

State Budget Reporting and Foundation Aid Survey - Budget Reporting**Background/Instructions**

Page Last Modified: 06/16/2022

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

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Background/Instructions

Page Last Modified: 06/16/2022

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.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 07/01/2022

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	Holistically the District is: increasing support service staff providers at all levels (reading and math) to meet the needs of under-served populations. The District is also providing needed access to technology resources, including Chromebooks and the requisite software, email and cloud storage, projectors and whiteboards, and remote internet access, including enabling all District large buses with wifi access.	The information was discussed at: Board of Education meetings and District and community stakeholder meetings. The community was supportive of the changes and the addition of staff. These district initiatives, supported by grants and general funds, have allowed students consistent access to educational services and technology. The district has worked with families in need to provide both the hardware/software and remote internet access necessary for success.	1000000
Reducing class sizes	Maintaining the Lower Class Sizes Necessitated by COVID-19 Guidelines	Class size was reduced during the pandemic to accommodate social distancing guidelines. The school and local community have expressed satisfaction with the current class-sizes districtwide; therefore, smaller class sizes will be maintained, primarily at the UPK thru Grad 5 levels by NOT eliminating sections	1500000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Additional learning opportunities will be provided in the form of Academic Intervention Services. Additional teachers will be funded through the increased aid and more hours will be provided so that the program is longer than in the past. Resources will be purchased that build upon student skills.	A school and local community committee requested supports for students at risk.	1000000
Addressing student social-emotional health	Disposable mats will be purchased for individual student use (K-5) in lieu of area rugs. Students are able to use the mats without concern for bacteria buildup. The district has allocated funds for two additional psychologists. One will provide support to students at the primary level and one at the intermediate level. Also currently under consideration is the hiring of a bilingual guidance counselor, an additional social worker at the both the High School and the Middle School and	During Board of Education meetings, the community has expressed the need to provide additional mental health supports to all students. The same discussion was held at the mental health committee meetings and various stakeholder meetings held throughout the school year.	1000000

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 07/01/2022

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	an additional behavioral interventionist K-2		
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Three new ENL teachers were hired for the 22-23 school year to work with ENL students districtwide, but primarily in the both the District's Dual Language and Sheltered programs. In addition, materials will be purchased to support those programs. Students with disabilities have been serviced through the IDEA grant. The additional needs of our Homeless population are being addressed under the ARP funded grants.	The need to increase our ENL programs is primarily enrollment driven and was discussed at: Board of Education meetings and District and community stakeholders meetings. Due to an influx of immigrant students with limited or no English proficiency, the district has had to increase said programs to support the needs of our students. The community has been supportive of these additions.	500000

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 (\$)
Tax Levy Freeze	To reduce the burden of rising property taxes on the Bay Shore/Brightwaters community, the tax levy was frozen (0% increase)	The community (and the Board of Education on behalf of the community) have (both during 2022-2023 Budget WorkSessions and previously) have expressed a growing concern over ever increasing property taxes. The community has been absorbing the cost of unfunded and/or underfunded mandates for years leading up to this	2,500,000
Annual Contractual and/or CPI (Inflationary) Increases	To fund normal increases to operating expenses as we do every year during budget development in support of ongoing operations	Maintaining and, when possible, enhancing critical services within the parameters of the tax cap are always a priority during budget development. Without that maintenance of effort, a district is unlikely to garner the necessary community support to pass the budget vote in May	2,500,000

Use of Foundation Aid Increase (Cont.)

State Budget Reporting and Foundation Aid Survey - Budget ReportingUse of Foundation Aid Increase

Page Last Modified: 07/01/2022

- 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)**

The District holds no less than 5 Budget WorkSessions annually. This year (during development of the 2022-2023 budget), 6 Budget WorkSessions were held. At each, the Board of Education actively solicits the input of the Bay Shore/Brightwaters community and the various stakeholders of the Bay Shore UFSD. Common themes include maintenance and/or enhancement of existing services and frustration over rising property taxes. More recently, COVID learning loss and the availability of adequate social/emotional supports have been repeated topics of discussion. Questions regarding ongoing maintenance of lower class sizes established/necessitated by social distancing requirements, and an investment into improvement(s) to air quality have also been raised. The demographics of the Bay Shore/Brightwaters community are such that concerns over adequate resources for English Language Learners and Special Education requirements are always frequent flyers during Budget WorkSessions. The input of administrators, teachers and staff are sought throughout the budget development process in a myriad of ways including grade level/content area meetings, faculty/staff meetings, and department meetings. Additionally, this past year, in response to ARP/CRSSA/ESSA requirements, we have surveyed the community at large and prioritized their responses to all of the areas identified above plus many of the other issues discussed in this filing. And finally, the Board maintains an open dialogue by soliciting and responding to comments via email. There were no issues identified during any of the above interactions that have not been or will not be addressed within the plans identified above.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/01/2022

