

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Background/Instructions

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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.

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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	Increase .5 Math and Science Add a 1.00 FTE Science Teacher and 1.00 FTE Math teacher.	Will not be able to continue to retain a .5 Math/ .5 Science teacher. Adding an FTE will allow us to provide courses needed for graduation.	100000
Reducing class sizes	This has not been requested	Not a current concern	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Add 1 FTE TA to support at risk students in inclusionary model	Teachers in particular are worried about the support provided to a couple cohorts with low achieving students and requesting additional TA support.	64000
Addressing student social-emotional health	This has not been requested	Not a current concern	0
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Provide for support of preschool students with disabilities that can not be served by county.	Students go un-served when we rely on county resources. Recruit and retain our own CPSE teacher.	10802

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add Row" as applicable for additional priority areas.

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 (\$)
Reduce reliance on designated fund balance	Long-Term Fiscal plan has been to be debt free and replace out of date/ failing heating system in 2025. By eliminating need to designate fund balance to balance budget, we have a greater chance of avoiding heating failure.	BOE has consistently advocated for this strategy.	168,037

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



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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.

People are generally supportive of initiatives and sustainability plans. One community member has suggested we not accept funds.

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ARP Spending Plan Reporting

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Maximizing in-person instruction time.	22,515	3,550	3,550
Operating schools and meeting the needs of students.	78,382	78,923	80,000
Purchasing educational technology.	8,458	3,418	664
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.	158,219	158,906	134,624
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	92,119	91,372	93,644
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	54,171	129,516	86,666
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	413,864	465,685	399,148

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

(No Response)