

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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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 (\$)
	and High Schools.	availability for extended day and summer programming was also seen as a key to student participation and success.	
Providing safe environments and buildings	Allocating funding for existing debt service to ensure current capacity to upgrade and maintain clean, safe, healthy school buildings.	School safety and improved HVAC were rated very high on both the District survey tool and in community forums.	946,962
Maintaining a tax levy below the allowable limit	Allocated funding to stay below the tax levy limit.	Providing an education that is responsive to our students needs while keeping our community's values and ability to pay as part of our District priorities.	706,974
Providing adequate levels of operations and maintenance for safe environments	Maintaining our current level of Buildings and Grounds staff to ensure safe, clean, healthy school buildings.	School safety, cleanliness and improved HVAC rated very highly with all stakeholders.	360,276
Providing employee benefits to maintain staff levels	Allocating funding to continue to offer competitive benefits and maintain increased levels of staffing.	Small class sizes and continuing our current offerings rated highly with all stakeholder groups.	314,172

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 r. </MI8 54C BT 1 0 0 1 312.05 506 10 0 1 25 330 Tm ET q 0.77e /Span </MCID 50>> BDC BT 1 0 0 1 514.7rBT 1 0 0 1 41



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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.

As the district received other grant funding for student technology (chromebooks), the funds were re-allocated to other initiatives. Funding for summer school programs for the high school and middle schools was added as well as for the YMCA Afterschool Care Program. A Peaceful Guardian program was expanded as well funding for Restorative Practices and Racial Equity training, expanded professional development, Bard College Mentor Program for the high school and on-line learning through BOCES.

2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

The District conducted 3 Community Town Halls, used the Thought Exchange survey tool and engaged more than 15 organizations to determine the contents of the spending plans for additional funding. The district then conducted 5 public input forums during the school year and 5 Board of Education presentations during public session. Common recommendations included: Safe, Clean Healthy Schools (HVAC highlighted), Increased academic support and smaller class sizes, support for English Language Learner and Students with Disabilities, Extended Day opportunities, Social Emotional and physical Health and providing support for learning loss that occurred during the pandemic.

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 (# : #)
Addressing Learning Loss and Improving Academic Outcomes <ul style="list-style-type: none"> • After School Programming in all buildings • Extended Credit Recovery • Transition Programming • Reduced Class Size K-4 	21-1
Improving Academic Outcomes <ul style="list-style-type: none"> • Adoption of new Multi Sensory Reading curriculum • Fully implemented Pioneer Valley Reading Curriculum • Professional Development • Enhanced Music and Arts Program (Bardavon partnership) • Increased RTI providers and new curriculum • Montessori Training at George Washington Elementary (Montessori School) • Increased Guidance Counselors • Increased AIS instruction • Expanded Night School 	21-1
Social Emotional and Physical Well-Being <ul style="list-style-type: none"> • Increased Mental Health Clinics - Astor partnership • Dedicated Social Worker at each school building • Expanded Trauma Informed Training District-Wide • New SEL curriculum for Elementary Schools - Sanford Harmony • RBT's in each building • Attendance Social Worker for elementary schools 	21-1
Addressing the unique needs of ELL's, SWD's and Economically Disadvantaged students <ul style="list-style-type: none"> • New ELL readign curriculum - Fast For Word • Additional Bi-Lingual Family Worker 	21-1

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Program Goals	Per Pupil Teacher Ratios (# : #)
<ul style="list-style-type: none">• Bi-lingual Social Workers (3)•	

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