

State Budget Reporting and Foundation Aid Survey - Budget ReportingBackground/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	Graduation rate was not identified as a goal since currently over 96%.	Rate is already highly successful and support is provided through the general budget, not additional funding.	0
Reducing class sizes	Class size ratio already within community targets.	Taskforce and community noted that class size was a priority through regular budget and not a proper use of Foundation Aid increase.	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Increase reading and speech staffing at elementary and secondary levels. Continued use of the expansion of the 1:1 tablet program and associated software to measure student progress with Fastbridge assessment suite, Castle Learning, Fountas and Pinnell Benchmarks and other software programs.	Reopening Task Force that involved all stakeholder groups prioritized student learning loss due to COVID-19. Goal was operationalized through Technology Committee that includes all stakeholder groups. Findings regularly shared with PTA Curriculum Committee and at Board of Education meetings where public comment was sought.	800000
Addressing student social-emotional health	Providing additional staffing in psychological and social work services and investment in SEL-aligned texts. To be annually assessed through BOCES Climate Survey.	Reopening Task Force that involved all stakeholder groups prioritized student learning gaps. Goal was operationalized through SEL Committee that includes all stakeholder groups. Finding were regularly shared with PTA Curriculum Committee and at Board of Education meetings where public comment was sought.	950000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Providing additional staffing in Special Education and TESOL as well continuing to support teachers who achieve ENL certification extension. Students success monitored through Pearson Special Education assessments. ENL students monitored through Fastbridge suite, Foutas and Pinnell benchmarks, Castle Learning, and other software programs.	Reopening Task Force that involved all stakeholder groups prioritized student learning gaps. Goal was operationalized through DEI Committee that includes all stakeholder groups. Findings were regularly shared with PTA Curriculum Committee and at Board of Education meetings where public comment was sought.	950000

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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 (\$)
(No Response)	(No Response)	(No Response)	(No Response)

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)**

Primary mechanism for input was the 5 Phase Reopening Taskforce consisting of students, parents, teachers, administrators, and other staff members

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ARP Spending Plan Reporting

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