

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

Page Last Modified: 06/22/2022

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: 06/22/2022

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: 07/01/2022

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	While the district consistently evaluates graduation rates and determines opportunities for improvement, the district utilized the increased state aid to ensure that despite declining enrollment and overall budgetary limitations, we could both maintain and enhance our educational program. More specifically, the district maintained all of our counseling staff at the secondary level to continue our low student-to-counselor ratios and used funds to cover the costs related to providing additional academic support, despite overall declining enrollment. The district also continued to make technology enhancements districtwide, including installing Interactive Display Panels in all schools and continuing our 1:1 Chromebook initiative. The Interactive Display Panels allow for greater readability in our classrooms and provide teachers with opportunities to present various materials more seamlessly through the displays. Additionally, the 1:1 Chromebook initiative ensures that every child has access to a device regardless of socioeconomic status or where they are learning. While this was of heightened importance during remote learning and periods of quarantine, it continues to have a significant impact on student abilities to complete homework, access classwork online and develop overall technology skills and familiarity with modern devices. Additionally, each of the below programs is ultimately designed to help students graduate and help eliminate the achievement gap.	The community provided feedback that low class size, broad course catalog, mental health and SEL supports were priorities. All of these priorities must be balanced with the taxpayers ability to pay. In Northport_ east Northport we are undergoing a large shift in our taxbase from the LIPA power plant to our residential taxpayers. All existing programs and new initiatives are evaluated and prioritized for their cost effectiveness and their direct impact on student achievement and the priority areas. The community provided feedback throughout the budget process as well as through committees. That feedback will continue each year in order to adjust and amend with a positive growth mindset of continual improvement.	503258
Reducing class sizes	Northport-East Northport has historically had low class sizes but as efficiencies and cost cuts are evaluated sections are	The community provided feedback that low class size, broad course catalog, mental health and SEL supports were	392000

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 07/01/2022

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	cut in order to maximize efficiencies within class size guidelines. The 2022-23 school budget has 4 contingency positions to reduce class size when enrollment or student need drives additional staffing.	priorities. All of these priorities must be balanced with the taxpayers ability to pay. In Northport_ east Northport we are undergoing a large shift in our taxbase from the LIPA power plant to our residential taxpayers. All existing programs and new initiatives are evaluated and prioritized for their cost effectiveness and their direct impact on student achievement and the priority areas. The community provided feedback throughout the budget process as well as through committees. That feedback will continue each year in order to adjust and amend with a positive growth mindset of continual improvement.	
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Students whose academic and social-emotional needs required additional intervention received enhanced support through the additional state funding foundation aid. The district also continues to expand student offerings. Examples of this include implementing a K-5 STEM Enrichment for All programs which provides all students with access to a Makerspace and dedicated STEM curriculum, a World Language exploratory course for 5th graders which helps them be better informed to select a regents pathway, the addition of an additional art teacher to ensure equitable access to art education, and for the upcoming school year, increased physical education time to bring the district into compliance with NYS physical education learning standards.	The community provided feedback that low class size, broad course catalog, mental health and SEL supports were priorities. All of these priorities must be balanced with the taxpayers ability to pay. In Northport_ east Northport we are undergoing a large shift in our taxbase from the LIPA power plant to our residential taxpayers. All existing programs and new initiatives are evaluated and prioritized for their cost effectiveness and their direct impact on student achievement and the priority areas. The community provided feedback throughout the budget process as well as through committees. That feedback will continue each year in order to adjust and amend with a positive growth mindset of continual improvement.	333200
Addressing student social-emotional health	Over the past several years, the district has taken on a number of new initiatives to support student social-emotional health. In addition to maintaining our staffing and low student-teacher ratios, the district is also in the process of hiring a BCBA, or behavior specialist, to address the increase in behavioral concerns amongst students following the pandemic. This individual will help ensure	The community provided feedback that low class size, broad course catalog, mental health and SEL supports were priorities. All of these priorities must be balanced with the taxpayers ability to pay. In Northport_ east Northport we are undergoing a large shift in our taxbase from the LIPA power plant to our residential taxpayers. All existing programs and new initiatives are	428382

