

State Budget Reporting and Foundation Aid 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.

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

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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 Foundation Aid Funds to Support Initiative (\$)
Reducing class size by adding classroom space	Our facilities are used at capacity. There is a strong need for additional instructional space.	Our community voted to implement a Capital Reserve Fund as part of this year's budget vote.	407,024

Use of Foundation Aid Increase (Cont.)

3.



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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 Copiague School district held monthly events including district level committee meetings (10 committees in total, each representing a driving idea of our funding projects), building PTSA meetings, district PTA Council meetings, building level shared decision-making team meetings, and Board of Education meetings where ARP funding planning and project development was reviewed. In addition, we have hosted a variety of activities to bring together various constituents from our school community to discuss and prioritize district needs. These groups include our community-based Business Advisory board, ELL parent group, Booster Clubs, Band and Theatrical parent groups. Many of these events are open to the public. In addition to these efforts, school community feedback surveys were distributed throughout the year to engage stakeholders in program planning.

Student feedback was collected through interest surveys and building level meetings. The district also hosted Pizza with the Board of Education meeting to engage students in conversation regarding district programs.

By using the Parent Square communication system and multiple social media platforms we were able to expand our communication efforts with stakeholders. In addition to our regular Parent Square postings that highlighted programs available to assist students and families, we utilized internal electronic communications (Google Classroom and electronic displays) to solicit student and staff involvement in our project efforts.

A district Newsletter was distributed via standard mailing to communicate the programs and progress of our efforts to the students, families, and district at large. To maintain regular communication with families that are not technically savvy, we distributed all pertinent communications through standard mailing.

The feedback from our constituents drove the development of our all our projects. Parents were very interested in the expansion of our STEM and Fine Arts programs. Students expressed interest in having expanded opportunities to participate in creative "life skill" and physical/athletic enrichment activities. All constituents were interested in finding opportunities to lower class size and increase opportunity for teacher student contact. The district administrative team conducted an intensive self-review of our current programs and facilities to inform planning. Community feedback, student performance data, district assessment data, staff availability, and NYSED standards and initiatives informed all of our planning.

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 address student learning loss in all areas through a multifaceted approach to developing literacy learning.	359.43
To address student learning loss in mathematics through a multifaceted approach to program development.	345.72
To provide comprehensive and targeted interventions to students identified with significant learning gaps	911.75
To utilize instructional data to target student needs and address learning gaps/loss.	43.40
To increase opportunities for student engagement through unique learning opportunities.	425.18
To support 2nd language acquisition and bilingual literacy for all students. To establish a culturally rich and immersive school environment.	313.02
To address the Social Emotional needs of all students.	297.22
To improve daily student attendance at all levels.	76.21

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Program Goals	Per Pupil Teacher Ratios (# : #)
To remove barriers to learning by addressing the social emotional needs of our students. To develop programs that integrate social emotional learning through the lens of NYSED Civics Readiness framework.	265.46
To improve the health and wellness of students. To improve the safety and quality of programs.	266.80
To support students as they transition to a positive and productive post-secondary experience.	195.47
To expand our school community's capacity to meet the needs of all learners.	47.30
To sustain our 1-1 initiative and enhance our educational programs through the integration of instructional technologies.	92.68
To expand school libraries into enriching multimedia centers that engage all learners.	1.71
To strengthen & expand our existing music programs.	151.51
To strengthen & expand our existing visual & performing arts programs.	72.04

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p data-bbox="868 380 1187 785">Independent Reading Collection, Grade 6 Fountas & Pinnell Leveled Literacy Intervention (LLI) Purple System PD in Fountas & Pinnell Read Aloud & Mini Lessons Wilson Reading Foundations & Just Words Teacher Kits The Wilson Reading Systems are research-based programs that will be implemented in various manners throughout the K-12 spectrum</p> <p data-bbox="868 810 1187 1052">The researched based Wilson Reading interventions were used to assist our students who are experiencing significant delays in phonics studies. Wilson tutors with students during Extended day, Saturday, and summer School programs.</p> <p data-bbox="868 1062 1187 1562">To address learning loss, we developed a specialized extended day program entitled, Intensive Extended Day. The program was designed to address learning loss of students just below grade level expectations. Students identified as "at risk" were invited to attend afterschool or before school sessions. Sessions ran 6 weeks with 4 hours of instruction a week. Groups we scheduled with similar needs. No more than three students were placed in a group. Progr 1 0lrh4ors</p> <p data-bbox="542 1377 805 1402">Extended Day interventions</p>	

