

**State Budget Reporting Survey - Budget Reporting****Background/Instructions**

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**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.

**Instructions**

The *State Budget Reporting 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 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.

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**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 District sought out input from stakeholders at stakeholder meetings, Board of Education Meetings and ongoing dialog with staff, parents and students. Regular updates have been discussed at the Board of Education Meetings throughout year. Public comments focused on closing the achievement gap and address learning loss as well as a focus on District plans to provide students with healthy and safe schools. This input has been reviewed by various stakeholder committee and groups to ensure that the ARP funding addresses the needs and concerns of our school community.

**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 (# : #)
<p>Maximizing in-person instruction through instructional technology. During the pandemic technology has played a vital role in the delivery of instruction. The District has invested in a K-12 one to one chromebook initiative to ensure that there is no interruption in education for students during this time. The District has invested in various online platforms to support virtual instruction as well as upgrades to our technology infrastructure to support the volume of technology use. To support the success of our students and staff with this transition to a technology based education. Two technology integration specialists, one for the elementary and one for the secondary. These teachers on special assignment will provide teachers with professional development and support the integration of various online platforms to enhance our instruction. Additionally these two professionals will support student use of District issued technology while students are in the classroom or learning from home. The addition of the technology integration specialist will enhance the District's investments to maximize the use of technology as well as minimize learning loss for students.</p>	20:1
<p>Addressing the social emotional needs of students is essential to addressing learning loss as research shows that there is a direct link between a students social emotional support within a culturally responsive sustaining and student achievement. North Babylon UFSD shares NYSED and CASEL's commitment to promoting SEL that furthers educational equity and, "justice-oriented citizenship, with issues of culture, identity, agency, belonging, and engagement explored as relevant expressions of the five core SEL competencies." Therefore the District implemented research based SEL programs that integrate the strategies outlined in the <i>Social Emotional Learning: Guide to Systemic Whole School implementation</i>. The research based SEL interventions/ programs include Yale University RULER Approach focuses on; social skills training, Project Wisdom, Functional Behavioral Assessment-based Interventions, lessons in character and positive actions. Additionally, enhancements to classroom libraries P-12 that include high interest, culturally responsive texts and social emotional literacy texts will assist with fusing the two strands of the Districts approach to address learning loss. To further support this initiative a K-12 SEL Liaison will provide professional development and coaching for staff as well as push into classrooms to teach students about mindfulness, mediation and RULER strategies.</p>	20:1
<p>Addressing the learning loss and support for students with disabilities. A Board Certified Behavior Analyst and a Psychologist will be hired to train staff and work with students to meet the SEL needs of our students with an emphasis on our disabled students who are struggling with learning loss and regulation of their emotions. Their work will support effectively implementing these interventions and programs.</p>	8:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
Fountas and Pinnel Literacy program, Wilson Language programs and Level Literacy Intervention were selected as emphasized research based interventions. The District continues to work to improve teachers' 'tool box" of interventions to best support the academic needs of our students in need of intervention. Materials to support the proper implement these programs is needed. Two literacy consultants will work with teachers to provide professional development and coaching to teachers to support staff with appropriately implementing these strategies to meet the needs of the students.	20:1
Research based reading curriculum and interventions including, Wilson Reading Systems interventions, Lindamood Bell interventions, and Level Literacy Intervention have been selected to address student learning loss. These interventions will be implemented in the summer learning academies. Participation in the summer learning academy will be identified using various data points. Students in need of academic support identified by the school data teams as outlined in the District RtI Plan. Additional sections will be opened for incoming kindergarten students utilizing the DIAL assessment. English Language Learner grades K-6 will be invited to participate and groupings of students will be determined using the following criteria: teacher recommendation, NYSESLAT scores and STAR 360 scores. Appropriate interventions and student grouping will be selected for each group based on the data sources referred to above. The Summer Academy will be open to incoming kindergarten students who did not participate in the District's UPK program.	10:1
Support the expansion of the Districts guided reading, independent reading, and read alouds from preK to grade 12. This includes the enhancements to classroom libraries P-12 that include high interest, culturally responsive texts with varied levels to support all readers at their level with the appropriate supports. Professional development and coaching for teachers is essential to ensure the successful implementation of these programs and interventions to address the learning loss of students. Therefore the plan includes the addition of staff trainers and professional development workshops.	20:1
Yale University's RULER Approach is the district adopted SEL research-based social emotional literacy program. This program will be utilized as the foundation of our SEL Clubs. The effectiveness of this program will be measured through district-wide teacher, parent, and student surveys including, but not limited to the use of the DTSDE. Progress of students attending our AIS Academy will be measured through Renaissance STAR 360 computer adapted assessments. This assessment will be used for the collection of benchmark assessment data and progress monitoring. Teachers will also be developing Curriculum Based Assessments within Renaissance STAR 360 to track progress of individual student objectives. Quarantine instruction is essential during a world-wide pandemic. Teachers will be providing instruction to students in grades K-12 in all content areas.	15:1

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 (\$)
The District developed and implemented a new UPK program in District for 72 students. ESSER funding was used to assist with the purchasing of research based instructional materials with training to support these class rooms. The program is expanding for the 2022-23 school year to 126 students.	41,423
The expansion of the use of research based reading curriculum and interventions including, Wilson Reading Systems interventions, Lindamood Bell interventions, and Level Literacy Interventions was	74,250

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
implemented across the District. Additional professional development and materials were purchased to assist teachers with implementing these programs.	
The District implemented Yale University RULER Approach which focuses on; social skills training as well as, Project Wisdom, Functional Behavioral Assessment-based Interventions, lessons in character and positive actions to meet the SEL needs of our students. Over the past year these programs have expanded and through ongoing professional development teachers became more skilled on how to successfully implement these programs in their classrooms.	85,437
Safely returning students to in-person instruction. Additional bus runs were added to help keep safe and allow for students to participate in after school activities to address their SEL needs and learning loss.	517492
The addition of the technology integration specialist enhanced the District's investments to maximize the use of technology as well as minimize learning loss for students. These teachers on special assignment provide teachers and administrators with professional development and support the integration of various online platforms to enhance our instruction. Additionally these two professionals support student use of District issued technology while students are in the classroom or learning from home.	181,875
Students in need of academic support have been identified by the school data teams as outlined in the District RtI Plan. Additional sections of the summer learning academy have been created to meet the needs of the students. All English Language Learner in grades K-6 have been invited to participate increasing the number of needed sections to accommodate our ELLs. The Summer Academy is open to incoming kindergarten students who did not participate in the District's UPK program. An additional enrichment program has been created to address the social emotional needs of students. The North Babylon UFSD recognizes that SEL is essential to addressing learning loss as research shows that there is a direct link between a student's social emotional support within a culturally responsive sustaining and student achievement.	24,533
The District ENL and World Language programs have both expanded. In an effort to meet the growing needs of the students enrolled in these programs the District hired a Director of ENL and World Languages. The person developed, implemented, and supported students and teachers.	175,000

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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.	57,492	26,578	26,578
Maximizing in-person instruction time.	174,645	265,637	269,194
Operating schools and meeting the needs of students.	460,000	1,800,685	1,800,685
Purchasing educational technology.	7,230	68,034	68,034
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.	175,000	275,500	275,500
Implementing evidence-based strategies to			

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
meet students' social, emotional, mental health, and academic needs.	159,687	603,780	603,780
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	24,533	420,245	420,245
Supporting early childhood education.	41,423	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>1,100,010</b>	<b>3,460,459</b>	<b>3,464,016</b>

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

N/A