

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 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)

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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	An additional 11 instructional staff and academic supervisors were hired to focus on learning loss, particularly at the secondary level.	Feedback focused on the impact in person teaching would have on students after a year of hybrid instruction.	1,347,320
Reducing class sizes	Wherever space allowed we reduced class size. 10 additional teachers were hired in order to reduce class size.	An overarching comment from our community is a desire to reduce class size.	1,032,710
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Increased staff in targeted areas directed at addressing the needs of at risk students.	Comments focused on supporting our most at risk students.	279,195
Addressing student social-emotional health	Seven additional PPS staff and 1 administrator were added in order to target the myriad of social and emotional needs our students returned to school with.	Our community was extremely concerned about the SEL needs of our students. There was a tremendous amount of support for the increased PPS staff.	800,422
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Special Education needs were addressed through an increase of 7 special education teachers and 3 speech teachers. Our ESL and bilingual program was increased by 2 teachers and a bilingual social worker.	Parents and community members were concerned about our students with disabilities, as well as our language learners.	1,485,420

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.

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 space	Our facilities are used at close to 100% capacity. In order to properly reduce class size we need to add space through funding a transfer to capital account.	Our community has consistently been supportive of our increasing space. They supported the development of a capital reserve to be used to fund construction to increase instructional space.	2,845,000
Clerical support for increased staffing	With the addition of 43 instructional, PPS and administrative staff there was a need for additional clerical support.	Feedback indicated that there was an understanding as to why we needed the increase in clerical support.	287,216

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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. **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)**

We solicited public comment during each of our budget presentations. These presentations included an indepth explanation of each budget category and clearly delineated the increase in spending. Community input was overall supportive of the budget and the increases in spending in each category. There was comment about the need for increased funding for security. It was explained that there was an increase in funding for security utilizing smartbond funds which were not included in the budget and did not utilize foundation aid.

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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 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
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

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Program Goals	Per Pupil Teacher Ratios (# : #)
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

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>Planned Interventions</p> <p>Literacy Development 21-22 District Actions</p> <p>Interventionists/ Teaching Assistants</p> <p>To address learning loss in literacy acquisition, we developed the position of Literacy Interventionist. 2 Interventionists were assigned to each district building. The Literacy Interventionist works with district administrators and staff developers to develop and provide comprehensive interventions to students using relevant and timely instructional data. Literacy interventionists are full time Level 3 certified Teaching Assistants trained in Wilson Reading and/or F&P Leveled Literacy Interventions. They provide AIS services to students on a schedule that is least disruptive to the educational program.</p> <p>Professional Development</p> <p>As a district we have followed the practices of guided reading as defined by the research of Fountas & Pinnell. To enhance our literacy program and instructional delivery in ELA, we have included the F&P Read Aloud & Mini Lesson Curriculum writing programs in our practices. Professional development on using these program materials was provided to ensure that programs are used with fidelity.</p> <p>Curriculum writing and project development for the enhancement of our literacy program has occurred at all levels. Our K-6 Staff Developers worked to development comprehensive and supportive systems for improving our building based leveled literacy book rooms. At the Middle Level, we are developing an 8th grade writing course to address students learning loss in writing. At the High School we have developed new and engaging</p> <p>Parent workshops & resources</p>	557,367.66

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<p>elective courses in Visual Storytelling and Investigative Literature to attract students and enhance opportunities for literacy development. In addition, curriculum writing for upper-level English was completed to address learning loss by focusing on priority standards through a College & Career readiness lens.</p> <p>The goal of the Book Buddies Home Based Extended Day was for parents to observe and learn how to make reading a fun and regular activity in their home. The program ran virtually in the evening and was open to all students in the district. Each week a book is selected and read by a district staff member in both English and Spanish. Students were given a bag containing engaging book related activities to complete with their family each week.</p> <p>Fountas & Pinnell Classroom 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>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. 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. Progress monitoring data was collected weekly. Additionally, we refined our existing Extended Day program through a more structured model that expanded contact time with teachers, lowered session enrollment, and utilized targeted intervention resources. Data collection on student progress was collected bi-weekly. To engage all students, a variety of enriching literacy based Extended Day workshops were open to students at all levels. The Literacy based Extended Day programs included:</p>	<p>Instructional Materials</p> <p>Extended Day interventions</p> <p>Summer programs</p>