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p style="text-align: center;">Summer programs</p> <p>open to students at all levels. The Literacy based Extended Day programs included:</p> <ul style="list-style-type: none"> • Friendship Book club • Book Buddies • Theme Based Book Clubs • Newspaper Club • Scholastic Core Click • Writing Club <p>We have developed an expanded summer program that include both remedial and enrichment opportunities at all levels. To support literacy development, we have purchased literacy programs in Wilson Foundations and F&P leveled reading specific to summer learning. Over 700 of our 2,000 elementary students have enrolled in our summer program. At the Middle Level we have developed a project-based program inclusive of literacy skill development. Approximately 450 of our 1,100 Middle Level are registered to attend. Our High School students will have opportunity to enroll in credit recovery courses as well as specialized workshops. For literacy development, we are offering College Writing, Poetry, and True Crime workshops.</p> <p style="text-align: center;">Saturday school</p> <p>Our Elementary Saturday program was offered to all students in grades K-5. The program centered on the theme of Civic Engagement and ran from November to April. Students participated in literacy rich, engaging projects and activities. Approximately 200 students (inclusive of special education and ELL learners) attended the program.</p> <p>At the Secondary level, academic workshops designed to support the acceleration of learning in were offered to students during the second semester of the</p>	

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<p>school year. Participating students developed reading and writing skills in content specific session hosted by certified teachers.</p>	
<p>Planned Interventions</p> <p style="text-align: center;">Assessment software</p> <p style="text-align: center;">AIS software/ resources</p> <p style="text-align: center;">Elementary Math Staff Developers</p>	<p>Mathematical Studies 21-22 District Actions</p> <p>Star Math Assessments were secured and utilized in grades K-8 to benchmark and monitor student progress as they progress through their grade level curriculum.</p> <p>Star Pre-algebra Assessment was utilized with our 8th grade students to get content specific data that will assist us in best programming students for their high school mathematics instruction.</p> <p>Reveal Math Assessments for grades K-6 inclusive of screening, unit, and formative assessment tools designed to target student needs.</p> <p>The IKnowIt math enrichment and practice software was utilized for extended learning opportunities in elementary mathematics.</p> <p>Freckle Math was utilized in conjunction with STAR assessments to provide targeted instructional support and remediation for individual students in grades 2-8.</p> <p>The Reveal math program offered a diagnostic prescriptive software tool that teachers assigned to students for individual practice and/or enrichment.</p> <p>At the elementary level, each building was be outfitted with Math Staff Developer who is a veteran teacher that specializes in math education. The Math Staff Developer at each building head the implementation of</p>

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<p style="text-align: center;">HS PD series</p> <p style="text-align: center;">MS PD series</p>	<p>Reveal math, provided turnkey training in research- based practices to grade level coaches, oversaw benchmarking and data collection practices, managed AIS services and classroom interventions, and lead grade level data teams. The Elementary Math Staff Developers took the lead in identifying a more cohesive K-6 math program which will be rolled out in the 22-23 school year.</p> <p>Professional development in focusing on Accelerated learning utilizing formative assessments was provided to all Secondary math instructors. Additionally, Secondary math instructors were trained in goFormative, an online assessment tool.</p> <p>Our Middle School math teachers in 6th grade were trained Reveal math and Star Freckle. As the year progressed, 6th grade teachers were trained in our new program, I Ready. With the assistance of our new Middle</p>

