

**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

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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	Improve the graduation rate by increasing academic achievement and outcomes in all grades K-12	Community voiced concerns about the cycle of low-graduation rate and the long-term impact of high-school dropouts on poverty.	789,803
Reducing class sizes	Reduce elementary class sizes while providing engaging curricular options	Community voiced concerns that elementary class sizes were larger than regional averages and students were not provided access to engaging curricular options.	149,625
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Provide additional classroom support through AIS teachers and classroom instructional aides.	Community voiced concerns that a lack of instructional support in classrooms, particularly at the primary level, leaves students at risk of not meeting state standards.	900,000
Addressing student social-emotional health	Increasing the amount of activities that provide students with safe and enriching activities to improve social-emotional health.	Community voiced concerns that students coming out of a pandemic had gone two years without access to safe and engaging activities such as clubs. Further concern was voiced that given the high rate of behavior concerns at the middle grades, students needed activities that would allow them to expend energy in a safe and healthy manner.	162,530
Providing additional support for students with special needs	Provide additional support for students with special needs through individualized instruction and targeted interventions.	Community voiced concerns that students with special needs were not receiving the individualized support and interventions needed to succeed in the general education classroom.	1,000,000

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- 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)**

Due to the lack of trust among families during the past, some families were still hesitant about sending children back to school while the spread of the COVID-19 virus continues. As we continued to work our way through the COVID-19 pandemic and the Delta and Omicron variants we were urged to offer a remote option, so students and educators can attend school in a capacity that allows for everyone to stay safe. Black and brown families, especially have been hit hard with the impact of COVID-19, as well as economically disadvantaged and immigrant families. Being sensitive to that has been critical in our decision-making process and how we approach families and review their feedback. An additional consequence of the pandemic has been that families are more engaged with the district in attending virtual meetings and answering online polls than ever before. We have maximized this engagement to gather feedback on not only the way we spend federal and state dollars, but also the impact and effectiveness of our programs. Overwhelmingly, families requested increased mental health supports, increased academic interventions, more engaging course offerings, engaging extra-curricular activities and access to high-quality programs, such as learn to work and dual-enrollment. Families have also requested that we increase our assistance in digital literacy, not only for their children, but for themselves as well.

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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.**

Due to the lack of trust among families during the past, some families were still hesitant about sending children back to school while the spread of the COVID-19 virus continues. As we continued to work our way through the COVID-19 pandemic and the Delta and Omicron variants we were urged to offer a remote option, so students and educators can attend school in a capacity that allows for everyone to stay safe. Black and brown families, especially have been hit hard with the impact of COVID-19, as well as economically disadvantaged and immigrant families. Being sensitive to that has been critical in our decision-making process and how we approach families and review their feedback. An additional consequence of the pandemic has been that families are more engaged with the district in attending virtual meetings and answering online polls than ever before. We have maximized this engagement to gather feedback on not only the way we spend federal and state dollars, but also the impact and effectiveness of our programs. Overwhelmingly, families requested increased mental health supports, increased academic interventions, more engaging course offerings, engaging extra-curricular activities and access to high-quality programs, such as learn to work and dual-enrollment. Families have also requested that we increase our assistance in digital literacy, not only for their children, but for themselves as well.

**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 (# : #)
Safely returning students and staff to in-person instruction by making necessary repairs to existing buildings to improve public safety and indoor air quality.	1,600
Increasing access to high quality educational technology for all students and staff.	268
Increase instructional supports to students and staff, including English Language Learners, Students with Disabilities, and students in temporary housing.	132,000

**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 (\$)
We provided assistance to guidance staff to ensure that students are correctly scheduled and have an understanding of what is required of them at graduation. We also provided support and progress	

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ARP Spending Plan Reporting

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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.	55,346	302,690	302,690
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	40,050	60,000	60,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>1,230,257</b>	<b>2,185,872</b>	<b>2,185,872</b>

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

(No Response)