

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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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	Goals to increase graduation rates and eliminate the achievement gap through Comprehensive and Expanded Summer programs Pre K to Grade 12, credit recovery for HS Students, Increased Academic Intervention Services, After-school mentoring, Expanded programming	Community feedback has been collected at Board of Education meetings, PTA meetings, meeting with teachers and union leadership, and allowing for questions and comments to be heard. Additionally, the District has posted on the plans on the website in order to allow for additional public response. All of the feedback received has been very positive with regard to the use of the Foundation Aid.	3025800
Reducing class sizes	The 2022-2023 budget includes additional staff for general education that		

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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 (\$)
	<p>emotional support will increase. Social Emotional Learning (SEL) will continue to be a top priority in our schools. This will be accomplished through additional PPS staffing, curriculum materials and sensory/calming spaces in our schools. Continued development of sensory/calming spaces throughout the district to serve as a space students can go when they need a calm space to take a break during stressful moments to regain control of emotions Expansion of service hours for Guidance Counselors and Pupil Personnel Service staff to support mental health and wellness of the students Additional Guidance Counselors to reduce caseloads and provide support to students and their families Continued support and expansion of the Sources of Strength Program Continued support for the Mindfulness and SEL curriculum training for students, staff and parents through SKY Schools Individualized support from PPS staff for students with mental health needs Addition of a Social Worker in order further supporting the needs of students Additional resources for classroom and building libraries to support social emotional learning and diversity, equity and inclusion K-12 Family workshops and nts to</p>		

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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 (\$)
	has been included in the 2022-2023 school budget. Additional support staff and services Addition of ENL/Bilingual Teacher providing additional services Grades 5-6 Purchase of National Geographic LOOK materials for Grades K-6 Establishment of Language Learner Mentoring Program Training through Biliteracy Institute for Administrators & Teachers Family Outreach Coordinators Establishment of a English Language Learner Mentoring Specialized curriculum materials for Students with Interrupted Formal Education (SIFE) Digital leveled Spanish reading libraries iStation Espanol digital differentiated platform for students Specialized teacher training in supporting English Language Learners Parent Universities Additional two Special Education Teachers Special Education Curriculum Development in Math, ELA, and Science Spanish Language Shared Reading Materials Additional chromebooks, chargers and headphones to ensure connectivity for all families	the plans on the website in order to allow for additional public response. All of the feedback received has been very positive with regard to the use of the Foundation Aid.	

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 (\$)
(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)

Community feedback has been collected at Board of Education meetings, PTA meetings, meeting with teachers and union leadership, and allowing for questions and comments to be heard. Additionally, the District has posted on the plans on the website in order to allow for additional public response. All of the feedback received has been very positive with regard to the use of the Foundation Aid.

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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.

Community feedback has been collected at Board of Education meetings, PTA meetings, meeting with teachers and union leadership, and allowing for questions and comments to be heard. Additionally, the District has posted on the plans on the website in order to allow for additional public response. All of the feedback received has been very positive with regard to the use of the American Rescue Plan.

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 (# : #)
To provide robust after school and Saturday programming K-12 to support student academic achievement with a focus on learning loss due to the COVID-19 Pandemic.	12:1
To provide an afterschool and Saturday recreational program to promote healthy bodies and minds and consistent exercise.	15:1
To increase college and career counseling services at Freeport High School to support increase college applications.	75:1
To increase small group reading and math interventions K-6 to support students in reaching grade level standards. Ratio:25:1 (6:1 in each group)	6:1
To provide an extra period each day at Dodd Middle school to offer academic support in all subjects for any students requiring support.	25:1
Increase PPS staff and hours to meet increased social emotional needs of students across all grade levels.	50:1
Increase targeted literacy and library instruction with Pre-kindergarten and Kindergarten students at the Columbus Ave Early Childhood Center. (1 Librarian for the School)	600:1
To provide a robust Summer Learning program to support academic achievement and combat effects of learning loss K-8	24:1

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

Summary of New Programs <u>or</u> Expansion of Existing Programs in Current Year	Investment (\$)
<ul style="list-style-type: none"> • Robust afterschool programming K-12 including enrichment, academic intervention services, fitness, STEM, Theater, Music, and art. Each school building designed their own program based on student age, interest and academic achievement data. • A Director of Diversity, Equity and inclusion was added to the administrative team to support the DEI initiatives in the district and ensure that all students receive a cultural responsive, equitable and inclusive education in Freeport schools. • A mentoring program was created at Freeport High School for ELL students in grades 11 and 12 to support academic achievement and work towards an on-time graduation. Mentors includes teachers, staff and administrators. • Fourteen Academic intervention teachers were added in all K-6 building to increase the number of 	2634789