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<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 Saturday school 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>Planned Interventions</p> <p>Mathematical Studies 21-22 District Actions</p> <p>Assessment software</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. 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. 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. Freckle Math was utilized in conjunction with STAR assessments to provide targeted instructional support and remediation for individual students in grades 2-8. 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.</p> <p>AIS software/ resources</p> <p>Elementary Math Staff Developers</p> <p>HS PD series</p>	<p>536,110.66</p>

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<p>The Math Staff Developer at each building head the implementation of 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>	MS PD series
<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 School Math Chairperson, Middle School math instructors worked to refine our 6, 7, & 8th Scope and Sequence and corresponding standardized exams. The refined curriculum and standardized exams will provide common language to build further professional development initiatives in mathematics. A math coach was introduced at the 6th grade level to support the work of our Math Chairperson.</p>	Substitute teachers to support Math PD
<p>At the elementary level, two certified teachers were hired to support and sustain quality classroom instruction while classroom teachers received professional development in mathematics.</p>	PLCs/workshops
<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>	Curriculum writing
<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.</p>	Home-school resources

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<p>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>STAR Freckle, Reveal, and Delta Math were utilized to support home-based learning.</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 style="text-align: right;">Materials/manipulatives/calculators</p> <p style="text-align: right;">Tutoring/Extended Day/Saturday</p>	
<p>Planned Interventions</p> <p>Learning Loss Interventions 21-22 District Actions</p> <p style="text-align: right;">Professional Development</p> <p>The Executive Director for Instructional Services spearheaded initiatives and provided supportive professional development opportunities to staff in numerous areas... quarantine instructional programs, Data Driven Instruction, K-6 literacy, K-6 mathematics, targeted learning loss interventions, expanded summer School programs, and Saturday School programs.</p> <p>All curriculum projects noted in this project report were completed through a learning loss lens to address the needs and interests of our students. To address the Learning Loss identified in our Secondary Science students, we have developed curriculum to offer an introductory Chemistry course entitled, Everyday Chemistry. To address learning loss at the Middle level, we have added an additional 42minute block of ELA to the 6th grade schedule, a writing class for 8th grade students, and math enrichment class for 7th graders. Curriculum writing in MS Art, Music, and FACS was completed to address the major shift in the building schedule resulting from these initiatives.</p> <p>A Review of our Credit Recovery program allowed us to refine offerings and develop a cohesive program for addressing student needs. Expansion in Credit Recovery opportunities were not warranted at this time. Extended Day funds were</p> <p style="text-align: right;">Curriculum writing</p> <p style="text-align: right;">Expand Credit Recovery programs</p> <p style="text-align: right;">Alternative learning opportunities</p>	<p>\$1,413,824.67</p>

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<p>utilized to support the students enrolled in Credit Recovery Courses. We have expanded our summer school offerings to include Health, Art, and Spanish to allow for Credit Recovery in these special areas.</p> <p>The pandemic required administration to conduct contact tracing practices that resulted in a significant number of students to be placed on quarantine. Secondary Remote Learning Support content certified teachers were compensated to host live support classes in their subject area. Students on quarantine were required to log in following a standardized schedule. The remote learning content area teacher was available at the designated time to track student attendance and provide instructional support to students as they complete their teacher assigned class lessons. The Elementary Remote Learning teacher ran a full day program following grade level curriculum, offering live support following a structured age-appropriate schedule. To support district students that elected to have full remote instruction in the 21-22 school year, we have collaborated with our local BOCES to enroll our remote students in their remote learning school. As part of our participation in this program, we donated an elementary classroom teacher whose salary was paid with district funds. To support students enrolled in the Secondary BOCES virtual school, we donated a Social Studies instructor for a class period. This additional teaching period was covered through grant funds. 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>Intensive Extended Day in literacy for grades 3-6 Saturday sessions for High School students</p> <p>Literacy Interventionists at each building provided intensive tutoring support to students in Literacy.</p>	<p>Tutoring programs</p> <p>Homework centers</p>

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<p style="text-align: center;">Wilson Literacy tutoring at the Middle Level</p> <p>Grade level Homework Centers were developed to support our Middle School students. Homework Centers were managed by certified teacher. In addition to grade level centers, a Homework center for entering and emerging ELL students was be managed by a bilingual certified teacher.</p> <p>Remedial summer classes are available to students in grades7-12 who are struggling in core subjects.</p> <p>Remedial summer classes are available to students in grades preK-6 who are struggling in core subjects.</p>	
<p>Planned Interventions</p> <p>Data Driven Instruction 21-22 District Actions</p> <p>Benchmarking Software</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. Common Lit provides comprehensive, level literacy resources and benchmarking assessments for students in grades 7-12. 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. Renaissance Freckle diagnostic prescriptive software for Math & ELA extended day interventions was purchased for students in grades 1-9 and used to complement our data driven instruction initiatives in combination with STAR assessments and AIS programs.</p> <p>Professional development on the development of Formative assessments, collection of data and utilization of various data reports available in the</p>	<p>\$67,303.33</p>

