

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.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

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	n/a	n/a	0
Reducing class sizes	n/a	n/a	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Students are provided with added instructional support during our summer program as well as additional academic support services in math and/or reading throughout the school year. This includes ongoing assessment and progress monitoring through individualized programs specific to student needs.	Community expressed concerns regarding supporting students in meeting grade level standards.	759598
Addressing student social-emotional health	Student survey results identified key areas of additional mental health supports needed. Programs, inclusive of Choose Love, implemented PK-12 targeting research-based preventative supports addressing social emotional health and well being. Staffing increased to ensure additional student support.	Community voiced concerns over student social-emotional health/stakeholders request increased availability of mental health supports	346393
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Professional development provided targeting instructional support for ELL learners in all content areas. Additional programs purchased to support ongoing student assessment, progress monitoring and individualized instruction. Collaboratrion with OUBOCES to increase capabilities in the area of parent/family communication. Staffing to ensure English language learners, students with disabilities and students experiencing homelessness receive individualized instruction targeting student learning objectives.	Community addressed the need for increased communication resources for ELL families. Services for students with disabilities and/or those experiencing homelessness continues to be an area key stakeholders advocate for to ensure equity in our instructional learning model.	354159

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.

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

Use of Foundation Aid Increase (Cont.)

3.



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ARP Spending Plan Reporting

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6. **If 'Other' is indicated in the table above, please describe.**

(No Response)