

**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   | To increase graduation rates and eliminate the achievement gap, the Islip school district is implementing the Research for Better Teaching professional development program. The high school also increased courses for FACS, Tech, and Art. This was highlighted in the presentation shared with the community. | The information was shared but no specific feedback on this item was given.                                 | 80000   |
| Reducing class sizes  | There was an emphasis to maintain small class sizes at the elementary level. This was highlighted in the presentation shared with the community.   | The information was shared but no specific feedback on this item was given.                                 | 379750  |
| Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas | There were increases in AIS support at the elementary and middle school levels. This allowed for additional supports for students who were not meeting state learning standards. This was highlighted in the presentation shared with the community.   | The information was shared but no specific feedback on this item was given.                                 | 137342  |
| Addressing student social-emotional health  | Social and emotional supports were addressed by providing students with more access to social workers and psychologists. Social and emotional health was also addressed by offering more clubs and new athletic opportunities. This was highlighted in the presentation shared with the community.               | A parent asked the district to consider placing more money into social and emotional wellness for students, | 138007  |
| Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness           | There were increases in ENL supports at all levels K-12. Special education support was also increased at the middle school. This was highlighted in the presentation shared with the community.  | The information was shared but no specific feedback on this item was given.                                 | 263010  |

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.)**

- 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 conducted five public presentations as part of the process of developing the 2022-23 budget. The increase in state aid and the increase in foundation aid were addressed in each presentation. In presentations 1 & 4, the increase in foundation aid was highlighted. In presentations #4 & 5, a detailed list of budget highlights was presented that specifically highlighted how the increase in foundation aid would be used to employ mental health professionals ( i.e., school counselors, psychologists, and social workers). Additionally, it was explained the increase in state aid would be utilized to employ additional teachers as a means of maintaining low class sizes.

This information was met with thanks, praise, and relief from parents, teachers, and community members, leading us to conclude wide spread support.

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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 changes were discussed at the district technology meeting which contained all stakeholders. The committee recognized the obvious need for the changes. The public comment at these meetings was minimal because the changes were all agreed upon.

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 (# : #) |
|--|----------------------------------|
| The revised program goal was to increase our purchase of the KidOYO program via Eastern Suffolk BOCES. KidOYO is a computer programming platform for students. | 25:1                             |

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 use of ARP funds will provide a way for us to continue the student 1:1 device initiative program and ensure that all students have continuous access to learning. Additionally we will provide professional development to staff so they can better attend to the needs of all students. | 548775          |

**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                        | 197,397                  | 61,000                   |
| Maximizing in-person instruction time.   | 0                        | 23,000                   | 20,000                   |
| Operating schools and meeting the needs of students.   | 0                        | 192,000                  | 142,890                  |
| Purchasing educational technology.   | 0                        | 323,265                  | 215,510                  |
| 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. | 0                        | 91,240                   | 61,074                   |
| Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.   | 0                        | 63,490                   | 63,846                   |
| Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.  | 0                        | 135,888                  | 30,000                   |
| Supporting early childhood education.  |                          |                          |                          |

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|                               | 2021-22 School Year (\$) | 2022-23 School Year (\$) | 2023-24 School Year (\$) |
|-------------------------------|--------------------------|--------------------------|--------------------------|
|                               | 0                        | 0                        | 0                        |
| Other (please describe below) | 73,234                   | 26,766                   | 0                        |
| <b>Totals:</b>                | <b>73,234</b>            | <b>1,053,046</b>         | <b>594,320</b>           |

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

21-22 Security Upgrades-Door Readers.