

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

---

Page Last Modified: 06/08/2022

**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: 06/08/2022

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: 06/29/2022

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	Goals to increase graduation rates and eliminate the achievement gap through Comprehensive and Expanded Summer programs Pre K to Grade 12, credit recovery for HS Students, Increased Academic Intervention Services, After-school mentoring, Expanded programming	Community feedback has been collected at Board of Education meetings, PTA meetings, meeting with teachers and union leadership, and allowing for questions and comments to be heard. Additionally, the District has posted on the plans on the website in order to allow for additional public response. All of the feedback received has been very positive with regard to the use of the Foundation Aid.	3025800
Reducing class sizes	The 2022-2023 budget includes additional staff for general education that will allow us to maintain current levels or lower class size at each grade level. End of year academic achievement data continues to be evaluated to identify academic needs at each grade level cohort to determine where class size reduction for core subject instruction is needed.	Community feedback has been collected at Board of Education meetings, PTA meetings, meeting with teachers and union leadership, and allowing for questions and comments to be heard. Additionally, the District has posted on the plans on the website in order to allow for additional public response. All of the feedback received has been very positive with regard to the use of the Foundation Aid.	1000000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Students who are at risk and are not meeting state learning standards in core academic areas will be provided with increased academic intervention services, a robust summer school program, and mentoring. In addition, curriculum materials in all core academic areas have been updated to include differentiated materials including digital platforms that offer individual learning paths based on student needs. Curriculum material updates have also been made to ensure alignment with the Next Generation Learning standards. There will also be an increase in specialized professional development in supporting	Community feedback has been collected at Board of Education meetings, PTA meetings, meeting with teachers and union leadership, and allowing for questions and comments to be heard. Additionally, the District has posted on the plans on the website in order to allow for additional public response. All of the feedback received has been very positive with regard to the use of the Foundation Aid.	6150000
Addressing student social-emotional health	As a result of the global COVID -19 pandemic we anticipate the numbers of students needing additional social	Community feedback has been collected at Board of Education meetings, PTA meetings, meeting with teachers and	1450000

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/29/2022

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	<p>emotional support will increase. Social Emotional Learning (SEL) will continue to be a top priority in our schools. This will be accomplished through additional PPS staffing, curriculum materials and sensory/calming spaces in our schools. Continued development of sensory/calming spaces throughout the district to serve as a space students can go when they need a calm space to take a break during stressful moments to regain control of emotions Expansion of service hours for Guidance Counselors and Pupil Personnel Service staff to support mental health and wellness of the students Additional Guidance Counselors to reduce caseloads and provide support to students and their families Continued support and expansion of the Sources of Strength Program Continued support for the Mindfulness and SEL curriculum training for students, staff and parents through SKY Schools Individualized support from PPS staff for students with mental health needs Addition of a Social Worker in order further supporting the needs of students Additional resources for classroom and building libraries to support social emotional learning and diversity, equity and inclusion K-12 Family workshops and resources on Social Emotional Learning and Mental Health Parent training Staff trainings and workshops on Mental Health, Trauma and informed Care and Social Emotional learning through continued and Expanded partnerships with Northwell and Cohen's Behavioral Health Clinic and South Shore Child Guidance Staff training on Dignity for All Students Act to address bullying and harassment</p>	<p>union leadership, and allowing for questions and comments to be heard. Additionally, the District has posted on the plans on the website in order to allow for additional public response. All of the feedback received has been very positive with regard to the use of the Foundation Aid.</p>	
<p>Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness</p>	<p>The COVID-19 pandemic has disproportionately impacted high needs populations in a variety of ways. To address these impacts, specialized curriculum and resources as well as additional staff to support these students</p>	<p>Community feedback has been collected at Board of Education meetings, PTA meetings, meeting with teachers and union leadership, and allowing for questions and comments to be heard. Additionally, the District has posted on</p>	<p>3850000</p>

**State Budget Reporting and Foundation Aid Survey - Budget Reporting**

Use of Foundation Aid Increase

Page Last Modified: 06/29/2022

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	has been included in the 2022-2023 school budget. Additional support staff and services Addition of ENL/Bilingual Teacher providing additional services Grades 5-6 Purchase of National Geographic LOOK materials for Grades K-6 Establishment of Language Learner Mentoring Program Training through Biliteracy Institute for Administrators & Teachers Family Outreach Coordinators Establishment of a English Language Learner Mentoring Specialized curriculum materials for Students with Interrupted Formal Education (SIFE) Digital leveled Spanish reading libraries iStation Espanol digital differentiated platform for students Specialized teacher training in supporting English Language Learners Parent Universities Additional two Special Education Teachers Special Education Curriculum Development in Math, ELA, and Science Spanish Language Shared Reading Materials Additional chromebooks, chargers and headphones to ensure connectivity for all families	the plans on the website in order to allow for additional public response. All of the feedback received has been very positive with regard to the use of the Foundation Aid.	

