

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

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

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: 06/29/2022

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	NA	NA	0
Reducing class sizes	Reduced class size to provide more individualized instruction.	The results of the community survey indicated that this was the second highest priority with 17.8% of the community ranking it as their first priority.	71500
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Provide additional time for the Principal to focus on curricular and instructional supports for students in need and expand our one to one technology program.	The results of the community survey indicated this as their third priority at 16.8% of the community listing this as a top priority.	145264
Addressing student social-emotional health	Add a SRO to help students feel safe, and continue the funding of an additional school psychologist who is currently being covered under the ARP funding.	The community ranked this their top priority with 43.9% of the community ranking this as their number one priority.	161000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	NA	NA	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 (\$)
Continuation of reduction in class size and social emotional supports.	Continue funding the additional staffing that has been added by using ARP funding, including teachers to reduce class sizes, added technology support and the additional school psychologist.	These items reflect the communities top priorities and there is no indication that they want them to go away when the ARP funding goes away.	396,220
Enrichment activities	Increase student's exposure to the world outside of the their rural community through technological advancement and grade level trips to places outside our rural area.	Educational technology was our forth highest top priority for the community.	325,000

Use of Foundation Aid Increase (Cont.)

State Budget Reporting and Foundation Aid Survey - Budget ReportingUse of Foundation Aid Increase

Page Last Modified: 06/29/2022

- 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)**

In addition to our normal budget process of public board meetings, annual budget hearing, and distribution on budget materials including a public notice; the district did a public survey. The survey was send out via social media and we received a good return rate, give the size of the community. 43.9% of the community said their top priority was social emotional support, 17.8% rated class size reduction as their top priority, and 16.8% rated supporting the achievement gap around the NYS standards as their top priority. The district felt there were two main topics of interest from our community - social emotional support and making sure students have the teacher support they need coupled with the technology and experiences to make school realevant. In presenting the budget to the community that focused on these priorities they voted four to one in support of that plan.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

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.

We held a public meeting where stakeholders could provide meaningful input. We posted our plan and provided a point of contact to provide ongoing input. The plan has been posted for several months. We engaged faculty, including special education teachers and union leaders, during faculty meetings to provide meaningful input into our plan. We have carved out a section of our public board meetings to openly have ongoing discussions about this funding. The district is a small rural school district and does not have tribal leaders and/or English learners. Given the small nature of our area and the District, students who are homeless, in foster care, migratory, incarcerated, or underserved are represented by the above stakeholders that have been engaged.

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 (# : #)
We are using ARP funds to support the addition of three teachers. A kindergarten teacher who will have 16 students, a PreK teacher who will have 20 students, and a first grade teacher who will have 20 students. This is an average teacher student ratio of 18.67 students to 1 teacher.	18.67/1

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 (\$)
Here us a summary of the spending for the 20-21 school year: <ul style="list-style-type: none"> • wages/benefits 100% 2nd Grade Teacher 100% 3rd Grade Teacher 100% Speech Teacher 100% School Psychologist, Equipment (Wind Turbine, Water Turbine, Geo Thermal, Purifiers, Fans) masks • AIS Reading teacher wages & benefits, Reading curriculum, Supplies/Contractual (Materials/Supplies/Admissions) After school Program Teacher Wages & Benefits, Supplies Transportation, Summer program Teacher Wages & Benefits & Transportation. 	1,115,204

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.	79,608	20,654	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	91,855	88,556	91,889
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	238,535	267,058	257,509

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
experiencing homelessness.			
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	570,098	300,772	358,334
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	135,108	198,861	138,086
Supporting early childhood education.	0	0	0
Other (please describe below)	0	90,000	0
Totals:	1,115,204	965,901	845,818

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

The future of work is uncertain for our students. To be proactive and innovative, Portville plans to enhance students' hands on experiences around renewable energy using a portion of our 90% ARP ESSER Allocation that's not already included in Question 5 (see 4 under Allowable Activities). Students need to participate in renewable energy activities because clean energy will be a significant part of their future, and some may wish to pursue a career in it. Renewable energy's resiliency has provided the country with reliable power and a stable source of income for Americans. Despite the onslaught of COVID-related losses, renewable energy was the only power source that did not have a decline in demand. Students will harness the power of renewable energy through the following resources: wind, water, and geothermal. The purchase of a wind turbine, water turbine, and geothermal equipment will provide a range of tools to support student engagement in clean energy and continuous learning opportunities around clean energy and sustainability. The planned outcome is for students to actively participate in the advancement of clean energy and energy efficiency solutions that will improve indoor air quality and reduce emissions, while positively preparing them for their futures. In addition, as part of the experience, students will have an active role in Portville's Elementary STEM Lab "going off the grid." Portville will actively monitor the process through observations, action research, data collection, student feedback, and formative assessments. As a way to gather summative data, we plan to informally monitor the impact of this experience on students after they graduate. This process will help to inform this innovative work.