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<p>program was provided to all Secondary math teachers. Understanding that learning loss in mathematics presents a unique challenge for instructional planning. The McGraw Hill Reveal Math program is designed to collect student data real time and respond with differentiated instructional activities. Professional development on the collection of data and utilization of various resources available in the program was essential. STAR renaissance assessments collect student data and respond with individualized instructional activities through the Freckle program. Professional development on using STAR assessment data in conjunction with FRECKLE was conducted. Our Superintendent's Conference Days focused on provided professional development in Data Driven Instruction. The focus was addressing learning loss through an accelerated learning approach. Formative assessments are key to this strategy.</p> <p>As part of our instructional data initiatives, the district developed a focused Data Driven Instruction Committee with the intent to establish DATA TEAM PLCs at each school. The DDI Committee focused on examining our current practices, exploring best practices that may enhance our work, and providing suggestions for our continued work in this area.</p>	
<p>Planned Interventions</p> <p>The high school received a full time Art teacher and elective periods in SAT Prep and Sports & Event Marketing. The middle school ran elective periods in the following topics: Literary Theatre - Book Club Elective- SAT Prep -The Great Debate - 21st Century Technology- Pop Culture- Everyday Art- Music Production- -Power of Social Studies- Through the Decades-Fairytale Explorations- Speaking up and Out- and Just Words. An additional Secondary Science teacher was hired to allow for more elective offerings at the Secondary Level.</p> <p>Curriculum writing work was completed for 6th, 8th, and Marine Studies high school electives to refine and align our science curriculum to Next Gen Learning Standards.</p>	<p>Extended Learning 21-22 District Actions</p> <p>Elective course offerings at Secondary level</p> <p>Next Gen Science Curriculum</p> <p>Science & Math Research programs</p> <p>\$659,324.67</p>

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<p>We hired an Independent Science Research teacher. Summer enrichment in Independent Research is being offered at the Middle and High School level. Curriculum and program development projects were completed in AP Research for the enhancement our Elementary STEM enrichment program. Due to interrupted learning brought on by the pandemic, an extensive extended Day program was established to support students in their Independent Science Research.</p> <p>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>Lego Kits and materials were purchased for MS and HS programs. Extended Day open library makerspace sessions were offered at all levels.</p> <p>Computers for both MS and HS robotics were purchased, allowing us to expand our program curriculum and enroll more students in robotics classes. LEGO robotics kits were purchased for our Middle School robotics class, allowing us to sustain and expand our program. Extended Day Coding workshops were offered at the Elementary level. Curriculum writing projects in Middle School Technology & Robotics were conducted.</p> <p>To support our students enrolled in our AP courses funds were used in the following ways:</p> <ul style="list-style-type: none"> • Saturday School Accelerated Learning Workshops • Extended Day remedial sessions • Expanded learning time for AP Sciences <p>eSports</p> <p>Additional eSports units were purchased to increase the numbers of students who can participate in our program. We now have an eSports team at the Middle School and High School level.</p> <p>Theme Driven Extended day workshops/clubs</p> <p>A variety of enriching Extended Day workshops were offered to 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 	

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<ul style="list-style-type: none"> • Fishing & Marine Studies- HS • Visual History - MS • Stock Market - HS • Science Research – MS/HS • Crochet Club- Elementary • Sewing Club - HS <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Secondary Summer Enrichment</p> </div> <div style="width: 60%;"> <p>High School ENRICHMENT</p> <p>Middle School ENRICHMENT</p> <p>Multi-Level Sports Clinics</p> <p>Animation HERO'S</p> <p>Chemistry JOURNE</p> <p>Boot Camp Y-FUN, FILM</p> <p>College Ready and MOVIES</p> <p>Boot Camp DEK HOCKEY</p> <p>Workshop ARTS and CRAFTS</p> <p>Marine Studies PICKLEBALL</p> <p>Music ALL SPORTS</p> <p>Production CAMP</p> <p>Photography DRAMA</p> <p>Printmaking ROBOTICS</p> <p>ng Sewing MYSTERY</p> <p>Camp Y</p> <p>Organic Gardening SOLVER'S CAMP</p> <p>True Crime SCIENCE RESEARCH</p> <p>Investigati CH</p> </div> <div style="width: 10%; text-align: center;"> <p>Bowling</p> <p>Basketball (boys)</p> <p>Field Hockey</p> <p>Football</p> <p>Lacrosse</p> <p>Soccer</p> <p>Strength & Agility</p> <p>Tennis</p> <p>Volleyball</p> <p>Wrestling</p> </div> </div>	

