



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

Background/Instructions

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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.

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

## Use of Foundation Aid Increase

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## 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	Through planning and public comment, increases in Foundation Aid will be used to add three instructional staff to our MS/HS. The goal would be to increase support to students through AIS, offer additional coursework and pathways to graduation, and return our middle school to a more traditional middle school model.	Yes, community feedback was sought. The Board reflected on this as part of the budget development process. (see analysis of public comment below).	250828
Reducing class sizes	No using increased Foundation Aid funding in this area.	Using other funding sources to support reducing class sizes as needed	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The instructional staff added at the ms/hs building will be able to support more offerings of academic intervention service periods during the school day. An IT Administrator and IT micro-computer tech were added to the budget to offer increased supports to students and staff in utilizing the new 1:1 tech model and all the evidenced and researched based soft-ware that supports students not meeting or at risk of not meeting state learning standards.	Yes, community feedback was sought. The Board reflected on this as part of the budget development process. (see analysis of public comment below).	182953
Addressing student social-emotional health	Some of the increase in Foundation Aid will be dedicated to help maintain, sustain, and add to extracurricular and athletic opportunities for all students allowing them to be more connected to the school. Connectedness and involvement directly relates to supporting student social-emotional health. Some extracurricular activities are directly related like our very active Students Against Destructive Decisions club and our Sources of Strength club.	Yes, community feedback was sought. The Board reflected on this as part of the budget development process. (see analysis of public comment below).	534625
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Teacher aides working with students with disabilities will be moved from part-time employees to full time employees complete with the benefit package offered to full time staff. This will allow for more support and continuity of support to	Yes, community feedback was sought. The Board reflected on this as part of the budget development process. (see analysis of public comment below).	291286

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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 (\$)
	students with disabilities. Resources for ELLs and students experiencing homelessness are provided through other funding sources		

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add Row"


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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 use of Foundation Aid and analysis of public feedback is part of the budget development process. This begins with principals and department supervisors reviewing needs with the Board and community during public planning sessions as part of the regular board meetings in January, February, March and April.

On January 12th, principals shared their considerations for the use of Foundation Aid. On February 9th, department supervisors also publicly reviewed their needs.

The superintendent, business administrator, and board reviewed the considerations and any public comment made during these sessions. A draft budget was presented to the public on 3/9. A revised draft budget was shared on 3/23.

On April 6th, as part of a regularly scheduled board meeting, a community forum for questions and comments on budget development was held. In addition, the district created a dedicated email address for anyone wanting to ask questions about the budget. Feedback and comments were taken in to consideration by the district and a final budget was presented at the budget hearing on May 9th.

On May 10th, a mass communication post went to all parents and staff covering the increase to Foundation Aid and other key budget ideas. The superintendent, business administrator, and assistant superintendent also included a video discussing these key ideas. Data indicating the community input was heard was a voter turn out of 428 with 78% of all voters approving the use of Foundation Aid and the budget for the 22-23 school year.

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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.**

The ARP has not been changed nor updated since the original approval. The plan was developed analyzing input from a 29 member stakeholder group, a public Board of Education worksession, a public update session, and a student stakeholder group. The plan has been posted on the District website as well.

This spring (2022), all staff had an opportunity to answer survey questions related to the needs in their respective buildings. An American Rescue Plan update was presented publicly at a Board of Education meeting on June 22, 2022. This District will analyze the needs identified by staff and by the public from the Board meeting.

After review and analysis, the District will send proposed revisions to all families in the district through a mass communication platform. Included in the analysis of need and proposed changes (if any), the District will provide an email dedicated to the American Rescue Plan grant and expenditures. The public will be allowed time to add additional feedback via email or calls to the District Office. Once this is completed, and the additional public comment is analyzed, the plan will be updated if needed and changes will be made as per NYSED/FS-10 process.

