

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	Additional 2022-23 State Aid funds will be used to fund a full-time (HS) Work-Based Coordinator, HS English class in Reading & Writing for the Workplace, expanded participation at Long Island HS for the Arts from 2 to 14 students, and expand participation in BOCES Career & Technical Education Programs as well as an increase in the budget for industrial technology supplies at the MS.	The proposed enhancements to increase graduation rates is a Board of Education Goal, discussed at Board Meetings and during Curriculum Committee and Budget Committee Meetings. Community feedback for these enhancements has been supportive and positive	1000000
Reducing class sizes	Additional 2022-2023 State Aid Funds will be used to fund additional teachers in the areas of Business Education, Industrial Arts, Math, Music, ESL and Special Education	The proposed enhancements to reduce class size was supported by the community	700000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Additional 2022-2023 State Aid funds will be used to provide support for students as follows: Transition grade 2 students from IPADS to Chromebooks, upgrade student Chromebooks in grades 3-12, purchase iXL and Nearpod web-based instructional software for instructional support grades 6-8. Additional funds will also be used to purchase laptops for a new HS Virtual Enterprise class, purchase TINspire calculators, and subscribe to NEWS ELA at the elementary level.	The proposed enhancements to support students was supported by the community	1300000
Addressing student social-emotional health	The Board of Education, through its goals of The Whole Child Initiative and Family Engagement, is committed to addressing the social and emotional needs health of Hicksville students. The 2022-2023 increase in State Aid allows for the funding of a Family Engagement Coordinator to provide both outreach and communication to families, making stakeholder of many who might not otherwise be involved in the educational and mental health and wellness curriculum. State Aid also allows for the	Originally there were to be 2 Family Engagement Coordinators and one clerical to support this emerging initiative. Though community feedback supported a full roll-out, it was decided to do a two-year phase in of the initiative	100000

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	continued funding of additional psychologists, social workers and guidance counselors to address student needs at the building level		
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Additional 2022-2023 State Aid will support an additional Bilingual Kindergarten and a Bilingual Grade 1 at the elementary level. It will also support a Health Education and Environmental Science ICT model at the secondary level and an Environmental Science self-contained class at the secondary level. The additional State Aid will also support the creation of 82 Full-Time Teaching Assistant Positions for continuity of services and classroom support for students with disabilities.	These additional programs have been a long-standing goal for the Board of Education, and was supported by the community	2740118

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

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)

Input from Community Groups, including 2 Civic Associations, Curriculum and Budget Committee Members, and PTA Groups were appreciative that the use of the increased State Aid aligned with the Board of Education's goals and goals of the Curriculum Committee, Budget and Finance Committee, Family Engagement Committee and Communications Committee. A few community members inquired as to whether the Board considered using the additional State Aid to lower the tax levy, but accepted the decision of the Board to move its goals forward.

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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.

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

The public has been supportive of the opportunity to provide summer learning opportunities. Parents appreciate the opportunity to keep students on track with their learning especially with reading and mathematics. Students' feel that they have been supported with the assistance of the instructional interventionists in the Tier 1 classroom.

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 (# : #)
Instructional interventionists worked with students in the Tier 1 classroom to prevent learning loss. Running records were the diagnostic tool to determine interventions using research-based materials. Flexible grouping was utilized to support students.	1:10
Summer school was provided for students below the 25% on the NWEA MAP universal screening assessment. The goal of the program is to support students during the summer with Into Math program instruction and Reading Street reading instruction to prevent summer learning loss.	1:20
The additional .6 math instructional interventionist at the high school supported students returning from hybrid instruction and close the identified gaps in math instruction.	1:20

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 (\$)
Instructional interventionists worked with students in the Tier 1 classroom to prevent learning loss. Running records were the diagnostic tool to determine interventions using research-based materials. Flexible grouping was utilized to support students.	654,992
Summer school was provided for students below the 25% on the NWEA MAP universal screening assessment. The goal of the program is to support students during the summer with Into Math program instruction and Reading Street reading instruction to prevent summer learning loss.	60,000
The additional .6 math instructional interventionist at the high school supported students returning from hybrid instruction and close the identified gaps in math instruction.	45,000
The purchase of balanced literacy materials to support differentiated instruction and to address learning loss.	900,000
Foundations materials were purchased to differentiate instruction and address learning loss in the primary grades.	125,000
Consultant services were used to provide professional development in the use of learning targets and success criteria to address learning loss and prioritizing standards.	20,000

American Rescue Plan (ARP) Spending Plan Reporting

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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.	0	0	1,227,493
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 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.	699,992	654,992	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	995,000	95,000	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	60,000	60,000	0
Supporting early childhood education.	125,000	0	0
Other (please describe below)	90,000	0	0
Totals:	1,969,992	809,992	1,227,493

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

Consultants to create high-quality assessments that are valid and reliable for elementary mathematics.