

	Date Submitted	Question/Request	Response	Date of Response
Round One April 8	4/3/25	Many elementary schools have similar budgets but huge differences in student population. What are some of the reasons/explanations for this?	There are many factors that account for this. Some of which would be the number of teachers at the school, the number of students with disabilities and English Language Learners. Also, some of the grants that are received may support personnel, which drives up cost.	4/7
	4/3/25	What % of each school budget is grant-funded? Can we have this broken down by school?	Here is the report that is broken down by school. It is split into three areas: General, Special Aid, and Lunch Aid) - <a href="#">Financial Overview Schools</a>	4/7
	4/3/25	What % of each building budget is contract services, and which are used in each building broken down by position and function?	Contract service amounts are at the bottom of the school's profile. The percent can be found by dividing the number in that line by the total in the 2025-2026 proposed section.	4/7
	4/3/25	Does the increase in counseling, social work, and psychology (p. 140) reflect placement of additional guidance counselors at highest need schools, including SOTA?	No, this is a result of properly coding psychologists. See page 12 general funded positions in function 2820 increased FTEs from 13.5 to 72.0 however on page 200 the amount of psychologists is unchanged at 64 (including bilingual) FTEs. Previously, psychologist were coded as follows: 58 - 2250 SWD, 2 - 2820 Psych, 4 - 2825 Social Work.	4/7
	4/3/25	What is the explanation for the increase in central data processing and computer assisted instruction in Info Technology?	The \$4M increase is due to Oracle becoming operational on July 1st. This will decrease in future years as the District becomes more independent in resolving problems and PeopleSoft support is sunset.	4/7
	4/3/25	Have we allotted funds for bus monitors on yellow buses?	The current funds allotted for bus attendance and monitors are as follows: 33.1 Bus Attendants and 2 Bus Security Assistants. These individuals are deployed to school buses that have students with IEPs, and high needs bus routes. There are currently not enough to service all routes.	4/7
	4/3/25	Not specifically budget-related, but on p. 92 3-b chart it lists the racial disparity index. Can someone explain what this number 1 means in simplified terms?	It means that there has to be no less than a 10 percent difference in the disproportionality of student suspension through subgroups. This is one of the areas that has been a struggle due to the demographics of the district and the disproportionality that exists within special education within itself.	4/7
	4/3/25	Please provide a breakdown of contract services districtwide by department/school.	Here are the list of contracts. Please understand that these are only contracts that have gone through legal. Not all contracts come through legal under small amounts. Also, old contracts	4/7
	4/3/25	How do we get a more detailed look/breakdown of specific CO admin costs, job descriptions/function on district operations and teaching and learning impact?	There is a position summary starting on page 186. Here are the job descriptions linked in a google drive: <a href="#">Job Descriptions - Some may need updating, as there has been some movement and reporting structure changes this year.</a>	4/7
	4/3/25	Please explain the decrease in grants for titles I, II, III, IV (p. 178)	Title grant revenue projections are made every year based on trends identified through a three-year lookback on final allocations and technical assistance provided biweekly by NYSED. Based on this assessment this year, projections for 25-26 were conservative. They will be trued up when NYSED releases formal preliminary allocations (usually in August, potentially delayed this year due to federal landscape). Allocations are amended again when NYSED confirms final allocations, typically in January of any given year.	4/7
	4/3/25	Does budget reflect cuts as we anticipate and plan for future deficits and federal decrease in funding? What cuts have we made to reduce our footprint long term?	There was an increase of 16.2 FTEs. A summary breakdown of the changes is on page 186 with detail in the pages that follow. Reducing the footprint long term can only be successfully accomplished by closing schools and returning school buildings to the City. The District is currently operating its building at approximately 60% total capacity. Preferred utilization rates are 85-90% of the operating capacity to allow program flexibility in the building. Utilization of less than 85% indicates that a building is not being efficiently utilized.	4/7
	4/3/25	Are there links available to program evaluations for every contract service within electronic budget document, particularly contract services for SPED and SEL?	The majority of General Fund contracted services do not have a formal program evaluation. Maintenance, writeoffs, temp staff, coaches, leases, transportation, utilities, and tuition account for 95% of General Fund contractual expenditures.	4/7