

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Background/Instructions

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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

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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 LEA) or

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Use of Foundation Aid Increase

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Use of Foundation Aid Increase

- 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			

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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 (\$)
	workspaces. Proper filtration/circulation reduces the risk of infection spread.	meetings. In addition, there were specific presentations as well as question and answer sessions with our various bargaining units as well as our local parent-teacher organization. Social media was utilized as well to provide the public an opportunity to comment and provide feedback or just seek clarification.	
Health/Safety	Addition of a grounds person to assist with proper maintenance of our external facilities to include outdoor athletic fields, sidewalks and parking lots. Duties will include plowing and salting as well as minimizing any field safety issues and thereby reduce injury risks.	Community was engaged through at least 5 budget presentations as well as the budget workshop. All aspects of the budget was detailed in open sessions of the board of education meetings. In addition, there were specific presentations as well as question and answer sessions with our various bargaining units as well as our local parent-teacher organization. Social media was utilized as well to provide the public an opportunity to comment and provide feedback or just seek clarification.	72,000

Use of Foundation Aid Increase (Cont.)

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)

Development of the budget plan includes opportunities for feedback from the various stakeholders which includes parents, teachers, staff and other community members. The outreach included a variety of budget presentations as different aspects of the budget were being developed. All of the aforementioned presentations were conducted open meetings where public comment is welcomed. Common recommendations included: maintaining our current programs without reductions while at the same time remaining within the property tax levy cap. There was general consensus of an increased attention to health and safety through our security as well as maintenance of our HVAC and grounds. We were able to meet these needs with the increase in Foundation Aid.

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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.

1a. Please provide a summary of those changes and the need informing those changes.

3,000 hours of tutoring as part of the K-12 Intensive Before- and After-School Tutoring program was reduced to provide funds for the addition of one (1) full-time math intervention teacher at grades K-3. With the students returning to school for every day in-person instruction, it was determined there was a need for additional math intervention supports at the lower elementary levels to address gaps from the prior year. This intervention would occur during the school day and be in the form of both a push-in and pull-out support. The tutoring hours are important too and have been included as part of the approved ARP ESSER Part 2-State Reserves 1% After School Programs grant.

2. Please provide an analysis of public comment for the updated American Rescue Plan (

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Program Goals	Per Pupil Teacher Ratios (# : #)
based instruction will help our students to grow their repertoire of skills, as well as create identities in which they see themselves in societal roles. The materials purchased will support engaging blocks of instruction, tied tightly to NYS standards, but also engages our diverse population of students.	
We are also utilizing the funds to support several high school students to attend our local BOCES TASC program. We have a higher than usual number of new entrants with a low number of credits for this year's graduating cohort. Despite a high level of problem solving, these students will likely be non-completers. However, we have been able to problem solve to have them attend the TASC program so they have a sense of completion and options as they graduate.	20:1
We are also addressing the lost of instructional time by training our teachers in research based best practice to improve teaching and learning for students. For example, with the use of funds we will provide LETRS training for all of our K-2 teaching staff and administrators so that they are implemented science-based practice to support student gap closure and ensure our students build a solid foundation of skills over the next few years. Similarly, we are engaging a group of our teacher leaders in instructional coaching. The purpose of this professional development will be to provide ongoing coaching to our teachers, particularly when they are working with students of high needs. Coaching would also include using the funds to support a K-12 Literacy Coach. This staff member would provide supports to teachers and students across K-12 in gap closure and literacy best practices.	20:1

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 (\$)
A SEL focused opportunity we have and will utilize with these funds is bringing together a K – 12 “representative cohort” consist of school psychologists, social workers, school counselors, building and district administrators together to review data and identify areas of need when planning interventions. Data to be reviewed would include, but is not limited to, results from the Children’s Institute survey in 2019, attendance data across the last three years, federal chronic absenteeism data, and at-risk transition data. Subsequently, teams wor to identify goals and establish interventions that will create a culturally responsive, “welcoming and affirming environment” for all students, and social-emotional learning supports that align with the identified areas of need. Building and grade level teams work to identify potential interventions and practices that would support all students, as well as planning for communication back among the larger building teams. This will include several opportunities to share-out plans and align interventions K – 12.	20:1

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.	121,655	634,673	634,672
Maximizing in-person instruction time.	20,868	277,365	277,365
Operating schools and meeting the needs of students.	0	0	0

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