

2025-26 Consolidated Application for ESSA-Funded Programs - 2025Introduction - Executive Summary

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Executive Summary

The New York State Education Department (NYSED) has developed the online *2025-26 Consolidated Application for ESSA-Funded Programs* to support the timely administration of programs funded by the Every Student Succeeds Act (ESSA) to local educational agencies (LEAs) across the state. The application is streamlined to focus on the required assurances from Section 8306 of ESSA, as well as fiscal and programmatic information that staff have determined is necessary to properly administer each program. The additional information requested in the application will allow NYSED reviewers to ensure that all LEAs are fully prepared to effectively address key provisions of ESSA regulations. For example, the application includes a significant focus on consultation with required constituent groups in the design of ESSA-supported programs. Even though LEAs will provide assurances that consultation has occurred, NYSED has determined that evidence of that consultation should be provided as part of the application process. Toward that end, documentation of the constituent groups included in consultation, along with an *LEA Affirmation of Private School Consultation* form, will be required as part of the initial application.

The online format dramatically improves NYSED's capacity to collect and analyze district-provided data in a timely manner, and then utilize that data to provide targeted support to LEAs as part of shared continuous improvement efforts. For example, the format will allow NYSED to quickly review LEA-determined per pupil amounts for Title I, Part A programs to confirm that funds for services are appropriately distributed among eligible public and non-public schools. For LEAs whose calculation methodologies are not clear or are not consistent with ESSA requirements, NYSED program staff will be able to provide immediate technical assistance to ensure the proper distribution of funds.

The online application also supports better coordination among NYSED program offices – furthering the Department's capacity to support continuous improvement through technical assistance. For example, consultation forms and other data related to equitable services to private school students and teachers will be shared with the Ombudsman to help coordinate technical assistance and monitoring efforts between the Office of ESSA Funded Programs and the State Office of Religious and Independent Schools. Similarly, data about an LEA's use of Title II, Part A funds will be easily shared with District and School Review Teams from the Office of Accountability and the Office of Educator Quality and Professional Development to help LEAs maximize the use of evidence-based professional development strategies in identified schools.

Questions about the *2025-26 Consolidated Application for ESSA-Funded Programs* may be directed to the Office of ESSA Funded Programs at 518-473-0295 or via email at conappta@nysed.gov. Please visit [our web-site](#) for funding allocations, student counts, and technical assistance resources.

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Submission Instructions

MANHASSET UFSD - 280406030000

Directions for Completing the Application:

- LEAs must complete all sections of the application 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.
- FS-10 Budgets and Budget Narrative forms should be completed in a manner that clearly identifies and aligns proposed expenses with program narratives and use of funds charts.
- Please [click here](#) to view a brief instructional video about completing an FS-10 for the Consolidated Application.
- Please [click here](#) to view a brief instructional video about completing the Budget Narrative.

Directions for Submitting the Application:

- 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 general application materials to the Department.
- LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

*Office of ESSA-Funded Programs - Rm 320 EB**RE: 2025-26 Consolidated Application for ESSA-Funded Programs**New York State Education Department**89 Washington Avenue**Albany, NY 12234.*

- Applications cannot be fully approved without signed (blue ink) hard copies of the FS-10.

Deadline for Submitting the Applications:

- The *2025-26 Consolidated Application for ESSA-Funded Programs* is due by August 31, 2025.
- Signed Budget documents must be postmarked by no later than August 31, 2025.

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Introduction - Point of Contact Information

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Point of Contact Information

MANHASSET UFSD - 280406030000

- Please complete the following chart by providing up-to-date contact information for individuals within the LEA/charter school responsible for work being done in ESSA-funded program areas.**

	Contact Person	Contact Phone Number	Contact Email Address
ESSA-Funded Programs Coordinator	Rebecca Chowske	516-267-7741	rebecca_chowske@manhassetsschools.org
McKinney-Vento Homeless Liaison	Laura Peterson	516-267-7670	laura_peterson@manhassetsschools.org
Neglected/Delinquent Transition Liaison	Laura Peterson	516-267-7670	laura_peterson@manhassetsschools.org
Foster Care Student Point of Contact	Laura Peterson	516-267-7670	laura_peterson@manhassetsschools.org
Migrant Student Data Point of Contact	Laura Peterson	516-267-7670	laura_peterson@manhassetsschools.org

2025-26 Consolidated Application for ESSA-Funded Programs - 2025Assurances & Consultation - Section 8306 Assurances

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Section 8306 Assurances

SEC. 8306 [20 U.S.C. 7846] – Any applicant, other than a state education agency that submits a plan or application under this Act, shall have on file with the state education agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides the following:

- 1. The LEA assures that each program will be administered in accordance with all applicable statutes, regulations, program plans and applications. SEC. 8306. [20 U.S.C. 7846](a)(1)**

YES, the LEA provides the above assurance.
- 2. The LEA assures that the control of funds provided under such programs and title to property acquired with program funds will be in a public agency or in an eligible private agency, institution, organization, or Indian Tribe, if the law authorizing the program provides for assistance to those entities. SEC. 8306. [20 U.S.C. 7846](a)(2)(A)**

YES, the LEA provides the above assurance.
- 3. The public agency, eligible private agency, institution, or organization, or Indian Tribe will administer the funds and property to the extent required by authorizing statutes. SEC. 8306. [20 U.S.C. 7846](a)(2)(B)**

YES, the LEA provides the above assurance.
- 4. The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program. SEC. 8306. [20 U.S.C. 7846](a)(3)(A)**

YES, the LEA provides the above assurance.
- 5. The applicant will adopt and use proper methods of administering each such program, including the correction of deficiencies in program operations that are identified through audits, monitoring or evaluations. SEC. 8306. [20 U.S.C. 7846](a)(3)(B)**

YES, the LEA provides the above assurance.
- 6. The LEA assures that the applicant will cooperate in carrying out any evaluations of each such program conducted by or for the state education agency, the Secretary, or other federal officials. SEC. 8306. [20 U.S.C. 7846](a)(4)**

YES, the LEA provides the above assurance.
- 7. The LEA assures that the applicant will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under such program. SEC. 8306. [20 U.S.C. 7846](a)(5)**

YES, the LEA provides the above assurance.
- 8. The LEA assures that the applicant will submit such reports to the state education agency (which will make the reports available to the Governor) and the Secretary as the state educational agency and the Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program. SEC. 8306. [20 U.S.C. 7846](a)(6)(A)**

YES, the LEA provides the above assurance.

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9. The LEA assures that the applicant will maintain such records, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties. SEC. 8306. [20 U.S.C. 7846](a)(6)(B)

YES, the LEA provides the above assurance.

10. The LEA assures that, before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment. SEC. 8306. [20 U.S.C. 7846](a)(7)

YES, the LEA provides the above assurance.

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State and Federal Assurances (Part 1 of 8)

1. **The following assurances and certifications are a component of your application. By responding "YES" to this item, you are ensuring accountability and compliance with applicable State and Federal laws, regulations, and grants management requirements.**

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- **Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters**
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

Federal Assurances and Certifications, ESEA:

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act.(ESEA)

- **ESEA Assurances**
- **School Prayer Certification**

Please refer to "*Application Assurances*" in the Supporting Documents section of this survey for a complete listing of assurances and certifications for Federal Program funds.

YES, the LEA provides the above assurances.

Supplement Not Supplant (Part 2 of 8)

2. **ESSA Section 1118(b) requires that a local educational agency (LEA) use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.**

Yes, the LEA provides the above assurance.

3. **ESSA Section 2301 requires that a local educational agency (LEA) use Federal funds made available under this subpart to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.**

Yes, the LEA provides the above assurance.

4. **ESSA Section 3115(g) requires that a local educational agency (LEA) use Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.**

Yes, the LEA provides the above assurance.

5. **ESSA Section 4110 requires that a local educational agency (LEA) use Federal funds made available under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.**

Yes, the LEA provides the above assurance.

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6. **ESSA Section 5232 requires that a local educational agency (LEA) use Federal funds made available under subpart 1 or subpart 2 shall be used to supplement, and not supplant, any other Federal, State, or local education funds.**

Yes, the LEA provides the above assurance.

Title I Assurances (Part 3 of 8)

7. **ESSA Section 1112(c) requires each local educational agency plan shall provide assurances that the local educational agency will:**
- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;**
 - (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;**
 - (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));**
 - (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;**
 - (5) collaborate with the State or local child welfare agency to—**
 - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and**
 - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—**
 - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and**
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—**
 - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;**
 - (II) the local educational agency agrees to pay for the cost of such transportation; or**
 - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation;**
 - (6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and**

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(7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

YES, the LEA provides the above assurances.

8. ESSA Section 1115(b)(2)(G) requires that "To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards, each targeted assistance program under this section shall— serve participating students identified as eligible children under subsection (c), including by—providing to the local educational agency assurances that the school will—
- (i) help provide an accelerated, high-quality curriculum;**
- (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and**
- (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.**

YES, the LEA provides the above assurance.

9. ESSA Section 1116 requires that local educational agencies may receive Title I funds only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each local educational agency that receives Title I funds must develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement.

YES, the LEA assures that it has developed or is in the process of developing a Title I Parent and Family Engagement Policy consistent with Section 1116 of the Every Student Succeeds Act.

10. ESSA Section 1118(c)(2)(A) related to Comparability states that a local educational agency shall be considered to have met the requirements of paragraph (1) if such agency has filed with the State educational agency a written assurance that such agency has established and implemented—
- (i) a local educational agency-wide salary schedule;**
- (ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and**
- (iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.**

YES, the LEA provides the above assurance.

Title II Assurances (Part 4 of 8)

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11. **ESSA Section 2102(b)(2) requires that each application submitted under paragraph (1) shall include the following:**
(E) an assurance that the local educational agency will comply with section 8501 (regarding participation by private school children and teachers); and
(F) an assurance that the local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

 YES, the LEA provides the above assurances.

12. **The LEA assures that it will comply with all applicable laws and regulations regarding professional development, including but not limited to 20 U.S.C. 6612, 20 U.S.C. 6613, and 8 NYCRR §100.2(dd).**

 YES, the LEA provides the above assurance.
Title III Assurances (Part 5 of 8)

13. **ESSA Section 3116(b)(4) requires that each plan submitted under subsection (a) shall contain assurances that—**
(A) each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;
(B) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
(C) the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
(D) the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

 YES, the LEA provides the above assurances.
Title IV Assurances (Part 6 of 8)

14. **ESSA Section 4001(a)(1)(A) requires that an LEA obtains prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under this title and conducted in connection with an elementary school or secondary school under this title.**

 Yes, the LEA provides the above assurance.

15. **ESSA Section 4001(a)(1)(B) requires that an LEA, before obtaining the written consent described in the previous assurance (Item #14), has provided the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.**

 Yes, the LEA provides the above assurance.

16. **ESSA Section 4106(e)(2) requires the LEA to assure that it will:**
(A) prioritize the distribution of funds to schools served by the LEA that:

• **(i) are among the schools with the greatest needs, as determined by such local educational agency, or**

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consortium;

- (ii) have the highest percentages or numbers of children counted under section 1124(c);
- (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i);
- (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
- (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;

(B) comply with section 8501 (regarding equitable participation by private school children and teachers);

(C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;

(D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;

(E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and

(F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

SPECIAL RULE - Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)..

 Yes, the LEA provides the above assurances.
McKinney-Vento Assurances (Part 7 of 8)

17. The LEA assures that it will comply with all applicable laws and regulations regarding the rights of students experiencing homelessness, including but not limited to 42 U.S.C. 11431, et seq., Education Law §3209, and 8 NYCRR §100.2(x).

 YES, the LEA provides the above assurance.
Migrant Education Program Assurances (Part 8 of 8)

18. The LEA assures that, to the extent that it has migrant-eligible students as evidenced by their Certificates of Eligibility (COEs) issued by the Statewide Identification & Recruitment/MIS2000/MSIX (ID&R) Program Center, the LEA will properly code such students in its Student Information Management System and that the LEA will timely respond to any request(s) for data and information from a regional Migrant Education Tutorial and Support Services (METS) Program Center in conformance with all applicable laws and regulations, including but not limited to the federal Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. §1232g; 34 CFR Part 99).

