

State Budget Reporting and Foundation Aid Survey - Budget Reporting

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 prioritized 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%
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;

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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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Priority Area	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New

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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



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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>NYCDOE monitors student attendance, chronic absenteeism and suspension rates on a daily basis. Lastly, the NYCDOE administers citywide surveys to students, families and staff to collect data about each school's ability to support student success. In addition to these existing measures, there are new measures that will be monitored throughout the year to track academic recovery. The NYCDOE is implementing common academic literacy and math screeners and periodic assessments to identify specific skill areas where students will need additional support and intervention to accelerate learning. Screeners designed for grades K-2 (Acadience) and screeners designed for grades 3-12 (MAP Growth, I-Ready, etc.) meet this need and will provide critical skill-level information of students at three timepoints over the course of the school year. Using these common assessments, students at all levels will have their next learning steps clearly identified and appropriate supports can be tailored to them. This includes being able to identify the need for some students to take diagnostic assessments and/or participate in tiered interventions to accelerate learning. In addition to academic screeners, the DOE will be using Social-Emotional Learning (SEL) screeners to identify students needing interventions and quickly match them with services. The Devereux Student Strengths Assessments (DESSA) will be used to measure, and progress monitor, students' social and emotional growth on SEL competencies. Lastly, data for students with disabilities will be tracked to ensure that individualized recovery plans are developed for every student with an IEP, that students receive the provision of recovery services and ultimately that students are making towards IEP goals. The NYCDOE will implement a strengths-based assessment of social-emotional skills, known as the DESSA (Devereaux Student Strengths Assessment) for students in grades K-12. Questions are framed from a strengths perspective and are helpful in identifying students who may need help before issues become bigger problems. If appropriate, this information can be used to provide resources to a student and inform school-wide programming. The SEL screener is not used to diagnose students, but does help to more quickly get students connected with mental health professionals, if needed. The DESSA screener has been validated by 130 peer-reviewed studies, is nationally normed, and has been found to meet or exceed leading psychometric standards. The information collected through the screeners is used to inform the implementation of a multi-tiered system of social-emotional support in schools. The information will be used to inform how school-wide, preventive social and emotional supports are offered and identify individual students who may require additional support. At the classroom level, teachers can analyze screening data for their class as a whole and identify areas of their socialemotional learning (SEL) curriculum that can be strengthened to support student growth and development. At the school level, school leaders can partner with Counselors, Social Workers, and school teams to identify system wide trends in areas of strength and areas for growth. Students who may need additional support will be referred for additional follow-up with the school social worker, guidance counselor, or other supportive intervention. Examples of interventions can include: Individual counseling, Group counseling, Mentoring, Small group SEL skill building, and Behavior Intervention Plans. Classroom interventions could be the use of instructional strategies that help build students' social-emotional skills (e.g. restorative circles, journaling, etc.). There are not any mandatory requirements regarding interventions.</p>	

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 (\$)
<p>Summer Rising: Summer programming to address learning loss. The Summer Rising program is a bold vision for summer learning that is student-centered, experiential and academically rigorous. Summer Rising provides summer instructional opportunities for all students while continuing to serve mandated students in grades 3-8, and high school students in need of credits towards graduation. The Summer</p>	

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<p>Funds for professional development will be allocated directly to schools. Funds must be used to help meet a wide range of needs arising from the coronavirus pandemic, including activities and interventions that respond to students' academic, social and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. ARPA funds are temporary and supplemental. In accordance with the state and federal ARPA guidance, school districts must use a portion of funds to support academic recovery activities or what the United States Department of Education (USDOE) refers to as the "learning loss". Academic recovery activities offered in the Summer Rising program will be funded by ARPA. ARPA funded the Summer Rising initiative in 2021, and is projected to fund summer learning loss mitigation programs in summer 2022 and summer 2023.</p>	
<p>Office of School Health: Nurses for the Summer Rising Program (NN) Due to the ongoing safety and health impacts from COVID-19, DOE required a nurse in every summer site. The Summer Rising initiative created a need for nurses beyond staffing patterns in prior years. Funds are used for a combination of DOE nurses working per session hours, utilization of DOHMH nurses, and contracting of temp agency nurses.</p>	17,362,292
<p>Fall Planning Supplement: Preparation for School Reopening. To provide supplemental resources for the planning process for return to school generally and for use of stimulus funds, the DOE allocated to schools supplemental funding to support the school opening planning for fall 2021 and support continued planning needs throughout the school year. This may include developing programming to improve access and student engagement for STEM, foreign language instruction, arts or music</p>	