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Summary of New Programs <u>or</u> Expansion of Existing Programs in Current Year	Investment (\$)
<p style="text-align: center;"> UKELELE ons CAMP Unleash VIRTUAL Your FIELD Power! TRIPS Independ DANCE ent AND Research CHOREO GRAPHY Elementary Summer Enrichment </p>	
<p>Planned Interventions</p> <p style="text-align: center;">Language Learning & Cultural Appreciation 21-22 District Actions</p> <p style="text-align: center;">ENL/Bilingual Instructors</p> <p>3 Elementary ENL/Bilingual certified teachers were hired for an additional Kindergarten and sixth grade Bilingual classes. The third bilingual teacher was utilized to support bilingual students in grades K-5 suffering from significant learning loss and academic delays.</p> <p style="text-align: center;">Benchmarking tools for ELL</p> <p>Raz Kids ELL was utilized to provide comprehensive, level literacy resources and benchmarking assessments for ELL students in grades k-12.</p> <p style="text-align: center;">Language learning labs</p> <p>A software driven language lab was installed at the High School to enhance our various language learning instructional programs. ENL students, World Language students, and community members enrolled in our Saturday programs benefited from this evidence based instructional tool. Funds were also used to purchase quality headphones that will support the sustainability of this program.</p> <p style="text-align: center;">Classroom libraries</p> <p>To enhance our bilingual classroom environments, we purchased bilingual classroom libraries to support literacy learning. These enhanced texts will benefit Native Language Arts and Literacy instruction as well as content-based learning. Each classroom in grades K-12 serving bilingual students received Scholastics "Ready to Go Espanola" classroom sets.</p> <p style="text-align: center;">Classroom resources</p>	<p>\$485,400.67</p>

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<p>Bilingual book selections for our SORA electronic library database, Lee and Low's Middle School and High School bilingual collections, First Book(.org) nonfiction bilingual collections, and Common-Sense media bilingual and/or Spanish fiction and nonfiction texts were purchased for the Middle and High Schools. Additionally, funds were utilized to replenish and renew our K-12 ESL curriculum materials.</p> <p>Two full time bilingual teaching assistants were hired to support our Bilingual Elementary students and Bilingual High School students.</p> <p>The pandemic has had a disproportional impact on our immigrant families, generating significant learning loss, trauma related incidents, and significant social emotional and behavioral difficulties in students of this subgroup. Resettlement movements have generated an increase in our bilingual student population with significant trauma driven needs. The Coordinator of Bilingual programs was charged with addressing the unique academic and social emotional needs of ELL students by providing professional development and academic support to our team of bilingual classroom teachers. The addition of Coordinator has allowed us to implement professional development through the researched based model of continued contact and Data Driven Instruction.</p> <p>We utilized our funds to offer an Italian Cultural Club to Secondary students and to expand our support to new entrants by hiring additional Newcomer Coaches. Newcomer Coaches host activities for students in all grades who are new to the country and/or our district.</p> <p>Curriculum development</p>	<p>Bilingual Teaching Assistants</p> <p>Professional Development</p> <p>Student clubs/activities</p> <p>Curriculum writing was completed to refine our summer programs designed for Newcomer, Emerging, and Transitioning ELL students. We have expanded our course offerings to provide High School students with courses steeped in cultural appreciation by developing curriculum for a World Language based Visual Storytelling course, an advanced Foreign Film Studies course, and to refine our Passport to Italy course. To deliver these expanded offerings, two Spanish certified teachers were added to our World Languages Department. To address learning loss and align our curriculum with the new Next Gen and World Language NYSED standards, curriculum writing</p>

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<p>projects were completed in the following courses:</p> <ul style="list-style-type: none"> • Native Spanish 7 • Spanish 7 • Spanish 8 • Italian II • Italian III • Italian 4 • Italian 5 • Expanding ENL • ENL College Prep • BIL Part/Gov 	
<p>Planned Interventions</p> <p>Social Emotional Learning 21-22 District Actions</p> <p>Social Worker (3 itinerant)</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>Counseling Services</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. An additional Guidance Counselor was hired to increase student contact time with building counselors.</p> <p>Mentoring Programs</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 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>Summer Interventions</p>	<p>\$460,904.00</p>

