

**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

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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 (\$)
	costs of electric and natural gas utilities.		

**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)**

Public comment was solicited from parents, teachers, and other stakeholders through the district's Budget Development Process. The district presented the increased foundation aid and other components of the budget to various groups as the budget was being developed. The district did not

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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.**

Our district collaborated with district staff, union leadership, and conducted an online survey seeking input and feedback surrounding the use of allotted federal funds. Top themes of use identified a focus on allocating funds to address learning loss, especially in the areas of ELA and mathematics furthermore overwhelming support was received to assess, develop, and coordinate social-emotional support for students, staff and families. Finally, stakeholder input emphasized the need for continued one-to-one technology and related professional development along with assessing and addressing HVAC in school buildings across the district. The plan does not include HVAC upgrades due to fiscal constraints.

**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 (# : #)
In addition to credit recovery programs at the secondary level offered in 2021-22, the high school principal collaborated with his administrative team and instructional leaders to identify research-based opportunities for students. The secondary team utilized data that reflected student <b>learning loss</b> during remote and hybrid instruction to develop a recovery plan to support students' acceleration and mastery of course objectives and state standards. Through the development and implementation of extended learning, enrichment, and social-emotional supports through the framework of an extended day format when practicable.	N/A
<b>Summer programming</b> offered in 2021 and 2022 is designed to target learning loss and opportunities for students to accelerate learning, especially in ELA and math at the elementary and middle levels. Beginning in the summer of 2022, the program was expanded to include opportunities for students to develop and strengthen their social-emotional skills through the exploration of the fine arts. Opportunities for science learning, along with multiple course offerings will be provided in the summer for students in grades 7-12. The District will provide transportation support for students enrolled in summer programs.	N/A
<b>Social-emotional</b> and academic needs of students were prioritized through the dedicated role of a coordinator of social-emotional wellness. In addition, a social worker was added to district staff. At the high school level, a mentoring program was implemented to assist students in ninth grade as they begin high school (transitioning from eighth grade). Training was provided for mentors and weekly meetings took place to provide a variety of social-emotional supports and resources, including the development of individual adult mentor-student relationships (This program will be repeated in the 2022-23 school year.) The coordinator of social-emotional wellness will continue to conduct regular needs assessments across the district and work collaboratively with appropriate staff to implement a comprehensive plan aligned with district goals.	N/A
The district hired an additional teacher of English Language Learners to allow for students to attend their neighborhood school buildings. Doing so allows the students to develop stronger relationships with peers and adults while simultaneously acquiring an expanding command of a second language. In addition, students with disabilities will also be provided with summer learning opportunities along with related services to address learning loss due to remote and hybrid learning and to minimize summer regression.	N/A
The district is providing additional cleaners and supplies to sanitize the school environment to accommodate a <b>safe return to school</b> .	N/A

