

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

- 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 | Retain two teaching assistants to provide MS AIS Math and Reading | No community feedback. MS analyzed data (NWEA) to determine ELA/math need based on identified gaps | 103266 |
| Reducing class sizes | Improve 1st grade student to teacher ratio | No community feedback. ES analyzed data (enrollment, ELA/Math NWEA) to determine need based on identified gaps | 87547 |
| Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas | Retain 1 reading teacher to provide Elementary Reading | No community feedback. ES analyzed data (NWEA and Fountas and Pinnell) to determine reading need based on identified gaps | 63255 |
| Addressing student social-emotional health | Ensure an Assistant Principal is available at the MS/HS | No community feedback. MS analyzed data (Panorama- Social-emotional data and discipline data to determine need based on identified gaps | 75000 |
| Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness | None | None | 0 |

- 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 (\$) |
|---------------|---|--|---|
| None | None | None | 0 |

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 Frewsburg Central School District provided three opportunities for public comment from parents, teachers, and other stakeholders on the use of Foundation Aid increase. Dates include February 10, March 10, and May 5. Outreach included advertising these meetings in the local newspaper, placing the invites on our social media platforms, and also including the dates on our school website. Despite this outreach, the district did not receive any comments or suggestions as a result of these meetings. In order to create the plan for the foundation aid increase, building principals met with constituents in their buildings who in turn analyzed data regarding student needs. The principals then brought these needs forward to our administrative team.

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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 Frewsburg Central School District reviewed our ARP ESSER funding plan and did not need to make any changes. Given that our plan did not change from last year to this year, our district has included the two public comment sessions from last year and the new public comment session date for this year. Public comment was sought during three public Board of Education meetings on the following dates: June 10, 2021, December 9, 2021, and June 16, 2022. Despite providing the materials and the agenda ahead of time to the public, no public comments were received.

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 (# : #) |
|---|----------------------------------|
| Add a Middle Level School Counselor to support students' social, emotional, and mental health due to loss of academic instructional time. Panorama Survey data was used to determine this need. Overall, a lower student-to-counselor ratio will benefit all students at the MS/HS. | 1:121 |
| Add a kindergarten teacher to reduce class size due to the significant decline in skills as demonstrated on kindergarten screening from not having prekindergarten because of COVID. | 1:13 |

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 (\$) |
|---|-----------------|
| 2 math AIS teachers at the elementary level 1 kindergarten teacher moving to first grade with the students 1 reading teacher at the elementary level, 1 reading teacher at the elementary/middle school level Salaries of the above positions have been included in order to conduct high-quality tutoring sessions during the school day. According to the ED COVID-19 Handbook Roadmap to Reopening Safely and Meeting All Students' Needs published by the US Department of Education, tutoring programs that take place during the school day appear to have the largest effects. Additionally, programs that include frequent sessions of at least 30-50 minutes work best. The youngest students (e.g., early childhood through 1st grade) benefit from increased weekly sessions. Teachers will align instruction with an evidence-based core curriculum or use evidence-based programs and practices. One kindergarten teacher was included in order to provide a smaller class size. This teacher will move up to first grade with these students the following year. During COVID, our district did not run UPK so these kindergarten students did not receive any early prekindergarten intervention. Kindergarten screening revealed lower than typical scores. | 452,393 |
| Elementary Dean of Students salary was included to support students' social and emotional learning. The Dean of Students will coordinate the Panorama (Tier 1 Intervention) survey and share the results of this survey with the counseling department. This position will also support the work of the counseling | 83,401 |