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)

Community feedback has been collected at Board of Education meetings, PTA meetings, meeting with teachers and union leadership, and allowing for questions and comments to be heard. Additionally, the District has posted on the plans on the website in order to allow for additional public response. All of the feedback received has been very positive with regard to the use of the Foundation Aid.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

**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.**

Community feedback has been collected at Board of Education meetings, PTA meetings, meeting with teachers and union leadership, and allowing for questions and comments to be heard. Additionally, the District has posted on the plans on the website in order to allow for additional public response. All of the feedback received has been very positive with regard to the use of the American Rescue Plan.

**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 (# : #)
To provide robust after school and Saturday programming K-12 to support student academic achievement with a focus on learning loss due to the COVID-19 Pandemic.	12:1
To provide an afterschool and Saturday recreational program to promote healthy bodies and minds and consistent exercise.	15:1
To increase college and career counseling services at Freeport High School to support increase college applications.	75:1
To increase small group reading and math interventions K-6 to support students in reaching grade level standards. Ratio:25:1 (6:1 in each group)	6:1
To provide an extra period each day at Dodd Middle school to offer academic support in all subjects for any students requiring support.	25:1
Increase PPS staff and hours to meet increased social emotional needs of students across all grade levels.	50:1
Increase targeted literacy and library instruction with Pre-kindergarten and Kindergarten students at the Columbus Ave Early Childhood Center. (1 Librarian for the School)	600:1
To provide a robust Summer Learning program to support academic achievement and combat effects of learning loss K-8	24:1

**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 <u>or</u> Expansion of Existing Programs in Current Year	Investment (\$)
<ul style="list-style-type: none"> <li>• Robust afterschool programming K-12 including enrichment, academic intervention services, fitness, STEM, Theater, Music, and art. Each school building designed their own program based on student age, interest and academic achievement data.</li> <li>• A Director of Diversity, Equity and inclusion was added to the administrative team to support the DEI initiatives in the district and ensure that all students receive a cultural responsive, equitable and inclusive education in Freeport schools.</li> <li>• A mentoring program was created at Freeport High School for ELL students in grades 11 and 12 to support academic achievement and work towards an on-time graduation. Mentors includes teachers, staff and administrators.</li> <li>• Fourteen Academic intervention teachers were added in all K-6 building to increase the number of</li> </ul>	2634789

State Budget Reporting and Foundation Aid Survey - Budget Reporting

ARP Spending Plan Reporting

Page Last Modified: 06/29/2022

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>students receiving pull out and push in services to raise achievement in targeted areas.</p> <ul style="list-style-type: none"> <li>The MAP growth Assessment was added for High School students to identify specific areas of learning loss and target weaknesses in achievement. All teachers received professional development in administration and use of data reports.</li> <li>The i-Ready differentiated digital platform was put in place in Math and Reading for all students K-6 to support individual learning pathways.</li> <li>Digital differentiated curriculum materials were purchased to support intensive interventions and programmatic focus including, National Geographic LOOK, Into Literature, Sources of Strength, Fountas and Pinnell Shared Reading, SIFE curriculum.</li> <li>Freeport continued membership in the Cohen's behavioral health clinic allowing Freeport students access to mental health services in real time throughout the school year when referrals were made by school staff,</li> <li>SAT preparation courses were provided for High School Juniors preparing to take the SAT.</li> <li>Summer school programming K-12 including intensive academic intervention, STEM, Language, Arts, Athletics, field trips, assemblies and reading and math instruction to service over 1000 students.</li> </ul>	

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.	166,265	4,561,787	246,143
Maximizing in-person instruction time.	8,850	8,850	8,850
Operating schools and meeting the needs of students.	152,945	292,235	1,180,904
Purchasing educational technology.	13,200	398,400	373,400
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.	1,157,441	1,658,258	1,678,161
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	527,405	2,367,877	3,637,536
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	608,683	867,052	1,332,643
Supporting early childhood education.	0	85,108	92,532
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>2,634,789</b>	<b>10,239,567</b>	<b>8,550,169</b>

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

(No Response)