

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	Sustained support of leadership for school buildings, increase in technology integration support, increase in ELA department at the HS	During the Spring 2021 a community and staff survey was conducted, including the Teacher and CSEA bargaining unit members, to solicit input and thoughts regarding the priorities needed on how to best use Federal grant monies to support Instruction, Curriculum and Assessment as we entered post-pandemic learning. That information was further reviewed and evolved into enhanced planning throughout the 2021-2022 school year as we utilized our District wide Comprehensive Educational Planning Process (strategic planning to support Board of Education goals). Each building in turn is required to develop a building wide Comprehensive School Education Plan (CSEP) involving stakeholders, including parental input, to support the CDEP goals and initiatives. Individual buildings present their building wide plans in the fall of each school year. For the upcoming 2022-2023 school year the use of the increased Foundational Aid will allow our District to continue to strategically support areas thus, enhancing identified areas from building CSEP plans to support student learning.	225964
Reducing class sizes	Ensure classes continue to be at a size that allows for student learning and growth	During the Spring 2021 a community and staff survey was conducted, including the Teacher and CSEA bargaining unit members, to solicit input and thoughts regarding the priorities needed on how to best use Federal grant monies to support Instruction, Curriculum and Assessment as we entered post-pandemic learning. That information was further reviewed and evolved into enhanced planning throughout the 2021-2022 school year as we utilized our District wide Comprehensive Educational Planning Process (strategic planning to support	261225

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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 (\$)
		<p>Board of Education goals). Each building in turn is required to develop a building wide Comprehensive School Education Plan (CSEP) involving stakeholders, including parental input, to support the CDEP goals and initiatives. Individual buildings present their building wide plans in the fall of each school year. For the upcoming 2022-2023 school year the use of the increased Foundational Aid will allow our District to continue to strategically support areas thus, enhancing identified areas from building CSEP plans to support student learning. Specifically, the district will use funds to maintain smaller class sizes across the Elementary and provide AIS and reading support, and through the Middle grades and High School levels providing reading support, ELA and Math.</p>	
<p>Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas</p>	<p>Provide behavioral and academic support for students. Maintain building based and preventative interventions for speech</p>	<p>During the Spring 2021 a community and staff survey was conducted, including the Teacher and CSEA bargaining unit members, to solicit input and thoughts regarding the priorities needed on how to best use Federal grant monies to support Instruction, Curriculum and Assessment as we entered post-pandemic learning. That information was further reviewed and evolved into enhanced planning throughout the 2021-2022 school year as we utilized our District wide Comprehensive Educational Planning Process (strategic planning to support Board of Education goals). Each building in turn is required to develop a building wide Comprehensive School Education Plan (CSEP) involving stakeholders, including parental input, to support the CDEP goals and initiatives. Individual buildings present their building wide plans in the fall of each school year. For the upcoming 2022-2023 school year the use of the increased Foundational Aid will allow our District to continue to strategically support areas thus, enhancing identified areas from building</p>	<p>371116</p>

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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 (\$)
		CSEP plans to support student learning.	
Addressing student social-emotional health	Increase support and coordination of social emotional health.	During the Spring 2021 a community and staff survey was conducted, including the Teacher and CSEA bargaining unit members, to solicit input and thoughts regarding the priorities needed on how to best use Federal grant monies to support Instruction, Curriculum and Assessment as we entered post-pandemic learning. That information was further reviewed and evolved into enhanced planning throughout the 2021-2022 school year as we utilized our District wide Comprehensive Educational Planning Process (strategic planning to support Board of Education goals). Each building in turn is required to develop a building wide Comprehensive School Education Plan (CSEP) involving stakeholders, including parental input, to support the CDEP goals and initiatives. Individual buildings present their building wide plans in the fall of each school year. For the upcoming 2022-2023 school year the use of the increased Foundational Aid will allow our District to continue to strategically support areas thus, enhancing identified areas from building CSEP plans to support student learning.	345014
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Supported through other means	N/A	0

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 Board of Education used a thorough process to develop the 2022-2023 budget including numerous Board of Education workshops and a full day Saturday budget development workshop which occurred on January 29, 2022. During the Saturday workshop, the entire Administrative team presented how they will prepare building budgets to meet the needs of the students and staff. All of these budget workshops are open to the public to solicit their input on how to best prepare the 2022-2023 budget. Further, the District had a Comprehensive District Educational Plan (CDEP) strategic planning meeting on March 22, 2022. During this CDEP meeting members from across the District including teachers, support staff and parent representatives met to review, recommend and contribute the best manner to utilize budget monies, including the increased Foundation Aid, to support Instruction, Curriculum and Assessment across the District.

Additionally, multiple budget public hearings were conducted regarding the intended use of the increased Foundation Aid in the budget to gather stakeholder feedback and input assisting us in our decision making. During the Spring 2022 we presented the 2022-2023 budget, which aligned with the Comprehensive District Educational Plan, to the Village of Silver Creek on May 2, 2022 and on May 11, 2022 to the Town of Hanover. Additionally, a public hearing occurred at Silver Creek Central School on May 5, 2022 to community members. All District staff were provided Budget hearings and CDEP updates on May 5, 2022.

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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.

N/A - Original plan is still in place.
 In the Spring of 2021 the district administered a survey to all families to collect feedback on the year, on reopening in the fall, and on needs moving forward. A similar survey was administered to the faculty and staff in the spring. The district reviewed this data in the writing of the grant. Furthermore, the district met with tribal leaders and union leaders individually around the same topics. The leadership team met and discussed needs as well as feedback from all sources in order to formulate a plan for these funds. The district will continue to engage stakeholders through the Comprehensive District Educational Planning Process which is the district's strategic planning process. The CDEP committee meets multiple times a year to review district data and make decisions on focus practices and needs statements.

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 (# : #)
Provide remote and hybrid instruction during COVID and return all students to in-person instruction safely.	8:1
Improve social emotional well being for faculty, staff, students and families.	7:1
Recover from lost instructional time.	7:1
Manage COVID protocols.	7:1

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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
Provide remote and hybrid instruction during COVID and return all students to in-person instruction safely. <ul style="list-style-type: none"> • Set up all classrooms to live stream • Prepared teachers with PD • Provided devices, including MiFis to families • Provided devices to instructional staff 	319,212
Improve social emotional well being for faculty, staff, students and families. <ul style="list-style-type: none"> • Added additional social emotional staff in the form of 2 social workers • Provide PD for all teachers, faculty and staff • Appoint teachers on special assignment in the form of School Connectedness coordinators • Improve environments to be welcoming and affirming for all students and families • Provided Crisis Response training for key personnel • Maintained the districts School Resource officer 	1,035,291
Recover from lost instructional time. <ul style="list-style-type: none"> • Add staff to reduce class size • Add staff to provide additional AIS support • Appoint a teacher on a special assignment to support instructional technology • Provide additional ENL services 	1,922,948

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<ul style="list-style-type: none"> Provide additional OT services Professional Development Curriculum materials 	
Manage COVID protocols. <ul style="list-style-type: none"> Purchase additional cleaning supplies and equipment Appoint COVID coordinator for tracking and oversight Hire tutors for students who were sick or quarantined Acquired additional support for data tracking Grant management support 	290,271

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	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	100,470	100,470	100,470
Purchasing educational technology.	88,197	88,197	88,197
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.	781,170	781,170	781,170
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	386,051	386,051	386,051
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	100,002	100,002
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	1,355,888	1,455,890	1,455,890

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

(No Response)