

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

Page Last Modified: 06/06/2022

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 comment 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:

State Budget Reporting and Foundation Aid Survey - Budget ReportingBackground/Instructions

Page Last Modified: 06/06/2022

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: 06/23/2022

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	NA	NA	0
Reducing class sizes	Goal: Reduce class size in our K-2 classrooms Sample Ratios: Reduce class size from 23-25 students to 18-20	Community Feedback Reflected: 50% of community respondents indicated reducing class size in the primary grades would positively impact students social-emotional needs.	300000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Goal: Increase special education teacher support for elementary Sample Ratios: Increase special education teacher support from one teacher for three grade levels (K-2) to one teacher per two grade levels (K-1, 2-3, 4-5, and 6).	76% indicated in-person academic interventions have the biggest impact on student learning and achievement	200000
Addressing student social-emotional health	Goal: Increase enrichment opportunities available to students during the school day Ratio: Increase the number of students having academic experiences in agriculture from grades 7-12 to grades 3-6 by increasing the number of agricultural teachers from 1 to 2.	The district's farm to school program is very popular with students, staff, families and community members. Many students are able to access this program during after school and summer enrichment programs. A request for additional school day opportunities was shared.	100000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	NA	NA	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 (\$)
Pupil Support	Goal: Increase the pupil support available to students in the elementary school Ratio: Increase pupil support from one principal for every 600 students to one principal for every 300-400 students. Additional support staff have been added to assist with monitoring attendance, family and	All respondents stated that an investment in programs regarding student behavior be explored.	215,000

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/23/2022

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 outreach regarding attendance, and assistance with the summer/after school enrichment programs (registration, attendance and general support).		
Contractual Obligations	Goal: Fund negotiated contractual obligations of salary and health insurance	(No Response)	516,741

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)

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/23/2022

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.

In June and December 2021, surveys were shared to collect stakeholder feedback. Stakeholders included staff members representative of all collective bargaining units, parents and students. The feedback from the survey was used in the development of the plan. Stakeholders feedback consistently requested supporting students social emotional needs (67%) during the school day and providing enrichment opportunities for students during the summer and after school (51%).

We will continue to survey and interview stakeholders during family engagement events and/or community surveys.

We will be administering another survey early summer 2022.

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 (# : #)
Learning loss-Elementary tutoring specific to reading intervention and growing students reading levels. This has been implemented afterschool in groups no more than 5:1 for 15-30 minutes.	5:1
Learning loss-7-12 tutoring by adults and/or peers during the school day and after school. The focus has been credit recovery to ensure that students stay "on track" for earning credit.	2:1
We offer afterschool and summer enrichment for students in grades K-6. While the programs are similar they do offer different student to staff ratios (i.e., K-2 is 10:1). This programs provide students an additional opportunity to be in school and to extend their learning from the school day.	10:1
We offer afterschool and summer enrichment for students in grades K-6. While the programs are similar they do offer different student to staff ratios (i.e., grades 3-6 is 12:1). This programs provide students an additional opportunity to be in school and to extend their learning from the school day.	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 or Expansion of Existing Programs in Current Year	Investment (\$)
Expansion of programs for 21-22 specific to learning loss, learning loss tutoring (adult and peer to peer) and 2022 summer school K-6 tutoring success is measured by students F&P reading levels. We have seen growth in students reading levels with this small group model. For grades 7-12, success is measured by students recovery of credit, maintaining "passing" grades, passing Regents, and mastery on Regents.	\$36,014
Expansion of programs for 21-22 specific to summer enrichment and after school enrichment include the following: afterschool enrichment for students K-12 and summer enrichment for grades K-6. This programs provide students an additional opportunity to be in school and to extend their learning from the school day. Success will be measured by number of students that attend enrichment offerings as well as academic gains in reading and math as measured by RI, F&P reading levels and MI.	\$102,000

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/23/2022

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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.	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.	263,127	263,127	263,127
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	86,466	86,466	86,466
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	349,593	349,593	349,593

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