

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,

WILLIAM FLOYD UFSD

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Use of Foundation Aid Increase

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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 (\$)
	professionals to provide intervention (speech, increased direct instruction) and the expansion of alternative programming. The district will provide specialized materials (NEWSLA) and expanded access to technology. We are also providing 15 elementary per subs to help with student learning loss and to		

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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 District put out a survey to the public asking to prioritize, based on five topics, what is most important for Stimulus funding. The results are as follows:

First Priority - Having a curriculum that is engaging and aligned with NYS Standards
 Second Priority - Additional academic support that supplements in class instruction.
 Third Priority - Providing mental health supports
 Fourth Priority - Supporting social and emotional learning
 Fifth Priority - Extra curricular programs

In addition, the community was given an opportunity to list additional needs that they felt the District should be focusing on outside of these top 5 priorities.

The District is working on providing new curriculum, addressing learning loss with additional supplements and working to increase our mental health staff. The District will continue to seek input from the community and refine the way our funds are used as we receive feedback.

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 (# : #)
Program Goals: Increase the number of certified teachers of English language learners (ELL's) to combat learning loss for the months lost due to COVID. This group had less access to online learning than many others. The increase in teachers allows us to reduce the class sizes, and provide more specific interventions in the NYS standards.	1:10
Program goals: Increase literacy and math skills for elementary students in grades K-5 by providing an additional 40 minutes of instruction daily in the areas of English Language Arts and mathematics.	1:1
Program goals: Support student's social-emotional and needs by providing additional teaching assistants in the primary special education classes. These classes have strong management needs, and students missed a great deal of interventions and services due to the school closures associated with COVID. The additional teaching assistant in the room allow for students to get more individualized attention, reduce frustration, and allow students to be more available to the learning process.	1:4
Program Goals: To reduce learning loss by providing classroom instruction with continuity. Increasing the number of permanent substitute teachers allows for students to receive sequentially presented instruction, despite staff absences that resulted from mandated quarantines and isolation. The use of CANVAS coaches supported teachers in presenting remote instruction that met the needs of all learners, and supported students in trouble-shooting remote instruction.	1:1
Program goals: SUMMER SCHOOL Mitigate learning loss based on quarantines and mandated school closures, by providing additional K-12 instruction over the summer. At the secondary level, the summer school allows for students to catch up with credits to be able to graduate on-time. At the elementary level, the summer program provides missing or undeveloped skills in literacy and mathematics. The elementary program also provided enrichment opportunities to make connections to real-world learning. The k-12 program embedded mental health support to address attendance issues, anxiety and depression.	1:20
Program goals: Safe schools - purchasing supplies that allow for participation with social distancing, cleaning/disinfecting and COVID testing; contact tracers that made for more efficiency in contact tracing	1:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
thereby reducing potential COVID spread; increase student equipment (ie musical instruments) to reduce sharing/contact.	
Program goals: Provide new enrichment opportunities for students by providing explicit instruction in STEM; summer music; IXL ELA Curriculum.	1:1

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 (\$)
Expansion of ENL instruction: The district increased the number of certified teachers of English language learners (ELL's) to combat learning loss for the months lost due to COVID. Our ELL students had less access to online learning than many others. The increase in teachers allowed us to reduce the class sizes, and provide more specific interventions to acquire basic interpersonal and academic language.	\$180,607
New programs: Increase literacy and math skills for elementary students in grades K-5 by providing an additional 40 minutes of instruction daily in the areas of English Language Arts and mathematics.	\$281591
Expansion: Support student's social-emotional and needs by providing additional teaching assistants in the primary special education classes. These classes have strong management needs, and students missed a great deal of interventions and services due to the school closures associated with COVID. The additional teaching assistant in the room allow for students to get more individualized attention, reduce frustration, and allow students to be more available to the learning process.	

