

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	Funds will be used for the securing of new staff and retention of support staff by providing them health benefits as well as increased staffing to support instructional technology.	Community feedback was very supportive, as the result would be more consistent staffing working with students, as well as better utilization of technology in instruction and as a means to eliminate the achievement gap. .	196000
Reducing class sizes	N/A	N/A	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	N/A	N/A	0
Addressing student social-emotional health	Additional staffing and equipment purchases relative to health, safety and wellbeing of students.	Feedback was most supportive as these are areas that prior funding have not allowed us to address in the past.	82200
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	N/A	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 (\$)
N/A	(No Response)	(No Response)	(No Response)

Use of Foundation Aid Increase (Cont.)

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)

Given that the district was woefully underfunded perviously, and particularly by Foundation Aid, the public comment was incredibly supportive of the ares identified and the spending proposed.

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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.

1a. Please provide a summary of those changes and the need informing those changes.

The need resulted in the desire to further improve building safety, and inherently student wellbeing, particularly in light of recent national events and school shootings. Additionally expenses initially included, came in at costs below what was budgeted , requiring us not to eliminate anything else, thus public comment was incredibly supportive.

2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

The public was appreciative and supportive of spending under ARP-ESSER as the items proposed aligned with district and building goals and strategic planning; The funding allowed us to provide opportunities to our students and school community that we would have otherwise been unable to .There was no opposition to what was proposed.

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 (# : #)
Goal #1: Safely returning students to in-person instruction. During the 2022-23 School year this will include:for non-recurring cost of a staff member to monitor visitors to the building and insure physical distancing, as well as the cost of additional cafeteria staff required to feed students in a physically distanced environment.Also in the 2022-23 school year, an enhanced PA and emergency communication system will be installed to enhance the safety and wellbeing of students and staff.	9:1
Goal #2: maximizing in-person instruction time. During the 2022-2023 school year this will include:for the non-recurring expenses of an additional AIS teacher, specifically in the area of math, as well as for a building substitute to provide coverage in the case of COVID absences and for coverage for professional development.	9:1
Goal #3:Addressing the impact of the COVID-19 pandemic on all students, including low-income students, students with disabilities, English language learners, and students experiencing homelessness.During the 2022-2023 school year, this will include professional development targeted to Envision(Math instruction) and Wilson Language (reading instruction).	9:1
Goal #4:Implementing evidence-based strategies to meet students social, emotional, mental health, and academic needs. In the 2022-2023 school year this will include: the second phase, of what will ultimately be full staff training in Responsive Classroom.	9:1
Goal #5: Offering evidence-based summer learning opportunities. In the 2022-2023 school year this will include expanding existing summer opportunities to target students who have experienced learning loss as a result of the pandemic.	12:1

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 (\$)
Aligned with goal #1 Safely returning students to in-person instruction, the salary fo the monitor, and additional lunch aid are included as is the cost to purchase and install the upgrade PA and emergency communication system.	215342

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Aligned with Goal #2: maximizing in-person instruction time, the salary and benefits of the math AIS instructor and building substitute are included.	115067
Aligned with Goal #3: Addressing the impact of the COVID-19 pandemic on all students, including low-income students, students with disabilities, English language learners, and students experiencing homelessness this includes the cost of math and reading professional development.	1800
Aligned with Goal #4: Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs, this includes the cost of phase two of staff training in Responsive Classroom.	25400
Aligned with Goal #5: Offering evidence-based summer learning opportunities, this includes the salary of staff for summer programming.	14700

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.	44,160	215,342	115,436
Maximizing in-person instruction time.	73,708	115,067	115,692
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.	6,800	1,800	3,300
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	16,200	25,400	4,500
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	14,700	14,700	14,700
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	20,536
Totals:	155,568	372,309	274,164

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

This is to cover summer program for July 1, 2024 through August 30, 2024