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>PLCs/workshops</p>	<p>Primary, Intermediate, and 6th grade math coaches trained in researched based practices were assigned across the district to support mathematics instruction. Math coaches worked with our Executive Director for Instructional Support, math Staff Developers, administrators, and grade level teams to provide professional development through modeling and continued contact. The PLC model was utilized to drive coaching sessions.</p>
<p>Curriculum writing</p>	<p>Curriculum projects in Math 7, Next Gen Algebra 1, Next Gen Algebra 2, Next Gen Geometry, and Statistics were completed to align instruction with Next Gen Standards, address priority standards and refine the course Scope and Sequence. Additionally, curriculum writing was done to develop an accounting course in response to student and community interest. Curriculum writing work was done for College Statistics to refine instruction and provide additional support students in this rigorous course. Curriculum projects for the development of Common Assessments were completed K-8.</p>
<p>Home-school resources</p>	<p>STAR Freckle, Reveal, and Delta Math were utilized to support home-based learning.</p>
<p>Materials/manipulatives/calculators</p>	<p>The purchase of T86 Calculator software was a tremendous benefit to our 8-12 math curriculum now that we have moved to a fully 1-1 Chromebook platform. K-6 manipulatives were distributed to all classrooms.</p>
<p>Tutoring/Extended Day/Saturday</p>	<p>Small group, focused support sessions were offered to students through Extended day, Saturday,</p>

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<p data-bbox="868 380 1177 625">We have expanded the contact time of Inclusion teachers at the elementary by hiring two Special Education teachers. With this increase in staff all of our K-5 Inclusion classes now have both teachers for the entirety of the school day.</p> <p data-bbox="873 783 1010 856">Intensive Extended</p> <p data-bbox="542 1087 716 1115">Tutoring programs</p>	

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<p>Elementary Summer/Sat Tutoring subjects.</p> <p>Remedial summer classes are available to students in grades preK-6 who are struggling in core subjects.</p> <p>Secondary Summer/Sat Tutoring Secondary Summer program tutoring will be available to students who passed the class but did not get credit for their Regents exam.</p>	
<p>Planned Interventions</p> <p>Benchmarking Software</p> <p>Teacher Tools</p>	<p>Data Driven Instruction</p> <p>21-22 District Actions</p> <p>Renaissance STAR assessments software for ELA and Math were purchased for students in grades K-9 and were used to complement our data driven instruction initiatives and AIS programs.</p> <p>Common Lit provides comprehensive, level literacy resources and benchmarking assessments for students in grades 7-12.</p> <p>Raz Kids ELL provides comprehensive, level literacy resources and benchmarking assessments for ELL students in grades k-12.</p> <p>Formative is an assessment program that allows teachers to develop a variety of different assessments and collect student data daily. The software provides real time data in a clear and concise manner that allows teachers to adjust instruction in real time. Data collected in Formative can be reviewed and disaggregated by teachers and administration.</p> <p>Renaissance Freckle diagnostic prescriptive software for Math & ELA extended day insance Freckle diagnostic</p>

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<p>area.</p> <p>Parent Workshops</p>	
<p>Planned Interventions</p> <p>Extended Learning 21-22 District Actions</p> <p>Elective course offerings at Secondary level</p>	

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<p data-bbox="542 520 708 548">Educational Fairs</p> <p data-bbox="542 709 737 737">History Day program</p> <p data-bbox="542 821 756 848">Makerspace programs</p>	<p data-bbox="870 380 1182 688">This year we were able to expand our Community Summit program to include a district wide Educational Fair highlighting student group from each of our buildings. Additionally, we expanded our STEM enrichment program to include a 5th grade Science Research Educational Fair.</p> <p data-bbox="870 758 1166 911">Lego Kits and materials were purchased for MS and HS programs. Extended Day open library makerspace sessions were offered at all levels.</p>

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<p style="text-align: center;">Secondary Summer Enrichment</p>	<p>respond to student interests. In addition to the Extended Day programs noted throughout this project report, the following enrichment programs were offered:</p> <ul style="list-style-type: none"> • "In The Stars" Club- HS • Fishing & Marine Studies- HS • Visual History - MS • Stock Market - HS • Science Research – MS/HS • Crochet Club- Elementary • Sewing Club - HS <p>High Middle Schoo Schoo Multi- I I Level ENRI ENRI Sports CHME CHME Clinics NT NT</p> <p>Anima HERO Bowlin tion 'S g Chemi JOUR Baske stry NEY- tball Boot FUN, (boys) Camp FILM Field Colleg FICTI Hocke e ON, y Ready and Footb Boot MOVI all Camp ES Lacro Impro DEK sse v HOCK Socce Works EY r hop ARTS Streng Marin and th & e CRAF Agility Studie TS Tenni</p>