 YES, the LEA provides the above assurances.

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Consultation & Collaboration

MANHASSET UFSD - 280406030000

1. The Every Student Succeeds Act (ESSA) contains several provisions requiring local educational agencies (LEAs) to consult and/or collaborate with various groups in the development of the LEA's application/program with respect to each Title. Please identify individuals from the appropriate stakeholder groups listed below using the "**2025-26 Consultation and Collaboration Documentation Form**" and upload completed forms with original signatures. For individuals whose signatures are unobtainable, documentation of outreach must be maintained by the district (and made available upon request).

In order to document that appropriate consultation/collaboration has occurred or was attempted with required stakeholder groups, this form, as well as supporting documentation (e.g., meeting agenda, minutes, and rosters), must be maintained on file by the district.

LEAs must:

- Identify individuals from the required stakeholder group using the "**2025-26 Consultation and Collaboration Documentation Form**" and upload multiple forms as needed to accommodate all stakeholders involved; and
- Verify that *all* required stakeholder groups have been included for *each* program area - please clearly label the professional title and stakeholder group represented for each individual listed.

The "**2025-26 Consultation and Collaboration Documentation Form**" may be found in the *Documents* panel to the left.

25.26 Consultation and Collaboration Documentation forms with signatures.pdf

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Intent to Apply

MANHASSET UFSD - 280406030000

1. **Does the LEA intend to apply for Title I, Part A funding for the 2025-26 school year?**
Yes, the LEA intends to apply for Title I, Part A funding for the 2025-26 school year.
2. **Does the LEA intend to apply for Title I, Part D funding for the 2025-26 school year?**
No, the LEA did not receive an allocation for Title I, Part D funding for the 2025-26 school year.
3. **Does the LEA intend to apply for Title II, Part A funding for the 2025-26 school year?**
Yes, the LEA intends to apply for Title II, Part A funding for the 2025-26 school year.
4. **Does the LEA intend to apply for Title III, Part A - English Language Learners (ELL) funding for the 2025-26 school year?**
Yes, the LEA intends to apply for Title III, Part A - ELL funding for the 2025-26 school year.
5. **Does the LEA intend to apply for Title III, Part A - Immigrant Education funding for the 2025-26 school year?**
Yes, the LEA intends to apply for Title III, Part A - Immigrant funding for the 2025-26 school year.
6. **Does the LEA intend to apply for Title IV, Part A funding for the 2025-26 school year?**
Yes, the LEA intends to apply for Title IV, Part A funding for the 2025-26 school year.
7. **Does the LEA intend to apply for Title V - Rural Low Income Student (RLIS) funding for the 2025-26 school year?**
No, the LEA did not receive an allocation for Title V, RLIS funding for the 2025-26 school year.

TransferabilityPlease refer to "*Transferability Guidance*" located in the *Documents* panel along the left of the application.

8. **Does the LEA intend to use Transferability for the 2025-26 school year?**
No, the LEA does not intend to use Transferability in 2025-26.

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ESSA Programs - Title I Part A - Program Information (1 of 6)

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Title I Part A - Program Information (Part 1 of 6)

PLEASE NOTE - All program activities supported by Title I, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

1. Did the LEA evaluate the progress made toward achieving the Title I, Part A program goals set for the previous school year?

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1B. To what degree did the LEA make progress toward achieving the Title I, Part A goals from the previous school year?

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

2. In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title I, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, include homeless and/or neglected youth as applicable, and provide the basis for coordinated efforts on the part of the LEA to address them.

Our 2025-2026 focus builds on past work with additional attention to vulnerable populations through programmatic and instructional capacity building. While we made overall progress in our districtwide data, our most vulnerable subgroups, particularly those who are economically disadvantaged, have not closed the gap with their peers. As in 2024-2025, our focus will be on addressing these deficits with intensive research-based programming and professional development. We will continue to provide focused, individualized, and small-group instruction through certified reading and math teachers. Building on our prior initiatives, the district will continue to enhance its K-12 literacy program through an expanded implementation of Orton-Gillingham strategies and training, Science of Reading Strategies, and Wilson Suite training which will be funded through Title II. Our Literacy Coach will continue analyzing student progress, fine-tuning our instructional strategies, and building teacher instructional capacity. At the Middle and High Schools, we will also continue with our robust AIS program to support literacy and writing for our grades 7-12 students identified through IXL, NYSED ELA assessments, and as appropriate, reading assessments such as the Woodcock-Johnson Test of Achievement, QRI, and PAST. Our math focus will be on the curriculum analysis, differentiation, and capacity-building for our elementary math program. This year we have added an Elementary Math Coach to be partially funded through Title I funding for this year only; position will be embedded into the district's budget next year. Through our analysis of the math program, we determined that focused, ongoing professional development and support is required to address gaps within student math performance. In addition to this position, we have also added scheduled math enrichment periods to grades 3-6, an opportunity to ground math in differentiated, problem-based--and fun--applications. During the 2025-2026 school year, this math specialist has been charged with supporting our classroom teachers with differentiated materials and instructional coaching to better support our at-risk students, Students with Disabilities, English Language Learners, and homeless population. Through the progress monitoring of these subgroups through IXL, NYSED assessments, as well as Math 180, and local progress monitoring, we will be able to determine the efficacy of this coaching, particularly for vulnerable populations. At the Secondary School, we continue to utilize certified math teachers to provide AIS services for students requiring additional support in grades 7-12 through the use of our math lab courses.

Through these coordinated and strategic efforts, we aim to fill the learning gaps of our most vulnerable populations, build teacher

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ESSA Programs - Title I Part A - Program Information (1 of 6)

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capacity, and strengthen our k-12 literacy and mathematics programs.

3. **In the space below, please describe the specific goals and/or outcomes the LEA has identified based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs impacting student achievement.**

Goal 1: Improve Literacy Achievement for Economically Disadvantaged and Other At-Risk Students

- **Outcome 1.1:** By June 2026, increase the percentage of economically disadvantaged students in grades 3–8 who meet or exceed proficiency on the NYSED ELA assessment by **5 percentage points**, as compared to 2025 baseline data.
- **Outcome 1.2:** At least **75% of students receiving Tier 2 or Tier 3 reading intervention** through Title I services will demonstrate a year's worth of growth on local reading diagnostics (e.g., Wilson unit assessments, QRI, Woodcock-Johnson) by June 2026.
- **Outcome 1.3:** All K–6 general education teachers will implement at least one Science of Reading-aligned strategy weekly, as documented through **literacy coach observations** and **teacher self-reflection logs**, with a **20% increase in strategy usage** compared to the prior year.

Goal 2: Strengthen Math Achievement and Close Subgroup Gaps

- **Outcome 2.1:** By June 2026, increase the percentage of students in grades 3–8 scoring at or above proficiency on the NYSED Math assessment by **5 percentage points** overall, and by **7 percentage points** for economically disadvantaged students.
- **Outcome 2.2:** At least 75% of students identified for math intervention (grades 3–6) will show measurable progress as indicated by **IXL diagnostic growth targets or Math 180 progress monitoring**.
- **Outcome 2.3:** All elementary teachers in grades 3–6 will receive ongoing professional development and coaching in differentiated math instruction, with **100% participation** and at least **85% demonstrating application** in practice (as observed or self-reported) by the end of the year.

Goal 3: Provide Coordinated, Targeted Support for Homeless Students

- **Outcome 3.1:** Ensure that **100% of identified homeless students** receive access to Title I-funded academic support services within **two weeks of enrollment**, as documented through the McKinney-Vento liaison's tracking log.
- **Outcome 3.2:** By June 2026, at least **70% of homeless students receiving targeted intervention** will demonstrate **growth on local assessments** in reading and/or math (QRI, IXL, Math 180, etc.).
- **Outcome 3.3:** Conduct at least **two professional learning sessions** for instructional and support staff focused on trauma-informed instructional strategies for students experiencing homelessness, with **90% of staff in attendance**.

Goal 4: Build Teacher Capacity to Support High-Need Students

- **Outcome 4.1:** By June 2026, at least 85% of K–8 teachers will report increased confidence in using differentiated instructional strategies (literacy and math), as measured by **pre/post professional development surveys**.

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ESSA Programs - Title I Part A - Program Information (1 of 6)

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Outcome 4.2: The district Literacy and Math Coaches will provide **at least 50 coaching cycles** each during the school year, with at least **75% of participating teachers** implementing newly coached strategies in their classrooms (based on logs and classroom observation data).

Schoolwide Programs

4. **Is the LEA seeking a waiver to serve a school or schools under the 40% poverty threshold as a Schoolwide Program School?**

NO, the LEA is not seeking a waiver to serve a school or schools under the 40% poverty threshold as a Schoolwide Program School.

5. **If an LEA is seeking a waiver to serve a school or schools under the 40% poverty threshold as a Schoolwide Program School, does the school have a Schoolwide Program plan in place?**

N/A - Not Applicable.

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ESSA Programs - Title I Part A - Fiscal Information (2 of 6)

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Title I Part A - Fiscal Information (Part 2 of 6)

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

- Please provide the LEA allocation for Title I, Part A funds for the 2025-26 school year. Do not include carryover funding from the previous year. (Please click here to view a brief instructional video about this item.)**

	Title I, Part A 2025-26 Allocation (\$)	Transferability Funds to Title I, Part A (\$)	TOTAL FUNDS for Title I, Part A Purposes (Allocation + Transferability) (\$)
Title I, Part A Calculations	99,563	0.00	99,563.00

- Please complete the following chart to determine Per Pupil Amount and Private School Proportionate Share Amount for Title I, Part A funds. (Please click here to view a brief instructional video about this item.)**

	Amount (#)
Number of K-12 Resident Students Enrolled in PUBLIC Schools (in-district) (#)	3,009
Number of K-12 Resident Students Enrolled in PRIVATE Schools (in-district) (#)	238
Number of K-12 Resident Students Enrolled in PRIVATE Schools (out-of-district) (#)	195
Number of students from low-income families who reside in Title I attendance areas and who attend PUBLIC schools (in-district) + Number of students served in Neglected Facilities in the LEA (Child Count Oct. 2024) (#)	305
Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (in-district) (#)	0
Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (out-of-district) (#)	0

- Based on the information provided above, please find below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title I, Part A. (Please click here to view a brief instructional video about this item.)**

	Title I, Part A - Per Pupil Amount (\$)	Title I, Part A - LEA Share (\$)	Title I, Part A - Private School Share (\$)
Proportionate Share Calculations	326.44	99,563.00	0.00

2025-26 Consolidated Application for ESSA-Funded Programs - 2025

ESSA Programs - Title I Part A - LEA Reserves (3 of 6)

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Title I Part A - LEA Reserves (Part 3 of 6)

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

- The following chart should be used to assist the LEA in calculating appropriate Homeless Reserve figures for completing the chart below (Item #4).**

(PLEASE NOTE - All LEAs are required to reserve funds for students experiencing homelessness. LEAs should consult with their McKinney-Vento Liaison to determine an appropriate set-aside amount based on the identified needs of homeless students in the district.)

	Homeless Students (#)	Best Practice Reserve Amount (Per Pupil Am't x Student Count) (\$)	Minimum Recommended Reserve Amount (Student Count x \$100) (\$)
Calculating Homeless Reserves	5	1,632.18	500.00

- The following chart should be used to assist the LEA in calculating appropriate Neglected Youth Reserve figures for completing the chart below (Item #4).**

(PLEASE NOTE - When determining the amount of funds reserved for services to students in Neglected Facilities, the LEA must multiply the established per pupil amount by the student count.)

	Neglected Youth (Child Count Oct. 2024) (#)	Neglected Youth Reserve (Per Pupil Am't x Student Count) (\$)
Calculating Neglected Reserves	0	0.00

- Does the LEA have a Title I allocation (including *Transferability*) greater than \$500,000?**

No, the LEA does not have a Title I, Part A allocation (including Transferability) greater than \$500,000?

Title I Part A - LEA Reserves (Part 3 of 6) Cont.

