

State Budget Reporting and Foundation Aid Survey - Budget ReportingBackground/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 ~~Non-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;

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Use of Foundation Aid Increase

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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 (\$)
Addressing student social-emotional health	The district's school counseling plan addresses that universal, secondary and tertiary interventions are in place. Universal interventions are designed to support the social emotional well being of all students and adults. Use of the district wide PBIS (Positive Behavior Interventions and Support) framework allows us to create a behavior matrix that teaches expectations for an array of learning models. At all levels, an evidenced based best practice curriculum focuses on the core SEL competencies of self awareness, self-management, social awareness, relationship skills and responsible decision making. Implementation of the plan addresses that these practices are culturally and linguistically responsive to our student and family population.	Feedback reflected that student social-emotional health is a major priority area in the wake of the pandemic. The Investment Plan includes continued support for several initiatives in this area.	125176
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The East Syracuse Minoa Central School District will continue to provide a Free Appropriate Public Education (FAPE) for all special education students. All accommodations, modifications, supplementary aides, services and technology needs included in a student's IEP will be reviewed and discussed by the case manager, general education teacher(s) and parent to determine the appropriate accommodations, modifications, supplementary aides, services and technology for the student will need based on their unique needs.	Feedback reflected that favorable views of the district's strategies to educate all students, including ELL's, students with disability, and students experiencing homelessness, has increased since the last survey. The Investment Plan reflects continued investments in these areas.	1277638

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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)**

A districtwide survey was conducted in May 2022 with teachers, students, parents and guardians, administrators and instructional staff to provide an opportunity for input and feedback into the ESM Strategic Plan and to provide further data in the analysis of needs for the District's Foundation Aid Increase Investment Plan.

Survey feedback included responses in the following topic areas:

- Diversity and Inclusion
- Educating All Students
- Family Engagement
- Professional Learning
- School Resources
- School Climate
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ARP Spending Plan Reporting