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<p>PICKL s Music Produ ction Photo graph y Printm aking Sewin g Camp Organ ic Garde ning True Crime Investi gation s Unlea sh Your Power ! Indep enden t Resea rch</p> <p>Elementary Summer Enrichment We have expanded our</p>	<p>EBAL L SPOR TS CAMP DRAM A ROBO TICS MYST ERY SOLV ER'S s CAMP Volley SCIE ball NCE Wrestl RESE ing ARCH UKEL ELE CAMP VIRT UAL FIELD TRIPS DANC E AND CHOR EOGR APHY</p>

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Summary of New Programs	

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<p>To address learning loss and align our curriculum with the new Next Gen and World Language NYSED standards, curriculum writing projects were completed in the following courses:</p> <ul style="list-style-type: none"> • Native Spanish 7 • Italian 4 Italian 5 • Expanding ENL • ENL • Spanish College 8 Prep • Italian II • BIL • Italian III Part/Gov 	
<p>Planned Interventions</p> <p style="text-align: center;">Social Worker (3 itinerant)</p> <p style="text-align: center;">Counseling Services</p> <p style="text-align: center;">Mentoring Programs</p>	<p>Social Emotional Learning 21-22 District Actions</p> <p>Three additional bilingual Social Workers will be hired as annual positions for three years. A Social Worker will be assigned support students and families at each level (Elementary, Middle, and High School). They will work closely with the building Social Worker to develop and provide intervention and education services to students and families in crisis.</p> <p>A Secondary CSE Chairperson was hired to allow our school psychologists the contact time needed to provide much needed emotional and behavioral support.</p> <p>An additional Guidance Counselor was hired to increase student contact time with building counselors.</p> <p>The focus of the program was to help Middle School students reach their maximum potential,</p> <p style="text-align: right;">\$460,904.00</p>

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<p style="text-align: center;">Summer Interventions</p>	<p>both personally and academically before they move to high school. Advisors and students met twice a week on Tuesdays and Fridays after school hours. We also partnered with Springboard Inc. to offer workshop opportunities for students to be mentored by professionals in the STEM field. Students in the High School and Middle School were invited to attend these programs. Several factors generated from the pandemic have required a need for our elementary schools to expand the availability of classroom teachers to our students both before and after school. Stipended teachers were available to students for academic, social- emotional, and behavioral supports during extended day hours five days a week.</p> <p>We have expanded our Summer School programs to include additional Social Emotional Learning supports at the Middle School, High School, and Elementary School level. We have increased the availability of Guidance Counselors during summer hours at the Secondary Level. Social Workers will be offering workshops as well open-door access to support students in need at all grade levels. All elementary students enrolled in our summer program will be engaged in Social Emotional Learning workshops on a weekly basis. Guidance counselors at the middle level will be hosting an expanded 5th grade Middle School orientation program. In addition, Middle Level students will be participating in a specialized PAL program designed to promote healthy</p>

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<p>interactions with our local law enforcement.</p> <p>Curriculum Resources</p> <p>Parent Workshops</p> <p>Professional Development</p> <p>Student Clubs</p> <p>The Extended Day "Clubs" focusing on supporting students' social emotional growth that were offered included:</p> <ul style="list-style-type: none">• Meditation & Mindfulness Club• The Social Club• Ambassadors Club• Fridays with Friends• Mock Trial Club• Health and Wellness Activity Club• Yoga•	

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<p>academically before they move to high school. Teacher mentors were assigned based on attendance and academic data. Advisors and students met twice a week on Tuesdays and Fridays after school hours. Mentors tracked student performance data, conducted weekly home school communications, managed individualized intervention plans, and took the lead role in the student's educational team.</p>	
<p>Planned Interventions</p> <p style="text-align: center;">Restorative Justice</p>	<p>Civic Minded School Culture 21-22 District Actions</p> <p>Upon the return of our students from pandemic related school closures and the hybrid learning environment, we have seen a significant rise in behavioral issues at the elementary level. Our youngest students have been most impacted, evidenced by several children attempting to elope from school and a rise in explosive behaviors and violent outbursts. The need to conduct regular contact tracing has put a tremendous strain on our building principals, and SEL staff members are consumed with the emotional trauma our students are experiencing. The Assistant Principals played a tremendous role in addressing student behaviors. Additionally, by hiring 2 elementary assistant principals we expanded our capacity to provide professional development to district staff in</p>

