

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

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Page Last Modified: 06/29/2022

**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

**State Budget Reporting and Foundation Aid Survey - Budget Reporting**

Background/Instructions

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Page Last Modified: 06/29/2022

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.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 07/01/2022

**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	To increase graduation rates and eliminate the achievement gap. Metric is to increase budget for 1.2 FTE additional staff.	Stakeholders expressed concern for students at risk of not graduating.	\$121,895
Reducing class sizes	Maintain class sizes rather than increasing class size due to lack of funding. Metric is to maintain budget for 20 FTE staff that would have needed to be cut without Foundation Aid increase.	Community consistently requests that the District keep the lowest possible class sizes.	\$1,976,565
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	To help students who were not meeting or at risk of not meeting state learning standards in math. Metric is to increase budget for 2.0 FTE additional staff.	Stakeholders expressed the need to help students meet math standards	\$203,158
Addressing student social-emotional health	To provide places and staff for students to go to during times of need that are not met through the classroom. Metric is to increase budget for 4.0 FTE additional staff.	Community expresses their desire to have additional Guidance Counselors, Psychologists, Librarians and Social Workers.	\$406,316
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	To provide additional services to our students with disabilities through additional staffing. District added a SIFE curriculum as an intervention service for students who come to our school with limited academic preparation and low levels of language literacy. Metric is to increase budget for 8.4 FTE additional staff.	Stakeholders expressed the need for additional services to students with special needs as their academic programs were adversely affected by the COVID pandemic.	\$855,232

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 (\$)
Additional budget for gasoline, diesel, and propane	Goal: Plan for increased costs in gasoline, diesel and propane budgets due to inflation. Metric: Increase our budget for fuel costs by \$500,000.	The community is consistently asking the District to keep tax increases to the lowest possible level. The community expressed concern about inflation,	500,000

**State Budget Reporting and Foundation Aid Survey - Budget Reporting**

Use of Foundation Aid Increase

Page Last Modified: 07/01/2022

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 (\$)
	Ratio: Increase in fuel budget by 58%.	rising fuel costs, and energy costs.	
Improve Ventilation at an Elementary Building that does not have up to date ventilation systems	Improve the health and welfare of students and staff in the Overlook Elementary School building. Metric: This amount increases the budget for this approved SED project to an amount we hope will be sufficient to complete the project. The costs for construction are in an extreme inflationary period and we will not know until bids are received.	The stakeholders are concerned with the ventilation at Overlook and consistently ask for its improvement.	3,861,727

**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)**

The Arlington Central School District initiated a comprehensive stakeholder engagement process to assist in the development of the ARP-ESSER grant applications and the budget development process. Various teams were assembled with key stakeholders including parents, community members, teachers, support staff and administrators to examine district data, solicit stakeholder feedback and to determine the best way to support our students. The Superintendent and his cabinet reported to the Board of Education the findings and recommendations of these committees.

The district communication office will regularly update the ARP plan and budget information on the District website. Public presentations during Board Meetings will be scheduled at the start and end of each school year to provide the community with updates regarding programs funded through the ARP-ESSER and additional foundation aid funds, as well as data on student progress being made as a result of the implementation of said programs.

In addition to stakeholder team involvement, Arlington administration began an outreach process that began in January of 2022 to publicly present budget information that reflected the work done by the above committees. These presentations were done twice a month through the budget development process and incorporated the wishes of the community. The most common recommendations and suggestions were based on keeping class sizes as low as possible, add social and emotional supports, reduce taxes, and to provide additional supports to our students with special needs. All recommendations were reflected in the above plan.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/01/2022

**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 Arlington Central School District initiated a comprehensive stakeholder engagement process to assist in the development of the ARP-ESSER grant applications and the budget development process. Various teams were assembled with key stakeholders including parents, community members, teachers, support staff and administrators to examine district data, solicit stakeholder feedback and to determine the best way to support our students. The Superintendent and his cabinet reported to the Board of Education the findings and recommendations of these committees. The district communication office will regularly update the ARP plan and budget information on the District website. Public presentations during Board Meetings will be scheduled at the start and end of each school year to provide the community with updates regarding programs funded through the ARP-ESSER and additional foundation aid funds, as well as data on student progress being made as a result of the implementation of said programs.

In addition to stakeholder team involvement, Arlington administration began an outreach process that began in January of 2022 to publicly present budget information that reflected the work done by the above committees. These presentations were done twice a month through the budget development process and incorporated the wishes of the community. The most common recommendations and suggestions were based on keeping class sizes as low as possible, add social and emotional supports, reduce taxes, and to provide additional supports to our students with special needs. All recommendations were reflected in the above plan.

**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 (# : #)
<p><b><u>Extended Day Program - Middle School and High School</u></b> Academic support services to be offered after school for students requiring additional academic intervention, credit recovery, and/or enrichment. The Extended day program will help address learning loss caused by interrupted education during the Pandemic among students, including our students from each subpopulation (Low SES, SWD, LEP, and Racial/Ethnic subpopulations).</p>	1:10
<p><b><u>Summer Learning Academies K-5</u></b> Expansion of elementary, middle and high school summer programs to reacclimate students into the classroom. High School Credit Recovery, freshman summer bridge and Enrichment opportunities to support student achievement and learning acceleration.</p>	1:12
<p><b><u>Early Childhood - Integrated Co-Teaching Program</u></b> Six (6) additional special education teachers to support district K-1 Integrated Co-Teaching Classrooms. The current early childhood (K-1) ICT district program does not have dedicated special education teachers. This will align special education services with the existing Grades 2-6 ICT model and support the district's focus on literacy to ensure that all students are reading on grade level by the end of third grade. Increased special education staff will allow for co-teaching in grades K-1 to address learning loss for children with disabilities.</p>	2:25
<p><b><u>Professional Development - Literacy:</u></b> The Arlington School District believes that early literacy must be its primary focus. It will contract with the Rose Institute for Learning/Putnam North Westchester BOCES and secure the services of consultant Meghan Hargrave to build teachers knowledge and capacity in the following areas: Sound to Print Foundations, Structured Literacy to Support Struggling Readers in Early Grades, Bringing the</p>	1:25

