

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	The following positions were added to reduce class size: WES PE/Health (.5), MS PE/Health (.5), HS Art Teacher (1.0)	Community feedback was gathered through stakeholder surveys, BOE meetings, faculty meetings, Superintendent meetings with community members, student feedback gathered at grade-level assemblies	201627
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The following positions were added to provide additional support for students who are at risk of not meeting NYS learning standards: HS ELA (1.0), HS Science (1.0)	Community feedback was gathered through stakeholder surveys, BOE meetings, faculty meetings, Superintendent meetings with community members, student feedback gathered at grade-level assemblies	201626
Addressing student social-emotional health	The following positions were added to address students' social/emotional health: WES School Counselor (.5), DES School Counselor (.5)	Community feedback was gathered through stakeholder surveys, BOE meetings, faculty meetings, Superintendent meetings with community members, student feedback gathered at grade-level assemblies	100814
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The following positions were added to provide adequate resources to ELL, students with disabilities and students experiencing homelessness: HS Special Education teacher (1.0), DES ELL teacher (1.0), MS ELL teacher (1.0), HS ELL teachers (2.0)	Community feedback was gathered through stakeholder surveys, BOE meetings, faculty meetings, Superintendent meetings with community members, student feedback gathered at grade-level assemblies	504065

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 (\$)
(No Response)	(No Response)	(No Response)	(No Response)

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)**

The district communicated and collected information with respect to all stakeholders in a variety of ways. We began with our staff/faculty as it related to needs, upgrades, goals. These discussions occurred during professional learning communities, faculty meetings, and informal surveys. In addition, data was collected from students in the form of grade-level conversations, visits by the superintendent to our government/economics classes (all seniors), and during BOE meetings. A survey was designed and shared with the school community. This survey allowed the district to analyze and align all voices as it related to the use of this additional and much needed funding in the name of equity and opportunity for our learners.

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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 district communicated and collected information with respect to all stakeholders in a variety of ways. The BOE meetings was an initial vehicle with regard to the communication of our ARP and ESSER funding. In addition, we included all stakeholders, similar to the increases in aid. Discussing with district, administration, and staff/faculty during meetings, professional development days, superintendent conference days, and surveys. In addition, data was collected from students at grade-level assemblies, visits by the superintendent to our government/economics classes (all seniors), and during BOE meetings. A survey was designed and shared with the school community. This survey allowed the district to analyze and align all voices as it related to the use of this additional and much needed funding in the name of equity and opportunity for our learners.

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>Safely returning students to in-person instruction: The following materials and services were/will be purchased to secure the safety of the students:</p> <ul style="list-style-type: none"> • Autoscrubbers • WES Wall Pads • Auditorium Upgrades • Baseball Dugout • Clock/Bell repairs • HS Gymnasium bleachers • Resand and repair HS gymnasium floor • Library Upgrades • Replace HS Water Heater • WES Playground Upgrades 	7:1
<p>Operating schools and meeting the needs of students: The following materials were/will be purchased and personnel hired in order for the school district to meet the needs of the students:</p> <ul style="list-style-type: none"> • 10-month typist • Athletic materials • Art materials • Audio/Visual materials • Honors/Debate program • Music instruments 	7:1
<p>Purchasing educational technology: The following materials were purchased to expand and enhance the school district's technology program:</p> <ul style="list-style-type: none"> • STEAM room materials 	10:1
<p>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: The following personnel were/will be hired and services purchased to address the impacts of learning loss that the COVID-19 pandemic had on students:</p> <ul style="list-style-type: none"> • Teacher Coordinators • Music Teacher • SPED Teacher 	7:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
<ul style="list-style-type: none"> • SPED Teacher Assistant • Attendance Clerk • Library Aide • Literacy enrichment materials • Summer school transportation • Math Teacher • STEAM Teacher • Science Teacher • Social Studies Teacher • K-3 Handwriting Program • K-3 Primary Phonics Program • K-6 Writing Program • Hands-On Science Program 	
<p>Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs: The following materials and services were/will be purchased to meet the various needs of the students:</p> <ul style="list-style-type: none"> • AVID PD • Equity Consultant • MAP Growth k-12 assessment tool • Addiction prevention/education 	7:1
<p>Offering evidence-based summer, afterschool, and other extended learning and enrichment programs: The following materials were/will be purchased and personnel hired to provide extended learning and enrichment opportunities for students in the district:</p> <ul style="list-style-type: none"> • Summer school & after school program (K - 12) for the purpose of remediation and enrichment 	10:1

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 (\$)
<p>In the school year 2021 - 2022, the following were purchased in the area of safely returning students to in-person instruction:</p> <ul style="list-style-type: none"> • Autoscrubbers • WES Wall Pads • Auditorium Upgrades • Clock/Bell repairs • HS Gymnasium bleachers • Resand and repair HS gymnasium floor • Library Upgrades • Replace HS Water Heater • WES Playground Upgrades 	289,796
<p>In the school year 2021 - 2022, the following were purchased/hired in the area of operating schools and meeting the needs of students:</p> <ul style="list-style-type: none"> • 10-month typist • Athletic materials • Art materials • Audio/Visual materials • Honors/Debate program • Music instruments 	189,944

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
In the school year 2021 - 2022, the following purchases were made in the area of educational technology: <ul style="list-style-type: none"> • STEAM room materials 	76,436
In the school year 2021 - 2022, the following personnel were hired and services purchased to address 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: <ul style="list-style-type: none"> • Teacher Coordinators • Music Teacher • SPED Teacher • SPED Teacher Assistant • Attendance Clerk • Library Aide • Literacy enrichment materials • Summer school transportation 	522,130
In the 2021 - 2022 school year, the following evidence-based materials and services were purchased to meet students' social, emotional, mental health, and academic needs: <ul style="list-style-type: none"> • Equity Consultant • MAP Growth K-12 assessment tool • Addiction prevention/education 	77,240

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.	289,796	129,997	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	189,944	98,424	82,356
Purchasing educational technology.	76,436	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.	522,130	1,006,372	880,746
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	77,240	66,864	65,472
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	169,218	167,684
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	1,155,546	1,470,875	1,196,258

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

(No Response)