

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	A Principal's Promise Academy was formed in order to provide more personalized assistance to seniors in extreme risk of not graduating. Fourteen of these 18 students given this extra attention successfully graduated in June 2022. One teacher and three teaching assistants were allocated toward this initiative in 2021-2022, and it was funded through the ARP. Funding for this initiative will be moved to the general fund going forward, after this successful pilot.	Community concerns over a pandemic-related dip in graduation rates last year prompted this initiative.	327406
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	5 new elementary interventionist teachers where hired through ARP funding in 2021-22 and will be maintained given the continued need for their services in helping to address learning loss at the elementary school level. Desired metrics include increases in Star Renaissance Assessments and State Testing. in addition, there is an increase to student supply codes so that each school is receiving more funding per child for instructional supplies and materials.	Community concerns over pandemic-related learning loss and interruptions to formal education as a result of the pandemic resulted in the addition of these positions, now being absorbed into the regular school budget going forward. In addition,	805787
Addressing student social-emotional health	6 new bilingual psychologist positions and 1 high school social worker position were added through ARP funding in 2021-2022 and are now being brought into the regular school budget as a result of added Foundation Aid. Desired metrics were a decreased ratio of total students to psychologists, from about 310:1 to 221:1. In addition, the general fund took over the expense of funding social workers from Family Services of Westchester in each of our buildings.	Community concerns over pandemic-related learning loss and interruptions to formal education as a result of the pandemic, as well as the need for additional social-emotional and mental health services for students, resulted in the addition of these positions, now being absorbed into the regular school budget going forward.	986922
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	5 new Spanish-speaking elementary interventionist teachers where hired through ARP funding in 2021-22 and will	Community concerns over pandemic-related learning loss and interruptions to formal education as a result of the	891727

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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 (\$)
	be maintained given the continued need for their services in helping to address learning loss at the elementary school level. Desired metrics include increases in Star Renaissance Assessments and State Testing, especially in the ELL subgroup. In addition, a new bilingual school counselor at Port Chester Middle School and 2 new ENL teachers have been hired (one each at Port Chester Middle School and Port Chester High School) due to increased enrollment of ELLs and the need to address the needs of our substantial ELL population.	pandemic, especial for English language learners, resulted in the addition of these positions, now being absorbed into the regular school budget going forward.	

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 (\$)
Addressing professional development, growth, and improving instruction in elementary classrooms	Addition of 3 teacher coaches in elementary schools (1 literacy coach, 1 math coach, and 1 ELL coach). This was paid for through ARP funding in 2021-2022, and based on this year's positive experiences with these coaches, they have been wrapped into the school budget going forward, resulting in additional coaching support in critical areas and available to all of our elementary school teachers.	Community support is high for efforts aimed at directly improving instructional practices of teachers, which is seen as having a direct impact on students and their performance.	334,397
Operating schools and meeting the needs of students	A transfer to capital in order to fund a lighting project to take place in our elementary schools to improve learning environments for children.	Community members expressed the need to both save money on utility expenditures in the future and to improve lighting in our aging elementary schools. This project is aimed to do both by installing more energy efficient lighting.	1,800,000
Activities to maintain the continuity of services & continuing to employ existing staff	Maintain the employment of staffing of approximately 30 individuals hired in 2021-2022 to maintain student enrichments such as a new strings program, art and STEM teachers in	Community expressed the need to fund items that would enrich student experiences, providing more course/program options, and not just address learning loss. Also, additional	3,470,413