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<p>beginning in 7th grade that will allow all students to achieve the NYSED Seal of Civic Readiness at graduation. Additionally, the Middle School Extended Day program, Civic Citizens was offered to all students. At the High School level, curriculum work was done to introduce a new elective course entitled, Civil Rights in Contemporary American History in the 21-22 school year. We are expanding our elective programs in 22-23 with the development of curriculum to offer a Contemporary Issues Around the Globe elective. We will also be expanding our Civil Rights in</p>	

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<p>Mentor programs</p> <p>Certified teachers for ISS management</p> <p>CPI training</p> <p>School Community Themes</p>	<p>with administration, staff, families, and students to develop focused and individualized interventions.</p> <p>The focus of the program was to help Middle School students reach their maximum potential, both personally and academically, before they move to high school. Advisors and students met twice a week, Tuesdays and Fridays after school hours.</p> <p>Middle School and High School buildings each have certified teachers to support students who have been placed in the ISS Setting.</p> <p>The educational teams representing our four elementary 8:1:1 classes all received CPI training.</p> <p>Your Civics Week School Community Theme included are variety of activities to engage our students and community in civic minded actions:</p> <ul style="list-style-type: none"> • YOU MATTER -Your Community -Your Vote Campaign (t-shirts/garb/daily messages) • Schoolwide Civics Week Celebrations • Democracy in Action for K-5 (voting for school snacks) • Family First Night <p>Students from all Elementary schools came together to celebrate and learn Civic Readiness skills at our Saturday</p>

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Trainer BG Expresso GO Upright Bike BG Expresso GO Recumbe nt Bike	
Free Weights Power Lift Pro Multiangle DB Bench	
Power Lift Fixed Pad Glute Ham Bench Power Lift Artwork Setup	

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<p style="text-align: right;">Precor Resolute Leg Press Collars Functional Precor Training Resolute Equipmen Seated t Leg Curl Soft Plyo Precor Boxes Resolute Delt/Pec Escape Fly PlyoSoft Med Balls Box & Set/4ea Rack TRX Suspensi on Trainer Club 4</p>	
<p>Blacktops/bb court</p>	<p>We have moved this goal to be funded as a Capital Project.</p>
<p>Install obstacle courses</p>	<p>We have moved this goal to be funded as a Capital Project.</p>
<p>Expand Elementary PE offerings with PE teacher Recess program</p>	<p>A physical education teacher was assigned to each elementary building to support student learning and physical and social emotional health. The primary role of these teachers was to provide structured activities during recess periods. The positioning of a certified teacher not only enhanced the physical education program of our</p>

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<p data-bbox="542 789 740 814">Expand Eagle's Nest</p> <p data-bbox="870 380 1187 625">students and helped us to meet the NYSED regulations for elementary physical education, it improved our school communities by providing activities that supported social emotional learning and discipline management.</p> <p data-bbox="870 648 1182 894">We have expanded the District's Eagle's Next Food Pantry using ARP funds to add a teacher stipended position to work with students' afterschool on completing Pantry tasks. Our Special Education Summer Work Study program has also allowed</p>	

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<p>was open to all students. We hosted two 6-week programs in Entrepreneurship and Investments. We are working with Springboard to engage our Middle Level students during our summer program.</p> <p>The high school College & Career room is the hub of our guidance center and a key resource for our students. The room was established approximately 20 years ago and was designed to support a minimal number of students at a time. By combining ARP funding with district labor, we are poised to renovate the area to expand the number of students served and address the changing technology needs of our students. Demco flexible and student- centered furnishings were be purchased. The flexible and functional design of this furniture is key to expanding our ability to serve more students in this space.</p>	
<p>Planned Intervention</p> <p style="text-align: center;">Teaching Assistant Academy</p> <p>Lifelong Learning 21-22 District Actions</p> <p>To build the district's capacity for providing AIS services to our students, we have developed a community education program entitled Copiague UFSD Teaching Assistant Academy. The program ran for 30 weeks in the evening and be made available for no fee to interested community members. The Academy supported community adults through the process of becoming a NYSED certified Teaching Assistant. Offerings included the following: Introductory Workshop: Understanding the role of Teaching Assistant, orientation to</p>	<p>\$73,358.33</p>

