

**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	N/A	N/A	N/A
Reducing class sizes	Reduce class sizes to below 26-30 students in a course.	Stakeholders have consistently shared frustrations with large class sizes in our small district. Some of our courses run with 30+ students in them. Due to our small size, we can often only run one section of each course due to budgetary constraints.	235732
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Improve the overall reading and math skills for students across K-6 by increasing the number of RTI teachers we have, as well as offer remedial programming for students.	Parents have shared that their students in the elementary grades have fallen behind in reading/math skill development since the pandemic. With hybrid and quarantine instruction, younger students learning on virtual platforms have caused concern for parents.	245194
Addressing student social-emotional health	Introduce a new therapeutic support program in the high school for students who otherwise would have been sent to alternative placements. Additionally, add a new schoolwide SEL program for the high school which previously did not have one.	Parents have consistently shared during CSE meetings that they prefer their students to remain in their home school for education. This new program allows for that. Our new SEL program is greatly desired by parents who have consistently shared throughout the pandemic that their children feel anxious, overwhelmed, etc. by school.	422477
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Improve the overall academic achievement of our ENL and SWD students.	Parents have consistently shared with district staff that our most at-risk learners have struggled with reaching standards due to second language acquisition and/or disabilities, especially since the pandemic. These learners require specific attention and the District teams believe that the additional staffing to support these students is critical. sistently shared throughout the pandemic that their children feel anxious, overwhelmed, etc. by school.	121890

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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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 (\$)
Diversity, Equity and Inclusion	The District would like to implement a solid DEI plan and policy to improve student achievement across all grades.	DEI has been a topic of conversation at many board meetings, as well as school level stakeholder meetings. The District feels it is important to implement NYSED's recommended policies and procedures to meet the needs of all students	109,798
Quarantine Instruction	Meet the academic needs of students who are quarantining at home due to COVID-19.	Parents have consistently expressed a desire to have access to live instruction while students are quarantining at home. They believe this synchronous instruction helps their children stay on track with the students who are in school so that upon return from quarantine, they are not far behind their classmates.	59,232
Science Research	Improve the course offerings for students interested in studying science research topics.	Stakeholders have consistently expressed a desire to expand the use of our Outdoor Education Center. The District has created a dual enrollment course through Rockland Community College that expands the use of the facility. We also expanded our Science Department staffing to be able to bring in a science research program in the near future.	134,232

**Use of Foundation Aid Increase (Cont.)**

- 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)**

Throughout the pandemic, the District utilized a biweekly public comment feedback form for parents to indicate concerns, ask questions, seek feedback, etc. The feedback form was reviewed by building level and district level administrators, as well as the Board of Education. The District also posted suggested spending for foundation aid on our website for parent feedback. Each building also had teams of teachers, community members, etc. that discussed the academic needs of students post-pandemic. We addressed all of the areas above. Our graduation rates have held consistently steady (100% of our students graduated this year) so that was not identified as a priority area for Nanuet.

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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.**

Prior to allocating grant money, the District had a long series of presentations regarding the Capital budget with stakeholders. As this change was just a reallocation of those grant funds, it is consistent with that public comment. Presentations to the Board with the ability for public comment has been ongoing this year. All presentations and board meetings are available for the public on our website.

**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 goals of our programs are to improve student achievement in the areas of ELA, math and SEL through the use of afterschool programming, summer enrichment programs, and the hiring of new AIS/RTI staff. The goal is to keep the student to teacher ratios small.	10:1

**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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
The District plans to continue to expand our K-12 summer enrichment program. The District also plans to increase professional staff in the areas of school counseling, remediation, and social work. The District plans to expand our afterschool AIS programs to meet the needs of our students (i.e. math, reading, SEL, etc.)	102000

**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.	0	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	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.	0	40,000	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	60,000	265,000	0

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	321,755	15,000
Supporting early childhood education.	0	0	0
Other (please describe below)	0	1,152,824	0
<b>Totals:</b>	<b>60,000</b>	<b>1,779,579</b>	<b>15,000</b>

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

The District will be building a handicap accessible outdoor learning center that includes outdoor classroom space for students to learn. The patio space will be adjacent to our library/media center and it will be accessible for students and teachers (seating, writing surface, etc.).