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 Departent (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritized 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

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)

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<u>or</u> 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

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	Implementation of the 9-period day allows for additional electives and also affords students more opportunities in CTE programs while still fulfilling their other graduation requirements. The District is also increasing the CTE offerings, which will allow additional students to participate and earn credits towards graduation while also giving them a pathway to a potential future vocational career. Expansion of Integrated Co-Taught classes at the Middle School and High School Level.	No feedback received from the community	1761340
Reducing class sizes	Implementation of the 9-period day at the Middle School and High School levels provides the ability to reduce class sizes in some offerings by offering additional electives. The District spending plan for 2022-2023 included an increase of approximately 30 additional teaching positions towards this initiative.	No feedback received from the community	1761340
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Wilson training for Elementary staff to assist students with their reading targets. Continued use of iReady for Math and English Language Arts, including monitoring of student data and growth from prior year to current year and within the current year to target students in need. Additional math academic intervention positions into the budget. Resource room will now be offered in all eleven buildings to support special education students in their home schools.	No feedback received from the community	409828
Addressing student social-emotional health	Use of a mental health screener in grades K-12 to identify students at risk and to develop targeted interventions based on their respective scores. Update of the social emotional curriculum to address students needs identified through the use of the mental health/social emotional screener. Purchase additional supplies and materials to assist with the roll out of	No feedback received from the community	350722

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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 ($)
	the updated social emotional /mental health curriculum. New bilingual social emotional position. Implementation of the 9-period day ensures that students will have choice of a lunch period or study hall every day to provide a break from their academic studies. This also provides more student choice and schedule flexibility. Create a suicide prevention curriculum to support at risk students.		
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Implementation of the 9-period day affords English Language learners and students with disabilities additional opportunities to take electives while still taking their required educational supports such as resource room. New strategic writing course at the middle school for English Language learners, creation of an Elementary newcomer program for English Language learners. Expansion of the electives program for ACES students, update vocational workspaces for students with disabilities. Increase opportunities for students with disabilities to be integrated with non-disabled peers, provide ongoing coaching to staff to support this initiative. Changing 130 part-time special education aides to 65 full time positions to offer continuity of support to students with disabilities. Add 6 new teaching assistant positions to support students with disabilities.	No feedback received from the community	3621052

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 prioroty 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 ($)
(No Response)	(No Response)	(No Response)	(No Response)

Use of Foundation Aid Increase (Cont.)

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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)**

The District posted the Foundation Aid Plan as well as the American Rescue Plan (ARP) to the District website from May 27, 2022 through June 17, 2022 for public comment. Two separate email addresses were added for stakeholders to submit comments. FoundationAidPlanComments@pmschools.org and ARPPlanComments@pmschools.org. Comments were accepted until June 17, 2022. The plans are still available for public review on the website. No comments were received for either plan from any community stakeholders.

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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.

1a. **Please provide a summary of those changes and the need informing those changes.**

The District has submitted grant amendment forms (FS-10A's) to move funds to support sanitizing costs, covid test kits, and to purchase supplemental Educational materials from Rally Education for literacy and math. The District realized a savings on the estimated employee benefits and was able to reallocate funds to these areas.

2. **Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.**

No comments were received from the public. The District posted the Foundation Aid Plan as well as the American Rescue Plan (ARP) to the District website from May 27, 2022 through June 17, 2022 for public comment. Two separate email addresses were added for stakeholders to submit comments. FoundationAidPlanComments@pmschools.org and ARPPlanComments@pmschools.org. Comments were accepted until June 17, 2022. The plans are still available for public review on the website. No comments were received for either plan from any community stakeholders.

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 (# : #)
The District is monitoring student progress during the school year using various data points. All students in grades K-11 receive a diagnostic three times per year. Results allow us to monitor student growth in both reading and mathematics. The district is using iReady software to monitor the student growth within specific math and reading standards. The District is also using data from regents examinations where available, grades 3-8 assessments, and the NYSESELAT to also track student progress. The district is monitoring those students who have been disproportionally impacted by COVID including our low-income families, students of color, SWDs, students who are homeless, students in foster care, and our migrant and ELLs to determing if they are progressing within the i-Ready software. After each diagnostic, building principals in collaboration with directors conduct data chat meetings with classroom teachers to review each student's progress from one diagnostic assessment to the next. If students are not making growth, they may be considered for additional supports through the RTI process. Additionally, i-Ready supplies teachers with instructional grouping reports. These reports group students by ability level and will supply the teacher with the next steps for small group instruction. The i-Ready program has a Teacher Toolbox that can be used for differentiated lessons for each group of students. Information is also discussed at administrative meetings where all Cabinet members, Principals, Assistant Principals, Academic Directors, and Operational Supervisors are in attendance.	N/A

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 ($)
The district will continue to purchase yearly *i-Ready* licenses for students in grades K-8 in both reading and mathematics. *i-Ready* is a Research-Based Tier II Intervention. In both reading and mathematics, students who used *i-Ready* for an average of 45 minutes or more per subject per week for at least 18 weeks experienced greater learning gains compared to students who did not, when controlling for prior achievement. The research study also examined differences among student groups. Students with disabilities, ELs, and students with socioeconomic disadvantages who used *i-Ready* all saw greater growth than students from the same demographic groups who did not have access to the program.	623148

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Summary of New Programs _or_ Expansion of Existing Programs in Current Year	Investment ($)
Using the diagnostic reports from _i-Ready_ will provide teachers with timely information to know where to focus for particular students. Teachers will continue to run small group differentiated instruction without tracking students or serving them inequitably. The district will be using _i-Ready_ during the summer enrichment programs. The district will be using funds to purchase 1:1 devices to support the implementation of _i-Ready_ at the K-8 level. Full-Time computer aides and computer technicians were hired to support the implementation of _i-Ready._ The district will also be purchasing additional Promethean Boards for classrooms at the elementary level. Student engagement is fundamental to student success. Research has shown that students learn through social interaction. The Promethean boards are designed to enable intuitive learning experiences with more opportunities for interactivity. The boards allow teachers to write on the board with the touch of his/her finger and gives students more opportunities to engage at the front of the classroom. The boards also include software tools including timer, dice, and magic ink for teachers to successfully scaffold an active learning environment. To support the 1:1 device initiative funds will be allocared towards increasing cybersecurity via antivirus protection, and content filtering software.	

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.	65,368	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	389,219	0	5,820,000
Purchasing educational technology.	234,568	431,229	0
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.	50,000	0	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	203,820	78,280
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	10,298	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	**749,453**	**635,049**	**5,898,280**

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

(No Response)