



**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.

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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	N/A	N/A	0
Reducing class sizes	N/A	N/A	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Provide additional out of classroom instructional space. Secondary libraries will be upgrades to include more workspace for students and teachers including more computer workstations and small group work areas. This will provide space for formal and informal tutoring and study groups.	b. The faculty and building administrators developed the plan and design which was presented at a public meeting that included parents and other community members. Community feedback included recommendations to review current library catalogue to determine if additional resources are required and develop a plan for a regular review of the catalogue to keep it up to date with student needs.	120000
Addressing student social-			

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Use of Foundation Aid Increase

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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 plan has not yet been updated since submitted.

**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 (# : #)
The Spackenkill Union Free School District developed a K-5 academic and social/emotional academy. The District focused on remediation of students at the elementary level as younger students are learning about and developing foundational skills that last a lifetime, such as spelling and reading.	10:1
Provide additional instruction for secondary students who either fail a course or failed a regents exam. Secondary students may attend summer school if they failed the NYS Regents exam or a course. It is a 4 day a week session for 3 weeks. The students may re-take the regents exam in August if needed.	10:1
- An after-school "Quarantine" tutoring program will be made available. The program would be provided for those students who have to be absent (due ONLY to quarantine) for FOUR or more days. Those students will receive ONE hour/day of home tutoring.	

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
instruction.			
Maximizing in-person instruction time.	0	95,928	95,928
Operating schools and meeting the needs of students.	108,600	34,992	0
Purchasing educational technology.	0	0	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.	58,667	61,262	58,666
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	48,666	48,667	48,666
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	126,000	126,000	126,000
Supporting early childhood education.	0	45,000	20,000
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>365,807</b>	<b>779,349</b>	<b>394,260</b>

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

(No Response)