

**State Budget Reporting and Foundation Aid Survey - Budget Reporting****Background/Instructions**

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Page Last Modified: 06/07/2022

**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;

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

Background/Instructions

---

Page Last Modified: 06/07/2022

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.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

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Page Last Modified: 06/30/2022

**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	The Baldwin UFSD takes great pride our high graduation rates. In order to main our high graduation rates we are going to establish a middle school summer program and increase offerings in our high school summer school programs. In addition, we will create opportunities for credit recovery during the school year, more academic support classes, and provide more high dose intensive tutoring services to at-risk learners. Applied foundation aid resources toward re-		

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/30/2022

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	aid resources applied in this area.		
Addressing student social-emotional health	<p>The disruptions to school and home that the pandemic caused had a major impact the mental health of learners. In addition, young adolescents today are faced with numerous external pressures and fears (ie: school shootings, social media, the Russia-Ukraine war) which has intensified the mental health crisis. Studies show that educational outcomes are directly linked to SEL and mental health. With this in mind, a goal of the Baldwin UFSD is to provide mental health support to all learners, not just to learners receiving mandated services. Existing Foundation aid resources applied in this area.</p> <p>Existing Foundation Aid resources applied in this area.</p>	<p>Wellness and social-emotional health are critical, and the community wants the district to support their children and families. They want the district create an environment that fosters social, emotional, and physical wellness and help them develop the skills and knowledge that will keep them well and healthy over their lifetimes. The want to see an expansion of the RULER program (k-5) and Restorative Practices (6-12).</p>	0

## State Budget Reporting and Foundation Aid Survey - Budget Reporting

## Use of Foundation Aid Increase

Page Last Modified: 06/30/2022

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 (\$)
Decrease burden of tax payers	To increase instructional programs for learners without exceeding the tax cap limitations.	The community wanted to get financial relief with increase foundation aid.	1,337,000
Facility Upgrades	To modernize classrooms, renovate/refurbish learning spaces, and ensure DoH compliance related to building environmental factors. Adding safety and Security enhancements District-wide.	The community wants renovated classrooms and kitchens added to the elementary buildings.	3,725,000

## 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)

The district held several meeting with administrators, teachers, and parents to discuss the future of the district and best use of funds to support the District's and Board of Education goals. This group of stakeholders became known as the Thought Leaders group. In addition, there were presentations at Board of Education presentations regarding the budget process. The Thought Leaders developed a vision to prepare Baldwin learners for the future called Baldwin 2035. Part of the discussions was the long term, multi-year planning to create a sustainable financial forecast to support the Baldwin 2035 vision.

## State Budget Reporting and Foundation Aid Survey - Budget Reporting

## ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

## 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 held several meetings with administrators, teachers, and parents to discuss the future of the district and best use of funds to support the District's and Board of Education goals. This group of stakeholders became known as the Thought Leaders group. In addition, there were presentations at Board of Education meetings regarding the budget process. The Thought Leaders developed a vision to prepare Baldwin learners for the future called Baldwin 2035. Part of the discussions was the long term, multi-year planning to create a sustainable financial forecast to support the Baldwin 2035 vision. [Click here to view the document that was developed based on the feedback received.](#)

## 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>Smaller Class Size:</b> The Baldwin UFSD is making an effort to reduce class sizes. Research shows that smaller class sizes results in increased academic progress for learners. Research also demonstrates that effects of reducing class size are substantial when class size is reduced to fewer than 20 learners. The target for the district is to maintain class sizes of 20 and under in K-5 classrooms. Smaller class sizes will allow learners to:</p> <ul style="list-style-type: none"> <li>• Develop foundational knowledge and skills</li> <li>• Build relationships, citizenship, and collaboration skills</li> <li>• Have the opportunity to step outside the four walls of the school and craft connections with what they are learning and the life of their community and work with community members.</li> <li>• Help create an environment that fosters social, emotional, and physical wellness and help them develop the skills and knowledge that will keep them well and healthy over their lifetimes.</li> </ul>	1:20
<p><b>Academic Intervention Services/Academic Supports:</b> The district uses multiple data points to identify at-risk learners. For instance, i-Ready diagnostic and F&amp;P diagnostic is administered in the fall, winter, and spring. The district also uses report card data, academic performance reports, NYS Assessment data and formative assessments to monitor the progress of learners. Based on the data, academic intervention services are created for learners such as reading AIS, math AIS, before and after school programs, Saturday enrichment programs, and summer programs. Hiring additional teachers and teaching assistants to provide these services is critical. The ratio listed in the next column reflects a "blended" student/teacher ratio of the aforementioned initiatives.</p>	1:12
<p><b>Job-embedded professional development:</b> Provide professional development to K-5 teachers on administering the 3rd Benchmark Assessment System and analyze the data obtained, assess practices in balanced literacy, modeling, and coaching sessions focusing on comprehension, conferences, and small group instruction.</p>	N:A
<p><b>Facility Upgrades:</b> Electrical upgrades for elementary schools to enable operations of new HVAC systems to reduce the risk and exposure of COVID, other environmental health hazards, and support student health needs.</p>	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.

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

ARP Spending Plan Reporting

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Page Last Modified: 06/30/2022

Summary of New Programs <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
<b>Kids Read Now program:</b> As part of our summer elementary programs, the Baldwin UFSD entered a partnership with a non-profit organization called Kids Read Now. Identified learners primarily in grades 3-5 will have an opportunity to enroll in the program and select nine books they would like to read this summer. Kids Read Now will then deliver the books to the identified learners over the summer by mail removing any obstacles for them to obtain books. In addition, Kids Read Now will supply parents with question prompts so they can discuss the book with their child. Our goal is encourage reading over the summer and to generate a lifelong habit of reading. In addition, research supports that reading over the summer helps children enhance their reading skills.	26,970.00

**American Rescue Plan (ARP) Spending Plan Reporting**