

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

Background/Instructions

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**Background and 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.

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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	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

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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 (\$)
	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. Wrg 345F4g		

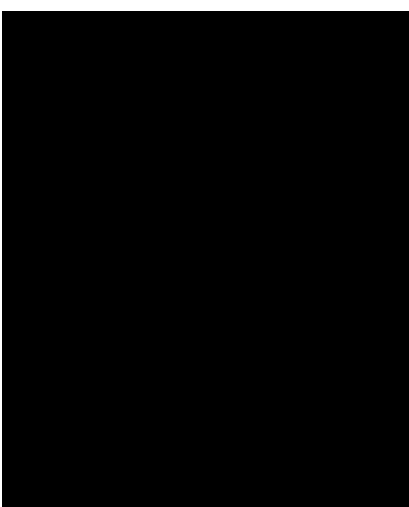
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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	provide comfort to students when they come to the Health Office and will provide us the ability 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		



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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 (\$)
	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.	

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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 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

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	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
<b>Totals:</b>	<b>1,164,415</b>	<b>2,679,646</b>	<b>2,633,677</b>

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

(No Response)