

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.

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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

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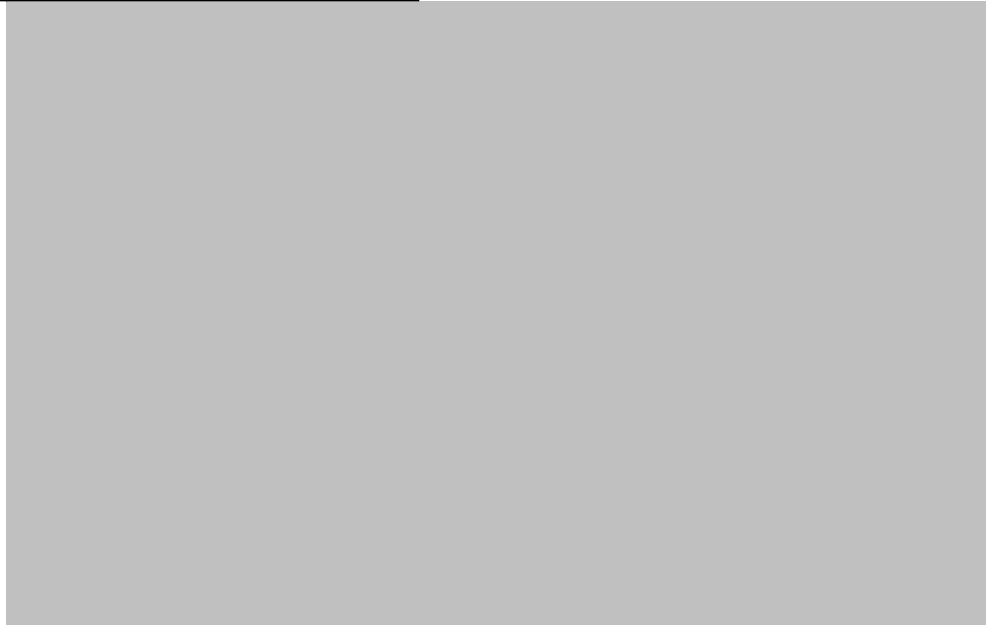
	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
subject areas	and address targeted areas of struggling students in the areas of Reading, ENL, STEM, etc. In addition, the District has added teaching assistant positions to provide an extension of teaching services in the classroom helping pupils develop independent learning skills as well as provide small group and one-on-one instruction . After school tutoring, extended day and enrichment opportunities. Additional hands on materials such as STEM, Robotics increase to stimulate and engage students in learning are also provided.The District will also implement and utilize a district monitoring system, SchoolZilla, to provide data driven information in support of working to reduce chronic absenteeism, improve assessment results, reduce equity gaps, monitor behaviour interventions, etc. This will assist GASD in making data driven decisions for the best results of our students	as held several budget presentations open for comment and considerationand staff surveys	
Addressing student social-emotional health	The District has increased social workers to District staff supplemented by contracted services such as Montgomery Health Association, Catholic Charities and HFM Prevention Council that has staff that reaches all levels of District students in our elementary and secondary schools. The District believes these services will assist in 1) Advocating for the child and mobilizing family, school and community resources to enable the child to learn as effectively as possible. 2) Participating in special education assessment meetings as well as individual educational planning meetings. 3) Working with problems in a child's living situation that affect the child's adjustment in school. Just a few of the items that will be beneficial to GASD students.	The District held several community forums, initiated parent surveys, as well as held several budget presentations open for comment and considerationand staff surveys	628667.00
Providing adequate resources to English language learners, students with disabilities, and students experiencing	The District has included a position for a Community and parent advocate to	Several community forums, parent surveys, budget presentations and staff	924100.00

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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 held several community forums, initiated parent surveys, as well as held several budget presentations open for comment and consideration and staff surveys. In general, respondents of the survey indicated that their highest priorities are:

- Addressing academic learning loss through additional staff
- Hire additional staff to provide counseling and social work services
- Improve district facilities
- Addressing the social-emotional well-being of students
- Technology upgrades
- Student intervention support programs such as tutoring, and after/summer school programs
- Enrichment Opportunities for students

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>Creation of 5 Academic Intervention Specialists: We determined that there was a tremendous amount of learning loss and the overall gap that was created due to COVID and alternative schedules. We have created 5 new Academic Intervention Specialists (AIS) positions in both math and reading at the elementary and secondary levels. The first sets of benchmark testing this year showed an alarming number of students in the intervention or urgent intervention categories in both math and reading. The AIS teachers will provide direct instruction to students who are identified through a Response to Intervention program as demonstrating below grade level performance as a result of learning loss caused by the COVID 19 shutdown. The AIS teachers will be working in small groups at all levels to work on foundation skills to bring students to proficiency.</p>	12:1
<p>Enrichment programs for Grades K-11 Students: We are providing Summer enrichment camps that will offer creative challenges for our K-11 students in the areas of Fine Arts, Technology, Engineering, Science, Health and Wellness, College,</p>	

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Program Goals	Per Pupil Teacher Ratios (# : #)

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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.	454,807	6,000,000	555,879
Maximizing in-person instruction time.	158,554	824,322	274,774
Operating schools and meeting the needs of students.	104,813	999,628	333,209
Purchasing educational technology.	180,455	233,367	77,789
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.	104,813	1,322,128	440,709
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	104,813	1,007,128	335,709
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	1,388	197,657	65,886
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	1,109,643	10,584,230	2,083,955

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

(No Response)