

State Budget Reporting and Foundation Aid Survey - Budget Reporting

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Background/Instructions

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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

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Use of Foundation Aid Increase

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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	To increase graduation rates and eliminate the achievement gap. Metric is to increase budget for 1.2 FTE additional staff.	Stakeholders expressed concern for students at risk of not graduating.	\$121,895
Reducing class sizes			

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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 (\$)
	Ratio: Increase in fuel budget by 58%.	rising fuel costs, and energy costs.	
Improve Ventilation at an Elementary Building that does not have up to date ventilation systems	Improve the health and welfare of students and staff in the Overlook Elementary School building. Metric: This amount increases the budget for this approved SED project to an amount we hope will be sufficient to complete the project. The costs for construction are in an extreme inflationary period and we will not know until bids are received.	The stakeholders are concerned with the ventilation at Overlook and consistently ask for its improvement.	3,861,727

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 Arlington Central School District initiated a comprehensive stakeholder engagement process to assist in the development of the ARP-ESSER grant applications and the budget development process. Various teams were assembled with key stakeholders including parents, community members, teachers, support staff and administrators to examine district data, solicit stakeholder feedback and to determine the best way to support our 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 Arlington Central School District initiated a comprehensive stakeholder engagement process to assist in the development of the ARP-ESSER grant applications and the budget development process. Various teams were assembled with key stakeholders including parents, community members, teachers, support staff and administrators to examine district data, solicit stakeholder feedback and to determine the best way to support our students. The Superintendent and his cabinet reported to the Board of Education the findings and recommendations of these committees. The district communication office will regularly update the ARP plan and budget information on the District website. Public presentations during Board Meetings will be scheduled at the start and end of each school year to provide the community with updates regarding programs funded through the ARP-ESSER and additional foundation aid funds, as well as data on student progress being made as a result of the implementation of said programs.

In addition to stakeholder team involvement, Arlington administration began an outreach process that began in January of 2022 to publicly present budget information that reflected the work done by the above committees. These presentations were done twice a month through the budget development process and incorporated the wishes of the community. The most common recommendations and suggestions were based on keeping class sizes as low as possible, add social and emotional supports, reduce taxes, and to provide additional supports to our students with special needs. All recommendations were reflected in the above 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><u>Extended Day Program - Middle School and High School</u> Academic support services to be offered after school for students requiring additional academic intervention, credit recovery, and/or enrichment. The Extended day program will help address learning loss caused by interrupted education during the Pandemic among students, including our students from each subpopulation (Low SES, SWD, LEP, and Racial/Ethnic subpopulations).</p>	1:10
<p><u>Summer Learning Academies K-5</u> Expansion of elementary, middle and high school summer programs to reacclimate students into the classroom. High School Credit Recovery, freshman summer bridge and Enrichment opportunities to support student achievement and learning acceleration.</p>	1:12
<p><u>Early Childhood - Integrated Co-Teaching Program</u> Six (6) additional special education teachers to support district K-1 Integrated Co-Teaching Classrooms. The current early childhood (K-1) ICT district program does not have dedicated special education teachers. This will align special education services with the existing Grades 2-6 ICT model and support the district's focus on literacy to ensure that all students are reading on grade level by the end of third grade. Increased special education staff will allow for co-teaching in grades K-1 to address learning loss for children with disabilities.</p>	2:25
<p><u>Professional Development - Literacy:</u> The Arlington School District believes that early literacy must be its primary focus. It will contract with the Rose Institute for Learning/Putnam North Westchester BOCES and secure the services of consultant Meghan Hargrave to build teachers knowledge and capacity in the following areas: Sound to Print Foundations, Structured Literacy to Support Struggling Readers in Early Grades, Bringing the</p>	1:25

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Program Goals	Per Pupil Teacher Ratios (# : #)
Science of Reading into Balanced Literacy, Language Essentials for Teachers of Reading and Spelling, and job embedded coaching support for leaders and teachers. This evidence-based approach will meet the comprehensive needs of students and address learning loss among students, including all sub-groups identified for grant qualification.	
Personalized Learning/Technology Consultant Services The District has identified Eric Sheninger of the International Center for Leadership in Education to provide support for its efforts to personalize learning for all students in a blended learning environment with a focus on data based decision-making. The work will establish the foundations of digital pedagogy, digital leadership, and provide intense, ongoing, job-embedded support for teachers throughout the school year in each building. Outcomes associated with the work will be structured around rigor and relevance; feedback; learning spaces; observable evidence of learning; personalized learning focusing on culture, SEL and equity; and pedagogy, structures, and systems in a blended environment.	1:25

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 (\$)
Extended Day Program Middle School (New Program) Academic support services to be offered after school for students requiring additional academic intervention, and/or enrichment. The Extended day program will help address learning loss caused by interrupted education during the Pandemic among students, including our students from each subpopulation (Low SES, SWD, LEP, and Racial/Ethnic subpopulations).	43,200
Extended Day Program High School School (Program Expansion) Academic support services to be offered after school for students requiring additional academic intervention, and/or enrichment. The Extended day program will help address learning loss caused by interrupted education during the Pandemic among students, including our students from each subpopulation (Low SES, SWD, LEP, and Racial/Ethnic subpopulations).	96,000
Summer Learning Academies K-5 (New Program) Provide academic intervention to address learning loss and academic enrichment opportunities focusing on project based learning opportunities in literacy and STEM (Science, Technology, Engineering and Mathematics). Students will have the opportunity to be prepared for success to the next grade level.	139,120
Summer Learning Academies 6-8 (New Program) Provide academic intervention to address learning loss and academic enrichment opportunities focusing on project based learning opportunities in literacy and STEM (Science, Technology, Engineering and Mathematics). Students will have the opportunity to be prepared for success to the next grade level.	79,836
Summer Learning Academies 6-8 (Program Expansion) Provide academic intervention to address learning loss and academic enrichment opportunities to help prepare students for advanced level coursework in Honors, Concurrent Enrollment and Advanced Placement. Students will also be provided the opportunity for additional HS credit recovery options, a summer bridge program and intro to advanced placement courses to support student achievement and learning acceleration.	177,250
Early Childhood - Integrated Co-Teaching Program	390,000

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