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<p style="text-align: center;">Parent Trainings</p>	<p>program, NYSED required certification workshops, ATAS test prep in English, Math, & Instructional Strategies, Classroom Best Practices Workshops for ENL/Sped/Class Management /AIS, and Mentoring Workshops to guide participants through the NYSED certification processes & ATAS registration. Participants received a program manual to guide them through the additional steps needs for acquiring the certification.</p> <p>Parent Universities workshops were led by our new K-12 Bilingual Social Worker. Each meeting had an average of 150 families in attendance. We started off our year with an introduction to our Saturday Academy and reviewed the importance of attendance and the district's attendance policies. We also introduced families to our guidance and social worker staff and educated them as to how to contact them. Parents were given the opportunities to ask about the school year, requirements, our Parent Square communication system, etc. Our second and third Parent University focused on the mental health needs of our students. One night focused on our elementary students and the other focused on our secondary students. Other district social workers joined our district-wide social worker to offer age-appropriate advice and answer parent questions about general struggles and handling tough topics with their children. Our last Parent University focused on educating our parents on the summer school and camp opportunities. We also address</p>

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p style="text-align: center;">New Teacher Training</p>	<p>important "to do" lists for our families over the summer including making physical appointments, getting appropriate vaccinations, informing the district of changes in address, contact information or family situations. We educated families about proper Chromebook management over the summer and the importance of registering new entrants early to insure access to special programs. Each Parent University addressed topics the families have been inquiring about and we have collected a list of potential topics for next years' meetings. Parents were overwhelmingly enthusiastic and appreciative of the opportunity to connect with us remotely as it worked best with some of their non-traditional work schedules and childcare needs. We look forward to continuing these meetings next year.</p> <p>The Copiague school district has hired an additional 44 new classroom teachers for the 21- 22 school year. The wave of new staff has resulted from a large turnover due to retirement, the rise in SEL needs of students, an increase in enrollment, and a need to address learning loss at all levels. Each new teacher received a mentor for the school year. The mentors played a key role in stabilizing our school environments during this time. 14 veteran teachers were recruited to our new teacher mentor program this year. The New Teacher Mentor training is required for all mentors. Understanding that the educational programs of our newly hired teachers have been impacted by the Covid pandemic,</p>

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Summary of New Programs <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
<p style="text-align: center;">Leadership</p> <p style="text-align: center;">Professional Development</p>	<p>we enhanced our new teacher training program. Research based resources will be purchased to complement our new teacher workshops. (Dr. Harry Wong/C.Danielson/Dr. Payne)</p> <p>To expand our district's internal capacity for managing the 16 funding projects outlined in our plan, we expanded our Leadership Academy, inviting 7 new participants. The Leadership Fellows participated in community events, supported district activities, and have taken an active lead in the implementation of new programs.</p> <p>14 veteran teachers were recruited to our new teacher mentor program this year. The New Teacher Mentor training is required for all mentors.</p>
<p>Planned Interventions</p> <p style="text-align: center;">Technology Mentors</p>	<p>Instructional Technology 21-22 District Actions</p> <p>The district added five additional Teacher Technology Mentors for our three largest buildings to support colleagues in all areas of utilizing instructional technology. Mentors provided continued contact, Spotlight Workshops, parent trainings, and technical support.</p>