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 07/01/2022

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	that assessments and interventions are handled internally, making them more timely and easier to facilitate. The district has also continued to expand our PORT (Program of Resilient Teens) Academy. This program is housed in the district administrative building and is designed for students who struggle in the traditional high school environment. Previously, the academy was only open to students in grades 10-12; however, as we have continued to see an increased need for this program amongst our students, the district will be expanding it to include ninth graders during the 2022-23 school year as well. Funds will be used to cover the costs related to expanding this program, as well as continuing to maintain our various mental health staff and programming throughout the district.	evaluated and prioritized for their cost effectiveness and their direct impact on student achievement and the priority areas. The community provided feedback throughout the budget process as well as through committees. That feedback will continue each year in order to adjust and amend with a positive growth mindset of continual improvement.	
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The district strives to meet the needs of all of our learners, including students with disabilities, English language learners and students experiencing homelessness. The district utilized state foundation aid funds to cover the costs related to serving these populations, including staff salaries, special equipment and supplies and additional services. The district is also expanding professional learning opportunities in the areas of special education and English language learners to ensure that all teachers feel prepared to address these populations. The district also continues to expand our integrated co-teaching model (ICT) to ensure students who benefit from this model are not limited in their course offerings. More specifically, the district added ICT courses in the areas of Earth Science and Global I during the 2021-22 school year.	The community provided feedback that low class size, broad course catalog, mental health and SEL supports were priorities. All of these priorities must be balanced with the taxpayers ability to pay. In Northport_ east Northport we are undergoing a large shift in our taxbase from the LIPA power plant to our residential taxpayers. All existing programs and new initiatives are evaluated and prioritized for their cost effectiveness and their direct impact on student achievement and the priority areas. The community provided feedback throughout the budget process as well as through committees. That feedback will continue each year in order to adjust and amend with a positive growth mindset of continual improvement.	88200

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.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 07/01/2022

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

Use of Foundation Aid Increase (Cont.)

- 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 engaged parents, teachers and administrators through various committees to gather information about the needs of students especially during/post pandemic transition. It has been identified from our parents and educators that students regressed in their physical fitness, interactions with peers including behavior concerns as well as an increase in High School age students who struggle to connect in a large setting such as a traditional High School. We also wanted to emphasize that support for our special education students by increasing the courses offered that are under the ICT model to expand inclusive teaching and learning. As a result of this feedback and feedback through the budget process the 2022-23 budget includes increases to Physical Education , Behavioral Specialists, STEM opportunities, Port Academy (In district alternative High School program), middle school world language, and additional clerical support in the office of teaching and learning to help facilitate many of these new/ expanded initiatives.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/01/2022

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.

1a. Please provide a summary of those changes and the need informing those changes.

We had 8 students who were immunocompromised and required a remote learning model during the 2021-22 school year. We shifted some of our resources towards that change and removed our COVID-19 administration funding from the grant. We also noticed that our after school program would benefit by operating fewer days during the week. Many of our students have other activities and our teachers had professional development opportunities competing with the after school program time slots. The ammended grant will have one additional mental health professional due to an increase in student needs.

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

In addition to the 2020-21 public comment period the district had public comment in the spring of 2022 via a grant committee with various stakeholders present in May 2022 and there was a presentation at a public board meeting in June which also allowed for public questions and 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 (# : #)
Pupil ratios are dictated by the teachers contract and there is a commitment to maintain administrative guildline caps which are lower than the teachers contract ratios. The ratio shared in this section is a ratio of total students vs total teaching staff and not the actual class sizes in each individual section.	1:10

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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
Summer Learning Program	100000
After School Learning Program- "Project SHINE"	150000
Writing Initative	192000
Social Emotional Learning Supports	129000

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 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.	0	0	0
Addressing the impacts of the COVID-19			

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/01/2022

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
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.	97,750	129,000	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	48,869	192,000	148,824
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	198,518	250,000	250,000
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	345,137	571,000	398,824

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

(No Response)