

**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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- 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)**

Community members and stakeholders were involved continuously throughout the creation of the RCSD strategic plan which created the key metrics for 2020 through 2023. The District conducted multiple public forums in the 2021-2022 school year to support the creation of the 2022-2023 budget and use of foundation aid funding. Improving Student achievement and graduation rates were a consistent theme from students, parents, and community stakeholders. Community input focused on recommendations to address school safety, supports for students with disabilities and ELL students, as well as providing social-emotional supports for at-risk students.

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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 LEA has not yet made any changes to our approved ARP ESSER application. An analysis of public comment for the District's original application can be accessed as part of the RCSD Federal Relief Funding Plan.

**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><b>Priority 1 - Rigorous Academics &amp; Instruction</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Supporting High Quality Learning Environments</li> <li>• Improving Academic Programs</li> <li>• District-Based Expanded Learning Programs</li> <li>• Supporting Digital Learning</li> <li>• Improving Learning for Students with Disabilities</li> <li>• Supporting ENL Achievement</li> <li>• Building Staff Capacity for Student Success</li> <li>• East EPO Technical Assistance Center: Curriculum and Professional Development</li> <li>• Transforming Instruction</li> <li>• School Redesign and Program Diversification</li> <li>• Building Freshman Academies</li> <li>• Promoting College &amp; Career Readiness</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>• Increased levels of student engagement</li> <li>• Increased levels of proficiency in ELA and Math</li> <li>• Increased graduation rate for all subgroups</li> <li>• Increased teacher capacity to provide high-quality, culturally responsive learning experiences</li> <li>• Increased student ELA proficiency</li> <li>• Increase in Regents Exam passing rates</li> <li>• Increase in student college and career readiness</li> <li>• Increased student access to CTE curriculum</li> </ul> </td> </tr> </table>	<p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Supporting High Quality Learning Environments</li> <li>• Improving Academic Programs</li> <li>• District-Based Expanded Learning Programs</li> <li>• Supporting Digital Learning</li> <li>• Improving Learning for Students with Disabilities</li> <li>• Supporting ENL Achievement</li> <li>• Building Staff Capacity for Student Success</li> <li>• East EPO Technical Assistance Center: Curriculum and Professional Development</li> <li>• Transforming Instruction</li> <li>• School Redesign and Program Diversification</li> <li>• Building Freshman Academies</li> <li>• Promoting College &amp; Career Readiness</li> </ul>	<p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>• Increased levels of student engagement</li> <li>• Increased levels of proficiency in ELA and Math</li> <li>• Increased graduation rate for all subgroups</li> <li>• Increased teacher capacity to provide high-quality, culturally responsive learning experiences</li> <li>• Increased student ELA proficiency</li> <li>• Increase in Regents Exam passing rates</li> <li>• Increase in student college and career readiness</li> <li>• Increased student access to CTE curriculum</li> </ul>	N/A
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<p><b>Priority 2 - Social and Emotional Learning Support</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Creating a Culture of Support</li> <li>• Supporting Equity, Inclusion, and Social-Emotional Learning</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>• Students empowered to lead their own learning resulting in anticipated decreases in disciplinary infractions</li> <li>• Decrease in the frequency of violent incidents in schools</li> <li>• Greater number of in-District placements of students with severe behavioral challenges</li> <li>• Anticipated improvements observed in school climate data</li> <li>• Anticipated drop in suspensions and improvement in school climate</li> <li>• Anticipated decrease of 10% or more in disciplinary referrals and out-of-school suspensions</li> </ul> </td> </tr> </table>	<p><b>Initiatives</b></p> <ul style="list-style-type: none"> <li>• Creating a Culture of Support</li> <li>• Supporting Equity, Inclusion, and Social-Emotional Learning</li> </ul>	<p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>• Students empowered to lead their own learning resulting in anticipated decreases in disciplinary infractions</li> <li>• Decrease in the frequency of violent incidents in schools</li> <li>• Greater number of in-District placements of students with severe behavioral challenges</li> <li>• Anticipated improvements observed in school climate data</li> <li>• Anticipated drop in suspensions and improvement in school climate</li> <li>• Anticipated decrease of 10% or more in disciplinary referrals and out-of-school suspensions</li> </ul>	N/A
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Program Goals	Per Pupil Teacher Ratios (# : #)
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Program Goals	Per Pupil Teacher Ratios (# : #)
<p><b>Priority 5 - Community Collaboration</b></p> <p><b>Initiatives</b></p> <ul style="list-style-type: none"><li>• Participatory Budgeting</li><li>• Community Schools Implementation</li><li>• Parent Engagement</li></ul> <p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"><li>• Increase in student and family civic skills</li><li>• Increased student and family engagement</li><li>• Full implementation of the Community School model.</li><li>• Increase in attendance and graduation rates</li><li>• Reduction in achievement gaps.</li><li>• Increased parent participation in courses and survey with results indicating future courses of merit</li><li>• Increased participation in job fairs; survey that</li></ul>	

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Program Goals	Per Pupil Teacher Ratios (# : #)
<ul style="list-style-type: none"><li>Achieving and Maintaining Digital Equity</li></ul>	<ul style="list-style-type: none"><li>Improve student academic performance with updated equitable access to digital technology.</li><li>Achieving and Maintaining Digital Equity</li></ul>