- Please complete the following Title I, Part A Funding Reserve chart by indicating all reserves that will be made from the LEA Public School Share before funds are distributed to schools. (Please respond with "0" as applicable to indicate no funds being reserved.)**

(PLEASE NOTE - All reserves should be clearly labeled in the FS-10 budget and budget narrative documents.)

	Amount (\$)
Administration	0
Homeless Reserve (REQUIRED for All LEAs - See Item #1 Above)	2,000
Neglected Youth Reserve (See Item #2 Above)	0
Professional Development	0
Capital Expense	0
Pre-K Services	0

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ESSA Programs - Title I Part A - LEA Reserves (3 of 6)

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	Amount (\$)
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000) - Enter LEA SHARE only, as applicable (See Item #3a Above)	0
Improvement Reserve (OPTIONAL - funds reserved to support activities related to Targeted Support and Improvement and/or Comprehensive Support and Improvement schools)	0

5. Based on the information provided above, please find the total amount of Title I, Part A funds to be distributed to eligible public school attendance areas.

	Title I, Part A - <i>LEA Share</i> (\$)	Title I, Part A - <u>Funds Reserved</u> (\$)	Title I, Part A - <i>Funds to be Distributed to Title I Schools</i> (LEA Share minus Funds Reserved) (\$)
Title I, Part A Funds to be Distributed	99,563.00	2,000.00	97,563.00

2025-26 Consolidated Application for ESSA-Funded Programs - 2025ESSA Programs - Title I Part A - Distribution Processes (4 of 6)

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Title I Part A - Distribution Processes (Part 4 of 6)**1. Please identify the ranking system used by the district.**

- LEA-Wide (K-12)
- Grade Span Grouping
- K-12 Administrative Option (Applies only to LEAs with fewer than 1000 students)

2. Are there any school building attendance areas with greater than 75 percent poverty rate?

- Yes, there are school building attendance areas with greater than 75 percent poverty.
- No, there are not school building attendance areas with greater than 75 percent poverty.

3. Will the LEA serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent?

- Yes, the LEA will serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent.
- No, the LEA will not serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent.

4. Will the LEA "skip" over an eligible attendance area with a higher poverty percentage in order to serve a lower poverty school?

- Yes, the district will skip one or more eligible schools.
- No, the district will not skip any eligible schools.

5. Will the "Feeder Pattern" option be used for determining the number of children from low-income families in one or more secondary schools?

- Yes, the LEA does intend to use the Feeder Pattern option.
- No, the LEA does not intend to use the Feeder Pattern option.

6. Will the LEA be using the "Grandfather" option in any of its schools?

- Yes, the LEA does intend to use the Grandfather option.
- No, the LEA does not intend to use the Grandfather option.

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ESSA Programs - Title I Part A - Distribution of Funds (5 of 6)

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Title I Part A - Distribution of Funds to Eligible Public School Attendance Areas (Part 5 of 6)

1. The following figure represents the *After Reserve Title I, Part A Per Pupil Amount*, based on the information provided in the previous section of the application. This figure may be used to assist the LEA in completing the chart below (Item #4).

319.88

2. Will any school attendance area be served with a poverty percent less than 35%?

- Yes, a school attendance area with a poverty percent less than 35% will be served.
 No, a school attendance area with a poverty percent less than 35% will not be served.

2B. Unless using the K-12 Administrative Option, any LEA planning to serve one or more attendance area with a poverty measure less than 35% must adjust its LEA per pupil allocation upward by 25% when distributing its allocation to all Title I schools (in descending order by poverty percent). Please use the *adjusted* per pupil amount when completing the chart below (Item #4).

408.05

3. The following student counts, indicated in *Title I Part A - Fiscal Information (Part 2 of 6)* of the application, should be used when completing the chart below (Item #4).

	K-12 Students Enrolled in the District (#)	Low-Income Students Residing in Title I School Attendance Area (#)	District Poverty Rate (%)
Title I Enrollment Figures	3,009.00	305.00	10.14

Title I Part A - Distribution of Funds to Eligible Public School Attendance Areas (Part 5 of 6)

PLEASE NOTE - All expenditures must be reflected in the Title I budget. Within the FS-10, please identify the expenditures by school to reflect the dollar amount identified in the total School Building Allocation column in the chart below.

4. In the chart below, please provide the requested information for ALL PUBLIC SCHOOLS in the LEA individually, regardless of Title I status.

PLEASE NOTE:

- If your school participates in the Community Eligibility Provision (CEP), your school is not automatically 100 percent FRPL. The school is still required to submit actual FRPL information. If no funds are allocated to a school, please indicate this with a response of "0". For more information on how to make within district allocations please see the documents titled "*Community Eligibility Provision*" and "*Within District Allocations*" in the *Documents* panel of the application.

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	School Bldg. Allocation (\$)	School Bldg. Per Pupil Amount (\$)
280406030005	MANHASS ET	Junior High	School-Wide	541	69	12.75	25,583	370.77

2025-26 Consolidated Application for ESSA-Funded Programs - 2025

ESSA Programs - Title I Part A - Distribution of Funds (5 of 6)

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School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	School Bldg. Allocation (\$)	School Bldg. Per Pupil Amount (\$)
	MIDDLE SCHOOL		Program (SWP)					
280406030002	MANHASSET SECONDARY SCHOOL	Senior High	School-Wide Program (SWP)	1,034	102	9.86	31,110	305.00
280406030003	MUNSEY PARK ELEMENTARY SCHOOL	Elementary	School-Wide Program (SWP)	803	71	8.84	21,655	305.00
280406030004	SHELTER ROCK ELEMENTARY	Elementary	School-Wide Program (SWP)	631	63	9.98	19,215	305.00

5. As the LEA completes the school allocation chart above (Item #4), the remaining balance will be reflected in the chart below to indicate that all funds have been appropriately assigned. The remaining balance should not be in excess of \$1,000.

	Title I, Part A - Funds to be Distributed (LEA Share minus Funds Reserved) (\$)	Amount Remaining to be Identified (\$) - Remaining Balance
Title I, Part A Funds to be Distributed	97,563.00	0.00

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ESSA Programs - Title I Part A - Neglected Facilities (6 of 6)

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Title I Part A - Neglected Facilities (Part 6 of 6)

Please refer to the *Documents* panel along the left of the application for the "*Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures*" form.

1. **Identify by name each Neglected facility located in the district. Click on "Add Row" as needed to include additional facilities.**

Name of Facility	Type of Facility	Child Count (Oct. 2024) (#)	Facility Allocation (\$)	Does the LEA have a formal written agreement with this facility?	Neglected & Delinquent Affirmation of Consultation and Proposed Expenditures Form
(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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ESSA Programs - Title II Part A - Program/Fiscal Information

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Title II Part A Program Information

PLEASE NOTE - All program activities supported by Title II, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

1. Did the LEA evaluate the progress made toward achieving the Title II, Part A program goals set for the previous school year?

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1B. To what degree did the LEA make progress toward achieving the Title II, Part A goals from the previous school year?

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

2. In the space provided below, please describe (1) the specific student and/or teacher needs that impact academic achievement, and (2) how your Title II, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.

A recent districtwide needs assessment—including analysis of student achievement data (NYSED ELA and Math assessments, IXL diagnostics, NYS Regents and AP results, and local assessments such as QRI, PAST, and Woodcock-Johnson)—identified the following pressing needs:

- **Persistent achievement gaps** for economically disadvantaged students, English Language Learners (ELLs), Students with Disabilities, and students experiencing homelessness.
- **Continued need for monitoring the consistent implementation** of evidence-based literacy and math instructional strategies across classrooms.
- **Limited teacher training** in differentiation strategies for diverse learners, particularly in rigorous academic settings like Advanced Placement (AP) classrooms.
- **Disparities in access to AP coursework** among underrepresented subgroups due to both academic preparedness and instructional readiness of staff to support diverse learners within these advanced courses.
- **Teacher requests** (via professional development surveys and instructional coaching data) for more support in: *Science of Reading strategies, Math differentiation techniques, Advanced Placement content pedagogy, and Student-centered instructional design.*

These needs informed the design of our 2025–2026 Title II, Part A plan.

To address the identified needs and improve both teacher effectiveness and student outcomes, our LEA has developed a coordinated, multi-tiered professional development plan funded through Title II, Part A.

A. Literacy Training and Coaching

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- Continued implementation of Science of Reading practices, including Orton-Gillingham and Wilson Reading System training for K–8 teachers and interventionists.
- Embedded coaching by the district Literacy Coach, providing job-embedded PD and co-teaching aligned to research-based literacy instruction.
- Targeted PD on intervention selection, diagnostic assessment interpretation, and progress monitoring for at-risk learners, including homeless students and students with IEPs.

B. Math Differentiation and Instructional Support

- Title II will partially support the new Elementary Math Coach, who will provide differentiated coaching cycles and PLC facilitation focused on:
Math workshop model
Small-group instructional planning
Use of formative data (IXL, Math 180) to guide differentiation
- Teachers will receive training in problem-based learning, helping bridge foundational skill gaps and increase engagement through real-world math application.

C. Advanced Placement (AP) Teacher Training

- Title II funds will be used to provide College Board-endorsed AP training for new and returning AP teachers across content areas, with a focus on:
Vertical alignment of curriculum
College-level content delivery and pacing
Exam preparation strategies
- In addition, AP teachers will receive specialized training in differentiation within advanced classrooms, including:
Strategies for scaffolding complex texts and tasks
Supporting multilingual learners and students with IEPs in AP settings
Culturally responsive and student-centered instructional practices
- The district will also develop **collaborative AP teacher PLCs** to share strategies, analyze student data, and monitor participation and performance trends by subgroup.

D. Cross-Program Coordination

- Title II efforts are closely aligned with Title I and Title III programs to ensure consistency in instructional strategies, data monitoring, and subgroup support.
- Collaboration with PPS, ENL services, and the McKinney-Vento liaison will ensure professional learning also meets the needs of

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ESSA Programs - Title II Part A - Program/Fiscal Information

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students experiencing homelessness and/or language barriers.

E. Equity-Focused Outcomes

The Title II plan directly supports the district’s commitment to equity, access, and academic rigor by:

- Building teacher capacity to differentiate for all learners
- Expanding access and success in AP courses

Improving K–12 literacy and math instruction through evidence-based practices

Targeting support for the most vulnerable subgroups as identified through ongoing needs assessments

2B. The LEA must prioritize Title II, Part A funds to schools that are implementing comprehensive support and improvement (CSI) activities and targeted support and improvement (TSI) activities under section 1111(d), and/or have the highest percentage of children counted under section 1124(c) (these include students from low-income households and those counted as part of Neglected and Delinquent student counts).

Please indicate below which of the following needs were prioritized for the use of Title II, Part A funds. (Click all that apply)

ESSA Section 2101 (b) (2) (c)

- Poverty Rate
- CSI/TSI
- Other (LEAs selecting this method must maintain documentation on file for review)

3. In the space below, please describe the specific goals and/or outcomes the LEA has identified based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting student achievement.

To address the identified needs and improve both teacher effectiveness and student outcomes, our LEA has developed a coordinated, multi-tiered professional development plan funded through Title II, Part A.

A. Literacy Training and Coaching

- Continued implementation of Science of Reading practices, including Orton-Gillingham and Wilson Reading System training for K–8 teachers and interventionists.
- Embedded coaching by the district Literacy Coach, providing job-embedded PD and co-teaching aligned to research-based literacy instruction.
- Targeted PD on intervention selection, diagnostic assessment interpretation, and progress monitoring for at-risk learners, including homeless students and students with IEPs.

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B. Math Differentiation and Instructional Support

- Title II will partially support the new Elementary Math Coach, who will provide differentiated coaching cycles and PLC facilitation focused on:
Math workshop model
Small-group instructional planning
Use of formative data (IXL, Math 180) to guide differentiation
- Teachers will receive training in problem-based learning, helping bridge foundational skill gaps and increase engagement through real-world math application.

C. Advanced Placement (AP) Teacher Training

- Title II funds will be used to provide College Board-endorsed AP training for new and returning AP teachers across content areas, with a focus on:
Vertical alignment of curriculum
College-level content delivery and pacing
Exam preparation strategies
- In addition, AP teachers will receive specialized training in differentiation within advanced classrooms, including:
Strategies for scaffolding complex texts and tasks
Supporting multilingual learners and students with IEPs in AP settings
Culturally responsive and student-centered instructional practices
- The district will also develop **collaborative AP teacher PLCs** to share strategies, analyze student data, and monitor participation and performance trends by subgroup.

