

State Budget Reporting and Foundation Aid Survey - Budget ReportingBackground/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, every local educational agency (LEA) receiving funding from the Elementary and Secondary School Emergency Relief (ESSER) funding from the American Rescue Plan (ARP) act of 2021 to post on its website and submit to the New York State Education Department (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritize spending on non-recurring expenses as defined in section 9-a(1) of part A of chapter 56 of the laws of 2021. This updated plan must include:

An analysis of public comment;

Goals and ratios for pupil support;

Detailed summaries of Investments in current year activities; and

Balance of funds spent in priority areas.

In addition, Section 10-d of part A of chapter 56 of the laws of 2021, as amended by §5-b of part A of chapter 56 of the laws of 2022, requires school districts receiving a foundation aid increase of more than 10% or \$10,000,000 must create plans on how these funds will be used to address student performance and need.

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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	Addition of Reading Teacher at Franklin Academy High School and Malone Middle School to assist students in content area coursework.	Thought Exchange Survey and Curriculum Network Meetings	160000
Reducing class sizes	Three additional teachers added to our largest elementary school to reduce class		

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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 Board of Education has completed its work on the 2022-2023 budget. Our district enjoys a strong productive working relationship among the dedicated administrators, teachers, support staff, and the Board of Education.

We are committed to delivering the best possible education to every student in our community by offering a rigorous course of study delivered by a highly competent staff. We are proud that we are able to continue supporting the many opportunities our students have to participate in co-curricular and extra-curricular activities as we feel it leads to a more well-rounded experience.

This budget shows a strong focus on early intervention for primary learners and intervention services in ELA and Math for all students. The needs of our special education population are also addressed in this budget by expanding the continuum of services offered. Our Business Education and our Arts program will get a boost in course and section offerings by adding to these departments. Along with the other special ed programming, home school coordinators, lacrosse, and e-sports programs we feel it is a comprehensive well-rounded budget for our community.

We are presenting our total budget of \$60,888,184 which includes a 0% tax levy. We are proud to be able to offer a balanced budget without raising the tax levy that includes enhancements to our instructional and extracurricular programs.

During this school year we embarked on a strategic planning process that has lead to new mission and vision statements and the identification of six priority areas.

Priority Areas:

Based on community feedback and initial planning by the Board of Education and Leadership Team, the following areas were identified as priorities

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- Resource Room Special Ed Teacher - Davis
- Math Interventionist - Davis
- Reading Interventionist - Davis
- Reading Interventionist - Flanders
- Reading Interventionist - St. Joe's**
- Math Interventionist - St. Joe's**
- Librarian - St. Joes* (see * below)**
- Librarian assistant
- Adapted PE - Special Ed Classrooms (ABA and some severe profound students)
- ABA Teacher - Middle School - (serves promoted students from grade 5)
- ABA Teaching Assistant - Middle School
- Art Teacher - Shared between Davis and FA (both schools requested a position)
- Business teacher - FA
- Single bus run with same school schedules

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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.

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ARP Spending Plan Reporting

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Program Goals	Per Pupil Teacher Ratios (# : #)
students return to full in-person learning five days a week beginning in the fall of 2021. To address the academic impact of lost instructional time through the implementation of evidence-based interventions, the required reserve of 20% of funds will be used to: <ul style="list-style-type: none">• Appoint Mentoring Program Coordinators to support and serve as thought partners for students who are struggling;	
We recognize that we will see an increased need in the area of academic intervention services as students return to full in-person learning five days a week beginning in the fall of 2021. To address the academic impact of lost instructional time through the implementation of evidence-based interventions, the required reserve of 20% of funds will be used to:	

