

**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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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 evaluation of our process is based on Eileen Ferrance’s (2000) work on action research. These steps include: Identifying our areas of opportunities, gathering data, interpreting data, acting on evidence, evaluating results and identifying next steps. (Ferrance, E. (2000). Acton Research. Brown University, Northeast and Islands Regional Educational Laboratory. Providence: Brown University).

In order to identify areas of opportunity, several meetings were held with stakeholders to begin the conversations (PTS, Curriculum, Teacher/Administrator, BOE. Budget Presentations/Budget Hearing). We then gathered information through the use of Google Forms and ParentSquare. Following this we interpreted the data to find key results, discrepancies, patterns, and outliers. The data gathered allowed us to make recommendations to enhance our instructional program based on the main/most common areas identified: increasing graduation rates, eliminating achievement gaps, reducing class sizes, and added support for SPED programs

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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.**

We engaged stakeholders through various district meetings to seek feedback, and settle on a list of priorities.

Forums

- Board meetings
- Faculty meetings
- Department meetings
- PTA meetings
- Curriculum committee meetings
- Subcommittee meetings
- Federal grant meetings

Additionally, we utilized surveys through PanoramaEd and Google Forms to seek feedback, and triangulate data.

**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 (# : #)
Our goals are to utilize ARP-ESSER funding to increase support to our students with disabilities and social-emotional needs. We are utilizing funds to support 1.0 FTE in math teaching and 2.0 FTE in reading teaching at our elementary schools. Our elementary class sizes are 25 students.	25:1

**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 or Expansion of Existing Programs in Current Year	Investment (\$)
The district has not utilized ARP funding in the 21-22 school year. The district will begin to utilize ARP-ESSER funds in 23-24.	0

**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.	0	0	90,955
Purchasing educational technology.	0	0	250,000
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	0	0	0

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ARP Spending Plan Reporting

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