

Brentwood UFSD
2021/22 Foundation Aid Financial Plan

Introduction

The 2021-2022 State budget includes language requiring districts that received a Foundation Aid increase of more than 10% or \$10,000,000 in a school year to post a plan for how the funds will be used to address student performance and need, including but not limited to:

- Increasing graduation rates and eliminating the achievement gap;
- Reducing class size;
- Providing supports for students who are not meeting, or who are at risk for not meeting, State learning standards in core academic subject areas;
- Addressing student social-emotional health; and
- Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness.

For the 2021-22 school year, the Brentwood Union Free School District received a Foundation Aid increase of \$35,258,921 or 16.57%. The funding will be used for a variety of programs, services and upgrades aimed at enhancing academic and social opportunities, as well as providing emotional support.

Increasing graduation rates and eliminating the achievement gap

The summer program offerings will be greatly expanded to include opportunities for students of all ages, from those entering kindergarten to those entering grade 12. The goal is to combat learning loss, which may have occurred during the pandemic, provide enrichment for students and to re-acclimate them to full-time, in-person learning. Pupil personnel services (PPS) staff will be available to students attending summer programs to assist with social-emotional challenges. [Click here](#) for a listing of the offerings.

Additionally, the District is offering high school students with credit recovery opportunities and options for acceleration both during the summer and during the academic year.

Reducing Class Size

The district will continue to schedule classes under the contracted class size maximums; therefore, increasing support for individual learners. Academic Intervention and SIFE remedial classes at the secondary level will continue to have a maximum of 24 students.

Providing supports for students who are not meeting, or who are at risk for not meeting, State learning standards in core academic subject areas

Several academic support specialists will be reinstated at all school buildings to target students who are at risk of not meeting State learning standards. These positions include Response to Intervention (RTI) specialists and content area specialists. In addition, a Multi-Tiered System of Supports (MTSS) will be used to identify struggling students early to help them catch up with their peers sooner.

Content area specialists co-teach and co-plan to create a more inclusive classroom. They provide students with classroom-based instructional services, modeling, and specific intervention strategies, particularly for Academic Intervention Services (AIS), English Language Learners and Special Education students. In addition, they assist in the identification of RTI services based on reading inventory assessment results and monitor the growth of students.

There will be a focus on revising curriculum to norm expectations for all students. Teams of content area teachers certified in general education, TESOL and SWD will concentrate on scaffolding the general education curriculum in Algebra I, Global Studies II, US History and Government, Living Environment, English 10 and English 11 to support the needs of students with disabilities as well as students who are acquiring a new language.

Addressing student social-emotional health

The District will expand its PPS staff for the 2021/22 school year. The following positions will be added: social worker, guidance counselor, psychologist and drug counselor. These staff members will address the social-emotional challenges faced by students in recent years.

The District plans to send staff members to become certified in Crisis Prevention Institute (CPI) training. They will then train other staff members. This training offers strategies to respond to crisis situations with a focus on de-escalation techniques and safe, non-restrictive interventions.

Another wellness program being introduced is Breathe for a Change. Psychologists will teach inclusive and trauma informed yoga classes and facilitate wellness and social-emotional learning practices for both students and staff. This training will inspire District stakeholders to use wellness as a vehicle for healing and social change.

The District will install two playgrounds at the elementary level to improve student social emotional health and wellbeing. Spontaneous play on the playground encourages children to explore their physical limits and challenges them to improve skills through regular practice. Playgrounds foster socialization, communication, and cognitive development as well as create an atmosphere where children learn to approach other children through a process of trial and error. Most play is governed by verbal and non-verbal communication cues that help children participate in play. Cognitive or brain development is also greatly enhanced through free play.

Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness

The Brentwood Union Free School District is committed to properly identifying and serving English Language Learners, students with disabilities and students experiencing homelessness. It is our intention to utilize funds to expand on our existing services and practices to better support these subgroups. As a result, the following will be added:

- **One full-time bilingual social worker to be assigned to the Office of Registration-Family Community Center.** The BUFSD recognizes the unique linguistic, cultural, and academic needs of all English Language Learners which include immigrant students, refugees and unaccompanied minors. It is the District's intention to utilize funds to expand on its current transition to school services to further assist the immigrant, refugee, and the unaccompanied minor community acclimate.
- **One SIFE Elementary Teacher on Special Assignment** to support students with interrupted education at the elementary level. In an effort to accelerate the learning of our SIFE population with low literacy skills, the district will add one elementary SIFE teacher on special assignment. The SIFE teacher will provide supplemental instruction to students with low literacy level and create lessons tailored to support our SIFE bilingual students. By providing supplementary services at an early grade level, students will be able to acquire language skills needed to successfully transition to a mainstream classroom.
- **Additional bilingual testers** to assist with proper student placements in the Bilingual/ENL Office Center, which handles registration/enrollment, completion of State-mandated health forms, language assessments, class placements, and overview of District protocols.
- **Offer additional staff development workshops** for ENL, Bilingual, General Education, and Special Education teachers. Despite the challenges of our ELL population and students with disabilities the BUFSD remains committed to the cause of meeting the needs of all students. It is our intention to expand on professional development opportunities in the area of *Effective English Language Development Strategies*. These ELD research-based strategies are included in the SIOP and Collins workshops.
- **Offer TESOL courses at the Teacher Center.** It is our intention to offer an incentive for teachers to obtain TESOL certification. TESOL coursework will equip teachers with the fundamental aspects of language teaching and language learning to better educate our English language learners.

Special Education Needs

To improve life skills for students with significant cognitive delays, ASD, and autism, the District will install four classroom kitchens. Adaptive skills are essential for a child to master to grow into a successful adult. In fact, these skills are defined as practical, everyday skills needed to

function and meet the demands of one's environment, including the skills necessary to take care of oneself. Children with compromised executive functioning issues, ADHD, autism, intellectual delay, and other issues often need direct instruction in adaptive skills. Learning how to cook is a skill that encourages community and family connections, provides greater independence, and possibly leads to a job within the food industry.

Brentwood UFSD plans to purchase one hundred flexible/active sitting desk/chairs. Studies show that from kindergarten to college, active sitting enhances learning and behavior. Students of all ages, including special-needs students, can benefit from active sitting. Students learn better when they can sit actively. Moving and stretching addresses key aspects of UDL (Universal Design for Learning), including enhancing self-regulation through stress reduction, decreasing hyperactivity, and increasing focus. Active/flexible seating also enhances the learning environment for students with sensory issues.

Additional Areas of Need

Due to the receipt of additional Foundation Aid funding, aging infrastructure and field improvements will be addressed throughout the District. Ceiling tile replacement will take place at the High School. Two boilers, both in excess of 60 years old, will be replaced with new, more efficient equipment. Locker rooms will be renovated and significant field upgrades will take place at the High School.

The Brentwood School District looks forward to the acquisition of the balance of Foundation Aid funding owed over the next two school years and it welcomes input from all stakeholders in the Brentwood Community. Feel free to contact the District Clerk to share your thoughts.