D. Cross-Program Coordination

- Title II efforts are closely aligned with Title I and Title III programs to ensure consistency in instructional strategies, data monitoring, and subgroup support.
- Collaboration with PPS, ENL services, and the McKinney-Vento liaison will ensure professional learning also meets the needs of students experiencing homelessness and/or language barriers.

E. Equity-Focused Outcomes

The Title II plan directly supports the district's commitment to equity, access, and academic rigor by:

- Building teacher capacity to differentiate for all learners
- Expanding access and success in AP courses
- Improving K–12 literacy and math instruction through evidence-based practices
Targeting support for the most vulnerable subgroups as identified through ongoing needs assessments

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ESSA Programs - Title II Part A - Program/Fiscal Information

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GOALS AND OUTCOMES – Title II, Part A (2025–2026)**Goal 1: Strengthen Literacy Instruction Across K–8 Classrooms**

- **Outcome 1.1:** By June 2026, at least 90% of K–8 general education and intervention teachers will have Science of Reading-aligned training (e.g., Orton-Gillingham, Wilson, or equivalent), with at least 75% demonstrating implementation through classroom walkthroughs, coaching logs, or teacher reflection tools.
- **Outcome 1.2:** At least 80% of K–8 students receiving targeted literacy interventions (including Students with Disabilities, ELLs, and homeless students) will demonstrate measurable growth on district-identified reading assessments (e.g., QRI, Woodcock-Johnson, DIBELS) by the end of the school year.

Goal 2: Improve Math Instruction Through Differentiation and Embedded Coaching

- **Outcome 2.1:** By June 2026, 100% of elementary math teachers (Grades 5-6) will receive embedded professional development from the district's new Elementary Math Coach focused on differentiation, formative assessment, and problem-based instruction. New teachers and Special Education co-teachers in grades 5-6 will receive embedded professional development as well.
- **Outcome 2.2:** At least 70% of at-risk students receiving differentiated math support (including economically disadvantaged and homeless students) will meet or exceed individual growth targets on IXL diagnostics or Math 180 progress monitoring tools.

Goal 3: Increase Teacher Capacity to Differentiate Instruction for Advanced Coursework

- **Outcome 3.1:** By June 2026, at least 90% of AP teachers will participate in College Board-approved content training and a minimum of one district-led session on instructional differentiation for diverse learners in AP settings.
- **Outcome 3.2:** Participation in AP courses by underrepresented student subgroups (economically disadvantaged, ELLs, and Students with Disabilities) will increase by **at least 10%** over the previous school year, with targeted recruitment and support informed by teacher training and course alignment work.

Goal 4: Promote Access through Coordinated Professional Learning

- **Outcome 4.1:** At least 90% of professional staff participating in Title II-funded training will report increased confidence and skill in using differentiated instructional strategies, as measured through pre/post PD surveys and coaching reflection logs.
- **Outcome 4.2:** The Literacy and Math Coaches will complete at least 50 coaching cycles each, with 80% of participating teachers demonstrating implementation of coached strategies in lesson plans, walkthrough observations, or student work analysis.

Title II Part A - Fiscal Information

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. **Please provide the LEA allocation for Title II, Part A funds for the 2025-26 school year. Do not include carryover funding from the previous year.**

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ESSA Programs - Title II Part A - Program/Fiscal Information

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	Title II, Part A - 2025-26 <i>Allocation</i>	<i>Transferability</i> Funds (Funds to Title II added, Funds from Title II deducted) (\$)	TOTAL FUNDS for Title II, Part A Purposes (Allocation +/- Transferability) (\$)
Title II Calculations	41,972	0.00	41,972.00

5. Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title II, Part A funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 students served by each private school, regardless of the student's district of residence.

	Amount (\$ or #)
Title II, Part A Program Administration Costs (Public and Private Schools) (\$)	0
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	3,009
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE Schools, Regardless of LEA of Residence (#)	757

6. Based on the information provided above, please find in the chart below the *Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share* for Title II, Part A.

	Title II, Part A <u>Per Pupil</u> Amount (\$)	Title II, Part A <u>LEA Share</u> (\$)	Title II, Part A <u>Private School</u> Share (\$)
Title II, Part A Calculations	11.14	33,535.25	8,436.75

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ESSA Programs - Title II Part A - Use of Funds

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Title II Part A - Use of Funds

No direct action is required of the LEA for Item #1. The calculation chart below is for informational purposes only.

- As the LEA completes the questions on this page (Items #2 - #26), the *remaining balance* will be reflected in the chart below to indicate when all of the funds have been appropriately assigned.
(PLEASE NOTE - All expenditures must be reflected in the Title II budget. Within the FS 10, be sure to identify expenditures by Use of Funds category.)

	Title II, Part A <u>LEA Proportionate Share</u> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Use of Funds	33,535.25	0.25

Title II Part A - Use of Funds - Personalized Professional Development (Part 1 of 3)

PLEASE NOTE - All items in the following sections are required. If a question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. When completing fiscal charts, it may be necessary to click on either the 'Save' or 'Save & Continue' button to complete automatic calculations.

- Is the LEA using Title IIA funds for *Instructional Coaching*?

CONDITIONS OF USE:

Coaching programs are broadly defined as in-service PD programs where coaches or peers observe teachers' instruction and provide feedback to help them improve. Coaching should be individualized, time-intensive, sustained over the course of a semester or year, context-specific, and focused on discrete skills.

Common roles for coaches include:

- A) Instructional: Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching;
- B) Curriculum: Excels at understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. The instructional coaches can ensure a consistent curriculum implementation throughout a school; and
- C) Data: Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

2B. Title II, Part A funding amount for the 2025-26 school year - *Instructional Coaching*.
33,535

- Is the LEA using Title IIA funds for *Professional Learning Communities*?

CONDITIONS OF USE: PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet consistently throughout the year to discuss issues around student learning, collect and analyze data, develop and try out instructional solutions, and assess the impact of these solutions. Research indicates that

2025-26 Consolidated Application for ESSA-Funded Programs - 2025ESSA Programs - Title II Part A - Use of Funds

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well-implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

4. **Is the LEA using Title IIA funds for Principal Leadership?**

CONDITIONS OF USE: Leadership is second only to teaching among school related factors as an influence on learning. Effective pre-service and in-service principal training programs should be aligned with the 2015 Professional Standards for Educational Leaders (PSELs), and may include high-quality mentoring and coaching, peer observations, visits to other schools, principals networks and conferences, participation in professional development with teachers, and guided “walk-throughs” of schools to look at particular practices in classrooms and consider how to evaluate/improve learning and teaching.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

5. **Is the LEA using Title IIA funds for Teacher Leadership?**

CONDITIONS OF USE: Teacher leadership career pathways enable individual teachers to extend the reach of their expertise beyond their own classrooms. The use of teacher leaders, rather than vendors, to perform coaching services related to instruction, curriculum, or data provides incentives for teachers, builds upon strengths, and fosters a more cohesive staff climate and culture while building LEA capacity to increase student learning and student achievement.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

6. **Is the LEA using Title IIA funds for Induction and Mentoring?**

CONDITIONS OF USE: High-quality mentoring (second year and beyond) and induction programs provide new and/or beginning teachers, mentors, and school leaders with professional development, research-based resources, and formative assessment tools, as well as technical assistance and capacity building. In successful models, full-time mentors are carefully selected and receive more than 100 hours of training annually. Teachers receive two years of coaching, meeting with their assigned mentors weekly for a minimum of 180 minutes per month. Mentors and teachers work through a system of formative assessments, including tools to guide observation cycles and to develop teachers' skills in lesson planning and analyzing student work.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

7. **Is the LEA using Title IIA funds for National Board Certification?**

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CONDITIONS OF USE: National Board Certification is a rigorous certification/professional development process, available in 25 certificate areas spanning disciplines from Pre-K through 12th grade, that has been shown to improve student performance. The National Board Certification process requires teachers to demonstrate standards-based evidence of the positive effect they have on student learning; exhibit a deep understanding of their students, content knowledge, use of data and assessments and teaching practice; and show that they participate in learning communities and provide evidence of ongoing reflection and continuous learning.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

8. Is the LEA using Title IIA funds for Other personalized professional development activities?

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen professional development practice, which will include providing citations and/or completing a logic model.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

Title II Part A - Use of Funds - Additional Professional Development Activities (Part 2 of 3)

9. Is the LEA using Title IIA funds to support the integration of Rigorous Academic Content?

CONDITIONS OF USE: ESSA supports training teachers, principals, or other school leaders on strategies to integrate rigorous academic content into curriculum and instruction. This may include professional development session(s) that result in collaborative work to align curriculum and instruction to updated State Learning Standards. It may also include, but is not limited to, sustained, job embedded professional development to increase teachers' content knowledge in dual or concurrent enrollment curriculum, Advanced Placement (AP) curriculum, and International Baccalaureate (IB) curriculum.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

10. Is the LEA using Title IIA funds for Recruiting & Retaining Effective Teachers?

CONDITIONS OF USE: ESSA supports the development and implementation of initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, such as: A) providing expert help in searching for and screening candidates and enabling early hiring; B) offering differential pay and recruitment incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas (including but not limited to performance-based pay systems, housing subsidies, travel costs, etc.); C) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on

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leadership opportunities, multiple career paths, and pay differentiation; and D) new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement, and increase the retention of effective teachers, principals, or other school leaders.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

11. Is the LEA using Title IIA funds for Recruiting Individuals from Other Fields?

CONDITIONS OF USE: ESSA supports recruiting mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinctions who demonstrate potential to become effective teachers, principals, or other school leaders.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

12. Is the LEA using Title IIA funds for Evaluation/Support Systems?

CONDITIONS OF USE: ESSA supports the development or improvement of a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that is based on evidence of student achievement and may include student growth. It should also include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

13. Is the LEA using Title IIA funds for Effective Teaching of ELL/MLL Students?

CONDITIONS OF USE: ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach English language learners.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

14. Is the LEA using Title IIA funds for Effective Teaching of Children with Disabilities?

CONDITIONS OF USE: ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities. This may include the use of multi-tier systems of support and positive behavioral intervention and supports so that children with disabilities can meet the challenging State academic standards.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

15. Is the LEA using Title IIA funds for Increased Knowledge/Ability to Teach Early Childhood?

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CONDITIONS OF USE: ESSA promotes the development and use of programs and activities that may be geared toward increasing the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing. This may include increasing the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age eight, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

16. Is the LEA using Title IIA funds for High Quality Instruction of Science, Technology, Engineering and Math?

CONDITIONS OF USE: ESSA supports the development and provision of professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, mathematics, and computer science.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

17. Is the LEA using Title IIA funds for Implementation of Formative Assessments?

CONDITIONS OF USE: ESSA supports the training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

18. Is the LEA using Title IIA funds for Supporting Students Affected by Trauma and/or Mental Illness?

CONDITIONS OF USE: ESSA supports the provision of in-service training for school personnel in techniques and support related to identifying and supporting students affected by trauma or mental illness, including the use of referral mechanisms, partnerships with outside organizations, or addressing school conditions for learning such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

19. Is the LEA using Title IIA funds for Identification and Support of Gifted Students?

CONDITIONS OF USE: ESSA supports the provision of training to identify students who are gifted and talented,

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ESSA Programs - Title II Part A - Use of Funds

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including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as: A) early entrance into kindergarten; B) enrichment, acceleration, and curriculum compacting activities; and C) dual or concurrent enrollment programs in secondary school and post-secondary education.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

20. Is the LEA using Title IIA funds for Instructional Services Provided by Libraries?

CONDITIONS OF USE: ESSA supports professional development intended to improve the instructional services provided by effective school library programs.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

21. Is the LEA using Title IIA funds for Training to Recognize/Prevent Sexual Abuse?

CONDITIONS OF USE: ESSA supports the provision of training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

22. Is the LEA using Title IIA funds for Feedback Mechanisms to Improve Working Conditions?

CONDITIONS OF USE: ESSA supports the development of feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

23. Is the LEA using Title IIA funds for Career Readiness Education?

CONDITIONS OF USE: ESSA supports training teachers, principals, or other school leaders on strategies to provide effective career/technical education and work-based learning to help prepare students for post-secondary education and the workforce.

