

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. I8.7cation.BT 1 0 0 1 2BDC BT 1 0 0 1 226.7 28 BT 1 0 0 1 565.14 470 Tm 1

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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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~~052108~~ 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	Add staffing to provide Academic Intervention Services	Parents of elementary and middle school students advocated for the increase in academic intervention support services staffing.	125000
Reducing class sizes	Lower class size in English, social studies, and science high school Regents classes	High school parents provided feedback during the budget development process to prioritize adding high school teaching staff in the areas of English, social studies, and sciences classes, specifically, Regents courses. The District administration shared secondary level average classes during a Board meeting and sought community feedback on the priority of lowering classes.	350000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Implement a emotional support program for at-risk middle school students	The administration and Board of Education met with parent organizations and mental health professionals to discuss the priority of meeting the needs of students with emotional issues at the middle school to support academic success.	165000
Addressing student social-emotional health	Lower middle school guidance staff to student ratios	During the budget development process middle school parents conveyed concerns about the high ratio of guidance counselor to student loads. The Board of Education and administration committed to adding a full-time middle school guidance counselor to lower the overall counselor to student load ratio.	165000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Expand Dual Language Program K - 12 adequately support English Language Learners. Add resources to support out of district placement resources to further support students with disabilities that require more intensive learning environments. Purchase curriculum materials and program resources and student assessments for dual language and ELL classes.	The administration met with dual language and English Language Learners to discuss program expansion and resource allocations.	397193

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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.)

- 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 Mamaroneck Board of Education and administration conducted several budget forums for staff, parents, and community members to seek input on educational priorities (e.g., programs, services, and facility improvements) that support teaching and learning. Additionally, the Superintendent of Schools met with community members, local organizations/municipal partners, and school-based organizations to seek input on budgetary priorities. Feedback and suggestions were considered during the budget development process as the administration prioritized programs and services that reflected the interest of parents and community members. This included a reduction in class sizes, an increase in support for mental health and emotional support, a lowering of guidance counselor to student ratios, and the need for additional staffing to address academic intervention services. The Board implemented a community survey to seek stakeholder input on family engagement and communication to improve two-way communication. This led to the inclusion of resources to expand two-way communication at the classroom, school building, and district level.

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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.

The Board of Education and administration provided parents, staff, and community members ongoing updates throughout the 2021 -2022 school year on the use of American Rescue Plan funds, including monthly reports at Board of Education meetings as well as presentations to community members and local organizations. Stakeholders used public meetings to share suggestions about the use of funding and ask questions about progress on plans for

