

**State Budget Reporting and Foundation Aid Survey - Budget Reporting****Background/Instructions**

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Page Last Modified: 06/16/2022

**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

**State Budget Reporting and Foundation Aid Survey - Budget Reporting**

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 07/01/2022

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 LEA will expand credit recovery opportunities for 9-12 students eligible for high school graduation and expand number of students on-track to graduate in 4 years.	Community articulated a need for K-12 students to be provided with additional academic supports before, during, and after school to address learning loss due to school closure. Community members supported the hiring of additional academic support staff, supporting ELT programming, and providing opportunities for high school students to meet graduation requirements.	550000
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	The LEA will provide expanded AIS Services and ELT afterschool supports to K-8 students. The LEA will utilize the BOY diagnostic to identify students at highest need. Metric: Increase the Math and Literacy aptitude of students who tested poorly on BOY diagnostic.	The community articulated a need for K-12 students to be provided with additional academic supports before, during, and after school to address student academic success.	1000000
Addressing student social-emotional health	The LEA will expand social emotional supports to all pre-K-12 students. Pre-K-12 grade students will have access to social emotional support staff and district and community provided programming. The LEA will sponsor data and research based professional development for all staff.	The community articulated that all students require greater access to social emotional supports provided by district staff and community providers.	1500000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The LEA will provide additional and adequate resources to English language learners, students with exceptionalities and students experiencing homelessness by adding additional personnel, supports and services. Additionally, the LEA will use funding to support the professional development of teachers and support staff.	The community articulated that PCSD needs an aggressive system of supporting ENL students by providing additional ENL teachers and creating a dual language program that satisfies Commissioner Regulation 154. Additionally, given that SWE are one of the district's lowest performers, the	> BDC BT 1pan <</MCID 68>> BDC BT s

**State Budget Reporting and Foundation Aid Survey - Budget Reporting**

Use of Foundation Aid Increase

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Page Last Modified: 07/01/2022




State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

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Page Last Modified: 07/01/2022

Summary of New Programs <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
grades K-8. Programming will also encompass positive youth development and health and wellness opportunities.	
The LEA expanded student supports during the day by hiring full-time personnel to address the social emotional and wellness needs of students by hiring social workers, school counselors, and crisis intervention workers. The LEA expanded student programming after school, summer school and on Saturdays by providing greater opportunities for positive youth development and social emotional supports for students The LEA paid remote learning tuition for students unable to participate in in-person instruction due to documented medical condition and pediatrician referral. The LEA provided professionally development to staff and parents on trauma informed care, teaching love and logic, restorative practices, mindfulness and de-escalation strategies. The LEA produced social emotional and wellness materials for students and parents	392985
The LEA invested in additional PPE and disinfecting supplies and equipment. The LEA acquired MERV-13 air purification systems and supplies for classrooms and other high traffic areas. The LEA replaced HVAC units (classroom ventilators) that are inoperable.	901670

**American Rescue Plan (ARP) Spending Plan Reporting**