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<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 interactions with our local law enforcement.</p> <p>Curriculum Resources</p> <p>Parent Workshops</p> <p>Professional Development</p> <p>Student Clubs</p>	
<p>Planned Interventions</p> <p>Two additional Attendance Intervention Teams were established at each building to extend the impact of our current Attendance teams. Each team was made up of two professionally certified staff members. Teams were charged with making home visits for educational consult with chronically absent students and their families. Teams worked with families to develop an intervention plan and to schedule follow up conferences for home and school collaboration. Teams received caseloads from building administration and provided reports on consultations, intervention plans, and follow up meetings to the building principal and program coordinator, the Asst. Supt. For Student Services.</p>	<p>Chronic Absenteeism 21-22 District Actions</p> <p>Attendance teams</p> <p>Mentoring programs</p> <p>\$118,180.00</p>
<p>Planned Interventions</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</p>	<p>Civic Minded School Culture 21-22 District Actions</p> <p>Restorative Justice</p> <p>Diversity Education</p> <p>\$411,646.00</p>

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<p>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 Restorative Practices, data driven instruction, trauma-based education, & instructional practices. To expand our efforts in Restorative Justice practices, we utilized a variety of opportunities provided through the procurement of ARP funds. A district committee was developed to plan a district wide roll out of age-appropriate activities and actions. At the Elementary level administrators were trained in Restorative Practices and turn keyed Restorative circle training to K-5 teachers. Our Elementary "Civics Readiness" Saturday program opened each day with a class Restorative Circle activity. At the Middle Level, we implemented peer mediation through our Extended Day program. This program was led by a trained guidance counselor.</p> <p>We expanded our efforts in Diversity Education by joining our Western Suffolk BOCES Diversity Consortium. Other efforts in diversity education included the expansion of our library collection and our curriculum development projects in Civic Readiness and Cultural Appreciation education.</p> <p>At the Elementary level, we expanded our instructional program through the development of a School Wide Civic Readiness program. Students were engaged in a variety of activities that focused on community involvement and Civic Responsibilities. We ran theme activities that engaged students and families in the voting process. Our Elementary Saturday Program was designed to immerse students in activities centered around Civic Readiness Skills. At the Middle level, curriculum work was done to enhance our Social Studies curriculum to align with the work of NYSED Civic Readiness initiative. We are poised to introduce a comprehensive program 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,</p>	<p>Civic minded Curriculum</p> <p>Debate & Mock Trial programs</p>

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<p>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 Contemporary America to include a second-year advanced elective offering.</p> <p>We have braided our various funding sources to develop a comprehensive, quality program that will support our Civic Readiness and Restorative Justice initiatives and our law education program at the High School. Core to this work is the installation of a fully equipped Mock Trial Courtroom, which will be funded as a Capital project. In preparation for the installation of our Courtroom, we have used ARP funds to develop curriculum for an Advanced Criminal Justice elective course and to establish a Mock Trial afterschool club open to all High School students.</p> <p>At the Middle Level, we implemented peer mediation through our Extended Day program. This program was led by a trained guidance counselor.</p> <p>Funds were utilized to secure agency Behavioral Consultants. Consultants were utilized throughout the district on an as needed basis. They collaborated 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>Certified teachers for ISS management</p> <p>The educational teams representing our four elementary 8:1:1 classes all received CPI training.</p> <p>School Community Themes</p>	<p>Peer mediation</p> <p>Behavioral Consultant</p> <p>Mentor programs</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>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

