

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Background/Instructions

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Background and Instructions

Background

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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	Teacher PD to address student learning loss, academic resources, data collecting tools and measures	The importance of trained staff to implement targeted, focused, and dedicated academic interventions and increased summer school opportunities	2406000
Addressing student social-emotional health	Additional social worker, intervention strategy supports, mental health data management system	Vital need for increased staffing, services, skill-sets, supports, and management systems for mental health interventions	70000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Co-Teachers, ELL teachers, translation services, progress monitoring measures	With increased numbers of ELL, special education, and homeless students, the	

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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)**

The 2022-23 enacted New York State budget included a foundation aid increase of approximately \$4.5 million or 42% over the 2021-22 budgeted foundation aid amount. This increase is an effort to bring our district closer to our full foundation aid allocation, which is anticipated to occur in the 2023-24 school year. In accordance with Section D10, and resulting from several small and whole-group stakeholder meetings (i.e., 4 budget workshop meetings and a June 13, 2022 Board of Education meeting presenting and discussing the District's plan for the additional Foundation Aid) comprised of faculty, parents, students, and school administrators, the proposed use of the funds will address student performance and need, specifically in the following areas: (1) providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subjects through research-based academic services, resources to address learning loss and gaps, academic and mental health data collection measures and services, funding for an elementary STEM teacher, expanded summer school opportunities, and instructional technology tools; (2) addressing student social-emotional health by allocating funding for an additional social worker in the elementary schools and additional BOCES social and emotional support services; and (3) providing additional BOCES

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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.

The LEA (Syosset Central School District) did not make changes to the approved 2021-2022 American Rescue Plan (ARP) ESSER application. The public comment process for the approved ARP took place over a series of targeted consultant and constituent stakeholder group meeting and large, whole-group meetings held throughout the months of July and August 2021 and continued throughout the 2021-2022 school year. These meetings consisted of representatives from the local government and school community, parent-representatives, students, teachers, administrators, support personnel, bargaining units, and paraprofessionals. During these meetings the parameters and specifics of the grant allocations and district-wide needs were discussed and the degree to which they were being met were assessed. The approved plan was shared with the Syosset Central School District Board of Education and the greater school community at the September 2021 Board of Education Meeting. Feedback and comments were solicited and collected throughout the 2021-2022 school year from parents and community members via email and phone conversations. Each week, the District community newsletter was shared via email, apprising stakeholders of the status and details of specific implementation of individual components of the plan, again offering opportunity for comment via email, phone, and in-person. Monthly PTSA, BOE, faculty, student-cabinet, and District leadership meetings, were used as forums for providing updates, status levels, and collection of feedback from stakeholders, in all areas related to social emotional supports, student learning loss, instructional technology applications, subscriptions, and hardware, as well as student learning and achievement. The status, details, and updates related to the installation and operation of the Dedicated Outdoor Air Filtration System at HBT Middle School were also shared with each stakeholder group. The District website and the parent portal email offer additional opportunities for parents, staff, and students to review the presentations and information related to the District's approved ARP ESSER application and to collect any feedback they wish to offer.

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 (# : #)
Social Emotional/Mental Health Services- (one) Social Worker: The elementary social worker will provide emotional/behavioral support (in conjunction with the MTSS Plan) to elementary students whose profiles are suggestive of academic, social, or emotional disengagement from school and/or the community as a consequence of the pandemic. Moreover, the social worker will lead the building's Positive Behavioral Interventions and Support (PBIS) initiatives to ensure that positive interventions and support for student's behaviors are addressed within the MTSS plan. In addition, the social worker will support the implementation of the Social Emotional Learning (SEL) curriculum at the elementary school level.	1:1
IT-Instruction and Learning Applications/Subscriptions/Hardware: Academic On-Line Subscriptions: Ed Puzzle platform for providing academic instructional videos. IXL Learning self-paced remediation and enrichment lessons in Math and ELA. MyOn personalized digital library. Learning A-Z literacy resources for general and ELL students. MakeMusic (Smart Music Educator) library of music and tool-set access for music education and performance. IT Hardware: Promethean Interactive computer display boards to be deployed throughout the seven District elementary schools. A SmartBoard interactive computer display for the Instructional Co-Teaching Math class at the high school level. Syosset CSD recognizes the need for digital 132.4 Tm 1 iPf (IT Hardware6 R3It.4 Tm fs4 0.75t455.67 and en 1 23 239.18 108.4 156.4 Tm 1 0 0 1 8i3	

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>instruction that maintains health, safety, and social distancing requirements while improving teaching by providing a mobile, flexible, dynamic instructional space. The Digital Resources will support instruction in alignment with district instructional goals and New York State Learning Standards by facilitating teacher ability to offer tiered support for students, both in-person and virtual.</p>	
<p>Learning Loss: Multi Tiered System of Support (MTSS) is a collaborative, evidence-based approach to differentiating and personalizing instruction and intervention across academics and behavior for all students, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students-so that every student can achieve academic and life success. MTSS is one of the most effective ways to provide an equitable educational experience because it leverages collective knowledge and expertise to help teachers understand their learner's needs and make informed and strategic decisions that best support them. The MTSS process begins with the proactive identification of all students including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students in need of additional support in a skill area (i.e., reading, math, behavior). Identified students receive interventions that are matched to their individual skill deficit and level of need. Student skill progress is monitored over time, to determine the student's response to interventions. When identified skill deficits have been remediated, interventions are discontinued as no longer necessary. If a student continues to struggle, further problem solving is provided to determine the need for more intensive supports and/or services. At each stage of the MTSS process, data-based decision making is used as a systematic way of individualizing supports and interventions for all students in need, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. MTSS includes the following broad areas: Academic, Mental Health, Positive Behavior Supports, Social Emotional Learning and Restorative Practice. These areas are often referred to as the Five Pillars of MTSS.</p>	

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Summary of New Programs	

