

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 ~~Non-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;

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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

State Budget Reporting and Foundation Aid Survey - Budget ReportingUse 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)**

We employed the budget development process as the main avenue for public comment from parents, teachers, and other stakeholders as this involved meeting twice per month for four months, in addition to building level budget development meetings and Building Level Team meetings (Stakholder Shared Decision Making committees from each level). We also engaged with members of the Reopening Committee. We had a special email address set up to receive community input, in addition to the "regular" emails and meetings. The input from the stakeholder groups described above included a number of themes which we then focused on:

- Reduce Class Sizes at the Elementary Levels
- Establish new/reduced class size targets
- Hire additional elementary teachers
- Address Learning Loss
- Hire temporary AIS teachers in the areas of math, early literacy (aka Reading), and writing.
- Hire teacher tutors for afterschool small group and individualized tutoring
- Open up as many sections of summer school (at each of the four levels) as there is student demand (no cap on total enrollment)
- Address mental health needs and social emotional needs of students.
- Administer Student Mental Health First Aid training for teachers/coaches
- Hire additional Social worker support
- Expand (Northern Rivers) clinicians and host them on campus at the secondary levels
- Develop Student Support Team supports for students and teachers including a student and parent survey and direct classroom instruction on mental health warning signs and available supports
- Develop a comprehensive "menu" of student mental health supports (found on our website)
- Engage in a student Text Crisis Line service

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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.

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Summary of New Programs <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
<p>Support Services: Throughout the summer, School Social Workers and School Counselors targeted students that did not engage throughout the pandemic and held individual meetings. These students and families engaged with the counselors to set up individualized plans to reengage from the first day of school. These social emotional supports are a vitally important component to meet every students needs including ENL students, homeless students, minority students and students with disabilities. These supports will be ongoing throughout the school year. It will be a combination of social emotional support as well as academic interventions to support students as they reengage and sustain these newly formed connections.</p> <p>-Grant funding will be used for implementing prevention and mitigation strategies that are consistent with reopening of schools so that we can safely open and operate schools for in person learning. Funding will be targeted for purchasing building and grounds equipment including: Plow and sanding trucks to clear snow during the winter months so that schools can open for in person learning in a timely fashion. This equipment will be used throughout the district at the five buildings to appropriately mitigate weather related closures. A mower will be purchased for the athletic fields around the campus. A Tractor will also be purchased to complete jobs identified around the campus that support the normal operatly formactor will also</p>	

