

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 _____

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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	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			

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Use of Foundation Aid Increase

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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)**

Parent Forums, Parent Academies, PTA Meetings, Survey Data, Staff Meetings, DCIP/SCEP Meetings were held throughout the year. Feedback was gathered from parents and community that addressed the need for addressing learning loss and gaps and assisting the students to meet the standards for these sub-groups.

Provide materials to support ELLS with beginning literacy skills to build language literacy, vocabulary, emergent, early fluent for Social Studies, Science and Math emergent. Windows on Literacy Language National Geographic/Cengage): Math Early and Fluent books.

Provide materials for ENL classrooms that allow for hands-on, multi-sensory learning and flexible learning space from School Specialty.

Provide i3 interactive displays for student with disabilities attending integrated co-teaching classes.

Provide professional development to special education teachers and school psychologists in best practices in psychoeducational assessment (e.g., cross-battery assessment, standardized achievement testing).

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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.**

Public comment lead to a decision on
Enrichment Materials - Botzees Robotics
Expansion of class libraries to assist with learning loss and enrichment
Software programs to provide remediation for learning loss
Reading Program with strong intervention supports to address learning loss focusing on phonemic awareness, fluency and comprehension strategies for all learners, with multi-tier systems of support.
Enrichment and Remediation Digital Programs

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 (# : #)
Professional development for districtwide teachers to focus on teaching children with disabilities. To increase the ability of teachers to teach children with disabilities effectively, including children with significant cognitive disabilities using multi-tier systems of support and strategies from the Wilson Reading System/Fundations Program strategies.	

