantine, the teacher should plan to begin providing the after-school tutoring session OR work with me to arrange for a TA to complete the session during the school day if you or another grade level teacher is not available after school.	5:1
Fall credit recovery was offered to students who failed multiple courses during the Covid-19 Pandemic and completed coursework during the Summer School 2021 session. Students only have the ability to take two courses during the summer. With that being said, those students who were successful were moved into the next level of coursework during the regular school year with the caveat that they would take coursework in the fall during a 3:00-5:00 block for five weeks	5:1

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 or Expansion of Existing Programs in Current Year	Investment (\$)
After School Tutoring for Quarantine Students - An academic support program intended for any student forced to quarantine because of testing positive for Covid or being identified as a direct exposure to a positive case. This program was expanded to include elementary students to receive 1 hour of remote instruction from a certified teacher while on quarantine.	10000

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	23,874	367,500	45,000

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
instruction.			
Maximizing in-person instruction time.	0	95,928	95,928
Operating schools and meeting the needs of students.	108,600	34,992	0
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.	58,667	61,262	58,666
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	48,666	48,667	48,666
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	126,000	126,000	126,000
Supporting early childhood education.	0	45,000	20,000
Other (please describe below)	0	0	0
Totals:	365,807	779,349	394,260

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

(No Response)