

State Budget Reporting and Foundation Aid Survey - Budget Reporting**Background/Instructions**

Page Last Modified: 06/20/2022

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 Notification 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;
- Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;
- Addressing student social-emotional health;
- Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness;
- Goals and ratios for pupil support; and
- Detailed summaries of investments in current year initiatives and balance of funds spent in priority areas.

Instructions

The *State Budget Reporting and Foundation Aid Survey* is due by July 1, 2022.

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Background/Instructions

Page Last Modified: 06/20/2022

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

Page Last Modified: 06/30/2022

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	The District has used Foundation funding to maintain several positions in an effort to increase graduation rates and eliminate the achievement gap. Some of the goals including keeping on an additional physical education teacher and maintaining a Business Education Teacher to provide a full-time Business curriculum for students to learn life skills. The District is also committed to offering a full complex of the arts including art and music education along with technology education in all buildings. These art programs will be offered on a full-time basis in each of our four buildings. The arts have proven to assist students in bridging the gap during difficult times and to boost academic grades for those students who may struggle in the general core areas. The District also set goals to rent or purchase equipment for programs to assist students in achieving educational gaps. The equipment purchased will provide assistance for students to enhance their educational opportunity both in the classroom and at home.	We sought community feedback from teachers, staff, parents, administrators, board members, and the general public . The most feedback we received in this area was from parents and teachers. They were concerned that eliminating the arts programs would have a profound impact on the graduation rates of these students. Many students who struggle in core areas, excel in the arts. Additionally the support from the Technology teacher and TOSA provides students support in various academic subjects while providing real life, hands-on knowledge to take with them upon graduation.	671663
Reducing class sizes	The District's goal is to provide small class sizes to enhance more individualized instruction for students and to provide opportunities for small group instruction. This goal requires the District to hire additional teaching staff, particularly at the Elementary levels. The districts is maintaining average class sizes at grades K - 3 at fifteen students. The average class size at grades 4-7 is sixteen students. The class sizes at grades 8-12 depend on the subject taught but tend to be less than twenty students in a class. The District's goal is to maintain these levels with the use of	Reducing class sizes was a big area of concern for our administrators and parents. Administrators were concerned about large class sizes, particularly after coming off the pandemic where students did not get full-time learning opportunities. Keeping our class sizes small, particularly at the elementary levels has been a major focus over the last few years. The transition from 3rd to 4th grade and changing buildings has been an area of concern for parents so the District is focusing on providing additional supports at that level to reduce class sizes and assist students with the transition to the	58500

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/30/2022

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	Foundation Aid funding in order to reduce class sizes and maximize teacher/student interactions.	different building.	
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The District has put a great deal of focus into our Special Education curriculum in order to provide support for students who are not meeting or at risk for not meeting state learning standards in core academic subject areas. We have developed a continuum of service for our special education students through the creation of 15:1:1 classrooms at all grade levels. This will assist students with excelling in the classroom and meeting state learning standards. We are also redesigning our Multitiered Systems of Support (MTSS) to better identify those students who are not meeting state learning standards. Our goal is to provide additional support for students so they do not reach the level of needing to be classified into a special education program. Another goal of the District's is to provide additional learning opportunities outside the typical classroom setting in order to provide enhanced learning initiatives for students. This will be achieved through various field trips, including trips to different museums, state parks, and virtual opportunities throughout the world.	The greatest amount of feedback we have received from all the stakeholders in the community has surrounded the ever growing number of students who are qualifying for special education services. The pandemic has definitely made this even more prevalent. This accompanied with our High School being on the state's list of special education programs needing improvement, has pushed us to focus on the continuum of services for our special education program for the entire district. The District will be establishing 15:1:1 classes at all grade levels as a result of the feedback we have received and the analysis we have done. Parents want small class sizes and opportunities for their students to learn in small groups.	875185
Addressing student social-emotional health	The District intends to use Foundation Aid Funding to address the social-emotional health of our students. While a large part of our ARP funding is focused on the social-emotional well-being of our students and staff, this Foundation Aid will be used to enhance areas that were not able to be funded through ARP funding. The District's goal is to improve our Health Offices in each of our buildings so they are better equipped to meet the needs of our students. Providing our students with increased privacy in the Health Office is a concern that we will address with new equipment and resources. This new equipment will also	While the majority of our social-emotional focus has taken shape in our Stimulus funding plans, our feedback provided that there was still a concern in our health offices regarding health, safety, and well being of our students. There was concerns about confidentiality of students who need to be seen in our health offices and offices of our counselors.	39000

