

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,

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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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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	the analysis of district assessments, there is a need to reinstate this position within the district. Our goal is to see an increased number of students performing on grade level in reading based on NWEA data and Fountas and Pinnell reading levels.		
Addressing student social-emotional health	N/A	N/A	

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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)**

We have used multiple methods as a school district to collect feedback from all stakeholders in the community for the use of district funds. The district sent out a virtual survey that was available in both English and Spanish for all community members to share their feedback on budget suggestions. This survey was sent out in January of 2022 and was made available through our district newsletter that was sent to all community members, on the district website and sent out via our digital communication platform, Parent Square. Analysis of the results indicated that community members and staff would like to see smaller class sizes. There was also an indication of increased support in literacy. The one suggestion from the survey that is not reflected in the plan above is the inclusion of world languages. We are looking to use American Rescue Plan funding to bring in additional opportunities in this area.

We provided the community with an additional opportunity to provide feedback on the use of increased foundation aid at our June 13, 2022 Board of Education meeting. Our assistant superintendent for business shared the plan with the community and provide e community and provide eian <</M 0 1 B12 BT 1 0Pr

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ARP Spending Plan Reporting

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ARP Spending Plan Reporting

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
We completed our first summer of the writing institute program for teachers. This include 4 days of professional development and curriculum hours for the development of writing units.	36625
Update to technology hardware for staff and students. We replcaed outdated and broken ENo boards with SMART noards across the district. We updated iPads and cases for students, as well as student and staff Macbooks.	408,025
Additional substitute teachers at each of the three schools to be able to have staffing for virtual instruction for students who are home on quarantine.	105,880

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.	0	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	524,772	446,288	446,288
Purchasing educational technology.	429,922	17,635	7,635
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.	159,433	159,433	159,433
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	4,503	2,667	2,667
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	118,015	118,015	118,015
Supporting early childhood education.	79,979	0	0
Other (please describe below)	0	0	0
Totals:	1,316,624	744,038	734,038

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

(No Response)