

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

Page Last Modified: 06/23/2022

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 ReportingBackground/Instructions

Page Last Modified: 06/23/2022

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: 06/30/2022

Use of Foundation Aid Increase

- 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	Not applicable	Not applicable	0
Reducing class sizes	Not Applicable	Not Applicable	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Not Applicable	Not Applicable	0
Addressing student social-emotional health	Two full-time guidance counselors will be shared between the District's 4 elementary schools (each Guidance Counselor will spend half of their time at each elementary school).. These positions are being added to increase monitoring of academic progress for K-5th grade students and to increase support for elementary students social and emotional well being. One additional guidance counselor is being added to each secondary school to provide support for students and parents in relation to academic performance, career, personal/social development and emotional health. This is a total of six (6) new Guidance Counselors at an estimated salary of \$77,662 each.	Community Members did not provide any feedback	465972
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	One (1) Special Education Teacher is being hired to expand the district's intensive needs program at the High School level due to students moving up from the middle school intensive needs program. High School students in the intensive needs programs are eligible to remain until they are 21 years old so they can stay in high school for approximately 7 years. One (1) additional psychologist will be hired and split between North Middle and North High due to an increase in identified students with disabilities in these schools. A psychologist is required to provided appropriate case management and assessment for each	Community Members did not provide any feedback	185235

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/30/2022

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	child. One (1) additional social worker is being hired because of an increase in cases requiring counseling and family support, bilingual preferred, which will provide several buildings with full time socail work support where previously only a part time social worker was available.		

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)

A presentation was made at the District's Board of Education Meeting on Wednesday, June 15, 2022. The public was encouraged to comment on the areas the District outlined that the increase in Foundation Aid could be spent for. The public as encouraged to give feed back on the planned usage of this increase in state aid. As a result of not receiving any feedback, the District is proceeding with the planned usage of these funds which will be used to address student scocial emotional health and the District's Special needs students as explained above. This is all based discussions with district personnel who observes these studenst on a daily basis and know their needs. The goal is to give our students as much support as possible. These additional personnel will facilitate increased contact with students. The district's total increase in Foundation Aid for the 2022-2023 school year is \$651,205. The salary cost of this additional personnel will exceed that. The additional Gudidance counselors will reduced the number of students each guidnace counselors sees which will benefit the students. Although the community did not comment on this planned use of funds, their overwhleming passage of the 2022-2023 budget which ionculded thes and other items was their approval of how this money is planned to be spent.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

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 only received three (3) comments from the public concerning the usage and planned usage of the ARP funds. All three were from Student/Alumna.

Comment # 1: Wants the money used for Social-Emotional Support for Students, Personal Protective Equipment (PPE); Purchases of Technology Items;
 "Social-emotional support; student mindfulness sessions, access to the Head space or Calm apps, mental health programs".
 PPE Purchases: masks
 Technology purchases: "mindfulness apps".

Comment # 2: Teaching Programs and materials to address the learning loss impact of the COVID -19 Pandemic on Students, Other:
 "Better contracts for staff, The district has recently seen declining teacher salaries if one adjusts for inflation and inadequate contracts. Teachers are an integral part of our schools, and if we want to maintain the great quality of education we have in Great Neck, we need to invest in our teachers. Teachers deserve competitive salaries, leave, and benefits, especially if we want to acquire new teachers and stop our current ones from leaving as seen this year at North High. This also fits into the proposed use of maintaining low class sizes".
 "I also agree with the proposed usage of addressing the impacts of the COVID -19 Pandemic on students, including the impacts of interrupted instruction and learning loss and the impact on low-income students, students with disabilities, English Language Learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. However, I do not think funding should go to "Safely returning to in person instruction as that has mostly already occurred and would be a waste of funds".

Comment # 3 Social- Emotional Support for students, Professional Development for Staff, Teaching Programs and Materials to address the Learning Loss Impact of COVID -19 Pandemic on Students.

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 program goals for the use of the funds is a continuation of what the District has addressed since being granted these funds. Addressing Learning loss for all students but especially our students who were at risk before COVID 19. The planned future use of these funds is to provide roughly 11.25 months of instruction (the regular school p[rogram and the six weeks in the summer) to provide the programs that will ensure thes students do not fall behind and that they achieve the learning objectives we have for all of our students. The enrichment programs we have for our students over the summer would normally not be available for these students because of the cost. These funds enable the District to provide learning opportunities that these students would normally not be exposed to. Th District's planned use of the American Rescue Plan will not impact Per Pupil Teacher Ratios.	0

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 District is expanding exsiting programs to accomodate the numebr of studenst identified as being at risk.	1,499,145

American Rescue Plan (ARP) Spending Plan Reporting

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/30/2022

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.	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.	0	749,572	749,573
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	0	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	499,715	499,715	499,715
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	499,715	1,249,287	1,249,288

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

Not applicable