- Yes, the LEA intends to allot funds to the above described use.
- No, the LEA does not intend to allot funds to the above described use.

Title II Part A - Use of Funds - Class Size Reduction (Part 3 of 3)

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24. Is the LEA using Title IIA funds for *Early Grade Class Size Reduction*?

CONDITIONS OF USE:

Class size reduction programs must meet the following evidence-based criteria. The program must:

- A) Extend for multiple years during the early grades, with a focus on low-income and minority students;**
B) Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students); AND
C) Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded PD plan.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

25. Is the LEA using Title IIA funds for *Class Size Reduction for Special Populations*?

CONDITIONS OF USE:

ELL – Class size reduction programs may be utilized throughout K-12 to accommodate effective teaching of English language learners. Consideration should be given to the number of ELL speakers in one classroom, as well as the number of different languages spoken, whether languages are low incidence or predominate, and student proficiency levels; models may include teaching with certified ENL teachers, or co-teaching in specific content areas, instructional aides providing evidence-based supports (multimedia, visuals, graphic organizers, etc).

SWD – Class size reduction programs may be utilized throughout K-12 to accommodate the teaching of students with disabilities, through co-teaching or push-in programs with certified special education teachers beyond that which is required through an individual student's IEP. Such classrooms should be accompanied by a rigorous curriculum, ongoing professional development, and possibly tracking of data to determine the efficacy of the model.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

26. Is the LEA using Title IIA funds for Other class size reduction programs?

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen class size reduction model, which will include providing citations and/or completing a logic model.

- Yes, the LEA intends to allot funds to the above described use.
 No, the LEA does not intend to allot funds to the above described use.

Title II Part A - Use of Funds

No direct action is required of the LEA for Item #27. The calculation chart below is for informational purposes only.

- 27.

As the LEA completes the questions on this page (Items #2 - #26), the remaining balance will be reflected in the

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chart below to indicate when all of the funds have been appropriately assigned.

(PLEASE NOTE - All expenditures must be reflected in the Title II budget. Within the FS-10, be sure to identify expenditures by Use of Funds category.)

	Title II, Part A <u>LEA Proportionate Share</u> (\$)	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Use of Funds	33,535.25	0.25

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ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information

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Title III ELL - Program Information

PLEASE NOTE - All program activities supported by Title III, Part A - ELL funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

1. Did the LEA evaluate the progress made toward achieving the Title III, Part A - ELL program goals set for the previous school year?

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1B. To what degree did the LEA make progress toward achieving the Title III, Part A - ELL goals from the previous school year?

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

2. In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title III, Part A - ELL program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.

To address performance gaps, Title III, Part A funds will be utilized to supplement the CR Part 154 language instruction requirements for programs serving English Language Learners (ELLs). The 2025-2026 L.I. RBERN Title III Consortium will provide professional learning for teachers of ELLs that specifically addresses and supports methodologies and instruction for the ENL classroom. Emphasis will be placed on developing language and literacy skills for Integrated Social Studies and ENL instruction. Teachers will design culturally-responsive learning experiences related to civics and history to help students understand how historical events impact culture and their own life experiences. Projects will provide voice and choice to students throughout the process, so that each student will be given the opportunity to express their unique identity through a variety of digital storytelling options related to the theme. Teachers will incorporate ENL strategies and tasks to differentiate instruction for heterogeneous groups of ELLs based on their individual language needs and will design a project and performance-based learning experience that promotes inquiry and is rooted in the 5 principles of the 17 UN Sustainable Development Goals: People, Planet, Prosperity, Peace, and Partnership. In addition, Title III, Part A funds will be utilized to provide teachers with the tools and training to develop these projects.

Project and performance-based learning that is experiential and connected to real-world events is aligned with NYSED's stated interest in PBLA for our schools: "Performance-based learning and assessment (PBLA) is a key component that provides authentic measures of student readiness and informs teaching, learning, and school culture in ways that support high-quality instructional practices, advance deeper learning, and strengthen family and community engagement." (<https://www.nysed.gov/plan-pilot/plan-pilot>) In addition, the NYS Portrait of a Graduate and the CRS-E Framework reference the 21st skills of Critical Thinking, Creativity, Communication, Collaboration and Culture as essential for our students future success."(<https://www.nysed.gov/news/2025/state-education-department-presents-new-york-state-portrait-graduate>)

Title III PartA funds will also be used to provide a suite of digital learning resources that will promote and support language development as well as assist teachers and students in creating digital storytelling narratives. These learning opportunities will increase student access to learning platforms that are student-centered and provide language learning activities that foster the development of cross-cutting skills and digital literacy. The need for students to develop advanced literacies is key to academic success and is closely linked to

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success in college, career and life in the 21st Century.

3. **In the space below, please describe the specific goals and/or outcomes the LEA has identified for ELLs based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting ELL student achievement.**

The L.I. RBERN Title III ELL Consortium goals encompass increasing Consortium ELL student performance on NYS Assessments through employing the “4 C’s” as described in the P21 Partnership for 21st Century Learning’s “P21 Framework” of Critical Thinking, Communication, Collaboration, and Creativity. The L.I. RBERN Title III ELL Consortium takes it one step further, adding a 5th C – Cultural Responsiveness, taking into consideration the cultural paradigm each student comes from and using it as a lever to academic success.

The L.I. RBERN Title III ELL Consortium intends to meet these goals through a multi-faceted approach of providing teachers of ELLs with technology equipment, subscriptions to online instructional tools and programs and professional development to support implementation through data analysis, professional development sessions and classroom-embedded support.

The year will begin with a 2-hour Orientation session for all L.I. RBERN Title III Consortium members. In the Fall, there will be a series of (3) full day professional development modules, delivered synchronously online and in-person. Each module will be focused on interdisciplinary content and language instruction aligned to the NYS Next Generation Learning Standards for ELA and Social Studies.

Throughout the school year, our edtech coaches will provide embedded pd to support member teachers as they examine student data to inform instruction, as well as design learning experiences that integrate instructional technology tools to address student needs. The professional development program will conclude with a 5-hour Celebration of Learning mini-conference featuring a Keynote address and workshop delivered by a current thought-leader in the field of Education. The culminating session will be a showcase of the student learning experiences that were designed and delivered through the school year and will include the innovative uses of instructional technology that they have found to enhance student outcomes. The learning experiences will be collected and published on the L.I. RBERN Celebration of Learning website for all Consortia member teachers to access and utilize. The resources developed in previous years can be found here: <https://sites.google.com/longislandrbern.org/lirbern-title-iii-celeberation/home?authuser=0>

An integral component of this professional development program is the classroom embedded support provided by instructional technology and data specialists. Each member district will receive two days of classroom embedded support with a Technology Integration Specialist to support their transformative use of instructional technology and one day with a Shared Data Expert to examine their own ELL performance data and identify ways to address that performance through instruction.

The following are the L.I. RBERN Title III Consortium’s measurable goals to ensure that the program described above is carried out effectively.

By August 31, 2026, 50% of Consortium teachers will have attended 50% of in-person professional development offerings.

By August 31, 2026, 100% of Consortium member districts requesting it will receive embedded professional development.

By August 31, 2026, the number of Consortium member ENL teachers contributing one “learning experience outline” to the final “Title III Celebration of Learning” website will increase by 5%.

Title III ELL - Fiscal Information

LEAs are requested to complete each item fully and completely. Please respond with “0” as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. **Please provide the LEA allocation for Title III, Part A - ELL funds for the 2025-26 school year.**

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ESSA Programs - Title III English Language Learner (ELL) - Program/Fiscal Information

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	Title III, ELL - 2025-26 <i>Allocation</i>	<i>Transferability</i> Funds to Title III, ELL (\$)	TOTAL FUNDS for Title III, ELL Purposes (Allocation + Transferability) (\$)
Title III, ELL Calculations	13,791	0.00	13,791.00

5. Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title III, Part A - ELL funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 ELL students served by each private school, regardless of the student's district of residence.

	Amount (#)
Total Number of K-12 ELL Students Enrolled in PUBLIC Schools (#)	99
Total Number of K-12 ELL Students Enrolled in In-District PARTICIPATING PRIVATE SCHOOLS, Regardless of LEA of Residence (#)	0

6. Based on the information provided above, please find below the Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share for Title III, Part A - ELL.

	Title III, ELL Per Pupil Amount (\$)	Title III, ELL - LEA Share (\$)	Title III, ELL - Private Share (\$)
Title III ELL Calculations	139.30	13,791.00	0.00

Title III ELL - Intent to Apply

7. How does the LEA intend to access its Title III, Part A - ELL funds?

The LEA receives an allocation greater than or equal to \$10,000 and intends to apply for its Title III funds as a SINGLE APPLICANT.
 The LEA intends to apply for its Title III funds as a MEMBER of a consortium.
 The LEA intends to apply as the LEAD APPLICANT of a consortium.

7C. Please provide the BEDS number of the LEAD APPLICANT of the consortium the LEA intends to join.
 589100000000

7D. Please provide your LEA Title III, Part A - ELL allocation.
 13791

7E. I agree to be part of a shared services consortium with the consortium lead named above for the provision of services to English Language Learners under Title III, Part A of the Elementary and Secondary Education Act (ESEA). I hereby assure the State Education Department that the district will fully comply with all provisions established under the aforementioned Act.

The LEA agrees to the above consent statement.

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Title III Immigrant Education - Program Information

PLEASE NOTE - All program activities supported by Title III, Part A - Immigrant funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

1. Did the LEA evaluate the progress made toward achieving the Title III, Part A - Immigrant Education program goals set for the previous school year?

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1B. To what degree did the LEA make progress toward achieving the Title III, Part A - Immigrant Education goals from the previous school year?

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

2. In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title III, Part A - Immigrant Education program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.

A recent district needs assessment identified that immigrant students require accelerated English language acquisition, academic vocabulary development, cultural and school acclimation, social-emotional supports, family engagement, and targeted interventions to address gaps from interrupted or inconsistent education. The Title III, Part A – Immigrant Education program addresses these needs through small-group and push-in/pull-out ESL instruction aligned to NYS standards; newcomer orientation and peer mentoring; after-school and summer academic support; collaboration between ESL and content teachers; bilingual counseling and SEL programming; and multilingual family workshops with translation services. These coordinated services aim to close academic gaps, strengthen home-school partnerships, and ensure immigrant students attain English proficiency, meet challenging state academic standards, and are prepared for long-term success.

3. In the space below, please describe the specific goals and/or outcomes the LEA has identified for immigrant students based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting Immigrant student achievement.

By the end of the program year, at least 70% of participating immigrant students will demonstrate measurable growth in English proficiency as evidenced by an increase of one or more performance levels on the NYSESLAT or equivalent benchmark assessments. At least 80% of participants will show improvement in content-area achievement (ELA, mathematics, science, or social studies) as measured by classroom-based assessments and progress monitoring tools. A minimum of 90% of newcomer families will participate in at least one district-sponsored orientation, workshop, or conference, as documented by attendance logs, to strengthen engagement and understanding of the U.S. school system. The district will monitor student progress quarterly, using both academic and social-emotional indicators, to ensure timely interventions and supports that promote academic achievement and cultural integration.

Title III Immigrant Education - Fiscal Information

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field

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ESSA Programs - Title III, Part A - Immigrant Education - Program/Fiscal Information

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does not apply to the LEA.

4. Please provide the LEA allocation for Title III, Part A - Immigrant Education funds for the 2025-26 school year. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 Immigrant students served by each private school, regardless of the student's district of residence.

	Amounts (# or \$)
Title III, Part A Immigrant ALLOCATION(\$)	0
Total Number of K-12 Immigrant Students Enrolled in PUBLIC Schools (#)	81
Total Number of K-12 Immigrant Students Enrolled in In-District PARTICIPATING PRIVATE SCHOOLS, Regardless of LEA of Residence (#)	0

5. Based on the information provided above, please find below the *Per Pupil Amount*, *LEA Proportionate Share*, and *Private School Proportionate Share* for Title III, Part A - Immigrant Education.