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| Summary of New Programs or Expansion of Existing Programs in Current Year | Investment (\$) |
|---|-----------------|
| <p>position in the ARP-ESSER Plan: Part 2. The Dean will also implement restorative circles (Tier 4 Intervention) or “mindful moments” that provide Elementary students with space to self-regulate emotions.</p> | |
| <p>Middle School Health Teacher salary was included. As noted in the ED COVID-19 Handbook Roadmap to Reopening Safely and Meeting All Students’ Needs published by the US Department of Education, key evidence-based practices that maximize students’ social, emotional, and academic benefits include explicitly teaching critical social, emotional, and academic skills. The MS Health teacher will be tasked with this for students in grades 7 and 8. This will support the work of the additional position of a school counselor for students in grades 7 and 8 as described in the ARP-ESSER Plan: Part 2.</p> | 79,586 |
| <p>Hourly contractual amounts have been budgeted in order to provide high-quality after-school tutoring for elementary and middle school students over three years. The contractual hourly rate for certified teachers was included to provide high dosage tutoring to all students grades K-12 in the district. This high dosage tutoring will either be done on a 3 time per week basis for at least 30 minutes/session onsite or contracted with a community-based agency.</p> | 81,814 |
| <p>3 Certified Teachers paid hourly to conduct the elementary “Kindercamp” Summer Program 1 Certified Special Education Teacher paid hourly for Special Education Summer Classroom 1 Certified Occupational Therapist paid hourly for special education and Kindercamp Certified Teachers paid hourly to conduct K-8 tutoring 1 Principal paid hourly to supervise elementary “Kindercamp” Summer Program and Tutoring</p> <p>Contractual hourly rates for certified teachers have been included for the summer of 2021 to offer “Kindercamp” as a way to provide summer learning to students who were registered for Kindergarten but did not attend UPK. The program will be voluntary, full-day program for 5 hours/day for 5 weeks. The contractual hourly rate for a certified special education teacher was included to provide summer learning to students with disabilities who do not qualify for an extended year program through their IEP. The program will be a voluntary, full-day program for 5 hours/day for 5 weeks. The contractual hourly rate for a certified Occupational Therapist was included to provide summer learning to students with disabilities who do not qualify for an extended year program through their IEP. Services will also be extended to the Kindercamp students. The contractual hourly rate for certified teachers was included to provide high dosage tutoring to all students grades K-12 in the district. This high dosage tutoring will be done on a 3-time-per-week basis for at least 30 minutes/session. The contractual hourly rate for a Principal and nurse was included for the “Kindercamp” summer school as required by education law. 1 School nurse 3 Bus Drivers</p> <p>Contractually hourly rates were included for the positions above needed to support the “Kindercamp” summer program in order to reduce barriers such as transportation. The district collaborated with the community-based before/after school and summer program “The Relief Zone”, The Myers Library, and the Audubon Community Nature Center to conduct a summer enrichment program for Frewsburg students. This partnership will provide hands-on learning opportunities using science STEAM activities in nature (Audubon) coordinated with reading themes (Myers Library). This voluntary, full day program coupled these unique learning opportunities with a certified teacher instructing M/ELA (The Relief Zone). Science materials and reading books were purchased to support the community-based The Relief Zone, Audubon and Myers Library summer enrichment program. These are a one-time purchase and will be used for the subsequent 2 years of programming.</p> | 90,054 |

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| Summary of New Programs or Expansion of Existing Programs in Current Year | Investment (\$) |
|--|-----------------|
| Materials were included to develop a sensory path for the special education and general education attending the district "Kindercamp" and special education classroom. This sensory path is beneficial to helping students regulate their emotions. It will be used for the subsequent 2 years of programming. | |

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. | 592,911 | 74,672 | 0 |
| Maximizing in-person instruction time. | 0 | 0 | 0 |
| Operating schools and meeting the needs of students. | 0 | 0 | 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. | 552,855 | 374,538 | 225,438 |
| Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs. | 71,415 | 60,295 | 60,295 |
| Offering evidence-based summer, afterschool, and other extended learning and enrichment programs. | 211,484 | 150,681 | 151,474 |
| Supporting early childhood education. | 0 | 0 | 0 |
| Other (please describe below) | 0 | 0 | 0 |
| Totals: | 1,428,665 | 660,186 | 437,207 |

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

(No Response)