

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 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

- 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	Students need a higher level of support and guidance during unprecedented uncertainty amidst the COVID-19 pandemic. As educators, we must effectively identify how to support students in this current state. Students need interaction with faculty and peers to		

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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 (\$)
	teachers to reduce class sizes at our two elementary schools, Davison Avenue and Maurice W. Downing.	district website, and a link to the presentation is shared in the Superintendents weekly message. Since then, our plan has remained unchanged in its programmatic and fiscal focus. We continue to gather input through public participation at the board of education meetings and email correspondence. We will formally solicit public comment as substantive revisions are made to the plan.	
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Developmental research finds that the presence of a caring, trusted adult in a child's life contributes to engagement in school and resilience in the face of adverse circumstances. Strengthening bonds with students-and forging connections with those signaling they are at risk-is particularly important during the COVID-19 pandemic. School staff will use creative, informal modes of outreach-students who struggle in school may have difficulty dealing with traditional schooling models. Schools must consider students' home situation-layoffs and social distancing may introduce economic and personal stressors that manifest in poor school engagement. Schools must create innovative approaches to motivate student participation-online instruction on complex academic topics can be daunting and dull. Find ways to excite students to participate. Funds will be used to increase in staffing for academic support and summer programs district-wide.	We gathered input at our June 14 Board of Education Meeting through a question-and-answer session after a district presentation. Community members may also review the presentation on the district website, and a link to the presentation is shared in the Superintendents weekly message. Since then, our plan has remained unchanged in its programmatic and fiscal focus. We continue to gather input through public participation at the board of education meetings and email correspondence. We will formally solicit public comment as substantive revisions are made to the plan.	797895
Addressing student social-emotional health	The mental health of our students is at the forefront of all our decision-making. Our teachers, school counselors, social workers, psychologists, and nurses are prepared to support our students' emotional needs. We recognize that this pandemic has been a traumatic and overwhelming experience. Whether students have been affected directly or indirectly by the virus itself, all students have experienced a loss of time with	We gathered input at our June 14 Board of Education Meeting through a question-and-answer session after a district presentation. Community members may also review the presentation on the district website, and a link to the presentation is shared in the Superintendents weekly message. Since then, our plan has remained unchanged in its programmatic and fiscal focus. We continue to gather input through public	189014

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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)**

The district consulted with the following stakeholders:

- Teachers
- Principals
- Administrators
- Other school personnel
- Local bargaining units
- Parents
- Students
- Community members

The district invited stakeholders to provide feedback in person and non-meeting settings (surveys, letters, emails). A presentation was given at the June Board of Education meeting for the entire school community, which was also broadcasted livestream. The Board of Education solicited the recommendations and comments of public members regarding the specific actions and expenditures proposed to be included. The district administration responded in writing to comments received from stakeholders.

Stakeholders now have a better understanding of the current needs and possible solutions. Including stakeholders in the process contributed to a more informed decision-making process. Many positive outcomes were developed by giving stakeholders access to broader input and information.

Engaging stakeholders led to greater trust between stakeholders and the school district. The district continues to have a strong partnership with the community.

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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.

1a. Please provide a summary of those changes and the need informing those changes.

The District changed account coding of approved expenditures as services were able to be obtained via BOCES. Amendements were submitted to

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