

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.

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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	N/A	N/A	0
Reducing class sizes	The district maintained staffing levels to keep class sizes below established class size guidelines in kindergarten through 6th grade.	None.	827106
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	The district will utilize School social workers and psychologists to provide mental health services to meet students' social-emotional needs. The social workers and psychologist will serve as liaisons linking students and their families with community services essential to promote student success and wellbeing in all areas but not limited to: cultural diversity, systems theory, social justice, risk assessment and intervention, consultation and collaboration, and clinical intervention strategies to address the mental health needs of students. The School social workers and psychologist will work to remedy barriers to learning created as a result of poverty, inadequate health care, and the Global Pandemic. The social workers will focus on providing supports to vulnerable populations of students at high risk for truancy and dropping out of school, such as homeless, students transitioning between school and treatment programs or students experiencing domestic violence. The Psychologist will work with teachers, administrators, parents, and other educators to provide coordinated interventions and consultation through the Multi-tiered System of Support process designed to keep students in school and help families access the supports needed	None.	482275

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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 (\$)
	to promote student success. The number of students requiring support from School social workers and psychologist will be monitored through the MTSS process and adjustments will be made as deemed necessary.		
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	For the 2022-2023 school year, the ENL staff will be reallocated to meet the specific number of ENL students in each of the 4 building. The reallocation will allow for a lower ENL teacher to student ratio to maximize instructional time and to better meet the academic, and social and emotional needs of the our students . It will also provide more support for ENL teachers to be able to support the ENL families. The district will be providing staff development to the ENL and classroom teachers regarding best practices for ENL instruction and co-teaching models for student success. Based on thies95.92 350	roll/MCICID 19>> BDC BT 1 0 0 1 15.49j 1T	EMC BT 1 0 0 1 359.08 re BT

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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.

The district provided an updated presentation on the American Rescue Plan at the June 15, 2022 Board of Education Meeting. No public comment was provided.

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 (# : #)
<p>Due to a reduction in staff over several years because of budgetary constraints, class size exceeded the guidelines that the district felt were appropriate. The Foundation Aide will be used to keep class sizes at or below the district guidelines to better support students academically, socially, and emotionally in grades K-6 through the Multi-tiered System of Support (MTSS) process. The district will use utilize benchmark data from the Districts' universal progress monitoring tools to determine success and or need in grades K-6. This data will be used to tailor professional development and curricula revisions. Specific student or teacher needs to address academic achievement include:</p> <p>1. Using the literacy and math benchmarks with trimester data. Buildings will conduct data team meetings to identify students who are not making gains or progress. Teachers will have time to develop plans and work with the MTSS team to make sure they have clear student learning goals.</p>	

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