

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	The district is adding teaching staff to enhance our High School Pathways program, providing opportunities for students to gain knowledge and exposure to meet the most desired and applicable career experiences, college majors, associate degrees, and skilled trade professions. The district is also adding a counselor to support the two middle schools to provide earlier guidance to the students. Additions also include a Library Media Specialist, TAs, and a permanent (increased from an internship) High School Associate Principal.	Throughout the budget development process and through strategic planning committees and surveys, the district sought input from the internal and external school community. The focus was on what the district's direction should be going forward. There were concerns about wellness and the need for more mental health resources, especially social workers, for students. There was feedback on the need for support for ENL students, disadvantaged youth, and those students who are struggling academically due to quarantines and absences, and the learning loss due to COVID at all school levels.	670000
Reducing class sizes	Class size reduction is a focus at the middle schools, where sections were projected to be much larger for the 2022-23 school year. Multiple staff are being added to cover those class sections in all core subject areas. Additional staff are also being hired for the elementary schools to support smaller class sizes.	Feedback focused on the district's class sizes, ensuring there is continual evaluation at each grade level with the effort to reduce as needed.	200000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The district is hiring a full time teacher at each middle school to provide additional support for the students who participate in the alternative education program.	Support for ENL students, disadvantaged youth, and those student who are struggling academically due to quarantines and absences.	200000
Addressing student social-emotional health	While mental health supports for students have always been at the forefront for South Colonie teachers, staff, and families, the impact of the COVID-19 crisis has called for a greater response and coordination to continue addressing a wide-variety of needs. In addition to the continuation of providing social-emotional support to all students through our multidisciplinary team of district teachers, social workers, psychologists, guidance counselors, nurses, administrators, parents and community partners, we are	Concerns in each group about wellness and the need for more mental health resources, especially social workers, for students	200000

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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 (\$)
	also staff to ensure there is a full-time social worker in every elementary building. Additionally, the district is investing in DEI initiatives and will continue to implement its mental health universal screening program at both the elementary and secondary levels.		
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	We are enhancing our English New Language (ENL) program to continue to support our ELL students through the addition of staffing (an additional teacher). We are also continuing to support our students with disabilities by adding new programs and staffing including teachers, teaching assistants, occupational therapy and speech language staff in order to meet the evolving needs of our students. We also ensure our special education populations are met with the services needed through participation in outplacements. This is an additional cost to the district, but ensures the students are provided the best educational experience.	Support for ENL students, disadvantaged youth, and those student who are struggling academically due to quarantines and absences	600000

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 (\$)
Enhance Facilities	Projects to enhance the facilities through the use of additional funding. These include replacing old, unsafe vehicles for staff and budgeting for maintenance projects that create safer facilities for students, staff, and community members.	Comments included an emphasis on updating school buildings, facilities, and athletic fields.	250,000
Equity in Athletics	A priority for this coming year was to create equity for our athletic programs through the addition of a strength and condition coach position and adjusting coaching stipends to be equitable across like sports.	The need to move forward with more DEI initiatives to support a diverse community. Equity in athletics plays a role in this. Comments included an emphasis on updating school buildings, facilities, and athletic fields.	50,000

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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 (\$)
Community Engagement	The district created the position of Public Information Officer as an initiative to enhance communications and community engagement with the students, families, and the public at large.	Better communication which is streamlined and simplified to connect effectively with all stakeholders	100,000
Technology Upgrades	Implementation of new HR Software to improving the onboarding process for staff Transportation technology upgrades to improve ease of transportation route mapping for staff to enhance safety and ease of use for staff, parents, and students.	Better communication which is streamlined and simplified to connect effectively with all groups. Upgrading of facilities. Enhancing staff development and experiences.	150,000
Staff & Benefits	Additional staffing to help with the bus driver shortage Additional staffing for the facilities department to keep up on scheduled maintenance work. Continually increasing benefits costs were partially funded for new and existing staff.	Additional staff and supports leads to increase in long term benefit costs. No direct feedback regarding benefits included.	1,450,000

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)**

Throughout the budget development process and through strategic planning committees and surveys, the district sought input from the internal and external school community. The focus was on what the district’s direction should be going forward. There were concerns about wellness and the need for more mental health resources, especially social workers, for students. There was feedback on the need for support for ENL students, disadvantaged youth, and those students who are struggling academically due to quarantines and absences, and the learning loss due to COVID at all school levels. Comments included an emphasis on updating school buildings, facilities, and athletic fields. Feedback also focused on the district’s class sizes, ensuring there is continual evaluation at each grade level with the effort to reduce as needed. Overall parents, community and business focus group members expressed appreciation for the opportunity to share their observations and suggestions. They were positive about the school district and appreciative of the district’s dedication in providing a healthy and academically supportive school experience in these challenging times.

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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.

Changes to the approved ARP ESSER application included an amendment to supplement our current capital project with stimulus funds to enhance the mechanical (HVAC) at the Sand Creek Middle School. We reduced the area of staffing due to not needing as much virtual instruction for the 21-22 school year, shifting it to the purchased services for the mechanical work.

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

Public comment was sought through our strategic planning process with multiple stakeholder groups as well as during the budget development process through community forums.

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 (# : #)
Program Goal: Reduce Class Size Added two teaching FTEs to reduce class sizes in kindergarten and sixth grade	18:1
Program Goal: Close Learning Gaps Added additional speech support to assist students in closing learning gaps	25:1
Program Goal: Promote Literacy Engagement Added one librarian FTE	270:1

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 (\$)
Expand Existing Services: Additional Special Education Administrator	129660
Expand Existing Program: Additional Job Coaches Added job coaches to assist special education students in school-to-work transition	50000

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.	23,569	3,000	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	310,297	1,063,332	608,348
Purchasing educational technology.	0	57,500	57,500

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
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.	288,324	281,666	274,000
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	785,342	640,000	145,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	350,002	349,998
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	1,407,532	2,395,500	1,434,846

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

(No Response)