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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 (\$)
	elementary schools, elementary assistant principals, nine new secondary teachers, and other additional hires; increase to professional development for these and other employees	elementary leadership staffing was seen as important in the implementation of new initiatives and oversight over instruction and a data-based approach to decision-making and instruction.	
Increasing safety and security	The coordinator position would provide a dedicated person in district who specializes in, and has the professional background in, all matters regarding safety and security. If there were to be a catastrophic safety or security event happen in district this person would be able to directly oversee it and provide direct assistance. Hiring a dedicated coordinator for safety and security would make sure safety and security measures are overseen directly by a dedicated professional with the experience and background needed to ensure all measures are met.	Community members expressed concern for student safety and security and a focus by the district on improving in our oversight over this area. A dedicated safety and security coordinator was seen as a way to do this.	96,639
Providing for the unique needs of two new cohorts of special education students	Creation of two cohorts of new special classes (2 teachers, 1 bilingual speech therapist, and 6 aides) for students classified by the CPSE to receive services in-district (incoming kindergarteners), including furniture and extra OT and PT needs	Community prioritize educating our students in-district where possible instead of sending students to expensive outplacements.	606,000
Purchasing educational technology for students who are served by the LEA	We increased our district hardware amount by \$250,000 to provide newer Chromebooks and computer equipment for instruction and 1:1 computing needs. Also increased software code.	Community expressed the desire for technology to fulfill a commitment to a 1:1 computer initiative.	328,000
Providing for needs of students who lost instructional time and deserving enrichment opportunities	Hiring 5 new middle school and high school teachers associated with ELA, Math, and Computer Science needs and 1 new Math Coach to be an instructional support specialist with elementary teachers	Community wanted the district to focus on both the literacy and computational skills of students in need as well as opportunities for student enrichment	648,000
Meeting needs of special education students	Paying for outplacement of special needs student	Community values meeting the needs of every student	150,000
Activities to maintain the operation of	Increases to the budget for anticipated	Community understood during our	380,331

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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 (\$)
and continuity of services in the LEA	increases in utility costs (electricity=\$259,552, gas=\$62,270, plus oil=\$58,509)	budget presentations this spring of the need to budget more in these areas because of expected increases in utility costs	

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 2021-22 New York State Budget included language requiring schools receiving additional Foundation Aid of more than ten percent and American Rescue Plan funding for the 2021-2023 school years to post on their website a plan of how such funds will be expended and how the district will prioritize spending in certain areas. In the spirit of comprehensive planning and stakeholder engagement, State Budget language requires the district to have sought public comment from parents, teachers, and other stakeholders on the plan and to take such comments into account in the development of the plan. A survey in English and Spanish was accessible on our district website during the final weeks of June 2021. Reminders were sent to email addresses of school district families and employees, and ways to connect to the survey were also posted on the district FaceBook and Twitter accounts. Survey respondents were asked to indicate whether each allowable category of spending is a “highest priority,” “high priority,” “medium priority,” “low priority,” or “not a priority.” A few demographic questions at the end of the survey were also asked to sort input from different stakeholders. Demographics of Survey Respondents: * 63 percent indicated that they were parents in the district, * 26 percent indicated that they were district employees, * 8 percent indicated that they were other community members. Results of the survey have been taken into account in the development of our plan, with a special consideration being provided for the needs of low income students, students with disabilities, English language learners, and students experiencing homelessness.

Academic Programming: Over 91 percent of survey respondents categorized meeting students’ academic needs during the school day as a “highest priority” or “a high priority.”

Health and Safety: Almost 90 percent of survey respondents categorized safely returning students to in-person learning as a “highest priority” or “a high priority.”

Technology: Eighty-two percent of survey respondents categorized purchasing educational technology as a “highest priority” or “a high priority.”

Mental Health Needs: Over 78 percent of survey respondents categorized social-emotional supports and interventions as a “highest priority” or “a high priority.”

Summer Programming: Over 74 percent of survey respondents categorized addressing the impacts of the COVID-19 pandemic (with summer programming as an example) as a “highest priority” or “a high priority.”

Afterschool Programming: Over 74 percent of survey respondents categorized addressing the impacts of the COVID-19 pandemic (with afterschool programming as an example) as a “highest priority” or “a high priority.”

Other Areas Under Consideration: Federal aid and additional Foundation Aid dollars are also being used to fund additional clubs and activities for students, teacher training, classroom supplies, field trips and other enrichment activities, and other programming learning experiences. In addition, capital projects that increase classroom space, provide affordable air conditioning solutions, and upgrade facilities are at the top of the list in terms of ways to address concerns expressed in our survey.

