

State Foundation Aid Funding Plan Riverhead Central School District

The 2021-2022 enacted state budget includes language stating that, for the 2021-22, 2022-23 and 2023-24 school years, each school district receiving a foundation aid increase of more than 10% or \$10,000,000 a school year must post a plan of how the funds will be used to address student performance and need, including but not limited to:

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

For the 2022-2023 school year, the Riverhead Central School District received a foundation aid increase of 30%.

Throughout the budget development process for the 2022-2023 school year, information about how these additional funds will be used was shared at Board of Education meetings. Thank you to community members who shared feedback and input regarding these ideas. If you have any questions about our District's foundation aid increase, please call or email the following individuals:

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Increasing graduation rates and eliminating the achievement gap.

Plan Summary: The additional funding will allow the District to maintain and expand upon existing program, including all extracurricular activities and the athletic program. Expanding to a 9-period day at the Middle School and High School, which includes an additional 19 FTE's, will afford secondary students increased opportunities to discover their talents while exploring interests and passions. When students are engaged in their learning, a material increase in student outcome is the result. Additional funding for the Alternative High School will provide additional opportunities for students to access programs leading to graduation.

Reducing class size.

Plan Summary: The additional funding will allow the District to retain positions of teachers who retired as of the end of the 2021-2022 school year and to meet the contractual obligations of existing staff. This will allow class sizes to remain at or below contractual limitations. The funding will also allow the District to convert existing administrative space into 8 additional classrooms, meeting the growing needs and opportunities in the District without increasing class size.

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

Plan Summary: The implementation of the 9-period day at the Middle School and the High School will allow for additional small group, targeted instruction throughout the buildings and will enhance student choices for electives.

Addressing student social-emotional health.

Plan Summary: The District will be maintaining the mental health teams put in place in 2021-2022 and will be adding an additional guidance counselor at the High School. The District will have increased offerings in music, art and health. Participation in these programs will contribute to the overall wellbeing of our students.

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

Plan Summary: Three additional special education teachers and one additional English as a New Language teacher are funded with the additional aid. The additional aid also allows the District to continue the ELL support added during the 2021-2022 school year. The District has restructured the ENL Department to provide coordinators for focused feedback and streamlined practices within the Department.

Other areas of student performance and need.

Plan Summary: The additional funding will allow all of our content areas, including fine arts, physical education, and support areas to access additional equipment and material based upon student need. The additional funding will allow the continued support of Elementary Specialists in the primary buildings.