

**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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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.

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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   | development of a smaller learning community with the addition of another   | Community was in full agreement as demonstrated at forums, meetings and workshops described below | 659347  |
| Reducing class sizes  | addition of another American Sign Language section and Spanish language courses at high school   | Community was in full agreement as demonstrated at forums, meetings and workshops described below | 80708   |
| Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas | ongoing professional development and addition of an Instructional Coach for Pre-K Program, enhancements to elementary Math Program, expansion of summer school programming, additions to High School Summer Sports Academy, HS Summer School and HS Math Lab | Community was in full agreement as demonstrated at forums, meetings and workshops described below | 811699  |
| Addressing student social-emotional health  | addition of Freshman Seminar, introduction of multi-media programs at alternative HS, introduction of large band music program at middle school, enhanced community partnerships, addition of HS Security Assistants and cameras                             | Community was in full agreement as demonstrated at forums, meetings and workshops described below | 1784295   |
| Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness           | addition of Dual Language Coach, expansion of integrated co-teaching program at George Washington School, addition of Bi-lingual reading specialists at middle schools, addition of ENL teacher for parent outreach at Family Information Center             | Community was in full agreement as demonstrated at forums, meetings and workshops described below | 1146904   |

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.

| 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 (\$) |
|---------------|--|---|---|
| Other         | district office services, replacement of phones, network support, NVAC repairs | Community was in full agreement as demonstrated at forums, meetings and workshops described below | 770,711   |

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**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 White Plains Public Schools engaged its constituents in the update of the districts long-range strategic plan and its budget development through community forums, board meetings, budget workshops, PTA meetings, civic organization meetings and Facebook Live presentations with questions and answers. The opportunity to engage the community has been critical in helping to shape priorities to help guide the districts long range plan, especially in light of the State's commitment to fully fund Foundation Aid by 2023-24.

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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.**

We gathered input and feedback regarding our program and spending for the use American Rescue Plan funds at a series of Zoom meetings on the subject during the months of April-May 2021. Input was gathered using a survey format embedded in the presentation slides. We also engaged our constituents in the process through board meeting presentations and Facebook Live sessions. Since that time our Plan has remained unchanged in its programmatic and fiscal focus. We continue to gather input through similar style meetings and formats. As substantive revisions are made to the plan, we will formally solicit public comment.

**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 (# : #) |
|--|----------------------------------|
| Accelerated Learning Programs operate as extended day programs in each school. The goal is to make up for lost instructional time that occurred during the pandemic.   | 15:1                             |
| Quarantine Instructional Continuity-the goal is to ensure that any student who was quarantined during the 2021022 school year receive instructional services remotely so that they did not have any further loss of instructional time. This most often occurred 1:1, but at times could be up to three students working with one teacher. | 1:1                              |
| Middle School and High School Seminars for students to receive targeted academic support in ELA, Math, Executive Functioning and Regents Prep that extends beyond the regular school day.  | 15:1                             |

**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 Accelerated Learning Program, Bridge Programs and Quarantine Instructional Continuity (includes personnel costs, supplies and transportation for programs) \$458,366<br>Premium Pay for staff who worked throughout pandemic \$533,114<br>Work with Kurtz Psychological, Morningside and Relias for increased social emotional and trauma supports \$230,552<br>Capital project to improve ventilation in three school buildings.\$344,188<br>Health Aides through Pearl Care for extra COVID-related support in each school building \$178,190 | 1,744,410       |

**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. | 178,190                  | 71,110                   | 0                        |
| Maximizing in-person instruction time.              |                          |                          |                          |

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|  | 2021-22 School Year (\$) | 2022-23 School Year (\$) | 2023-24 School Year (\$) |
|--|--------------------------|--------------------------|--------------------------|
|  | 0                        | 0                        | 0                        |
| Operating schools and meeting the needs of students.   | 344,188                  | 6,500,924                | 0                        |
| 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. | 458,366                  | 1,017,058                | 450,000                  |
| Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.   | 230,552                  | 18,748                   | 0                        |
| Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.  | 0                        | 0                        | 0                        |
| Supporting early childhood education.  | 0                        | 0                        | 0                        |
| Other (please describe below)  | 533,114                  | 0                        | 0                        |
| <b>Totals:</b>   | <b>1,744,410</b>         | <b>7,607,840</b>         | <b>450,000</b>           |

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

Other-\$533,114 is Premium Pay for employees who worked throughout pandemic