

**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	The increase in Foundation aid will be used to support reading intervention for early elementary students through the addition of a part-time reading teacher. This employee will specialize in supporting students' ability to decode and develop their phonemic awareness. At the secondary level, a writing interventionist will be added to help students augment their literacy skills not just in reading, but through writing and the conventions of academic English.	This proposed priority area was presented to various stakeholders throughout the budget development process, including teachers, parents and members of the community through our Citizens' Budget Advisory Committee. In addition, several budget presentations were made to the Board of Education with an opportunity for public comment. A public budget hearing was also held, giving the stakeholders an opportunity to make comment. Ultimately, the proposed budget was overwhelmingly approved by the community, with a 70% passage rate.	54293
Reducing class sizes	N/A	N/A	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	N/A	N/A	0
Addressing student social-emotional health	The increased Foundation Aid will be used to add a part-time psychologist for students at the primary level. Their role will support students' social-emotional needs in the event of a crisis, in addition to ongoing strategies and skills to assist students with their self-regulation and peer relationships.	This proposed priority area was presented to various stakeholders throughout the budget development process, including teachers, parents and members of the community through our Citizens' Budget Advisory Committee. In addition, several budget presentations were made to the Board of Education with an opportunity for public comment. A public budget hearing was also held, giving the stakeholders an opportunity to make comment. Ultimately, the proposed budget was overwhelmingly approved by the community, with a 70% passage rate.	44370
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The increased Foundation Aid will be used to add additional ENL staffing to support newcomers at the secondary level in the content areas. This includes math, science and social studies instruction through a developmentally-appropriate, standards-aligned curriculum. In addition, the District has	This proposed priority area was presented to various stakeholders throughout the budget development process, including teachers, parents and members of the community through our Citizens' Budget Advisory Committee. In addition, several budget presentations were made to the Board of Education with	342932

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	committed to hiring two additional Special Education teachers and support staff to provide for students with disabilities in both the special class and integrated co-teach settings.	an opportunity for public comment. A public budget hearing was also held, giving the stakeholders an opportunity to make comment. Ultimately, the proposed budget was overwhelmingly approved by the community, with a 70% passage rate.	

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 (\$)
Providing for a well-rounded education to support enrichment and extension opportunities	The increased Foundation Aid will be used to increase contact time in music and performing arts, STEM and visual & media arts at the elementary level through the additional of 2.5 FTEs. In addition, a part-time staff member will be devoted to math extension for those students who are identified to benefit from further exposure to project-based learning. Additionally, a part-time staff member will be devoted to the implementation of the culminating sequence of the Advanced Placement Capstone program at the secondary level, providing students with the opportunity to have this designation on their diploma from the College Board.	This area was presented to stakeholders during the budget process & was received very positively.	664,934
Add'l choices for language acquisition & developing respect for those with language disabilities	The increased Foundation Aid will be used to add part-time staffing in American Sign Language which will create the foundation for a future sequence at the secondary level.	This area was presented to stakeholders during the budget process & was received very positively.	67,933

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)**

These proposed priority areas were presented to various stakeholders throughout the budget development process, including teachers, parents and members of the community. In addition, the Citizens' Budget Advisory Committee, which is comprised of various stakeholders in the community, held several meetings throughout the budget process and was a tool for collecting feedback from the community for the District to consider in making certain budget decisions. Further, several budget presentations were made to the Board of Education with an opportunity for public comment. As required, a public budget hearing was also held prior to the annual budget vote, giving the stakeholders an opportunity to make comments. Ultimately, the proposed budget was overwhelmingly approved by the community, with a 70% passage rate.

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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.**

N/A

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 (# : #)
Program goals supported by ARP - ESSER funding are as follows: 1) Professional salaries used to provide continuity of learning for students in quarantine in grades K-12. 2) Materials and supplies purchased in order to provide a safe environment for in-person instruction, including PPE for students in the District's music program, furniture to support school-based outdoor learning experiences and activities, and HEPA filters for air filtration in classrooms throughout the District.	78.6:1

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 (\$)
Due to the decreased need for remote, continuity of learning instruction for quarantined students who were able to participate in school-based classroom instruction under the "Test to Stay" program in Westchester County, resources were shifted to "Supplies and Materials" in order to purchase rapid antigen tests to support the "Test to Stay" program.	54285

**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.	207,508	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.	246,813	14,335	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0

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ARP Spending Plan Reporting

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>454,321</b>	<b>14,335</b>	<b>0</b>

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

N/A