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<p>interventions. Schools must prioritize identifying literacy staff, ensuring multilingual learner recovery work, and using 20% of the funding allocated for arts instruction. Schools are urged to consider how to leverage Fair Student Funding to ensure necessary staff such as certified arts teachers, ENL/bilingual teachers, reading/intervention teachers, and school librarians work in concert with programs funded by this SAM to expand capacity, enrichment, access, and support to every student. The Academic Recovery Plan outlines the Academic Priorities for SY 2021-2022, driven by the need to welcome every</p>	

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<p>to recovery services. Schools are encouraged to use Multiple Task Award Contracts (MTACs) to procure these services. MTACs are pre-established price and service agreements that enable schools to quickly procure a wide variety of services from approved providers at negotiated prices. MTAC service categories relevant to this SAM include Counseling Services, Tutoring/Homework Assistance, Reading and Literacy Support, and Social Emotional Learning. Procurements above \$25K require a competitive process, which is executed by DOE schools/offices via the MTAC tool. As part of the Special Education Recovery Services initiative, the Special Education Office will ensure that every DOE school can purchase materials for Tier 2 and Tier 3 interventions in literacy and math and provide coverage for one teacher and one paraprofessional to attend training in specific interventions in SY 2021-2022. This will support the following outcomes: Provide Tier 2 and Tier 3 interventions to students with disabilities who require intervention instruction as part of Special Education Recovery Services Provide Tier 2 and Tier 3 intervention instruction to students identified pre-referral and at risk Provide Tier 2 and Tier 3 intensive small group intervention to students who require this based on screener results Elementary schools are allocated 4 days of per diem for teachers and 2 days of per diem for paraprofessionals. Secondary schools are allocated 3 days of per diem for teachers and 1 day of per diem for paraprofessionals. Per diem is to be used to cover teachers and paraprofessionals who are attending training during the school day Schools are also provided with OTPS funding to purchase one set of materials for each of the intervention programs listed below. Funds can be used for: Purchasing Tier 2 and Tier 3 intervention materials in the following programs for Elementary Schools: Sound Sensible SPIRE Great Leaps Literacy Great Leaps Oral Calculation Purchasing Tier 2 and Tier 3 intervention materials in the following programs for Secondary Schools: Rewards TransMath Great Leaps Literacy (for paraprofessionals) Great Leaps Oral Calculation (for paraprofessionals) Related Services for Occupational Therapy, Physical Therapy are allowable using OT and PT overtime in order to provide recovery services beyond the school day or on weekends. Speech-Language Therapy is allowable using Speech Per Session after school, on weekends, or in cases preferred by the parent, during the school day. OT, PT, and speech providers must obtain and log remote consent using the Family Remote Consent Form prior to initiating remote services. Schools unable to identify sufficient staff through a local posting will be able to interview applicants from a district and/or borough posting. If DOE staff are not identified through the local posting, principals must contact their BCO for support in utilizing the district/borough posting and, where necessary as described above, contracting. Where schools will be using contracted service providers, funds should be scheduled in the title "Contract Service Set Aside" in Galaxy. After the new year, funds will be removed from school budgets to transfer to central for payment to providers. Funds have also been allocated to a central account to cover payment for services that require contracting, and a reserve fund has been established for schools requiring additional funds to provide the level of services required. Funds for the second semester will be allocated in the spring, with adjustments based on contracting levels.</p>	
<p>Providing Nursing Services in all schools Due to the ongoing safety and health impacts from COVID19, DOE has had difficulty securing sufficient nurses to meet demand in every location. Funds are used for a combination of DOE nurses working per session hours, utilization of DOHMH nurses, and contracting of temp agency nurses.</p>	72,225,000
<p>Mental Health Supports. The DOE allocated federal stimulus funding to expand an existing initiative for school-based social worker positions in order to provide access to direct mental health supports at schools citywide. The goal of the funding is to ensure that schools, with demonstrated need, receive funding for a full-time school social worker who is able to support students with their varied social and emotional needs. Social workers funded under this initiative are intended to provide mental health supports at their respective school location. Social workers are responsible to:</p> <ul style="list-style-type: none"> • Provide targeted supports to individuals and selective services to identified groups; • Deliver counseling with an emphasis on supporting mental health; • Conduct parent workshops; • Make needed referrals for health and professional services and access to public benefits; • Provide workshops and support to school staff to educate them on mental health matters and students' 	76,880,966