In addition, public comment regarding our plans and practices has been heard at monthly meetings of the Board of Education, monthly meetings between the Superintendent of Schools and PTA/PTO/PTSA Presidents, and from other gatherings facilitated by the Superintendent of Schools.

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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.

Instead of allocating money toward a building project that would have increased the size of one of our elementary schools, we decided to invest that money instead toward implementation of a new reading curriculum from the American Reading Company that would have a larger impact on our entire elementary community and better help us address learning gaps and standardize our approach to reading across all of our elementary schools. Once finalized pricing is in place, we will be amending our FS-10 for ARP ESSER 3 to reflect this change.

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

Our American Rescue Plan ESSER funding and State Reserves Plan were posted onto our website and presented to the public at a Board of Education Meeting this winter. We invited public comment at Board of Education meetings, at monthly PTA/PTO/PTSA President meetings with the Superintendent of Schools, and at a recent Town Hall held in conjunction with Village officials and the community. Our Federal Aid Survey given to stakeholders can be found at <https://echalk-slate-prod.s3.amazonaws.com/private/districts/512/resources/92701de7-8b6b-426b-ab0b-eeeca360f93fc?AWSAccessKeyId=AKIAJSZKIBPXGFLSZTYQ&Expires=1971964154&response-cache-control=private%2C%20max-age%3D31536000&response-content-disposition=%3Bfilename%3D%22Federal%2520Aid%2520Input%2520Survey%2520Summary.pdf%22&response-content-type=application%2Fpdf&Signature=VRHsmSpe%2BSDdvsC6TT9Bi0fCaMY%3D>, and analysis of it found there and in answer to question #3 under Use of Foundation Aid Increase. Outside of our formal Federal Aid Survey, feedback has been minimal and gratitude for the extra funding has been widespread. Feedback recently included support for additional funding to address perceived social-emotional needs of students and learning gaps and unfinished learning as a result of the pandemic and missed formal education, which echoed findings from our Federal Aid Survey.

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 (# : #)
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas (Port Chester High School Principal's Promise Academy)	18 Students: 1 Teacher : 3 TAs
Addressing student social-emotional health (Family Services of Westchester participation in our elementary After School Program-ASPIRES)	83 students seen by 2 SW clinicians in our after school program this year
Addressing student social emotional health (addition of six new bilingual school psychologist positions-one in each district building)	4,571 students: 6 additional psychologists, bringing district total to 15
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas (10 elementary interventionists hired/half of them bilingual)	1,959 elementary students: 10 additional interventionists bringing the district total to about 50
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas (3 additional elementary teacher coaches: one for literacy, one for math, one for ELLs)	1,959 elementary students: 3 additional elementary teacher coaches, bringing the total of elementary teacher coaching positions to 5

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ARP Spending Plan Reporting

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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 (\$)
Principal's Promise Academy: new initiative to single out about 18 high school students in the senior class at extreme risk of not graduating. One teacher and 3 teaching assistants worked with this group of students.	187,337
Hiring of 10 new elementary interventionist teachers, 6 new bilingual school psychologists, 1 high school social worker, and 3 elementary teacher coaches, and some extra after school tutoring from teachers (including benefits). These efforts were targeted at providing additional direct student interventions to address learning difficulties, providing additional social-emotional and mental health services, and providing professional development to strengthen elementary teacher skills (cost includes benefits)	2,285,643
New after school program: ASPIRES. Students in grades K-6 were able to participate in a daily afterschool program to address learning and social-emotional needs in each of our elementary schools and in grade 6 at Port Chester Middle School.	2,267,558

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.	1,345,847	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	1,575,000	1,500,000
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.	2,497,580	1,512,742	1,181,001
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.	2,267,558	3,683,251	123,846
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	6,110,985	6,770,993	2,804,847

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

(No Response)