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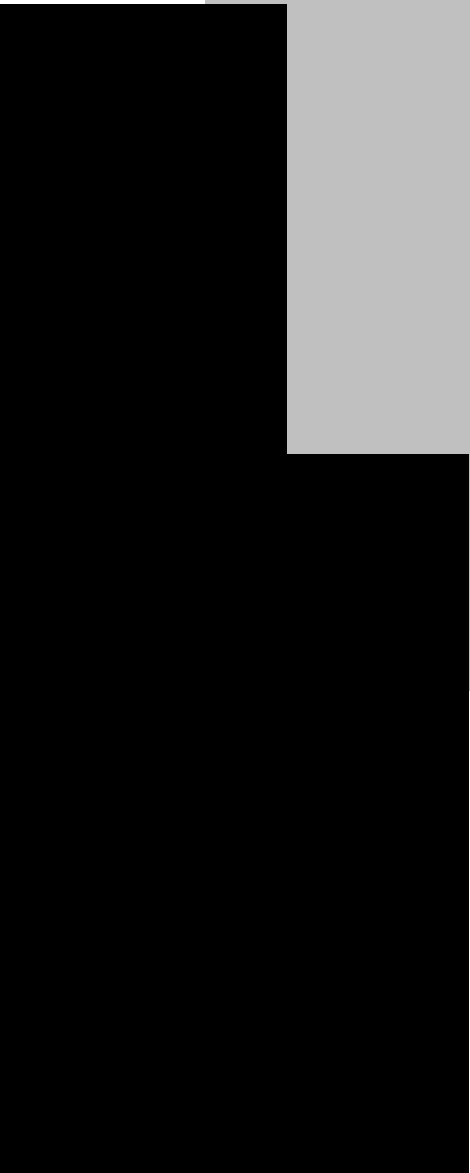
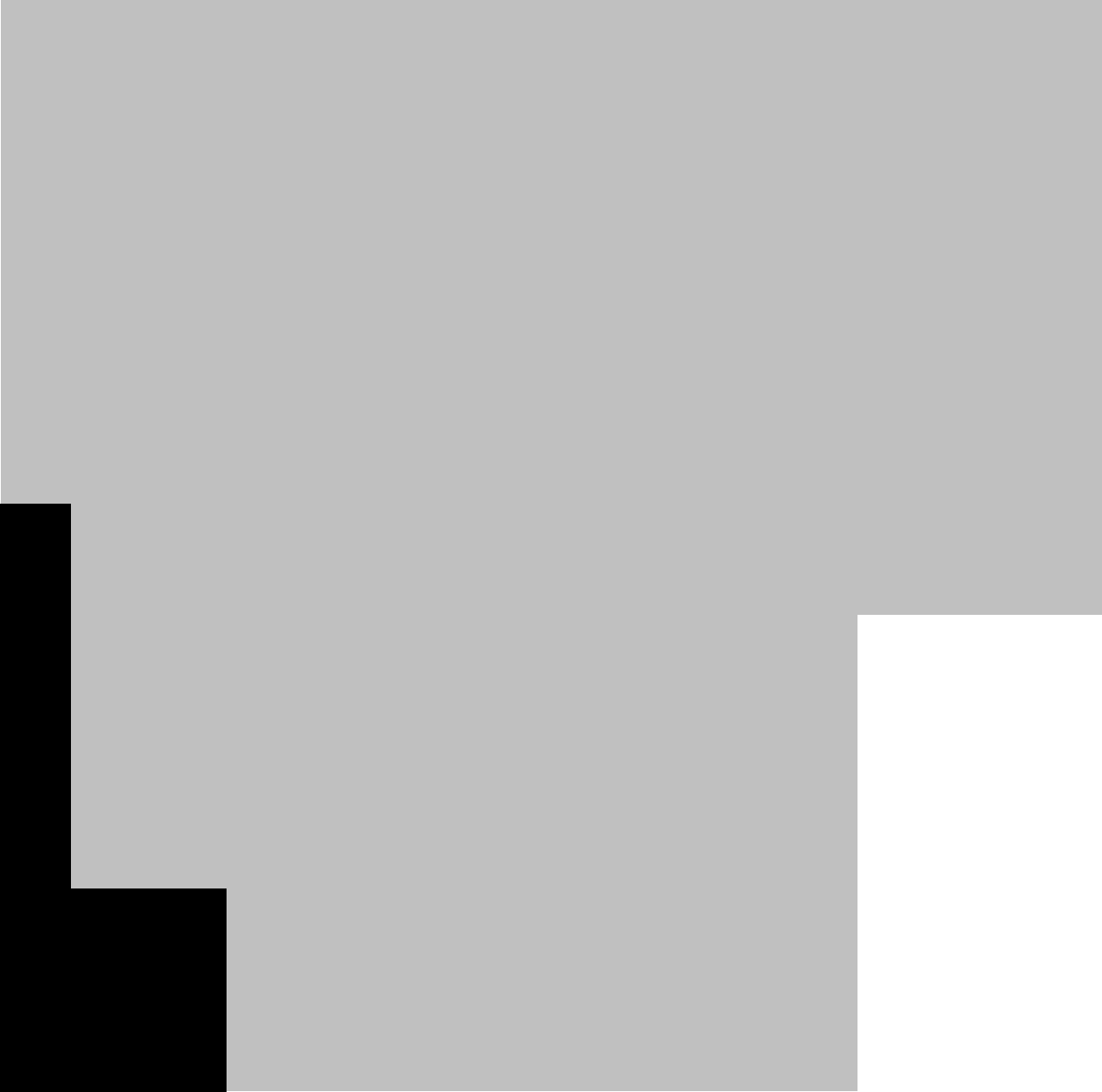
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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p style="text-align: center;">Projectors</p> <p>The purchase of large screen computers enhanced instruction at all levels of our district. The units were placed in multipurpose locations at each building. Commercial TVs were installed at the High and Middle School in various locations. The displays enhanced our ability to communicate grant funded programs to our students, faculty, and staff.</p> <p style="text-align: center;">Parent Workshops</p> <p>The following workshops were offered to our Parents in the 21-22 school year: eSchool Parent Portal Description: This workshop is geared towards parents & guardians who have a child(ren) in grades 6-12. In this workshop, learn how to navigate the parent portal to view grades & attendance information. ParentSquare Description: ParentSquare is our District's communicate tool. In this workshop, you will learn how to sign in & navigate the platform. How to help your child navigate the Google Classroom at home [Elementary] Description: This workshop is geared for parents & guardians in grades K-5. In this workshop, you will learn how to navigate the Google Classroom, see present & past due assignments and view grades in the platform. You will also be able to see how to sign up to parent/guardian reports. How to help your child navigate the Google Classroom at home [Secondary] Description: This workshop is geared for parents & guardians in grades 6-12. In this workshop, you will learn how to navigate the Google Classroom, see present & past due assignments and view grades in the platform. You will</p>	

