

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



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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 (\$)
	Classroom	at 10:30am,with invitations to union reps, parent associations and administration. Since that time our plan has remained unchanged in its programmatic and fiscal focus. No additional comments were received. We continue to gather input through email and in person communication with our stakeholders. As substantive revisions are made to the plan, we will formally solicit public comment.	
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	summer & school year academic support including PACT,afterschool literacy program for ELL..	We gathered input at a Stakeholders meeting through Zoom on June 16, 2022 at 10:30am,with invitations to union reps, parent associations and administration. Since that time our plan has remained unchanged in its programmatic and fiscal focus. No additional comments were received. We continue to gather input through email and in person communication with our stakeholders. As substantive revisions are made to the plan, we will formally solicit public comment.	126805

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 (\$)
n/a	(No Response)	(No Response)	(No Response)

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)

We gathered input at a Stakeholders meeting through Zoom on June 16, 2022 at 10:30am,with invitations to union reps, parent associations, students and administration and an additional opportunity for review and comment was presented at the June 23, 2022 Board meeting. Since that time our plan has remained unchanged in its programmatic and fiscal focus. No additional comments were received. We continue to gather input through email and in person communication with our stakeholders. As substantive revisions are made to the plan, we will formally solicit public comment.

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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.

We gathered input at a Stakeholders meeting through Zoom on June 16, 2022 at 10:30am, with invitations to union reps, parent associations and administration and an additional opportunity for review and comment was presented to the community at our June 23, 2022 Board Meeting. Since that time our plan has remained unchanged in its programmatic and fiscal focus. No additional comments were received. We continue to gather input through email and in person communication with our stakeholders. As substantive revisions are made to the plan, we will formally solicit public comment.

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 (# : #)
Since March of 2020, several students with special needs have been unable to access services. They did not attend school due to their vulnerable medical state, no providers were allowed in the home, and/or they were unable to engage in synchronous or asynchronous instruction due to their impaired cognitive/academic functioning. At least three students will require compensatory services to make up for skills that were lost during the pandemic (students who did not receive FAPE).	3:1

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 (\$)
Air Purifiers were purchased and installed in each classroom and areas of major congregation.	99,020
We are in the process of upgrading our District-wide wireless infrastructure . We also purchased Chromebooks for all of our teaching assistants. In addition, we upgraded our servers in the data center. We hcompleted a long-term, multi-year project for the replacement of all Smartboards in all classrooms at the HS and the MS with BenQ 75 Interactive Televisions.	475,000
Used to address Academic impact of lost instructional time and assess student's academic progress.	1,200

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.	99,020	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	475,000	26,609	0

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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.	1,200	198,800	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	102,850	0
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
Totals:	575,220	328,259	0

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

(No Response)