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<p style="text-align: center;">Campaign (t-shirts/garb/daily messages)</p> <ul style="list-style-type: none"> • 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 School. Students participated in schoolwide activities each week around these Civic Readiness Concepts:</p> <ul style="list-style-type: none"> • Getting to Know One Another. • Good Citizens • Our Community • Needs vs Wants • Caring for Our Environment • We Can Make a Difference! • How Can I help? • Our Voice Matters • My Voice Matters • Caring & Sharing 			
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Planned Interventions</p> <p>Programs offered included:</p> <ul style="list-style-type: none"> • Exercise Club • Fit Bit Club • Fitness Club • Health and Wellness Activity Club • Am & Pm Extended Intramurals • Let's Move Club • Soccer Club • Yoga <p>We have moved this goal to be funded as a Capital Project.</p> <p>We have moved this goal to be funded as a Capital Project.</p> <p>We have moved this goal to be funded as a Capital Project.</p> <p>We have purchased: Daktronics FB-2018 Football scoreboard and controller. Wireless remote control for scoreboard system. 1 850.00 850.00 120 Volt Trumpet Horn (loud!) 1 750.00 750.00</p> <p>We have moved this goal to be funded as a Capital Project.</p> <p>The following purchases were made for the renovation of our High School Weight Room:</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Health, & Wellness 21-22 District Actions</p> <p>K-6 Intramurals programs</p> <p>Repair baseball fields</p> <p>Outfit fields with bleachers</p> <p>Secure protective fencing and barriers on fields</p> <p>Scoreboard</p> <p>Playgrounds</p> <p>Weight Room</p> <p>Blacktops/bb court</p> </td> </tr> </table>	<p>Planned Interventions</p> <p>Programs offered included:</p> <ul style="list-style-type: none"> • Exercise Club • Fit Bit Club • Fitness Club • Health and Wellness Activity Club • Am & Pm Extended Intramurals • Let's Move Club • Soccer Club • Yoga <p>We have moved this goal to be funded as a Capital Project.</p> <p>We have moved this goal to be funded as a Capital Project.</p> <p>We have moved this goal to be funded as a Capital Project.</p> <p>We have purchased: Daktronics FB-2018 Football scoreboard and controller. Wireless remote control for scoreboard system. 1 850.00 850.00 120 Volt Trumpet Horn (loud!) 1 750.00 750.00</p> <p>We have moved this goal to be funded as a Capital Project.</p> <p>The following purchases were made for the renovation of our High School Weight Room:</p>	<p>Health, & Wellness 21-22 District Actions</p> <p>K-6 Intramurals programs</p> <p>Repair baseball fields</p> <p>Outfit fields with bleachers</p> <p>Secure protective fencing and barriers on fields</p> <p>Scoreboard</p> <p>Playgrounds</p> <p>Weight Room</p> <p>Blacktops/bb court</p>	<p>\$413,725.33</p>
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Precor BP FTS	
Glide	
Treadmills York Triceps	
Elliptical Rope - Double	
Adaptive Motion Grip York	
Trainer BG Deluxe Stirrup	
Expresso GO Handle	
Upright Bike Precor	
BG Expresso Resolute	
GO Recumbent Diverging Lat	
Bike Pull	
Free Weights Precor Resolute	
Power Lift Pro Converging	
Multiangle DB Chest	
Bench Precor Resolute	
Power Lift Fixed Diverging Low	
Pad Glute Ham Row Precor	
Bench Power Resolute	
Lift Artwork Converging	
Setup Shoulder	
Fee/Bench Precor Resolute	
Dumbbells & Leg Extension	
Rack Bars & Precor Resolute	
Collars Leg	
Functional Press	
Training Precor Resolute	
Equipment Soft Seated Leg	
Plyo Curl Precor	
Boxes Resolute	
Escape Delt/Pec Fly	
PlyoSoft Box Med Balls &	
Set/4ea Rack	
TRX	
Suspension	

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<p style="text-align: center;">Trainer Club 4</p> <p>We have moved this goal to be funded as a Capital Project. Install obstacle courses</p> <p>We have moved this goal to be funded as a Capital Project. 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 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. Expand Eagle's Nest</p> <p>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 us to increase the efficiency and accessibility of our program.</p> <p>To ensure we provide physical education in a supportive and safe environment, a certified k-12 physical education teacher has been added to our athletics department. This addition to our staff has allowed us to lower class size in Secondary PE to approximately 35 students per section.</p>	
<p>Planned Interventions</p> <p>College & Career Readiness 21-22 District Actions</p> <p>CDOS program (courses/technologies/work study)</p> <p>We contracted with Career Education Opportunities Inc. to help us deliver a school to work CDOS pathway program for our Special Education students. The services provided include education, transition planning, and work study placements. The CDOS work study proposal was designed specifically for our Special Education students enrolled in our 12:1:1 program. This summer we are working with Career Education Opportunities Inc. to offer a work study program by employing our students to work in the district's food pantry.</p> <p>College & Career Center Counselor</p>	<p>\$303,110.00</p>

