

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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Use of Foundation Aid Increase

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Use of Foundation Aid Increase

- 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	Putnam Valley High School identifies and supports students in danger of failing through a variety of intervention programs achieving		

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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 (\$)
	offered at Putnam Valley Elementary School to help early readers who were struggling. A homework assistance program is currently being planned and will be implemented next school year to support third and fourth grade students. Each of these programs is facilitated by a highly qualified staff member.	ensure that information is shared and feedback is welcomed. These offerings are shared with the community and all are welcomed to participate. Building level data teams help identify those students in need of additional support and allow for targeted communications to those families.	
Addressing student social-emotional health	Coming out of the pandemic the District has experienced a significant increase in the number of students struggling with mental health issues. Additional funding has allowed us to bolster our clinical staff team by providing additional social work support at Putnam Valley High School. This much needed staff member will be able to help identify and support those students who are struggling. This individual is also bilingual and will be able to provide additional support to our non-English speaking families.	Our community has approved our budget and remains supportive of these programs. These programs are often discussed during public meetings including Board of Education, Superintendent Advisory Council, Building Level Steering Committee and Budget Advisory meetings. The Putnam Valley School District works closely with a wide range of community members to ensure that information is shared and feedback is welcomed. Social emotional health of our students and the need for additional staff members to help support students was identified as a budgetary priority in a recent survey of District staff.	150000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Additional funding has allowed the district to increase the number of staff members certified to work with our ENL students. Over the last several years the district has experienced an influx in non-English speaking students. In order to meet the NYS requirements for the instruction of ENL students, the District needed to add staff members and this additional funding has allowed us to support that need. This led to the development of a specific ENL program at each building allowing us to more easily accommodate the individual needs of any student who enrolls in our schools during the school year.	Our community has approved our budget and remains supportive of these programs. These programs are often discussed during public meetings including Board of Education, Superintendent Advisory Council, Building Level Steering Committee and Budget Advisory meetings. The Putnam Valley School District works closely with a wide range of community members to ensure that information is shared and feedback is welcomed. The district also welcomed our non-English speaking families in for an ENL night where parents were provided important information in their native language, this was also an opportunity to receive feedback from a subset of our community that does not traditionally participate in the other engagement opportunities noted above.	100000

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.

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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 may hold additional stakeholder meetings to obtain feedback if changes are needed. The amendments to the application has not yet been submitted and over time the application will need to be amended as the needs for change will become more evident based on student outcomes and stakeholder input. Maximizing funds available for the social an emotional needs as well as improving student oucomes should be a priority.

3. Please provide a description of program goals and per pupil teacher ratios for priorities supported by ARP - ESSER funding. Click on "

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ARP Spending Plan Reporting

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Purchasing educational technology.	0	0	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.	182,305	0	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	25,000	192,816	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	85,000	150,000	60,000
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	466,546	455,046	172,476

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