

**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	Ensure a 1:1 gr 3-12 student to device ratio as well as support for technology in the classrooms	Community feedback received through the survey indicated a need to ensure that adequate technology was provided for all students and in the classrooms.	331258
Reducing class sizes	Maintain low student to teacher ratios. Monitor enrollment levels by grade.	Community feedback did not specifically reference reducing class sizes.	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Increase AIS FTE. Increase principal capacity to focus on learning	Community feedback received through the survey indicated a need for academic supports for all students.	210006
Addressing student social-emotional health	Ensure that resources are provided which address student mental and social emotional health.	43% of the respondents to the survey for the increase in Foundation Aid sent to families and staff indicated that funds should be used for mental health/social emotional resources and programs, therefore the plan includes an elementary guidance counselor position as well as a 6th grade intramural sports program	89463
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Please see two rows above.	Please see two rows above.	0

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 (\$)
(No Response)	(No Response)	(No Response)	(No Response)

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

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- 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)**

Rye Neck UFSD requested public input on the development of a plan for the use of the increase in Foundation Aid.

At the December 15, 2021 General Meeting of the Rye Neck Board of Education, a presentation was made which discussed the anticipated 2022-23 increase in Foundation Aid funding. A four-question survey was emailed to all families and staff on Monday, December 20, 2021 and again on January 10, 2022 via Google Forms. Uses of the funding was also discussed in the bi-monthly district administrator meetings as well as in the 2022-2023 budget discussions. In addition to three demographic questions, the fourth and final survey question asked respondents, "As we prepare for the next school year at Rye Neck, what are the most important academic, social emotional, and/or mental health supports for schools to provide to serve all students (i.e., general education students, students with disabilities, English language learners, and others)?" The main responses were as follows:

- 43% of the responses indicated that funds should be used for mental health/social emotional resources and programs.
- 17% of the responses indicated that funds should be used for academic support.
- 15% of the responses indicated that funds should be used for social opportunities and extracurricular activities as well as summer learning and tutoring.
- Other categories included staffing and trainings for staff, technology, enhanced learning opportunities, COVID mitigation and the use of outdoor spaces.

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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.

**1a. Please provide a summary of those changes and the need informing those changes.**

The district recently submitted the first FS-10A for the ARP grant because the increase in 2022-23 Foundation Aid allowed the district to bring expenses that were planned to be covered for two years by the ARP grant into the general fund budget (Elementary Guidance Counselor, AIS teacher, 6th grade intramurals program for 2022-23).

**2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.**

In accordance with state and federal guidelines, for the 2022-23 school year, Rye Neck UFSD requested public input on the development of a plan for the use of the \$474,162 awarded through the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) fund. Rye Neck previously sought public comment and staff input in May 2021 through an initial survey on the uses of the ARP funds. At the December 15, 2021 General Meeting of the Rye Neck Board of Education, a presentation was made which discussed the use of the American Rescue Plan funds. After the meeting, another four-question survey was emailed to all families and staff on Monday, December 20, 2021 and again on January 10, 2022 via Google Forms. The survey closed on Friday, January 14, 2022. Uses of the funding was also discussed in the bi-monthly district administrator meetings as well as in the 2022-2023 budget discussions.

In addition to three demographic questions, the fourth and final survey question asked respondents, "As we prepare for the next school year at Rye Neck, what are the most important academic, social emotional, and/or mental health supports for schools to provide to serve all students (i.e., general education students, students with disabilities, English language learners, and others)?"

The last question in the survey was open-ended and allowed respondents to write in suggestions as to what funding should be used to support. The majority of responses indicated more than one item.

- 43% of the responses indicated that funds should be used for mental health/social emotional resources and programs.
- 17% of the responses indicated that funds should be used for academic support.
- 15% of the responses indicated that funds should be used for social opportunities and extracurricular activities as well as summer learning and tutoring.
- Other categories include staffing and trainings for staff, technology, enhanced learning opportunities, COVID mitigation and the use of outdoor spaces.

Rye Neck will report to the community in the 2022-23 school year with an update on the use of the ARP funds. If funds remain unused and unallocated, the district will once again seek community input on how to use the remaining funding.

**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 (# : #)
Academic support for all students, ensure low elementary class sizes	1:23

**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 (\$)
In the 2021-22 school year, the ARP funding provided the following: <ul style="list-style-type: none"> <li>• Elementary Counselor, plus benefits, 2021-22 school year</li> <li>• Academic Intervention Services teacher, plus benefits, 2021-22 school year</li> <li>• Kindergarten aide, 2021-22 school year</li> <li>• Mental health presentations, MS and HS, 2021-22 school year</li> <li>• 6th grade intramural sports program, 2021-22 school year</li> </ul>	246769

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<ul style="list-style-type: none"> <li>Architect fees for plans for outdoor space development at the MS/HS</li> </ul>	

**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.	9,100	29,754	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.	166,182	127,304	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	11,945	6,889	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	58,251	62,143	0
Supporting early childhood education.	0	0	0
Other (please describe below)	1,291	1,303	0
<b>Totals:</b>	<b>246,769</b>	<b>227,393</b>	<b>0</b>

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

Other =  
Grant coordinator stipend \$1,291 (21-22) and \$1,303 (22-23)