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/30/2022

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	provide comfort to students when they come to the Health Office and will provide us the ability to see more students at a given time. The District is also creating more clubs for students at both the Intermediate-Middle School and the High School. These are clubs requested by the students and staff in order to meet the social-emotional and academic needs of our students. These clubs provide additional opportunities for our students outside the regular school day and provide an opportunity for students to network with other peers with similar interests.		
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The District will be using the Foundation Aid funding to support a Teacher on Special Assignment who will focus on providing additional reading resources to students. This teacher will oversee the administration of Independent Reading Level Assessments (IRLA) and identify reaching benchmarks for students. This teacher will also administer the STAR testing to assist students in excelling at reading and other core curriculum areas. Lastly, the goal of this position is to function as a Reading Coach to teachers and students. This service along with other resources for English Language learners will be provided for with additional Foundation Aid.	There has been feedback from our community regarding the concern that our students are lacking in their reading ability. Their concern was that reading is truly the fundamental framework for success of our students in all areas of learning. Our teachers and administrators have shared the same testament so we allocated funding to address the reading resources for not only our English language learners and students with disabilities, but all of our learners.	63882

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

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 (\$)
Facility Equipment	The District's goal is to enhance our classroom and facility furniture with the use of the additional Foundation Aid. We will be replacing our Grounds equipment that has not been done due	Our community feedback provided that we have some areas of concern regarding equipment purchases and upgrades throughout the district that have been placed on the back burner	418,702

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/30/2022

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 (\$)
	to not receiving this Foundation Aid in the past. We will also be replacing playground equipment and benches outside of our Elementary Buildings. Additionally we are working to upgrade some audiovisual equipment in the district to accommodate additional learning spaces for our students. Lastly, our goal is to outfit our classes with updated, modern furniture to better suit our students.	because our Foundation Aid was not fully funded. Some of the equipment items needed for our Buildings and Grounds Department along with our playgrounds and classrooms are lacking due to a lack of funding. Furniture in our classrooms being obsolete was another area of concern for parents and staff members. Another area that parents and teachers addressed was the need for flexible seating in some of our classrooms.	

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)**

Our District had several opportunities for parents, teachers, and stakeholders to provide feedback on the proposed funding plan for the district. We additionally made changes to our plan as we developed it based on the feedback we were receiving. Each time we had more input, the administrative team would go back and discuss the comments and determine if there was a need for additional resources to be implemented. Our administrative team met biweekly to discuss our plan, sometimes more often if the demand warranted.

The District conducted in-depth budget presentations at three different Audit & Finance Sub-Committee meetings of the Board of Education. These meetings are open to the public so anyone can attend. We also provided budget updates at four separate Board of Education Meetings as well as the Public Budget Hearing held in May. These meetings are conducted in public and our agenda provides an opportunity for anyone in the audience to comment or ask questions regarding the budget or anything we are discussing that evening. These meetings are broadcasted live on the District's YouTube channel so even stakeholders not present at the meeting can learn about our funding plan. We also provided an email address huskystrong@oleanschools.org that people could email their comments, questions, or concerns to.

We were able to implement all the items that we received recommendations for.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

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 are still seeking public comment on proposed changes to our ARP plan. We are planning an additional hearing and comment session. We are also taking emails through our email huskystrong@oleanschools.org.

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 program goals for the expenditure of our 5th grade position in the ARP funding is to keep the classes in that grade level small for smaller group instruction. We have a significantly large group of students at that grade level so an additional classroom teacher allows us to keep the classes smaller and departmentalize teaching for students.	1:18
Our goal for the Secondary English Teacher position funded by ARP funding is to provide smaller class sizes at the High School level for students. The foundation of learning centers around the English language and students have missed out on full-time curriculum due to the pandemic. The addition of this teacher will allow the district to offer more sections of English class, resulting in lower class sizes	1:15
Our goal with the ARP funding is to provide an additional Secondary Social Studies Teacher at the High School level. This will allow us to provide additional support for the High School students preparing for the U.S. History Regents exam amongst other exams. This also allows us to keep section sizes smaller for our students.	1:18

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 was able to expand our Speech Language program with ARP ESSER funds with the addition of two Licensed Speech Pathologists. These Speech Language Pathologists are able to focus on bridging the gap our students experienced during COVID when they experienced fewer sessions or no sessions at all. Additionally, now that masks are no longer required, Speech Pathologists are able to better assess the true needs of students. Our ARP-ESSER plan was not approved until late in the year so we were not able to start these initiatives until the last quarter of the school year.	26120

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.	153,213	170,461	186,470
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	221,333	678,831	1,046,680

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Purchasing educational technology.	0	342,051	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.	552,119	1,142,472	1,046,866
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	165,750	345,831	353,661
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	72,000	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	1,164,415	2,679,646	2,633,677

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

(No Response)