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<p>As a high needs district, our students have traditionally struggled with post-secondary planning. Stressors created by the pandemic have only increased the obstacles our students must overcome. A designated College and Career Guidance Counselor was charged with managing our High School College and Career Center, hosting post-secondary planning workshops, and expanding opportunities and offerings designed to educate students and families as they prepare for the transition from high school.</p> <p>Based on student interest, expansion of HS CTE opportunities were not warranted at this time.</p> <p>We partnered with Princeton review to offer our high school students a comprehensive SAT test prep program</p> <p>Following school closures resulting from the pandemic, enrollment in our SCC Beacon program courses has declined significantly. In addition, the number of students enrolled in course but not electing to receive credit has increased. We offset student tuition costs for ~ 265 seats (10 sections) of college level courses. Offerings included language, math, and science college level courses.</p>	
<p>Planned Intervention</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 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</p>	<p>Lifelong Learning 21-22 District Actions</p> <p>Teaching Assistant Academy</p> <p>Parent Trainings</p> <p>\$73,358.33</p>

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<p>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 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</p>	<p>New Teacher Training</p> <p>Leadership</p>

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<p>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, 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>																	
<table border="0"> <tr> <td data-bbox="203 905 699 955">Planned Interventions</td> <td data-bbox="699 905 1198 955">Instructional Technology 21-22 District Actions</td> </tr> <tr> <td data-bbox="203 955 699 1018"></td> <td data-bbox="699 955 1198 1018">Technology Mentors</td> </tr> <tr> <td data-bbox="203 1018 699 1228"> <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> </td> <td data-bbox="699 1018 1198 1228">Technician</td> </tr> <tr> <td data-bbox="203 1228 699 1302"> <p>An additional technician was added to our team to support our fully 1-1 environment.</p> </td> <td data-bbox="699 1228 1198 1302">Storage/charging systems</td> </tr> <tr> <td data-bbox="203 1302 699 1417"> <p>Chargers were purchased to replace lost and damaged items and ensure students accessibility to instruction.</p> </td> <td data-bbox="699 1302 1198 1417">Chromebooks</td> </tr> <tr> <td data-bbox="203 1417 699 1564"> <p>Chromebooks were purchased through an alternate funding source to ensure the district's ability to sustain our 1-1 environment after the ARP 3-year grant period.</p> </td> <td data-bbox="699 1417 1198 1564">Projectors</td> </tr> <tr> <td data-bbox="203 1564 699 1827"> <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> </td> <td data-bbox="699 1564 1198 1827">Parent Workshops</td> </tr> <tr> <td data-bbox="203 1827 699 2001"> <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</p> </td> <td data-bbox="699 1827 1198 2001">Extended Day</td> </tr> </table>	Planned Interventions	Instructional Technology 21-22 District Actions		Technology Mentors	<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>	Technician	<p>An additional technician was added to our team to support our fully 1-1 environment.</p>	Storage/charging systems	<p>Chargers were purchased to replace lost and damaged items and ensure students accessibility to instruction.</p>	Chromebooks	<p>Chromebooks were purchased through an alternate funding source to ensure the district's ability to sustain our 1-1 environment after the ARP 3-year grant period.</p>	Projectors	<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>	Parent Workshops	<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</p>	Extended Day	<p>\$143,719.33</p>
Planned Interventions	Instructional Technology 21-22 District Actions																
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<p>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 also be able to see how to sign up to parent/guardian reports. Cyber Safety - How to keep your child safe in all facets of technology at home Description: In this workshop, you will learn about tips & tricks on how to keep your child(ren) safe while using technology at home. Digital Citizenship - Digital Footprints & Reputation Description: In this workshop, you will learn why it is important to keep your personal information private and be aware of the digital footprint you are creating online that will stay with you forever.</p>		
<p>Planned Interventions</p> <p>We have moved this goal to be funded as a Capital Project. We are very excited about the plans for the renovation of our High School and Middle School libraries which will begin this summer.</p> <p>Elementary library development</p> <p>Online library Sora development</p>	<p>Multimedia Centers 21-22 District Actions</p> <p>HS library development</p> <p>MS library development</p> <p>We have braided our various funding sources to enhance our digital library collection. Many new selections were added at all levels this school year.</p>	<p>\$2,666.67</p>
<p>Planned Interventions</p>	<p>Musical Arts & Appreciation 21-22 District Actions</p> <p>Marching Band Uniforms</p>	<p>472,247.00</p>

