

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

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Page Last Modified: 06/06/2022

**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

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Page Last Modified: 06/06/2022

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: 06/21/2022

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	small class sizes, new courses & credit recovery programs. Extra help is provided through office hours; MS Nine period day	The District held eight budget workshops for the community from January 19, 2022 through May 4, 2022. During these workshops details of how the additional Foundation Aid funds were presented especially during the February 16, 2022 workshop when the Program Component of the 2022-2023 budget was presented.	550000
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	Reading and Math Support is offered through Academic Intervention Services, lab periods have implemented at the MS and HS level to support and enhance math instruction to prepare for Regents level courses.	The District held eight budget workshops for the community from January 19, 2022 through May 4, 2022. During these workshops details of how the additional Foundation Aid funds were presented especially during the February 16, 2022 workshop when the Program Component of the 2022-2023 budget was presented.	807698
Addressing student social-emotional health	An additional four (4) social workers have been hired over the past two years to support student mental health and wellness. Each school building now has a full-time Social Worker.	The District held eight budget workshops for the community from January 19, 2022 through May 4, 2022. During these workshops details of how the additional Foundation Aid funds were presented especially during the February 16, 2022 workshop when the Program Component of the 2022-2023 budget was presented.	307822
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Over the past two years the District has experienced an increase in Special Education students moving into the district. These students have either been placed in BOCES programs, in Special Education Schools outside of the District, or in special classes within the District. Additional services are also required for these Special Education students and also for our ELL learners.	The District held eight budget workshops for the community from January 19, 2022 through May 4, 2022. During these workshops details of how the additional Foundation Aid funds were presented especially during the February 16, 2022 workshop when the Program Component of the 2022-2023 budget was presented.	2567847

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.

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Use of Foundation Aid Increase

Page Last Modified: 06/21/2022

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)**

The nine period day at the high school and the middle school were cut in the 2012-2013 school year when the Tax Cap was introduced. The District was able to restore the nine period day at the high school in 2018--2019 school year. Due to financial constraints of the district the nine period day at the middle school could not be restored. The additional Foundation Aid has made it possible to restore the nine period day at the middle school in the 2022-2023 school year. This will allow the district to offer reading and math support through Academic Intervention Services by providing lab periods at the middle and high school level to support and enhance instruction to prepare the students for regent level courses. Parents, teachers and administrators are in support of the District using the additional Foundation Aid for AIS. The district hired four additional social workers. Each building now has a full time social worker to support the mental health and wellness of all students. These social workers also help any student facing homelessness to ensure they receive the services they are entitled to. Addressing the mental health and wellness of students was a key issue of parents, teachers and administrators in the District. The District has seen an increase of Special Education students moving into the district and also students both in and outside the LEA in need of more services due to COVID and the challenges that they faced as students in all grade levels.

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

ARP Spending Plan Reporting

Page Last Modified: 06/21/2022

**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.**

At our monthly public Board of Education Meetings, we have discussed the ARP funding and budget with stakeholders at a variety of intervals throughout this 2021-2022 school year. We provide our community of stakeholders with opportunities at each meeting to share public comment at each meeting. Our stakeholders have expressed their concerns about learning loss and gaps related to the pandemic and the impact on the mental health and safety of our students and their families.

**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 (# : #)
2021-2022 K- 8 Summer Program 381 students 4 days per week for 20 days during the summer. Enhance and support Math and ELA due to learning loss from the pandemic. To increase student achievement and support students that are having a hard time acaedmically.  The district will continue this program again this year summer 22-23.	381/31

**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 (\$)
The Glen Cove City School District has dedicated funds for 2 social workers. By adding these social workers, the district has been able to meet the needs of our students who have suffered from the many upsets as a result of the COVID-19 pandemic. The district will continue to use ARP funding in year 2022-2023 and again in the 2023-2024 school year to continue to support our students through evidence based strategies to meet students' social emotional, academic and mental health needs.	132,153.00
The Glen Cove City School District successfully developed and implemented a K-8 Summer Academic Program the summer of 2021 which was focused on providing additional support for our students at-risk, including but not limited to our students in poverty, English Language Learners, and special education students. The district utilizes STAR Renaissance, the Fountas and Pinnell Benchmark Assessments, local benchmarks, and local surveys to track the progression of our students. These diagnostic tests, along with NYS assessments are used by teachers and administrators to monitor student progress and redirect the teacher's focus to reinforce teaching and learning. The enrollment this past summer was 381 students, of those students 156 were ELL, 156 were IEP students and 290 were low income. It is our belief that continued implementation of this program over the next two years will continue to close the gap.	290,646.00

**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: 06/21/2022

	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	0	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	132,153	140,866	147,162
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	290,646	288,612	292,661
Supporting early childhood education.	0	0	0
Other (please describe below)	0	2,039,114	2,039,114
<b>Totals:</b>	<b>422,799</b>	<b>2,468,592</b>	<b>2,478,937</b>

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

Approved ARP -Landing School Project- Increase instructional space by four (4) additional classrooms and the installation of an elevator. Funds will begin to be utilized in the next two years. All pending Capital Project protocols. Landing Elementary School was built in 1932. This building has had little to no improvements. While many districts over the past 10 years have had decreased enrollment, Glen Cove has seen an increase in enrollment. The building is not ADA compliant and the classroom square footage is much smaller than the regulation of 770 sq. ft. The pandemic has created an awareness of the importance of space and how it impacts learning and social distancing. In order to provide a safe and healthy environment the district will increase instructional space and allow us to reduce class size. The addition of an elevator will ensure our students with disabilities can utilize classrooms on all floors of the building. ARP funds along with additional Foundation Aide and Capital reserve funds will accomplish this project.