

State Budget Reporting and Foundation Aid Survey - Budget Reporting**Background/Instructions**

Page Last Modified: 06/18/2022

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. These plans must be completed, submitted to the department, and posted to district websites prior to July 1 of 2021, 2022, and 2023. Each district subject to this requirement is required to:

- Seek public comment from parents, teachers, and other stakeholders;
- Take public comments into account in the development of the plan;
- Include an analysis of public comments within the plan;
- Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of seven listed areas;
- Post the plan on the district website; and
- Submit the plan to the State Education Department in a form prescribed by the Department to be posted publicly.

The list of school districts that are required to submit a plan aligned with the increase in foundation aid may be found in the "Foundation Aid and ARP Plan Notification Guidance" memo located in the *Documents* library at the lower left of the application. It should be noted that this requirement does not obligate districts to spend additional foundation aid funds in specific ways, but does require district seek public comment and share plans on how they intend to spend these additional funds. Plans are required to cover only the foundation aid *increase*. The plan should *not* cover how the district intends to use its *entire* foundation aid amount. Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of the following seven areas:

- Increasing graduation rates and eliminating the achievement gap;
- Reducing class sizes;
- Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;
- Addressing student social-emotional health;
- Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness;
- Goals and ratios for pupil support; and
- Detailed summaries of investments in current year initiatives and balance of funds spent in priority areas.

Instructions

The *State Budget Reporting and Foundation Aid Survey* is due by July 1, 2022.

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Background/Instructions

Page Last Modified: 06/18/2022

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

Page Last Modified: 06/30/2022

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	Goals include increase in-house career and technical education programming for students, providing credit recovery and AIS opportunities and enhanced offerings in summer school	Community perspective included feedback that students, having had the unprecedented experience of COVID-19 particularly, should have every opportunity to succeed and that the District can offer these opportunities, both in the school day and after-school and evenings.	250000
Reducing class sizes	Maintenance of classroom teachers K-12, despite declining enrollment, to produce opportunities for lower class enrollments	Hampton Bays has traditionally had a class size average above the regional average. Feedback included support to both maintain staff and add staff to keep class sizes low in comparison to the region.	250000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Inclusion of two interventionist teachers in Grades 5-6 to support kids at risk; purchase and training related to reading remediation supports for both classified and unclassified students	Community feedback was supportive	250000
Addressing student social-emotional health	Increase of a school social worker and a teacher assistant to support community outreach initiatives	Supportive feedback from the community to address the social and mental health of students.	150000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	An increase in this area was identified in the 2021-22 budget and maintained for 2022-23	Community feedback was supportive given the 3 ENL teachers added in 21-22.	0

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 (\$)
Upgraded facility repair for health and safety purposes	A review of facilities needs yielded several one-time expenses to physical plant that would support the academic, co-curricular and athletic facilities to support student achievement	The community feedback included a goal that one-time expenses are beneficial to focus on now while foundation aid is being increased and fully-phased in.	1,000,000

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/30/2022

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 (\$)
Maintaining Tax Levy for the Benefit of the Community	Zero percent tax levy increase	The Hampton Bays community has, for a generation, had the highest tax rate and lowest per pupil spending in the region. Feedback included that additional foundation aid should benefit the student program and also the local taxpayer, so that their continued support of the school district program can be sustained.	400,000

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 District discussed and presented its increase in Foundation Aid over 6 months at 7 board meetings. Meetings were also held with internal stakeholders, such as the administration team, department leaders, student council and parent-support organizations. These meetings created opportunities to receive feedback on budget planning and goal setting. A few themes emerged between the stakeholders, which were ultimately reflected in the approved 2022-23 school budget:

1. Reduce class size. This is accomplished by maintaining faculty despite a current decline in student enrollment and anticipated continued decline of student enrollment.
2. Support the increased needs of students. The addition of a school social worker, by doubling our social worker capacity since 2019 (2 to 4) supports the increased mental health needs of our students. In 2022-23, we will add a fourth, bilingual speech language pathologist to better serve our Spanish-speaking students as well.
3. Balance the support of this additional funding to benefit the local support of school. This second year of Foundation Aid increase has gone, in part, to support a zero percent tax levy increase to help mitigate the highest tax rate in the region.
4. Student feedback included maintaining opportunities for students that include sports (addition of Middle School Cheerleading), co-curricular (Gender, Gay/Straight Alliance), and academic programming (Computer Programming, Child Psychology, Culinary Arts - Baking & Pastry)

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

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.

The community of stakeholders, including parents, Board of Education, students, faculty and staff, have been made aware of the funds available through the American Rescue Plan. Regular meetings are held monthly with building leadership that includes administration, teacher leaders and parent support group, where a review of the grant funds is discussed. A public presentation was held on June 14, 2022 at the Regular Business Meeting of the Board of Education with the opportunity for feedback. Additionally, this meeting was livestreamed and recorded to provide the opportunity for feedback.

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 (# : #)
The program goals for the use of American Rescue Plan funds included the following: 1. Academic Support for Students - credit recovery, enhanced summer school program, regular remote office hours, specifically for quarantined students and students in general. 2. HVAC and physical improvements to the facilities - constructed coverings at multiple doors is a response to COVID in that the diffused entry points from school help control crowding and proximity of students and staff. Also, a toilet room was added to our Special Education Life Skills Academy classroom. 3. Outdoor Learning Environments - renovation of school garden at the middle school, installation of a learning classroom outside at the elementary school, and renovation of an outdoor classroom courtyard at the high school will all provide new opportunities for outdoor learning in response to COVID.	20:1

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
New programming in 2021-22 included: 1. numerous technological programs that served as learning tools in the classroom that addressed learning loss remediation and also enrichment. An example of these programs include iReady Math and Literacy diagnostic and instructional materials, supplies and books for the elementary, middle and high school libraries. 2. Enhanced Academic Intervention Services in Grades K-12, with after-school transportation included. 3. Credit recovery opportunity during the year after-school to provide a summer school "off-ramp." With 65 percent of our students classified as economically disadvantaged, summertime is a critical work-time for our students; summer school and work becomes an impossible choice for a number of our students that credit recovery helps to mitigate.	285000

American Rescue Plan (ARP) Spending Plan Reporting

5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person			

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
instruction.	0	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	114,000	10,000	10,000
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.	0	375,000	375,000
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	0	100,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	175,000	130,000	75,000
Supporting early childhood education.	0	0	0
Other (please describe below)	0	540,000	0
Totals:	289,000	1,055,000	560,000

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

Other = Facilities to Enhance Student Learning (outdoor classroom, toilet room in a special education room)