

State Budget Reporting 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.

Instructions

The *State Budget Reporting 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 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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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 District sought out input from stakeholders at stakeholder meetings, Board of Education Meetings and ongoing dialog with staff, parents and students. Regular updates have been discussed at the Board of Education Meetings throughout year. Public comments focused on closing the achievement gap and address learning loss as well as a focus on District plans to provide students with healthy and safe schools. This input has been reviewed by various stakeholder committee and groups to ensure that the ARP funding addresses the needs and concerns of our school community.

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 (# : #)
<p>Maximizing in-person instruction through instructional technology. During the pandemic technology has played a vital role in the delivery of instruction. The District has invested in a K-12 one to one chromebook initiative to ensure that there is no interruption in education for students during this time. The District has invested in various online platforms to support virtual instruction as well as upgrades to our technology infrastructure to support the volume of technology use. To support the success of our students and staff with this transition to a technology based education. Two technology integration specialists, one for the elementary and one for the secondary. These teachers on special assignment will provide teachers with professional development and support the integration of various online platforms to enhance our instruction. Additionally these two professionals will support student use of District issued technology while students are in the classroom or learning from home. The addition of the technology integration specialist will enhance the District's investments to maximize the use of technology as well as minimize learning loss for students.</p>	20:1
<p>Addressing the social emotional needs of students is essential to addressing learning loss as research shows that there is a direct link between a students social emotional support within a culturally responsive sustaining and student achievement. North Babylon UFSD shares NYSED and CASEL's commitment to promoting SEL that furthers educational equity and, "justice-oriented citizenship, with issues of culture, identity, agency, belonging, and engagement explored as relevant expressions of the five core SEL competencies." Therefore the District implemented research based SEL programs that integrate the strategies outlined in the <i>Social Emotional Learning: Guide to Systemic Whole School implementation</i>. The research based SEL interventions/ programs include Yale University RULER Approach focuses on; social skills training, Project Wisdom, Functional Behavioral Assessment-based Interventions, lessons in character and positive actions. Additionally, enhancements to classroom libraries P-12 that include high interest, culturally responsive texts and social emotional literacy texts will assist with fusing the two strands of the Districts approach to address learning loss. To further support this initiative a K-12 SEL Liaison will provide professional development and coaching for staff as well as push into classrooms to teach students about mindfulness, mediation and RULER strategies.</p>	20:1
<p>Addressing the learning loss and support for students with disabilities. A Board Certified Behavior Analyst and a Psychologist will be hired to train staff and work with students to meet the SEL needs of our students with an emphasis on our disabled students who are struggling with learning loss and regulation of their emotions. Their work will support effectively implementing these interventions and programs.</p>	8:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>Fountas and Pinnel Literacy program, Wilson Language programs and Level Literacy Intervention were selected as emphasized research based interventions. The District continues to work to improve teachers' 'tool box" of interventions to best support the academic needs of our students in need of intervention. Materials to support the proper implement these programs is needed. Two literacy consultants will work with teachers to provide professional development and coaching to teachers to support staff with appropriately implementing these strategies to meet the needs of the students.</p>	

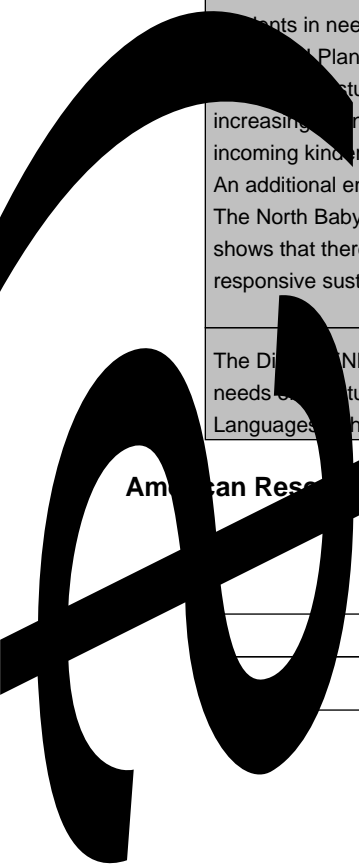
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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
implemented across the District. Additional professional development and materials were purchased to assist teachers with implementing these programs.	
The District implemented Yale University RULER Approach which focuses on; social skills training as well as, Project Wisdom, Functional Behavioral Assessment-based Interventions, lessons in character and positive actions to meet the SEL needs of our students. Over the past year these programs have expanded and through ongoing professional development teachers became more skilled on how to successfully implement these programs in their classrooms.	85,437
Safely returning students to in-person instruction. Additional bus runs were added to help keep safe and allow for students to participate in after school activities to address their SEL needs and learning loss.	517492
The addition of the technology integration specialist enhanced the District's investments to maximize the use of technology as well as minimize learning loss for students. These teachers on special assignment provide teachers and administrators with professional development and support the integration of various online platforms to enhance our instruction. Additionally these two professionals support student use of District issued technology while students are in the classroom or learning from home.	181,875
Students in need of academic support have been identified by the school data teams as outlined in the District Plan. Additional sections of the summer learning academy have been created to meet the needs of students. All English Language Learner in grades K-6 have been invited to participate increasing the number of needed sections to accommodate our ELLs. The Summer Academy is open to incoming kindergarten students who did not participate in the District's UPK program. An additional enrichment program has been created to address the social emotional needs of students. The North Babylon UFSD recognizes that SEL is essential to addressing learning loss as research shows that there is a direct link between a student's social emotional support within a culturally responsive sustaining and student achievement.	24,533
The District's ENL and World Language programs have both expanded. In an effort to meet the growing needs of students enrolled in these programs the District hired a Director of ENL and World Languages. The person developed, implemented, and supported students and teachers.	175,000

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
meet students' social, emotional, mental health, and academic needs.	159,687	603,780	603,780
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	24,533	420,245	420,245
Supporting early childhood education.	41,423	0	0
Other (please describe below)	0	0	0
Totals:	1,100,010	3,460,459	3,464,016

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

N/A