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/01/2022

Program Goals	Per Pupil Teacher Ratios (# : #)
<p>Science of Reading into Balanced Literacy, Language Essentials for Teachers of Reading and Spelling, and job embedded coaching support for leaders and teachers. This evidence-based approach will meet the comprehensive needs of students and address learning loss among students, including all sub-groups identified for grant qualification.</p>	
<p><b>Personalized Learning/Technology Consultant Services</b>                      The District has identified Eric Sheninger of the International Center for Leadership in Education to provide support for its efforts to personalize learning for all students in a blended learning environment with a focus on data based decision-making. The work will establish the foundations of digital pedagogy, digital leadership, and provide intense, ongoing, job-embedded support for teachers throughout the school year in each building. Outcomes associated with the work will be structured around rigor and relevance; feedback; learning spaces; observable evidence of learning; personalized learning focusing on culture, SEL and equity; and pedagogy, structures, and systems in a blended environment.</p>	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 or Expansion of Existing Programs in Current Year	Investment (\$)
<p><b>Extended Day Program Middle School (New Program)</b>                      Academic support services to be offered after school for students requiring additional academic intervention, and/or enrichment. The Extended day program will help address learning loss caused by interrupted education during the Pandemic among students, including our students from each subpopulation (Low SES, SWD, LEP, and Racial/Ethnic subpopulations).</p>	43,200
<p><b>Extended Day Program High School School (Program Expansion)</b>                      Academic support services to be offered after school for students requiring additional academic intervention, and/or enrichment. The Extended day program will help address learning loss caused by interrupted education during the Pandemic among students, including our students from each subpopulation (Low SES, SWD, LEP, and Racial/Ethnic subpopulations).</p>	96,000
<p><b>Summer Learning Academies K-5 (New Program)</b>                      Provide academic intervention to address learning loss and academic enrichment opportunities focusing on project based learning opportunities in literacy and STEM (Science, Technology, Engineering and Mathematics). Students will have the opportunity to be prepared for success to the next grade level.</p>	139,120
<p><b>Summer Learning Academies 6-8 (New Program)</b>                      Provide academic intervention to address learning loss and academic enrichment opportunities focusing on project based learning opportunities in literacy and STEM (Science, Technology, Engineering and Mathematics). Students will have the opportunity to be prepared for success to the next grade level.</p>	79,836
<p><b>Summer Learning Academies 6-8 (Program Expansion)</b>                      Provide academic intervention to address learning loss and academic enrichment opportunities to help prepare students for advanced level coursework in Honors, Concurrent Enrollment and Advanced Placement. Students will also be provided the opportunity for additional HS credit recovery options, a summer bridge program and intro to advanced placement courses to support student achievement and learning acceleration.</p>	177,250
<p><b>Early Childhood - Integrated Co-Teaching Program</b></p>	390,000

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/01/2022

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Six (6) additional special education teachers to support district K-1 Integrated Co-Teaching Classrooms. The current early childhood (K-1) ICT district program does not have dedicated special education teachers. This will align special education services with the existing Grades 2-6 ICT model and support the district's focus on literacy to ensure that all students are reading on grade level by the end of third grade. Increased special education staff will allow for co-teaching in grades K-1 to address learning loss for children with disabilities.	
<b>Professional Development - Literacy:</b> The Arlington School District believes that early literacy must be its primary focus. It will contract with the Rose Institute for Learning/Putnam North Westchester BOCES and secure the services of consultant Meghan Hargrave to build teachers knowledge and capacity in the following areas: Sound to Print Foundations, Structured Literacy to Support Struggling Readers in Early Grades, Bringing the Science of Reading into Balanced Literacy, Language Essentials for Teachers of Reading and Spelling, and job embedded coaching support for leaders and teachers. This evidence-based approach will meet the comprehensive needs of students and address learning loss among students, including all sub-groups identified for grant qualification.	141,573
<b>Personalized Learning/Technology Consultant Services:</b> The District has identified Eric Sheninger of the International Center for Leadership in Education to provide support for its efforts to personalize learning for all students in a blended learning environment with a focus on data based decision-making. The work will establish the foundations of digital pedagogy, digital leadership, and provide intense, ongoing, job-embedded support for teachers throughout the school year in each building. Outcomes associated with the work will be structured around rigor and relevance; feedback; learning spaces; observable evidence of learning; personalized learning focusing on culture, SEL and equity; and pedagogy, structures, and systems in a blended environment.	192,922

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.	0	154,561	0
Maximizing in-person instruction time.	124,800	210,996	210,996
Operating schools and meeting the needs of students.	732,724	506,951	506,951
Purchasing educational technology.	2,760,083	628,200	628,200
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.	2,695,352	912,844	912,844
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	187,208	135,100	135,100
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	737,720	615,981	615,981
Supporting early childhood education.	327,438	19,784	19,784
Other (please describe below)			

**State Budget Reporting and Foundation Aid Survey - Budget Reporting**

ARP Spending Plan Reporting

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Page Last Modified: 07/01/2022

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
	0	217,736	217,736
<b>Totals:</b>	<b>7,565,325</b>	<b>3,402,153</b>	<b>3,247,592</b>

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

Professional Development is being provided for teachers in the area of Early Literacy Development and Personalized Learning. This professional development will help teachers address the needs of their students.