

WAPPINGERS CSD

Foundation Aid Increase Survey – Foundation Aid Increase

Use of Foundation Aid Increase Survey

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 on 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	<p>Provide opportunities for administration and instructional staff to participate in ongoing embedded professional development to support academic development and address learning gaps through the following:</p> <ul style="list-style-type: none"> ● Teacher’s College trained consultants provide professional development to all teachers at the elementary level. Follow-up and support in implementation is provided by the building administration and the in-house professional development specialists. ● Consultants provide the secondary English teachers with ongoing professional development to support the alignment of instruction K-12. Follow-up and support in implementation is provided by the building administration and director. ● Directors and professional development specialists work with instructional staff on addressing learning gaps by providing small group instruction specific to the academic needs of the students. 	<p>Community and stakeholders expressed concern for students not graduating and those K-12 students experiencing educational loss due to the pandemic.</p>	<p>\$2,785,467</p>

	<p>Teachers will utilize assessment data (i-Ready, F & P, teacher created assessments) to gather a baseline of where the students are performing academically to plan targeted instruction and interventions.</p> <p>Academic Intervention Services will be provided as needed to address student learning gaps that can not be addressed during Tier I instruction.</p> <p>In the area of Special Education, an increased number of special education programs and support services available to students who may need acute/short-term special education support/intervention (Integrated Co-Taught Classes, Self-Contained Classes & Speech and Language Therapy).</p>		
Reducing class size	N/A	N/A	N/A
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	<p>Organize extended learning opportunities for students outside of the school day (before and after school programs; summer programs).</p> <p>Building level data teams will meet monthly to discuss student progress and make building-level recommendations for improvement.</p> <p>Building-level RTI teams will meet monthly to discuss individual students and make recommendations for academic interventions.</p> <p>The District has rolled out our 1:1 Chromebook initiative to all students in grades 7-12. While this program is its first year at our high schools, we</p>	The community and stakeholders support the importance placed on students meeting academic benchmarks.	\$993,439

	<p>are focusing our professional development team on ensuring this program has a maximum impact on student learning and engagement across all of our secondary grades.</p>		
<p>Addressing student social-emotional health</p>	<p>The District has entered into new partnerships with the Town of Fishkill, Village of Fishkill, Town of East Fishkill, the Dutchess County Sheriff, and the Town of Poughkeepsie to provide an increased police presence at all of our elementary schools.</p> <p>The District has entered into a new Putnam Northern Westchester BOCES Cooperative Services Agreement (PNW BOCES CoSer) agreement for safety services. The service provider (PNW BOCES) will be providing a comprehensive security audit of all of our schools / campuses, and will provide a detailed list of opportunities for improvement. In addition, the following goals have been established with this provider to improve our security posture in our school communities:</p> <ul style="list-style-type: none"> ● Reunification process definition and training ● Threat Assessment Training and Implementation <p>Update the Professional Learning Plan, as needed, to include new aspects related to the safety and well-being of stakeholders.</p> <p>In collaboration with Northern Putnam Westchester BOCES, the District will institute a “Threat Assessment” team lead administrator and will be</p>	<p>Community supports the addition of Pupil Personnel Support staff (in 2022-2023) and law enforcement presence at K-12 levels.</p>	<p>\$4,549,000</p>

	<p>responsible for the daily administration/oversight of the district threat assessment team(s). The threat assessment team(s) will be comprised of a staff member from the student services department i.e., school psychologist, school social worker, school counselor along with a building administrator and a member of the law enforcement community (School Resource Officer).</p>		
<p>Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness</p>	<p>Collaborate and develop partnerships with organizations, municipalities, and higher education to offer real-world opportunities for students K-12 Administration & Information Systems</p> <p>Through the implementation of Project Based Learning, teachers are increasing time that students spend on practical experiences. This work is incorporated into curriculum revisions and is facilitated and promoted through the professional development and technology integration specialists.</p> <p>School-based clubs such as Science, Olympiad, Robotics, FFA, Model UN, Debate Club, Math Club, and Summer Scholars provide students with opportunities to engage in learning opportunities both inside and outside of school.</p> <p>The special education department has a long tradition of partnering with Abilities First as well as the Arch of the Hudson Valley as we provide our special education high school students real life work opportunities as they partake in</p>	<p>Students with special needs have been highlighted for additional resources by the community to ensure that adverse effects from the pandemic can be addressed.</p>	<p>\$4,401,533</p>

	<p>the school to work program. In addition, in preparation of the 23-24 school year, the school counseling department will review current DC BOCES Career and Technical Education Department application process to ensure that the WSCD is able to maximize the number of high school students, both classified and non classified, who can graduate with the appropriate certifications to ensure successful attainment of post high school outcomes.</p>		
--	---	--	--

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 (\$)
Additional budget needs for electricity, gasoline, diesel, propane and facilities and operations supplies/materials	Planning for increased costs related to utilities and supplies/materials. This is a result of inflation and supply chain increases.	It is the goal to keep the tax increases as low as possible. However the concerns are real with regard to inflationary constraints that are beyond our control.	\$1,200,000

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)

The Wappingers Central School District instituted a stakeholder engagement process with the processing of the ARP/ESSER grant applications. This is also an integral part of the comprehensive budget process. Various teams were assembled of parents, staff, community members and administration for discussion in large groups and in breakout sessions. This was to gather stakeholder feedback and the best methods to suit the needs of our students and staff. The recommendations have been incorporated into the budget process annually.

District website, building level websites and correspondence as well as social media outlets (Community Updates and WCSD Rewind) have kept the community up to date with information pertaining to academic opportunities and additional support measures. Public presentations during Board of Education meetings with two opportunities for public comment at each meeting always allow for further discussion of planned usage of dollars whether the agenda includes such topics.

The Budget calendar is approved in October/November and includes all meeting dates pertaining to the budget. There are several public meetings wherein this information is shared including municipality meetings. The budget email is open all year long and is posted on the website as well as in all presentations to allow for feedback. The District has utilized feedback from the email as well as from discussions with Board members and Senior Staff team members to incorporate into the budget. Topics from stakeholders include: school security, building level safety concerns related to facilities and infra-structure, extra-curricular funding, student engagement and overall emotional health and wellness.