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<p>social-emotional needs; and</p> <ul style="list-style-type: none"> • Communicate and coordinate with other adults who may be supporting these students. <p>Selection Criteria: Selection criteria included the number and rate of behavioral incidents, mental health crises, and NYC School Survey data regarding parent, teacher, and student perception of school environment, specifically those aspects linked to preventing bullying and supporting social-emotional health. For FY 2022, an additional, larger cohort of schools are receiving this funding because they lacked direct mental health services and lacked a full-time school social worker in the 2020-2021 school year. Additional selection criteria include being in a neighborhood or zip code hardest hit by Covid-19 and economic need index. For the FY 2022 cohort, ARPA funds for academic recovery (or learning loss) will be allocated at the city-wide average social worker salary including fringe. These social workers report directly to the school principal and receive training, coaching and professional development from borough and central offices. Social workers are expected to participate in scheduled professional development, including meetings, and other professional learning opportunities. Mental Health Supports: Universal Screening After 9/11, 87% of NYC public school students demonstrated mental health needs and 1 in 10 met the criteria for a psychiatric disorder. The current COVID-19 crisis, mass unemployment and economic uncertainty, and acute experiences of racism requires a comprehensive plan for addressing the anticipated increase in trauma and acute mental health needs. The ARPA funding provides resources to implement a city universal screening program. The targeted population will be all students citywide. Screeners will be available for all DOE students; however, given option for parent opt-out and student opt-out, we may not reach the entire DOE student population te:2e funding</p>	

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<p>and admissions information in advance of and throughout the admissions processes for EarlyLearn, 3-K, pre-K, kindergarten, Gifted & Talented, middle school, high school, and the Specialized High Schools, as well as for summer and year-round enrollment. This means continuing to provide robust digital communications while also providing the most key information in print formats so families facing barriers to digital access or literacy can access them. We also need to increase our capacity to responsively support the high volume of calls, emails, and requests for support around any of our admissions processes or the back-to-school enrollment periods. As we transition to an appointment system and back to in-person service, we will need to meet different families' needs in new ways. Some families need in-person support, while other families' work hours and obligations make it harder to visit a Family Welcome Center. Ramping up our virtual and in-person service will allow us to serve families more flexibly, more quickly, and more meaningfully.</p>	
<p>Teacher Recruitment This initiative will support the re-opening of schools and build capacity, and advance equity to bring in more teachers of color; provide principals and other school leaders with the resources necessary to address the needs of their individual schools; and, address the unique needs of low-income, SWD, STH, MLL, racial and ethnic minorities. Each of these categories are addressed through the following comprehensive approach that will invest in a diverse pipeline to close teacher talent gaps (geographic, subject-area, representation):</p> <ul style="list-style-type: none"> • Large-scale dual credentialing for students with disabilities and MLLs with large scale dual credentialing • Expanded programming for paraprofessionals on a career path to teaching • Capacity building in high-need schools through clinical prep partnerships and peer recruiters • Expansion of diversity recruitment efforts with a focus on paraprofessionals and local university partnerships • Alternative certification expansion of multiple pathways, such as Summer Teaching Fellows, Substitute and Paraprofessionals pathway, and Spring New York City Teaching Collaborative • Address barriers for participations by upgrading alternative certification and traditional recruitment systems to work at scale <p>Due to students' learning loss caused by the COVID-19 school year, there is an increased need for teacher talent that is better prepared to</p>	

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	118,581,213	72,225,000	72,225,000
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	777,379,006	613,378,314	31,349,652
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.	324,526,803	189,811,357	80,847,189
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	389,181,865	315,667,953	79,731,997
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	86,313,017	0	0
Supporting early childhood education.	38,515,923	578,848,862	1,033,035,994
Other (please describe below)	0	0	0
Totals:	1,734,497,827	1,769,931,486	1,297,189,832

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

(No Response)