	Title III Immigrant <i>Per Pupil Amount</i> (\$)	Title III Immigrant <i>LEA Share</i> (\$)	Title III Immigrant <i>Private School Share</i> (\$)
Title III Immigrant Calculations	0.00	0.00	0.00

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ESSA Programs - Title IV Part A - Program/Fiscal Information

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Title IV Part A - Program Information

PLEASE NOTE - All program activities supported by Title IV, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

1. Did the LEA evaluate the progress made toward achieving the Title IV, Part A program goals set for the previous school year?

- Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1B. To what degree did the LEA make progress toward achieving the Title IV, Part A goals from the previous school year?

- The LEA exceeded the goals it set for the previous school year.
- The LEA met the goals it set for the previous school year.
- The LEA did not meet the goals it set for the previous school year.

2. Does the LEA have a Title IV, Part A allocation equal to or greater than \$30,000 prior to transferability?

- Yes, the LEA has a Title IV, Part A allocation equal to or greater than \$30,000 prior to transferability.
- No, the LEA does not have a Title IV, Part A allocation equal to or greater than \$30,000 prior to transferability.

2F. In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title IV, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them. If an LEA is transferring 100% of its Title IV, Part A allocation, please identify the specific needs that informed the decision to transfer.

Based on our recent districtwide needs assessment—including counseling referral trends, disciplinary data, and stakeholder feedback—we have identified significant student needs in the areas of peer relationships, online and offline bullying, and mental health. The data indicate an increase in student-reported experiences of **peer aggression and social conflict**, both in-person and through digital platforms. Additionally, school counselors and teachers report a marked rise in anxiety, depression, and social withdrawal, particularly among middle and high school students. These social-emotional factors have a clear and documented impact on students' ability to attend, focus, and succeed academically.

To address these barriers to learning, our Title IV, Part A program is designed to support safe and supportive school environments that promote student well-being and reduce incidents of bullying and peer conflict. Specifically, Title IV, Part A funds will be used to:

1. **Expand evidence-based SEL programming** across K–12 classrooms, including teacher training and classroom materials to foster empathy, conflict resolution, and positive peer interactions.
2. **Provide professional development** for staff on trauma-informed practices, de-escalation strategies, and cyberbullying prevention.
3. **Support digital citizenship education** for students to address online behaviors, responsible technology use, and bystander intervention in virtual spaces.
4. **Enhance school-based mental health services** by coordinating with school counselors and community-based

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ESSA Programs - Title IV Part A - Program/Fiscal Information

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providers to support students experiencing emotional distress.

5. **Establish student-led initiatives and peer mentoring programs** to create positive school climates and empower students to contribute to solutions around bullying and inclusion.

These efforts are closely coordinated with our work under Title I and Title II—ensuring that staff are trained to recognize and respond to the social-emotional needs of students and that vulnerable populations, including students experiencing homelessness or trauma, are supported.

By targeting these critical needs, our Title IV, Part A program aims to create a safer, more inclusive learning environment, where all students feel supported and ready to engage in learning.

- 2G. In the space provided below, please describe the goals, objectives and intended outcomes of the Well Rounded Educational Opportunities, Safe and Healthy Students, and/or Effective Use of Technology content areas of the Title IV, Part A program based on the results of a recent needs assessment.**

Based on findings from a recent districtwide needs assessment—which included student interviews, behavioral incident reports, counseling referral data, technology access audits, and stakeholder input—the following goals, objectives, and outcomes have been identified across the relevant Title IV, Part A content areas:

1. Safe and Healthy Students

Goal: Create a safer, more inclusive, and emotionally supportive school environment to reduce bullying, peer aggression, and mental health barriers to academic success.

Objectives:

- Increase staff capacity to identify and respond to bullying, trauma, and mental health concerns.
- Promote digital citizenship and online safety to reduce incidents of cyberbullying.

Intended Outcomes:

- By June 2026, reduce reported incidents of bullying and peer aggression (online and offline) by **20%** compared to 2024–2025.
- At least **90% of staff** will complete professional development in trauma-informed practices and bullying prevention strategies.
- 100% of students in grades 3–12 will receive age-appropriate digital citizenship instruction.

2. Well-Rounded Educational Opportunities

Goal: Expand access to inclusive, engaging educational experiences that support students' personal, social, and academic development.

Objectives:

- Integrate SEL themes into curriculum and enrichment activities, including advisory periods, health classes, and peer mentoring programs.
- Develop and support student-led initiatives that promote inclusion and leadership in anti-bullying and wellness efforts.

Intended Outcomes:

- By June 2026, at least 80% of students in grades 5–12 will participate in at least one well-rounded learning opportunity (e.g., peer mentoring, wellness club, SEL workshop).
- Establish at least three student-led initiatives promoting inclusion, wellness, or anti-bullying awareness, with faculty support and Title IV funding.

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ESSA Programs - Title IV Part A - Program/Fiscal Information

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3. Effective Use of Technology

Goal: Equip students with the skills and habits necessary for responsible, safe, and ethical use of technology in academic and social settings.

Objectives:

- Provide ongoing instruction in digital literacy and cyber safety through classroom integration and stand-alone lessons.
- Train teachers on how to model and reinforce responsible digital behaviors in academic settings.

Intended Outcomes:

- By June 2026, 100% of students in grades 3–12 will receive explicit instruction in digital citizenship.
- Decrease incidents of cyberbullying by 15% as recorded in behavioral tracking data.
- At least 85% of teachers will report increased confidence in integrating digital citizenship lessons into instruction, as measured by post-training surveys.

This multi-tiered Title IV, Part A plan is designed to foster a safe and healthy school climate, support inclusive educational experiences, and ensure students and staff are equipped with the tools needed for success in both in-person and digital environments. Each goal is coordinated with district efforts under Title I and II to provide sustained, systemic support for student achievement and well-being.

3. The LEA must prioritize the distribution of Title IV, Part A funds to its schools. Please indicate below which of the following needs were prioritized for the use of Title IV, Part A funds. (Click all that apply) *ESEA Section 4106(e)(2)(A)*

- Schools with the greatest needs as determined by such local educational agency;
- Schools with the highest percentages or numbers of children counted under Section 1124(c);
- Schools identified for Comprehensive Support and Improvement (CSI) under Section 1111(c)(4)(D)(i);
- Schools implementing Targeted Support and Improvement (TSI) plans as described in Section 1111(d)(2); or
- Schools identified as a persistently dangerous public elementary school or secondary school under Section 8532.

Title IV Part A - Calculation of Proportionate Shares

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. Please provide the LEA allocation for Title IV, Part A funds for the 2025-26 school year. Do not include carryover funding from the previous year.

	Title IV, Part A - 2025-26 <i>Allocation</i>	<i>Transferability</i> Funds (Funds to Title IV added, Funds from Title IV deducted) (\$)	TOTAL FUNDS for Title IV, Part A Purposes (Allocation +/- Transferability) (\$)
Title IV, Part A Calculations	10,000	0.00	10,000.00

5. Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for Title IV, Part A funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 students served by each private school, regardless of the student's district of residence.

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ESSA Programs - Title IV Part A - Program/Fiscal Information

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	Amount (\$ or #)
Title IV, Part A Program Administration Costs (Public and Private Schools - no more than 2%) (\$)	0
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	3,009
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE Schools, Regardless of LEA of Residence (#)	757

6. Based on the information provided above, please find in the chart below the *Per Pupil Amount, LEA Proportionate Share, and Private School Proportionate Share* for Title IV, Part A .

	Title IV, Part A <u>Per Pupil</u> Amount (\$)	Title IV, Part A <u>LEA Share</u> (\$)	Title IV, Part A <u>Private School</u> Share (\$)
Title IV, Part A Calculations	2.66	7,989.91	2,010.09

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ESSA Programs - Title IV Part A - Use of Funds

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Title IV Part A - Balance

PLEASE NOTE - LEAs with greater than \$30,000 in funds used for Title IV, Part A purposes are required to allot:

- A minimum of 20% of its total funds to *Well-Rounded Educational Opportunities*;
- A minimum of 20% of its total funds to *Safe and Healthy Students*; AND
- *Some* portion of its total funds to support *Effective Use of Technology*.

1. **No direct action is required of the LEA for Item #1. The calculation chart below is for informational purposes only. As the LEA completes the items below (Items #2 - #4), the remaining balance will be reflected in the chart below to indicate when all of the funds have been appropriately assigned.**

	TOTAL FUNDS for Title IV, Part A Purposes (Public and Private Shares) (\$)	Amount Remaining to be Identified (\$) - Remaining Balance
Title IV, Part A Use of Funds	10,000.00	0.00

Title IV Part A - Use of Funds

Please reference the "Title IV, Part A Allowable/Unallowable Expenditures" document for allowable activities, which can be found in the *Documents* panel along the left side of the application.

(PLEASE NOTE - All expenditures must be reflected in the Title IV budget. Within the FS-10, be sure to identify expenditures by Use of Funds category.)

2. **Please complete the chart below by identifying the funds being used to support allowable activities associated with *Well-Rounded Educational Opportunities*. Please respond with "0" to indicate that no funds are being assigned to a given activity.**

The figures in this chart should represent **BOTH** public and private school funds.

	Funding Amounts (\$)	LEA and/or Private School Activities
Science, Technology, Engineering, and Mathematics	9,304	<input checked="" type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Music and Arts	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
World Language Instruction	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Programs to Support Student Access to, and Success in, a Variety of Well-Rounded Education Experiences	0	<input type="checkbox"/> LEA Activity

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ESSA Programs - Title IV Part A - Use of Funds

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	Funding Amounts (\$)	LEA and/or Private School Activities
		<input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Accelerated Learning Programs and HS Redesign with Dual/Concurrent Enrollment and/or Early College High Schools	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Civics Instruction	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
College and Career Counseling	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Social Emotional Learning	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Environmental Education	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable

3. Please complete the chart below by identifying the funds being used to support allowable activities associated with *Safe and Healthy Students*. Please respond with "0" to indicate that no funds are being assigned to a given activity. The figures in this chart should represent **BOTH** public and private school funds.

	Funding Amounts (\$)	LEA and/or Private School Activities
Preventing Bullying and Harassment	696	<input type="checkbox"/> LEA Activity <input checked="" type="checkbox"/> Private School Activity <input type="checkbox"/> N/A - Not Applicable
Relationship-Building Skills	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
School Dropout Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Re-Entry Programs and Transition Services for Justice Involved Youth	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable

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ESSA Programs - Title IV Part A - Use of Funds

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	Funding Amounts (\$)	LEA and/or Private School Activities
School Readiness and Academic Success	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Child Sexual Abuse Awareness and Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Suicide Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Violence Prevention, Crisis Management and Conflict Resolution	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Preventing Human Trafficking	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Building School and Community Relationships	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Culturally Responsive Teaching and Professional Development of Implicit Bias	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Drug and Violence Prevention	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Health and Safety Practices in School or Athletic Programs	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
School-Based Mental Health Services	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Healthy, Active Lifestyle, Nutritional Education	0	<input type="checkbox"/> LEA Activity

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ESSA Programs - Title IV Part A - Use of Funds

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	Funding Amounts (\$)	LEA and/or Private School Activities
		<input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Physical Education Activities	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Trauma-Informed Classroom Management	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Chronic Disease Management Instruction	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable

4. Please complete the chart below by identifying the funds being used to support allowable activities associated with *Effective Use of Technology*. Please respond with "0" to indicate that no funds are being assigned to a given activity. The figures in this chart should represent **BOTH** public and private school funds.

	Funding Amounts (\$)	LEA and/or Private School Activities
Provide Personalized Learning to Improve Academic Achievement	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Discover, Adapt, and Share High-Quality Resources	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Implement Online and Blended Learning Strategies	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable
Implement School-wide and District-wide Approaches to Inform Instruction, Support Teacher Collaboration, and Personalize Learning	0	<input type="checkbox"/> LEA Activity <input type="checkbox"/> Private School Activity <input checked="" type="checkbox"/> N/A - Not Applicable

Title IV Part A - Use of Funds CALCULATIONS

No direct action is required of the LEA for Items #5 and #6. The calculation charts below are for informational purposes only.

