

**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	The District funds the costs of salaries and benefits for staff directly responsible for implementing the Rtl program.	Community feedback provided positive support for the plans; no changes were suggested.	1710929
Reducing class sizes	n/a	n/a	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The District continues to operate an alternative learning program which allows for students who are not meeting or at risk of not meeting standards to continue their educational requirements in a setting that allows them to maximize their learning. Due to the increasing volume of students utilizing this program, the District plans to add a teaching assistant to support this program. In addition, the District maintains a variety of Regents and AP academic supports at the high school level, math and ELA academic supports throughout the school day for eligible students, and daily reading intervention resources for students in grades K-7.	Community feedback provided positive support for the plans; no changes were suggested.	275346
Addressing student social-emotional health	n/a	n/a	0
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The District continues to operate summer education programs for English language learners as well as students with disabilities. These programs include daily education, field trips and activities designed to enhance student learning and address learning gaps. The District also has appointed a homeless liaison to assist students experiencing homelessness.	Community feedback provided positive support for the plans; no changes were suggested.	134471

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 (\$)
(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)**

Prior to posting the final plan to our website, the District shared the plan with:

- board members, administrators, teachers, staff, parents, students, and community members;
- review of plan at Board of Education Work meeting, which will be included in the Board minutes;
- recap report sent out to all district stakeholders that provides a summary of the key discussions reviewed at the Board of Education Work meeting
- posted draft plan on the Hewlett-Woodmere Public Schools’ website prior to July 1, 2022 with information on where feedback should be provided

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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.**

Prior to posting the final plan to our website, the District shared the plan with:

- board members, administrators, teachers, staff, parents, students, and community members;
- review of plan at Board of Education Work meeting, which will be included in the Board minutes;
- recap report sent out to all district stakeholders that provides a summary of the key discussions reviewed at the Board of Education Work meeting
- posted draft plan on the Hewlett-Woodmere Public Schools' website prior to July 1, 2022 with information on where feedback should be provided

**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><b>Addressing lost instructional time</b>                      Plan Summary: Expansion of the summer program to include grades Pre-K – 12. Funding will be used for administrative, teaching, and support staff salaries and benefits, as well as classroom supplies and materials to provide summer educational programs to target student learning loss as a result of the pandemic.</p> <p><b>Purchase of educational technology</b>                      Plan Summary: The District plans to utilize a portion of the allocation to purchase software to assess and address learning gaps. This may include new software or software that will expand upon our existing programs. This may also include personalized learning tools that map assessment data with specific learning paths to support student needs.</p> <p><b>Supporting early childhood education.</b>                      Plan Summary: The District plans to utilize a portion of ARP-ESSER funds to augment the Universal Pre-K funding we receive from the State. Twenty percent of the ARP ESSER funds will be used in each of four years. This will allow HWPS to provide FREE, full-day pre-kindergarten to 90 students per year for a period of four years.                      This would include the salaries and benefits for teachers and support staff. It will also include any needed instructional materials.                      Following the initial four years of the program, the District will assume full financial responsibility outside of the UPK allocation each year.</p> <p><b>Addressing student social-emotional health</b>                      Plan Summary: The District will pilot social emotional learning (SEL) programs in the 2022-23 school year. The District re-established a selection committee in late 2021-22 that will work to pilot two programs in the 2022-23 school year. Training will be provided to those teachers participating in the pilot.                      These programs will support students in grades Pre-K – 12 in order to promote social emotional wellness for our students. This will include addressing trauma associated with the pandemic and emotional regulation.</p>	<p>20:1</p>

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

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
For the 2021-22 school year, the district has used ARP-ESSER funding toward purchasing educational technology, addressing learning loss and impacts on special education and English language learners, and supporting early childhood education programs.	506728

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.	40,796	40,796	40,796
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.	210,249	371,756	375,196
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	14,221	14,221
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	255,683	255,683	255,683
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>506,728</b>	<b>682,456</b>	<b>685,896</b>

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

N/A