**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 (# : #)
<p>Program Goal: Safely Returning Students to In-person Instruction</p> <p>American Rescue Plan funding will help supplement district expenditures on PPE, cleaning and sanitizing, all necessary for in-person instruction. Funds will also be used hire additional nursing staff and a Human Resources and Grants Administrator. The goal is to remain open to in-person instruction.</p> <ul style="list-style-type: none"> <li>• Hire an additional licensed practical nurse (LPN), a part time RN, and add hours to a contracted LPN.</li> <li>• This will allow for our Supervising RN to work more closely with our district medical director and buildings and grounds director and to have more time to review and help plan for responses as CDC guidance changes.</li> <li>• This will offer our Supervising RN to learn about and prepare for mitigation strategies as outlined by the CDC and the NYS Department of Health.</li> <li>• This will offer additional coverage in each of our four school health offices to support the daily screening of students for students who did not screen prior to coming into school.</li> <li>• This will allow for increased care coverage at each of our four school health offices including oversight of school isolation areas for symptomatic students.</li> <li>• This will supplement the ability of the district nursing team to develop and implement public health protocols and to effectively maintain the health and safety of students, educators, and other staff.</li> <li>• The Human Resources and Grants Administrator will lead prevention initiatives including supporting the investigation/quarantine process as per the CDC and NYS Department of Health protocols, organizing BT 1 Oversight</li> </ul>	



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Program Goals	Per Pupil Teacher Ratios (# : #)
use to continually identify student needs and monitor student progress includes: <ul style="list-style-type: none"><li>• Attendance rates</li><li>• Number of referrals to the Pupil Services Team - behavioral/social emotional needs data</li><li>• Report card grades on a quartlery basis - targeting those at risk of failure</li><li>• NYS Assessments like the Regents exams</li><li>•</li></ul>	





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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>during school instruction and to help accelerate learning in all content areas and in executive functioning skills and strategies. Afterschool programming will compliment and be braided together with programming funded by ARP Part 2, Title grant funds and programs funded by the District's general fund.</p> <p>The interventions provided by the 23 teachers will be specific to the individual needs of students and be provided in small groups. These supports will be considered Tier V interventions. Some of the tools used to offer support are research and evidenced based like Read 180, Leveled Literacy Instruction, Sources of Strength, IXL ELA and IXL Math, and solid, individualized pedagogy.</p> <p>The District will monitor progress of students in key areas to ensure the individualized instruction and support is meeting their needs.</p> <p>The interventions selected for initial use are evidenced based tools already used by the district. Staff and students are familiar with these tools decreasing the need for professional development specific to these interventions. As needs change over the course of the funding period, new interventions may need to be utilized. A team, led by the ARP Part 2 funded Human Resources/Grants Administrator will engage stakeholders in defining the need and use the What Works Clearinghouse to ensure any new interventions are research and/or evidenced based. The interventions listed are also tools and strategies supported by other grant initiatives like Title I and IDEA 611 and 619 grants.</p> <p>Summer learning and enrichment will be planned for and provided over the course of the funding. Direct, explicit instruction will be provided by 21 teachers in all four buildings with a summer school principal, school nurse and custodial staff included as well. These teachers will be providing accelerated learning opportunities through evidenced based pedagogy and high quality, individualized tutoring rather than tracking students. Intensive tutoring, found to be highly effective Learning Policy Institute, both establishes strong relationships and allows for customized teaching directly related to student readiness levels and student need.</p> <p>Summer learning and enrichment will compliment and braid with other District initiatives like after-school programming. The majority of supports will be Tier IV supports and interventions. Some of the tools used as part of the Tier IV interventions are evidenced based like Read 180, Leveled Literacy Intervention, PLATO and solid, individualized pedagogy.</p> <p>The interventions selected for initial use are evidenced based tools already used by the district. Staff and students are familiar with these tools decreasing the need for professional development specific to these interventions. As needs change over the course of the funding period, new interventions may need to be utilized. A team, led by the ARP Part 2 funded Human Resources/Grants Administrator will engage stakeholders in defining the need and use the What Works Clearinghouse to ensure any new interventions are research and/or evidenced based. The interventions listed are also tools supported by other grant initiatives like Title I and IDEA 611 and 619 grants. The District is also using information and interventions presented in the NYS Eastern Technical Assistance Center (NYS ETAC) training titled, 'How to Develop and Staff Summer Learning Programs'. The NYS ETAC is an extension of the NYS Education Department and the district will continue to collaborate with them when identifying interventions and strategies to use for summer programs.</p> <p>The state reserve funds will be aligned with other district initiatives. To coordinate this effort, the District will capitalize on the ARP Part 2 grant funded Human Resources / Grants administrator position. This administrator will work with district level administration to ensure the use of these funds are aligned with Part 2 interventions, Title Grants, and IDEA 611 and 619 funding. Regular, weekly meetings have been scheduled between the superintendent, assistant superintendent and human resources/grants administrator to progress monitor and to continually align initiatives as needs change over the course of the pandemic. Regular meetings of the larger stakeholder group will also use coordination of resources as a criteria/lens when reviewing interventions and strategies.</p>	