5. Please find total amounts allocated to each of the Title IV, Part A content areas - Well-Rounded Educational

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ESSA Programs - Title IV Part A - Use of Funds

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Opportunities, Safe and Healthy Students, and/or Effective Use of Technology.

Additionally, the chart provides the maximum of 15% of funds allotted to the *Effective Use of Technology* content area for equipment and infrastructure.

	Well-Rounded Educational Opportunities TOTAL (\$)	Safe & Healthy Students TOTAL (\$)	Effective Use of Technology TOTAL (\$)	Maximum for Technology Infrastructure (Max. 15% of Ed. Tech. Funding) (\$)
Content Area Use of Funds	9,304.00	696.00	0.00	0.00

6. **For LEAs with an allocation (including Transferability) greater than \$30,000 - the following chart provides the minimum Title IV, Part A funding amounts of 20% that an LEA is required to allot to both *Well-Rounded Educational Opportunities AND Safe and Healthy Students* content areas.**

	Well-Rounded Educational Opportunities <i>minimum</i> (20% of <i>total</i> Title IV Allocation) (\$)	Safe & Healthy Students <i>minimum</i> (20% of <i>total</i> Title IV Allocation) (\$)
Content Area Minimum/Maximum	2,000.00	2,000.00

2025-26 Consolidated Application for ESSA-Funded Programs - 2025Equitable Services - Equitable Services

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Equitable Services

LEAs should utilize the "2025-26 *Private School Equitable Services Consultation Resource*" in the *Documents* panel to determine private schools that served resident students during the 2025-26 school year.

PLEASE NOTE - The equitable services requirement does not apply to *Charter LEAs* or *Special Act LEAs*, as these types of LEAs do not have a defined geographic catchment area for determining a student's residency.

1. **Does the LEA have any resident students attending private schools that are located either within the district's geographic boundaries or in another LEA?**

- Yes, the LEA does have students being served by private schools in or out of its district boundaries.
- No, the LEA does not have any students being served by private schools in or out of its district boundaries.
- Not Applicable, the applicant is a Charter LEA.
- Not Applicable, the applicant is a Special Act LEA.

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Equitable Services - Equitable Services Details

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Private School Details

No direct action is required of the LEA for Item #1 and Item #2. These charts are for informational purposes only and may be used to assist the LEA in completing this portion of the application.

1.

The figures below, based on information provided in *Title I Part A - Fiscal Information (Part 2 of 6)* of the application, may be used when completing the sections below.

	Low Income Students (Participating In-District Private Schools) (#)	Low Income Students (Participating Out-of-District Private Schools) (#)	Title I, Part A Per Pupil Amount (\$)
Private School Details	0.00	0.00	326.44

2.

The figures below, based on information provided in other sections of the application, may be used when completing the sections below.

	Title II, Part A Participating Private School Students (#)	Title II, Part A Per Pupil Amount (\$)	Title III, Part A Participating Private School Students (#)	Title III, Part A Per Pupil Amount (\$)	Title IV, Part A Participating Private School Students (#)	Title IV, Part A Per Pupil Amount (\$)
Private School Details (cont.)	757.00	11.14	0.00	139.30	757.00	2.66

Private School Consultation

MANHASSET UFSD - 280406030000

3.

For EACH private school listed below (located *inside* of the district, serving district resident students), please indicate whether the private school is participating in one or more ESSA-Funded programs (participating or declining). Additionally, please indicate the funding amount for each program area, and upload a completed "LEA Affirmation of Private School Consultation 2025-26" form. If a private school was not responsive to the LEA's attempts to consult, please provide dated evidence of outreach conducted by the LEA.

(PLEASE NOTE - The column titled "Title I Private Sch (\$)" should reflect the total proportionate share of the Title I, Part A allocation and the Title I, Part A Parent and Family Engagement allocation.)

Private School BEDS Code	Private School Name	Private School Participation	Title I Private Sch (\$)	Title II Private Sch (\$)	Title III Private Sch (\$)	Title IV Private Sch (\$)	Upload Written Affirmation of Consultation Form
280406226313	MAGEN ISRAEL-GAN ISRAEL CENTER	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Magen Israel_Signed_LEA Affirmation_2025_26.pdf

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Equitable Services - Equitable Services Details

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Private School BEDS Code	Private School Name	Private School Participation	Title I Private Sch (\$)	Title II Private Sch (\$)	Title III Private Sch (\$)	Title IV Private Sch (\$)	Upload Written Affirmation of Consultation Form
280406226655	MESIVTA OF GREAT NECK	Accepting	0	836	0	199	Mesvita of Great Neck Consultion form signed.pdf Re_Mesvita of Great Neck form for signature email.pdf
280406179461	OUR LADY OF GRACE MONTESSORI SCHOOL	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Our Lady of Grace_Signed_LEA Affirmation_2025_26.pdf Magen Israel_Signed_LEA Affirmation_2025_26.pdf
280406175609	ST MARY'S ELEMENTARY SCHOOL	Accepting	0	2,920	0	696	SMES Affirmation of Consultation form signed.pdf SMES Affirmation of Consultation form complete and signed.pdf
280406179302	ST MARY'S HIGH SCHOOL	Accepting	0	4,681	0	1,115	St Marys HS Affirmation of Consultation form complete and signed.pdf
			0	8,437	0	2,010	

4. Please complete the chart below detailing:

- 1. Private schools located *outside* of the district serving district resident students;

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Equitable Services - Equitable Services Details

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- 2. Approved 853 schools and 4201 schools serving district resident students;
- 3. Private schools located within the district that do not have a BEDS code; and/or
- 4. Any other private school otherwise not included in the chart above.

Please indicate whether the private school is participating in one or more ESSA-Funded program, and indicate the funding amount for each program area. Upload a completed "LEA Affirmation of Private School Consultation 2025-26" form. If a private school was not responsive to the LEA's attempts to consult, please provide dated evidence of outreach conducted by the LEA.

Private School BEDS Code (Optional)	Private School Name	Private School Participation	Title I Private Sch (\$)	Title II Private Sch (\$)	Title III Private Sch (\$)	Title IV Private Sch (\$)	Upload Written Affirmation of Consultation Form
(No Response)	Buckley Country Day School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Buckley County Day School_Signed_LEA Affirmation_2025_26.pdf
(No Response)	Holy Child Academy	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Holy Child Academy_SIGNED_LEA affirmation 2025_26.pdf
(No Response)	Horace Mann School Nursery and Kindergarten	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Horace Mann Nursery_Kindergarten_SIGNED_LEA-Affirmation-2025-26.pdf
(No Response)	The Knox School 541	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Knox School_Signed LEA Affirmation 2025_26.pdf
(No Response)	Chaminade HS	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Chaminade HS_Signed_LEA Affirmation_2025_26.pdf
(No Response)	Friends Academy	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Friends Academy_Signed_LEA Affirmation_2025_26.pdf

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Equitable Services - Equitable Services Details

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Private School BEDS Code (Optional)	Private School Name	Private School Participation	Title I Private Sch (\$)	Title II Private Sch (\$)	Title III Private Sch (\$)	Title IV Private Sch (\$)	Upload Written Affirmation of Consultation Form
(No Response)	Fusion Academy	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Fusion Academy_Signed_LEA Affirmation_2025_26.pdf
(No Response)	Greenvale School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Greenvale School_Signed_2025_26.pdf
(No Response)	Holy Martyrs Armenian Day School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Holy Martyrs_Signed_LEA Affirmation_2025_26.pdf
(No Response)	Long Island School for the Gifted	Declining	(No Response)	(No Response)	(No Response)	(No Response)	LI School for the Gifted_Signed_2025_26.pdf
(No Response)	Horace Mann School Lower	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Horace Mann_SIGN ED_LEA-Affirmation-2025-26.pdf
(No Response)	Kellenberg Memorial HS	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Kellenberg HS_Signed LEA Affirmation_2025_26.pdf
(No Response)	Portledge School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Portledge School_Signed_LEA Affirmation_2025_26.pdf
(No Response)	St. Aidan	Declining	(No Response)	(No Response)	(No Response)	(No Response)	St Aidan School_Signed_LEA Affirmation_2025_26.pdf
(No Response)	St. Dominics	Declining	(No Response)	(No Response)	(No Response)	(No Response)	St Doms_Signed_LEA

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Equitable Services - Equitable Services Details

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Private School BEDS Code (Optional)	Private School Name	Private School Participation	Title I Private Sch (\$)	Title II Private Sch (\$)	Title III Private Sch (\$)	Title IV Private Sch (\$)	Upload Written Affirmation of Consultation Form
							Affirmation_2025_26.pdf
(No Response)	Regis HS	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Regis HS_Signed_LEA_Affirmation_2025_26.pdf
(No Response)	Countryside Montessori School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Countryside Montessori School_Signed_LEA_Affirmation_2025_26_2.pdf
(No Response)	Xavier HS	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Xavier HS_Signed_LEA_Affirmation_2025_26.pdf
(No Response)	William Spyropoulos	Declining	(No Response)	(No Response)	(No Response)	(No Response)	William Spyropoulos_Signed_LEA-Affirmation-2025-26.pdf
(No Response)	Westbury Friends	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Westbury Friends_Signed_LEA_Affirmation_2025_26.pdf
(No Response)	Waldorf School of Garden City	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Waldorf School_Signed_LEA_Affirmation_2025_26.pdf
(No Response)	Sacred Heart Academy	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Sacred Heart Academy_Signed_LEA_Affirmation_2025_26.pdf
(No Response)	Riverdale	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Riverdale_Signed_LEA_Affirmation_2025_26.pdf

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Equitable Services - Equitable Services Details

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Private School BEDS Code (Optional)	Private School Name	Private School Participation	Title I Private Sch (\$)	Title II Private Sch (\$)	Title III Private Sch (\$)	Title IV Private Sch (\$)	Upload Written Affirmation of Consultation Form
							025_26.pdf
(No Response)	Trinity Lutheran	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Trinity_Signed LEA Affirmation_2025_26.pdf
(No Response)	The Spence School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Email from Spence School DECLINING all programs_2025_26.pdf
			0	0	0	0	

Equitable Services - Pooling Funds

5. **Pooling within an LEA:** Is the LEA providing equitable services to eligible children attending a private school that is part of a group of private schools (such as a group of schools under the authority of a single organization) by pooling the Title I funds generated by children from low-income families who reside in participating Title I public school attendance areas and attend a private school in the group?

If yes, please complete the chart below.

- YES, the LEA is providing equitable services to eligible children by pooling funds WITHIN an LEA.
- NO, the LEA is not providing equitable services to eligible children by pooling funds WITHIN an LEA.

6. **As applicable based on the response to the item above, please complete the following chart identifying the nonpublic schools that are participating in pooling funds within an LEA.**

School Name	BEDS Code
(No Response)	(No Response)

7. **Pooling across LEAs:** Is the LEA providing equitable services to children attending private schools in coordination with multiple LEAs by pooling their Title I funds generated by their private school children from low-income families who reside in a participating Title I public school attendance area to serve eligible low-achieving private school children who reside in those LEAs?

If yes, please complete the chart below.

- YES, the LEA is providing equitable services to eligible children by pooling funds ACROSS LEAs.
- NO, the LEA is not providing equitable services to eligible children by pooling funds ACROSS LEAs.

8. **As applicable based on the response to the item above, please complete the following chart identifying the LEAs**

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Equitable Services - Equitable Services Details

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that are participating in pooling funds across LEAs.

LEA Name	BEDS Code
(No Response)	(No Response)

Private School Use of Funds - Title I Part A

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

9. For LEAs with an allocation (including *Transferability*) greater than \$500,000, the following figure represents the minimum 1% Parent and Family Engagement Reserve for its participating private schools. Please use this to assist in completing the chart below (Item #10).

0.00

10. Please complete the following Title I, Part A Use of Funds chart by indicating the aggregate use of funds for all PRIVATE SCHOOLS.

