

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	N/A	N/A	0
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	Retaining current staffing levels of Academic Intervention Services (AIS) teachers.	The community expressed concern about the learning loss that occurred in many students due to interrupted school the last two years and that some students are missing vital skills needed to succeed.	303108
Addressing student social-emotional health	Retaining current staffing levels of school psychologists and social workers	The community expressed the need for an increase in mental health support and resources for students. The community also expressed that, with the isolation of Zoom school and increased online (not real life) interaction, it is important to ensure that anxiety or isolation are supported.	467764
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Retaining current staffing levels of ENL teachers; retaining a new special education teacher who was hired as a result of the 20/21 increase in Foundation Aid.	Community indicated that we need more ENL teachers and that one period per day is not nearly enough support for English language learners.	324193

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)**

We gathered input at a Board of Education meeting by presenting our plan and seeking input from the community. We also gathered input through a ThoughtExchange survey that was shared with stakeholders. Since that time our plan has remained unchanged in its programmatic and fiscal locus. We will continue to gather input through Board of Education meetings and stakeholder surveys. As substantive revisions are made to the plan, we will formally solicit public comment.

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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.

We gathered input at a Board of Education meeting by presenting our plan and seeking input from the community. We also gathered input through a ThoughtExchange survey that was shared with stakeholders. Since that time our plan has remained unchanged in its programmatic and fiscal locus. We will continue to gather input through Board of Education meetings and stakeholder surveys. As substantive revisions are made to the plan, we will formally solicit public comment.

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 (# : #)
Goal: Reduce learning deficit caused due to disruption of instruction as well as possible inequities in accessing reading materials for students at their lexile level. Additionally, we wanted to provide culturally diverse texts so that students could identify themselves in literary texts or readings or selections, thus creating a deeper connection to content. Done through the implementation of MyOn online libraries, TC Book Libraries, and a book vending machine.	25:1
Goal: Transition students to NexGen learning standards, which standards will come up on the science 5th grade, 8th grade, and science-based Regents exams, so that students can become familiar with applying their knowledge to real world activities. We are creating multiple pathways for students to gain access to the lesson content. Programs in this area will help to integrate phenomena into the STEM curriculum in order to stimulate critical thinking and transference of knowledge. Done through implementation of the Amplify science program, zSpace, and Camp Invention summer programs.	25 : 1
Goal: Addressing student and family mental health to help those students and families who are experiencing crisis or trauma as a result of the COVID -19 pandemic. We partnered with Northwell Health, and the Nassau BOCES Mental Health Consortium. These are partnerships with outside local agencies where our mental health staff can access professional training and best practices that they can integrate into practices within the district.	101:1
Goal: Social Emotional Learning (SEL): Understanding that peer mentorship is a valuable resource in creating positive social connections, the district partnered with Nassau BOCES to provide an Athletes Helping Athletes peer mentoring program.	N/A: This is a student-to-student program
Goal: Raise conscious awareness and provide school-based practices that foster educational opportunities for all students to excel at their highest level, thus creating successful academic outcomes for under-represented populations of students. We did this through a partnership with LICEE (the Long Island Consortium of Excellence and Equity).	9:1
Goal: Reduce learning deficits in math and ELA. This goal was addressed by hiring 4 new elementary teachers and having the teachers push into K-6 classrooms in math and literacy blocks to facilitate targeted small group instruction. Targets that are set for each student are based on data that is collected during periodic benchmark assessments (NWEA Map Growth).	20:1
Goal: Increase the ability for students to participate in a comprehensive, well-rounded, phys ed program and as part of a broader outdoor play initiative and to allow for students to build social skills through athletic and outdoor play activities.	9:1
Goal: Upgrade existing but outdated technology and communications equipment in business classroom.	25:1

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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 (\$)
<ul style="list-style-type: none"> •Northwell Health Partnership for mental health services. •Nassau BOCES Mental Health Consortium to assist with navigating and accessing mental health services for students identified within the school district. •Athletes Helping Athletes offers several youth leadership conferences and programs as well as projects on drug and alcohol prevention, violence prevention, and community service •Long Island Council for Excellence and Equity (LICEE) is a regional resource for participating districts to take proactive and system-wide leadership responsibility for significantly improving the academic performance of all students, increasing high level educational opportunities learning for all students, and eliminating the observed achievement disparities among subgroups of students defined by race/ethnicity and/or economic circumstance. •Amplify Science the district's K-8 science program that aligns to the NextGen Science Standards. The program focuses on students becoming scientists who explore scientific hypotheses through experimentation and cross cutting concepts. •Summer STEM Academies to provide hands-on activities to allow students to build creative inventions and enhance their knowledge of STEM subjects. •Four Additional Elementary Building Teachers •myOn Reader is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each individual student's interests, grade and Lexile reading level. •Books to Complete Elementary Classroom Libraries, which is intended to provide leveled reading books for all of our elementary school students, so that every elementary classroom districtwide has a complete set of books. The intent is to encourage reading and the improvement of reading skills in our elementary students, to build a foundation of literacy and to offset learning and literacy loss as a result of COVID. •zSpace is an interactive augmented reality (AR)/virtual reality (VR) investigative science program, including Laptops, Tracked Eyewear and accessories to enhance our students' learning of content in the science, technology, engineering, and mathematics (STEM) disciplines and to improve learning outcomes for students historically under-represented in STEAM (including art), which include students with disabilities, English language learners, and girls. •Technology Upgrades to High School Video Conference Classroom •Playgrounds at elementary buildings. •New Pole Vault Equipment •New Tractor and Floor Scrubber 	899249

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.	7,455	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	530,808	128,164	28,081
Purchasing educational technology.	0	0	0
Addressing the impacts of the COVID-19 pandemic on students, including the	313,824	428,768	423,590

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.			
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	89,915	94,111	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	13,650	0
Supporting early childhood education.	0	0	0
Other (please describe below)	32,522	0	0
Totals:	974,524	664,693	451,671

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

The "Other" category above includes the purchase of a tractor to replace a tractor that became non-functional.