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Summary of New Programs <i>or</i> Expansion of Existing Programs in Current Year	Investment (\$)
<p data-bbox="542 533 683 562">Sound System</p> <p data-bbox="542 1289 824 1318">Purchase student instruments</p>	<p data-bbox="867 380 1166 499">purchased to offset the costs of transporting Marching Band equipment to competitions for years to come.</p> <p data-bbox="867 520 1143 579">This project was moved to a different funding source.</p> <p data-bbox="867 600 1166 659">The following instruments were purchased:</p> <p data-bbox="867 680 1019 905"> Series 4- Valve 4/4 BBb Tuba Makala Classic </p>

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>Purchase Electric Baby Grand pianos</p> <p>Expand Secondary course offerings</p> <p>Summer Camps</p>	<p>bottom</p> <ul style="list-style-type: none"> • Championship 28" Bass drum with carrier and case, blue fade bottom • Championship 14" Snare Drum with carrier and case, Blue fade bottom • Championship Quint Tenor drums with carrier and case, Blue fade bottom <p>To upgrade our performance instruments, we purchased the following instruments:</p> <ul style="list-style-type: none"> • Digital Piano (Black) Pedal • Baby Grand Digital Piano • Digital Piano (Black) <p>Using ARP funding we have expanded our Electronic Music Lab to include the updated tools, materials, and software that will allow us to run a new Electronic Music 2 course at the High School.</p> <p>Curriculum for the development of an Electronic Music elective at the Middle School was written and the course was offered to students in the 21-22 school year.</p> <p>We have expanded course offering in vocal and instrumental music by hiring both a Choral teacher and an Instrumental teacher at the High School. We have braided our ARP funds with additional resources to meet this goal.</p> <p>A secondary Music Production Enrichment workshop is being held this summer.</p> <p>*Extended Day programs for instrumental enrichment and NYSMMA preparations were offered to students during the school year.</p>
<p>Planned Interventions</p> <p>Computers</p>	<p>Visual & Performing Arts 21-22 District Actions</p> <p>Both HP and Apple computers</p> <p>201,755.67</p>

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<p>replaced.</p> <p>To engage all students, a variety of enriching Extended Day</p> <p>Extended day theatre workshops</p>	

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

