

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	Graduation rate was not identified as a goal since currently over 97%	Rate is highly successful and support is provided through the general budget.	0
Reducing class sizes	Class size ratio already within community targets.	Class size targets funded through regular budget.	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The COVID-19 pandemic has resulted in challenges for students related to lost in-person instructional time, which has resulted in decreases in achievement for some. In an effort to combat learning loss and ensure that students have the necessary support to continue their academic work unimpeded, funds have been allocated for a number of programs designed to meet the unique needs of the student population in Bellmore-Merrick CHSD. Examples of planned interventions and supports include expansion of tutoring and homework support programs, Academic Intervention Services (AIS), increased opportunities for credit recovery for high school students who have fallen behind academically and the expansion of a robust summer school program. The District also remains committed to supporting students in digital age learning and providing equitable technology resources to all students. The purchase of Chromebooks and related technology software, in support of the District's one to one initiative, increases the opportunity for instructional staff to provide multiple pathways to learning and expands the academic resources and online applications available for teaching and learning. All of which, plays a critical role in meeting the diverse needs of all students. Professional development opportunities and digital platforms will also be offered to the Pupil Services Team and District Staff, which are	School Opening Committee that involved all stakeholder groups prioritized student learning loss due to COVID-19. Main focus to allocate resources appropriately to meet the diverse needs of all students. Public comment sought at monthly Board of Education meetings.	1900000

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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 (\$)
	focused on student progress monitoring and identifying learning loss, supporting at risk learners and the differentiation of instruction to help offer learning paths based on student needs.		
Addressing student social-emotional health	The social and emotional well-being of students remains a top priority in Bellmore-Merrick CHSD. The COVID-19 pandemic has resulted in an increased need for social emotional support for our students. To address these needs, the District has increased its Wellness Center hours district-wide and will be adding calming spaces to its buildings. Additionally, the District will be enhancing services provided to all students and families through the ongoing partnership with Northwell Health. In further recognition of the need to support mental health and reinforce the return to normalcy, the district will be providing more opportunities for extra-curricular clubs as well.	School Opening Committee that involved all stakeholder groups prioritized student learning loss due to COVID-19. Main focus to allocate resources appropriately to meet the diverse needs of all students. Public comment sought at monthly Board of Education meetings.	891308
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The increase in Foundation Aid will support additional instructional and support staff, related services and transportation needed to address the increased enrollment of students with disabilities in the Special Education program.	School Opening Committee that involved all stakeholder groups prioritized student learning loss due to COVID-19. Main focus to allocate resources appropriately to meet the diverse needs of all students. Public comment sought at monthly Board of Education meetings.	1545000

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.)

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- 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)**

This District formed School Opening Committee of various stakeholders consisting of administrators, instructional and non-instructional staff and parents, to obtain feedback and recommendations in developing a plan that focuses on allocating resources to meet the diverse needs of all students. The goal of every meeting is to engage all stakeholders in purposeful conversation, discuss new developments and reflect on the progress that has already been made. The District's School Opening Committee will continue to meet periodically to review the plan and continue to make developments where necessary. The District's plan is posted on the District's website and available to all stakeholders for public comment, questions and feedback. The community can also request a copy of the plan by emailing the Assistant Superintendent for Business at mconi@bellmore-merrick.k12.ny.us. The District holds monthly Board of Education meetings in which public comment is sought.

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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.

This District formed School Opening Committee of various stakeholders consisting of administrators, instructional and non-instructional staff and parents, to obtain feedback and recommendations in developing a plan that focuses on allocating resources to meet the diverse needs of all students. The goal of every meeting is to engage all stakeholders in purposeful conversation, discuss new developments and reflect on the progress that has already been made. The District's School Opening Committee will continue to meet periodically to review the plan and continue to make developments where necessary. The District's plan is posted on the District's website and available to all stakeholders for public comment, questions and feedback. The community can also request a copy of the plan by emailing the Assistant Superintendent for Business at mconi@bellmore-merrick.k12.ny.us. The District holds monthly Board of Education meetings in which public comment is sought.

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 (# : #)
Provide high dosage tutoring and academic support to help address learning loss due to COVID-19 crisis	5:1
Provide summer enrichment to help address learning loss due to COVID-19 crisis	15:1
Provide equitable technology resources to all students to provide for multiple pathways to learning and expands the academic resources and online applications available for teaching and learning.	N/A

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 <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
Instructional technology to support 1:1 initiative and equitable access to online learning	573084
High dosage academic support and restorative practices	397,052

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.	337,002	0	0
Maximizing in-person instruction time.	248,670	0	0
Operating schools and meeting the needs of students.	0	0	0
Purchasing educational technology.	573,084	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,	0	0	0

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
English language learners, and students experiencing homelessness.			
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	297,050	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	100,002	100,002	0
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	1,555,808	100,002	0

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

(No Response)