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>The Copiague schools Marching Band uniforms were redesigned to meet our current needs and have been secured for use during the 22-23 school year and beyond.</p>	
<p>A district box truck with lift was purchased to offset the costs of transporting Marching Band equipment to competitions for years to come.</p>	
<p>This project was moved to a different funding source.</p>	
<p>The following instruments were purchased:</p>	
<p>Series 4-Valve Roy Seaman</p>	
<p>4/4 BBb Tuba Storm Piccolo</p>	
<p>Makala Classic Silver Plated</p>	
<p>Concert Ukulele keys with Wave</p>	
<p>Half Dampen Head Joint</p>	
<p>pedalSoft case Student Flute</p>	
<p>Brass BBb Student Oboe</p>	
<p>Sousaphone, Standard Resin</p>	
<p>silver Prelude Bb Clarinet Bb</p>	
<p>Student Model Bass Clarinet</p>	
<p>Trumpet Standard Alto</p>	<p>Expand elementary curriculum using Orff system</p>
<p>Standard Bb Saxophone</p>	
<p>Trumpet Lacquer Finish</p>	
<p>Prelude Student with nickel keys</p>	
<p>model Standard Tenor</p>	
<p>Trombone Saxophone</p>	
<p>Marching Bb Lacquer Finish</p>	
<p>Baritone, silver with nickel keys</p>	
<p>Diplomat Series Intermediate</p>	
<p>3/4 Bb Baritone Baritone</p>	
<p>Horn Saxophone</p>	
<p>We have purchased the following instruments for our Elementary program:</p>	
<ul style="list-style-type: none"> • Orff Xylophone 	
<ul style="list-style-type: none"> • Orff Primary line Deep Bass Xylophone 	<p>Upgrade drumline program</p>
<ul style="list-style-type: none"> • Orff Palisono 100 Tenor-Alto xylophone 	
<ul style="list-style-type: none"> • Orff Primary 1-1 Soprano xylophone 	

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>• World Music Drumming Package AA An additional music teacher was hired to provide instrumental lessons at the elementary level.</p> <p>To upgrade our drumline, we purchased the following instruments:</p> <ul style="list-style-type: none"> • Championship 18" Bass drum with carrier and case, blue fade bottom • Championship 20" Bass drum with carrier and case, blue fade bottom • Championship 22" Bass drum with carrier and case, blue fade bottom • Championship 24" Bass drum with carrier and case, blue fade bottom • Championship 26" Bass drum with carrier and case, blue fade bottom • 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. 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. 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>Purchase Electric Baby Grand pianos</p> <p>Expand Secondary course offerings</p> <p>Summer Camps</p>
<p>Planned Interventions</p> <p>Both HP and Apple computers were purchased for our Fine Arts Department. The computers were used to enhance our Media Arts program at the High School.</p> <p>Digital cameras were purchased to allow for the expansion of our High School photography programs.</p>	<p>Visual & Performing Arts 21-22 District Actions</p> <p>Computers</p> <p>Digital cameras</p> <p>Art supplies</p> <p>201,755.67</p>

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>Art supplies were replenished and enriched at all levels. New materials allowed for engaging and rigorous elementary art projects. Materials for Secondary instruction supported the expansion of offerings as well as the expansion of curriculum. Funds were also used to support the extended day and summer enrichment programs offered this year.</p> <p>Summer camps</p> <p>Summer enrichment programs in Arts & Crafts are being offered to students in grades K-8. Drama and Improv workshops are available to MS and HS students. Summer workshops in Anime', Printmaking, and Photography are available to High School students. Extended Day offerings in the 21-22 school year included:</p> <ul style="list-style-type: none"> • Elementary Art Enrichment • HS Anime • MS Art Club • HS Ceramics • MS Creative Arts Visualization • Crafting workshops • Crochet <p>This project was moved to a different funding source</p> <p>Stage storage system</p> <p>Stage curtains</p> <p>To promote a positive and healthy school community image and engage students in our performance-based programs, new stage curtains in three of our elementary schools were replaced.</p> <p>Extended day theatre workshops</p> <p>To engage all students, a variety of enriching Extended Day workshops were offered to respond to student interests in the Visual and Performing Arts. In addition to the Extended Day programs noted throughout the project report, the following programs were offered:</p> <ul style="list-style-type: none"> • Drama Connections • History Movie Club • Dance Team • Expressive Arts Visualization • Dance Club <p>Summer theatre workshops</p> <p>Both our Middle and High School Summer Enrichment programs offer workshops in drama/improv.</p> <p>To deliver these expanded offerings, a certified Art teacher has been added to our Fine Arts Department.</p>	

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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.

	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.	1,652,511	1,652,511	1,652,511
Operating schools and meeting the needs of students.	529,922	529,922	529,922
Purchasing educational technology.	453,869	453,869	453,869
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.	1,886,329	1,886,329	1,886,329
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	716,118	716,118	716,118
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	761,252	761,252	761,252
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
Totals:	6,000,001	6,000,001	6,000,001

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

(No Response)