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 held a stake holders meeting on 6/22/2021 and just held the second one on 6/8/2022. The district coordinator of funded programs share with the stake holders the use of funds in the 2021-2022 year. Plans for the 2022-2023 school year were also discussed. This meeting was held virtually do to the size of the group. Participants had the ability to share information through out the meeting. They were able to ask questions and interact througout the presentation. The chat box was also avaiable. In addition, the shared her contactv information and offered to meet with anyone individually if they had any questions or concerns. All grants are available on the district website: <https://www.bayshoreschools.org/files/filesystem/CRRSA-Act-Combined-Funding-Application-CRRSA-ACT.pdf>

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 (# : #)
In the 2021-2022 school year a 2 reading and 2 math support staff were hired to help reduce learning gaps through small group instruction during the day and before and after school.	4:1
Virtual Success Academy was instituted in the high school to provide academic support for students in a virtual setting before, during or after school.	1:1
Additional AIS hours were provided in the K-2 buildings to help close the learning gaps.	7:1
A Summer Slide program was instituted to help reduce the slide that occurs in K-2 students over the summer.	15:1
Dual Language Summer Bridge Program for students K-5 to strengthen their language skills and decrease the academic slide that occurs during the summer.	15:1
<i>COVID 19 Support Group for minorities that have expressed feelings of isolation, division, marginalization, social disconnection, and have shared they have been victims of implicit bias and microaggressions. There will be a support group in the Middle School and High School.</i>	15:3
<i>Mission Be (Bay Shore K-12) Bay Shore Union Free School District had lessons prepared for all grade spans, faculty and parents for SHS. Mission B aims to improve children's academic and life success by building their skills of stress-management, inner-resilience, emotional regulation, and executive control, as well as their overall physical and emotional well-being. The curriculum helps students cultivate empathy and compassion towards themselves and others, thereby helping to create safer and more nurturing school climates</i>	20:1
ENL Summer Support Program for High School students. THis program is designed to address the specific acdemic needs of ENL students to ensure successful completion of high school.	15:1
Coordination of a 1:1 outreach program for highschool and middle school homeless students. This program is coordinated through school guidance counselors, social workers and psychologists. This is individualized support to reach the individual needs of the students and their families.	1:1
In coordination with Eastern Suffolk BOCES the Bay Shore Union Free school district instituted a Summer Enrichment Program for students in grade K-8. Homeless students and other students in need received either a full or partial scholarship.	15:1

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/01/2022

Program Goals	Per Pupil Teacher Ratios (# : #)
In coordination with SCOPE the Bay Shore Union Free School district ran a Saturday Enrichment Program for Grade K-8. This program was completely covered with grant funding and free to all students.	15:1
To reduce the Learning Gaps due to the COVID 19 pandemic. Additional AIS hours were granted to all buildings. This allowed smaller instructional groups, and the ability to serve more students.	5:1

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 (\$)
A Summer Slide program was instituted to help reduce the slide that occurs in K-2 students over the summer.	\$64,060
In the 2021-2022 school year a 2 reading and 2 math support staff were hired to help reduce learning gaps through small group instruction during the day and before and after school.	\$176,342
Virtual Success Academy was instituted in the high school to provide academic support for students in a virtual setting before, during or after school.	\$2,760
Dual Language Summer Bridge Program for students K-5 to strengthen their language skills and decrease the academic slide that occurs during the summer.	\$64,060
<i>COVID 19 Support Group for minorities that have expressed feelings of isolation, division, marginalization, social disconnection, and have shared they have been victims of implicit bias and microaggressions. There will be a support group in the Middle School and High School.</i>	\$6,060
<i>Mission Be (Bay Shore K-12) Bay Shore Union Free School District had lessons prepared for all grade spans, faculty and parents for SHS. Mission B aims to improve children's academic and life success by building their skills of stress-management, inner-resilience, emotional regulation, and executive control, as well as their overall physical and emotional well-being. The curriculum helps students cultivate empathy and compassion towards themselves and others, thereby helping to create safer and more nurturing school climates</i>	\$1,510
ENL Summer Support Program for High School students. This program is designed to address the specific academic needs of ENL students to ensure successful completion of high school.	\$10,000
Coordination of a 1:1 outreach program for highschool and middle school homeless students. This program is coordinated through school guidance counselors, social workers and psychologists. This is individualized support to reach the individual needs of the students and their families.	\$4,253
In coordination with Eastern Suffolk BOCES the Bay Shore Union Free school district instituted a Summer Enrichment Program for students in grade K-8. Homeless students and other students in need received either a full or partial scholarship.	\$395,000
In coordination with SCOPE the Bay Shore Union Free School district ran a Saturday Enrichment Program for Grade K-8. This program was completely covered with grant funding and free to all students.	\$135,605
To reduce the Learning Gaps due to the COVID 19 pandemic. Additional AIS hours were granted to all buildings. This allowed smaller instructional groups, and the ability to serve more students.	\$196,504

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.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 07/01/2022

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	0	0	1,000,000
Maximizing in-person instruction time.	204,542	250,000	150,000
Operating schools and meeting the needs of students.	171,074	200,000	175,000
Purchasing educational technology.	1,493,333	750,000	197,013
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.	596,735	750,000	500,000
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	1,510	92,000	95,000
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	306,679	1,300,000	1,200,000
Supporting early childhood education.	153,405	3,410,000	200,000
Other (please describe below)	0	0	0
Totals:	2,927,278	6,752,000	3,517,013

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

(No Response)