

**State Budget Reporting and Foundation Aid 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.

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

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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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Use of Foundation Aid Increase

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**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	na	na	0
Reducing class sizes	smaller class size for Middle School and HS special education, HS Business and elementary Reading	These additions were shared and discussed with the community at numerous BOE meetings as well as PTA meetings.	350000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Addition of a special education teacher in an elementary school to add a second class of ICT. By doing so, we will support our special education students in that grade level to a larger extent. This addition will also provide greater support to our general education students in the ICT classroom. We added an additional special education teacher to our middle school for the exact same purpose of creating a second ICT class to greater assist our students. We added an assistant principal at one of our elementary schools to support instructional practice as well as utilize data to drive decisions to maximize student growth.	These additions were shared and discussed with the community at numerous BOE meetings as well as PTA meetings.	375000
Addressing student social-emotional health	Addition of a psychologist to support the mental health of our students K-12. Introduce Zones of Regulation to help students with managing their emotions. In addition, provide students with strategies to utilize to maintain their well-being.	These additions were discussed and shared at BOE meetings as well as PTA meetings.	100000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	na	na	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.

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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 (\$)
Supporting our K-5 math instruction with the addition of 3 math interventionists.	Supporting our K-5 math instruction with the addition of a Math specialist at each grade level K-5, these teachers work with students at all math levels to assist them in becoming stronger math students. In addition, these teachers also work with students at the higher performance level by offering them enrichment experiences so that they can continue to grow and excel.	These positions were originally paid for out of ARP grant money, but they were so successful and well received by the community that the district decided to include them in the budget. The community was included in the discussion of these positions at BOE meetings and PTA meetings.	519,000
Addition of Director of Fine and Performing Arts	Support our music and arts students K-12	The community was included in the discussion of this position at BOE meetings, budget work sessions and PTA meetings.	190,000

**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)**

Once Bethpage was aware of the additional money that we would receive through foundation aid, we had numerous discussions with district leadership, building level principals, directors of instructional areas, the community, teachers, PTA members, students and BOE members. These discussions took place at leadership meetings, cabinet meetings, site-based meetings, BOE meetings, budget presentations, PTA meetings, and faculty meetings. We made certain to include all the stakeholders in our instructional and budgetary plans. The intent of each addition is to support student achievement.

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ARP Spending Plan Reporting

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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.

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

We recently have discussed with the BOE and community as well as all of the internal educational stakeholders changes to our ARP-ESSER application. Originally, we had three math interventionists at our elementary schools supported by the ARP grant money. Those positions were included in the district budget for 2022-23. We now will look to support a behaviorist for 2023-24 with ARP money as well as a technology aide. We currently support our behaviorist with CRRSSA money but that ends in September 2023. So we extended that position for the 2023-24 school year with ARP money. This position is pivotal in working with students who have very high special needs and are working through emotional regulation issues. Our tech position is also currently supported with CRRSSA money and now we will extend that support with ARP money for the 23-24 school year. This is an obvious need as the demands put on school's technology capacity is ever increasing. We will also look to use ARP money to support career awareness opportunities for our students so that they are better prepared for the world that awaits. In addition, we will utilize ARP money to support summer enrichment and remedial programs for our students as well as after school and Saturday academic intervention services.

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

As with all of our grants we are inclusive of the community. Thorough discussion has taken place with building and district leadership with regards to the plans listed above. Principals, directors, teachers, support staff, district leadership, parents and the Board of Education were all included in our plans which looked to maximize how this money could impact students' achievement and their future trajectories. Plans were also shared with the community at BOE and budget meetings where community members were included in the discussions.

**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 (# : #)
We have added a full time behaviorist to provide support for our students in district who have difficulty with self regulation on a daily basis and to provide the necessary data to develop appropriate FBAs and BIPs. This addition will also support their parents with training to enhance the developemnt of positive behaviors in school and at home.	23:1

**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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
we have implemented a new Math Interventionist program at the elementary schools to address learning at all levels. This includes learning gaps and enrichment to meet the needs of all students including those with IEPs and our ELLs.	514821
We created an additional summer program to add more offerings for students to develop skills in areas determined by individualized data as well as enrichment learning opportunities for the types of classroom experiences cut out during the height of the pandemic.	21278

**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.**

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	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.	298,500	0	0
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.	514,821	514,821	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	203,353	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	102,003	102,003	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>1,118,677</b>	<b>616,824</b>	<b>0</b>

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

(No Response)