

**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,

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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**

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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)**

The District's Foundation Plan has been posted on the District's website since the middle of May 2022. There has been no comments or questions regarding how the district is spending the resotation of this aid. During the public presentations for the District's 2022-23 budget presentations, the amount of Foundation Aid was shared and the residents were pleased with the amount of state aid and the manner in which these funds were being utilized. The monies have been used for maintaining class sizes, the purchase of new curriculum materials for a number of subjects and the mental health of our students and staff with the addition of a Psychologist and support services.

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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.**

There has been no public comment received on the American Rescue Plan as originally approved. This plan was well-thought out with the introduction of a Federal Funds Committee and the District has committed to these funds in both the 21-22 fiscal year as well as the 22-23 fiscal year. The funds are being invested in areas where the District will benefit with the monies for many years to come.

**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 (# : #)
Summer Experience Elementary - This program was designed to run two weeks over the summer for students in both K-5 buildings with the purpose of reconnecting students with each other and their school. A program was conducted in the summer of 2021 and one is scheduled to run for the summer of 2022.	146:12
Summer Experience Secondary - This program was designed to run over 4 weeks, 2 days per week, all in the late afternoon. The intent was to engage students back with their school, and each other, after the pandemic. A program was conducted in the summer of 2021 and one is scheduled to run for the summer of 2022. Course topics fell into the following categories: <ul style="list-style-type: none"> <li>• Academic</li> <li>• The Arts</li> <li>• Athletics</li> <li>• Gaming</li> </ul>	260:10
HS Subject-area Academies - These academies ran after school and were used to address learning loss due to the pandemic. The academies were voluntary for students and covered the following topics: <ul style="list-style-type: none"> <li>• All offered AP Courses (Math, Science, Art, Music, English and Social Studies)</li> <li>• All New York State Regents courses (Math, Science, English and Social Studies)</li> </ul>	673:25
Response to Intervention (RtI) - Training with Jim Wright to develop protocols to address students academic needs via intervention levels (I, II and III). Training was all teachers K - 5 to be implement within the classroom or with AIS teachers.	1015:78
LLI - Level Literacy Intervention - This program was implemented in both elementary schools focusing on reading intervention methods for students K - 5. This is included materials and professional development for the reading teachers.	1015:8
Wilson Foundations - This is a phoenics program used in the general education classes, K -2. This supports students' ability to decode text and comprehened text.	484:27
Middle School Academic Support After School - This program ran year round and was available to all students to use on an 'as needed' basis. The program was facilitated by middle school teachers and all students in grade 6 - 8 had access.	504:5

**4. Please provide detailed summaries of investments in current year activities**

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## ARP Spending Plan Reporting

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
Academy Classes for our students to address learning loss so they would excel on year-end exams. Additionally, the introduction of Dr. Marc Brackett's RULER program that is being used for both staff and students, along with related professional development and the backdrop for a club at our HS, to mentor to younger grade levels, a "Bracket Leadership Club".	75001

## 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.	0	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	170,980	108,234	0
Purchasing educational technology.	41,984	58,520	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.	35,470	110,690	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	207,546	32,000	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	100,002	100,002	0
Supporting early childhood education.	0	0	0
Other (please describe below)	63,829	102,400	0
<b>Totals:</b>	<b>619,811</b>	<b>511,846</b>	<b>0</b>

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

Learning loss was apparent with regard to Music Instruction, Art Education and Athletics. The equipment purchased to assist in this instruction and combat learning loss was important to the Federal Funds Committee. As a District, it was also strongly felt that the addition of these equipment items would assist with any progress made and would benefit our students beyond the federal funds.