

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

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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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- 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)**

In addition to our normal budget process of public board meetings, annual budget hearing, and distribution on budget materials including a public notice; the district did a public survey. The survey was sent out via social media and we received a good return rate, given the size of the community. 43.9% of the community said their top priority was social emotional support, 17.8% rated class size reduction as their top priority, and 16.8% rated supporting the achievement gap around the NYS standards as their top priority. The district felt there were two main topics of interest from our community - social emotional support and making sure students have the teacher support they need coupled with the technology and experiences to make school relevant. In presenting the budget to the community that focused on these priorities they voted four to one in support of that plan.

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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 held a public meeting where stakeholders could provide meaningful input. We posted our plan and provided a point of contact to provide ongoing input. The plan has been posted for several months. We engaged faculty, including special education teachers and union leaders, during faculty meetings to provide meaningful input into our plan. We have carved out a section of our public board meetings to openly have ongoing discussions about this funding. The district is a small rural school district and does not have tribal leaders and/or English learners. Given the small nature of our area and the District, students who are homeless, in foster care, migratory, incarcerated, or underserved are represented by the above stakeholders that have been engaged.

**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 (# : #)
We are using ARP funds to support the addition of three teachers. A kindergarten teacher who will have 16 students, a PreK teacher who will have 20 students, and a first grade teacher who will have 20 students. This is an average teacher student ratio of 18.67 students to 1 teacher.	18.67/1

**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 (\$)
Here us a summary of the spending for the 20-21 school year: • wages/benefits 100% 2nd Grade Teacher 100% 3rd Grade Teacher 100% Speech Teacher 100% School Psychologist, Equipment (Wind Turbine, Water Turbine, Geo Thermal, Purifiers, Fans) masks • AIS Reading teacher wages & benefits, Reading curriculum, Supplies/Contractual (Materials/Supplies/Admissions) After school Program Teacher Wages & Benefits, Supplies Transportation, Summer program Teacher Wages & Benefits & Transportation.	1,115,204

**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.	79,608	20,654	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	91,855	88,556	91,889
Purchasing educational technology.	0	0	

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
experiencing homelessness.			
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	570,098	300,772	358,334
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	135,108	198,861	138,086
Supporting early childhood education.	0	0	0
Other (please describe below)	0	90,000	0
<b>Totals:</b>	<b>1,115,204</b>	<b>965,901</b>	<b>845,818</b>

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

The future of work is uncertain for our students. To be proactive and innovative, Portville plans to enhance students' hands on experiences around renewable energy using a portion of our 90% ARP ESSER Allocation that's not already included in Question 5 (see 4 under Allowable Activities). Students need to participate in renewable energy activities because clean energy will be a significant part of their future, and some may wish to pursue a career in it. Renewable energy's resiliency has provided the country with reliable power and a stable source of income for Americans. Despite the onslaught of COVID-related losses, renewable energy was the only power source that did not have a decline in demand. Students will harness the power of renewable energy through the following resources: wind, water, and geothermal. The purchase of a wind turbine, water turbine, and geothermal equipment will provide a range of tools to support student engagement in clean energy and continuous learning opportunities around clean energy and sustainability. The planned outcome is for students to actively participate in the advancement of clean energy and energy efficiency solutions that will improve indoor air quality and reduce emissions, while positively preparing them for their futures. In addition, as part of the experience, students will have an active role in Portville's Elementary STEM Lab "going off the grid." Portville will actively monitor the process through observations, action research, data collection, student feedback, and formative assessments. As a way to gather summative data, we plan to informally monitor the impact of this experience on students after they graduate. This process will help to inform this innovative work.