	Amount (\$)
Administration	(No Response)
Professional Development	(No Response)
Pre-K Services	(No Response)
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than \$500,000)	(No Response)
Direct Instructional Services to Students	(No Response)
Other	(No Response)
Totals:	0

11. As the LEA completes the use of funds chart above (Item #10), the remaining balance of Title I, Part A funds for Private Schools will be reflected below to indicate that all funds have been appropriately identified. (PLEASE NOTE - All expenditures must be reflected in the Title I, Part A budget. Within the FS-10, be sure to identify expenditures by participating private school.)

	Title I, Part A - Private School Share (\$)	Amount Remaining to be Identified (\$) - Remaining Balance
Title I, Part A Private School Use of Funds	0.00	0.00

Private School Use of Funds - Title II Part A

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

12. Please complete the following Title II, Part A Use of Funds chart by indicating the aggregate use of funds for all PRIVATE SCHOOLS.

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Equitable Services - Equitable Services Details

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	Amount (\$)
Professional Development for Teachers	8,437
Professional Development for Administrators	(No Response)
Professional Development for Other School Leaders	(No Response)
Totals:	8,437

13. As the LEA completes the chart above (Item #12), the *remaining balance* of Title II, Part A funds for **Private Schools** will be reflected in the chart below to indicate that all funds have been appropriately identified.
 (PLEASE NOTE - All expenditures must be reflected in the Title II, Part A budget. Within the FS-10 be sure to identify expenditures by participating private school.)

	Title II, Part A Private School Share	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title II, Part A Private School Use of Funds	8,436.75	-0.25

Private School Use of Funds - Title IV Part A

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

14. Please complete the following Title IV, Part A Use of Funds chart by indicating the aggregate use of funds for all **PRIVATE SCHOOLS**.

	Amount (\$)
Well-Rounded Educational Opportunities	0
Safe and Healthy Students	696
Effective Use of Technology	1,314
Totals:	2,010

15. As the LEA completes the chart above (Item #14), the *remaining balance* of Title IV, Part A funds for **Private Schools** will be reflected in the chart below to indicate that all funds have been appropriately identified.
 (PLEASE NOTE - All expenditures must be reflected in the Title IV, Part A budget. Within the FS-10, be sure to identify expenditures by participating private school.)

	Title IV, Part A Private School Share	Amount Remaining to be Identified (\$) - <i>Remaining Balance</i>
Title IV, Part A Private School Use of Funds	2,010.09	0.09

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Budgets/Narratives - Budgets/Narratives

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Budget/Narrative - Title I, Part A

PLEASE NOTE -

1. The FS-10 for each program area should reflect only the program area allocation for the 2025-26 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by school, as applicable, to reflect appropriately prioritized distribution of funds amounts.
6. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

1. **The amount of funds shown in the space below reflects the LEA's 2025-26 Title I, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #2 and #3.**

99,563.00

2. **Upload a completed and signed copy of the *FS-10 Budget* for Title I, Part A. The FS-10 should represent the 2025-26 allocation only. (Carryover may be accessed by way of an amendment, separate from this application process; and funds subject to Transferability should not be included in the FS-10 of another program area.)**

FS 10 Title I signed.pdf

3. **Upload a completed copy of the *Budget Narrative* for Title I, Part A.**

(Please Note - an original budget narrative must be mailed to NYSED as part of the LEA's application submission).

Title I Budget_Narrative.xlsx

Budget/Narrative - Title I, Part D

PLEASE NOTE -

1. The FS-10 for each program area should reflect only the program area allocation for the 2025-26 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

4. **The amount of funds shown in the space below reflects the LEA's 2025-26 Title I, Part D allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #5 and #6.**

0.00

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5. Upload a completed and signed copy of the **FS-10 Budget** for Title I, Part D.

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

6. Upload a completed copy of the **Budget Narrative** for Title I, Part D.

(Please Note - an original budget narrative must be mailed to NYSED as part of the LEA's application submission).

(No Response)

Budget/Narrative - Title II, Part A

PLEASE NOTE -

1. The FS-10 for each program area should reflect only the program area allocation for the 2025-26 school year.
 2. Carryover funds should not be included in the FS-10.
 3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
 4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
 5. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.
 6. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by Title II, Part A Use Funds category to align with the Title II, Part A Use of Funds Chart.
7. **The amount of funds shown in the space below reflects the LEA's 2025-26 Title II, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #8 and #9.**

41,972.00

8. Upload a completed and signed copy of the **FS-10 Budget** for Title II, Part A.

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

FS 10 Title II signed.pdf

9. Upload a completed copy of the **Budget Narrative** for Title II, Part A.

(Please Note - an original budget narrative must be mailed to NYSED as part of the LEA's application submission).

Title II Budget_Narrative.xlsx

Budget/Narrative - Title III, Part A - English Language Learners (ELL)

PLEASE NOTE -

1. Only SINGLE APPLICANTS and LEAD APPLICANTS of a consortium should upload Title III, Part A - ELL budget information.

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Budgets/Narratives - Budgets/Narratives

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2. LEAs applying as a MEMBER of consortium do not upload budget documents.
 3. The FS-10 for each program area should reflect only the program area allocation for the 2025-26 school year.
 4. Carryover funds should not be included in the FS-10.
 5. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
 6. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
 7. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.
10. **The amount of funds shown in the space below reflects the LEA's 2025-26 Title III, Part A English Language Learner allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #11 and #12.**
- 13,791.00
11. **Upload a completed and signed copy of the *FS-10 Budget* for Title III, Part A English Language Learners (ELL).**
- (Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).**
- (No Response)
12. **Upload a completed copy of the *Budget Narrative* for Title III, Part A English Language Learners (ELL).**
- (Please Note - an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**
- (No Response)

Budget/Narative - Title III - Immigrant Education

13. **The amount of funds shown in the space below reflects the LEA's 2025-26 Title III, Immigrant Education allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #14 and #15.**
- 0.00
14. **Upload a completed and signed copy of the *FS-10 Budget* for Title III, Immigrant Education.**
- (Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).**
- (No Response)
15. **Upload a completed copy of the *Budget Narrative* for Title III, Immigrant Education.**
- (Please Note - an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**
- (No Response)

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Budget/Narrative - Title IV, Part A

PLEASE NOTE -

1. The FS-10 for each program area should reflect only the program area allocation for the 2025-26 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.
6. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by Title IV, Part A Use Funds category to align with the Title IV, Part A Use of Funds Chart.

Please [click here](#) to view an instructional video about completing the FS-10 and budget narrative for Title IV Part A.

- 16. The amount of funds shown in the space below reflects the LEA's 2025-26 Title IV, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #17 and #18.**

10,000.00

- 17. Upload a completed and signed copy of the *FS-10 Budget* for Title IV, Part A.
(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).**

FS 10 Title IV signed.pdf

- 18. Upload a completed copy of the *Budget Narrative* for Title IV, Part A.**

(Please Note - an original budget narrative must be mailed to NYSED as part of the LEA's application submission).

FS 10 Title IV signed.pdf

Budget/Narrative - Title V Rural Low Income Students (RLIS)

PLEASE NOTE -

1. The FS-10 for each program area should reflect only the program area allocation for the 2025-26 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. The FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such as "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

- 19. The amount of funds shown in the space below reflects the LEA's 2025-26 Title V, Rural Low Income Students (RLIS) allocation, as identified previously in the application. This is the amount to be used as the LEA completes**

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Budgets/Narratives - Budgets/Narratives

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Items #20 and #21.

0.00

20. Upload a completed and signed copy of the **FS-10 Budget** for Title V Rural Low Income Students (RLIS).

(Please Note - a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).

(No Response)

21. Upload a completed copy of the **Budget Narrative** for Title V Rural Low Income Students (RLIS).

(Please Note - an original budget narrative must be mailed to NYSED as part of the LEA's application submission).

(No Response)

Funded Administrator

Please refer to the *Documents* panel along the left of the application for additional information and access to the "*Funded Administrative Position*" form.

22. Does the LEA have any professional-level administrative or supervisory positions included in the FS-10 Budget forms submitted for the federal Titles?

Yes, the LEA does have professional-level administrative or supervisory positions included in the FS-10s submitted for one or more of the federal Titles.

No, the LEA does not have professional-level administrative or supervisory positions included in the FS-10s submitted for any of the federal Titles.

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Submission Summary - Submission Summary

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Submission Summary - Title I, Part A

MANHASSET UFSD - 280406030000

1. The following represents a summary of Title I, Part A funding figures based on the information provided in previous sections of the application.

	Title I, Part A Allocation (\$)	Total Funds for Title I, Part A Purposes (Allocation + Transferability) (\$)	Title I, Part A Per Pupil Amount (\$)	Title I, Part A LEA Share (\$)	Title I, Part A Private School Share (\$)
Title I, Part A - Summary	99,563.00	99,563.00	326.44	99,563.00	0.00

2. The following represents additional Title I, Part A summary figures based on information provided in earlier sections.

	Title I, Part A LEA Reserves (\$)	Title I, Part A LEA Funds Distributed to Public Schools (LEA Share minus Funds Reserved) (\$)
Title I, Part A - Summary (Cont.)	2,000.00	97,563.00

Submission Summary - Title I, Part D

3. The following represents a summary of Title I, Part D funding based on information provided in previous sections.

	Title I, Part D Allocation (\$)	Total Funds for Title I, Part D Purposes (Allocation +/- Transferability) (\$)
Title I, Part D - Summary	0.00	0.00

Submission Summary - Title II, Part A

4. The following represents a summary of Title II, Part A funding based on information provided in previous sections.

	Title II, Part A Allocation (\$)	Total Funds for Title II, Part A Purposes (Allocation +/- Transferability) (\$)	Title II, Part A Per Pupil Amount (\$)	Title II, Part A LEA Share (\$)	Title II, Part A Private School Share (\$)
Title II, Part A - Summary	41,972.00	41,972.00	11.14	33,535.25	8,436.75

Submission Summary - Title III ELL/Immigrant

5. The following represents a summary of Title III, Part A - ELL funding figures based on the information provided in previous sections.

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Submission Summary - Submission Summary

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	Title III - ELL Allocation (\$)	Total Funds for Title III - ELL Purposes (Allocation + Transferability) (\$)	Title III - ELL Per Pupil Amount (\$)	Title III - ELL LEA Share (\$)	Title III - ELL Private School Share (\$)
Title III - ELL Summary	13,791.00	13,791.00	139.30	13,791.00	0.00

6.

The following represents a summary of Title III, Immigrant Education funding figures based on the information provided in previous sections.

	Title III - Immigrant Allocation (\$)	Title III - Immigrant Per Pupil Amount (\$)	Title III - Immigrant LEA Share (\$)	Title III - Immigrant Private School Share (\$)
Title III - Immigrant Summary	0.00	0.00	0.00	0.00

Submission Summary - Title IV, Part A

7. The following represents a summary of Title IV, Part A funding figures based on the information provided in previous sections of the application.

	Title IV, Part A Allocation (\$)	Total Funds for Title IV, Part A Purposes (Allocation +/- Transferability) (\$)	Title IV, Part A - Per Pupil Amount (\$)	Title IV, Part A - LEA Share (\$)	Title IV, Part A - Private School Share (\$)
Title IV, Part A - Summary	10,000.00	10,000.00	2.66	7,989.91	2,010.09

8. The following represents a summary of the total Title IV, Part A allocation - BOTH public and private school shares - use of funds by content area based on the information provided in previous sections of the application.

	Well Rounded Educational Opportunities Total	Safe and Healthy Students Total	Effective Use of Technology Total
Title IV Use of Funds - LEA Share	9,304.00	696.00	0.00

9. The following represents a summary of Title IV, Part A - Private School Share use of funds by content area based on the information provided in previous sections of the application.

	Well Rounded Educational Opportunities Total	Safe and Healthy Students Total	Effective Use of Technology Total
Title IV Use of Funds - Private School Share	0.00	696.00	1,314.00

Submission Summary - Title V Rural Low Income Students (RLIS)

10. The following represents a summary of Title V Rural Low Income Students (RLIS) funding based on information provided in previous sections.

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Submission Summary - Submission Summary

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	Title V - RLIS Allocation (\$)	Total Funds for Title V - RLIS Purposes (Allocation + Transferability) (\$)
Title V RLIS - Summary	0.00	0.00