

State Budget Reporting and Foundation Aid Survey - Budget Reporting**Background/Instructions**

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Background and Instructions**Background**

Section 9-a of part A of chapter 56 of the laws of 2021, as amended by §5-a of part A of chapter 56 of the laws of 2022 requires, on or before July 1, 2022, every local educational agency (LEA) receiving funding from the Elementary and Secondary School Emergency Relief (ESSER) funding from the American Rescue Plan (ARP) act of 2021 to post on its website and submit to the New York State Education Department (NYSED) an updated plan of how such funds will be expended and how the LEA will prioritize spending on non-recurring expenses as defined in section 9-a(1) of part A of chapter 56 of the laws of 2021. This updated plan must include:

- An analysis of public comment;
- Goals and ratios for pupil support;
- Detailed summaries of Investments in current year activities; and
- Balance of funds spent in priority areas.

In addition, Section 10-d of part A of chapter 56 of the laws of 2021, as amended by §5-b of part A of chapter 56 of the laws of 2022, requires school districts receiving a foundation aid increase of more than 10% or \$10,000,000 must create plans on how these funds will be used to address student performance and need. These plans must be completed, submitted to the department, and posted to district websites prior to July 1 of 2021, 2022, and 2023. Each district subject to this requirement is required to:

- Seek public comment from parents, teachers, and other stakeholders;
- Take public comments into account in the development of the plan;
- Include an analysis of public comments within the plan;
- Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of seven listed areas;
- Post the plan on the district website; and
- Submit the plan to the State Education Department in a form prescribed by the Department to be posted publicly.

The list of school districts that are required to submit a plan aligned with the increase in foundation aid may be found in the "Foundation Aid and ARP Plan Notification Guidance" memo located in the *Documents* library at the lower left of the application. It should be noted that this requirement does not obligate districts to spend additional foundation aid funds in specific ways, but does require district seek public comment and share plans on how they intend to spend these additional funds. Plans are required to cover only the foundation aid *increase*. The plan should *not* cover how the district intends to use its *entire* foundation aid amount. Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address any of the following seven areas:

- Increasing graduation rates and eliminating the achievement gap;
- Reducing class sizes;
- Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;
- Addressing student social-emotional health;
- Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness;
- Goals and ratios for pupil support; and
- Detailed summaries of investments in current year initiatives and balance of funds spent in priority areas.

Instructions

The *State Budget Reporting and Foundation Aid Survey* is due by July 1, 2022.

LEAs must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business

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portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs) or the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs are NOT REQUIRED to send hard copies of survey materials to the Department.

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Use of Foundation Aid Increase

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Use of Foundation Aid Increase

1. Please describe how the district plans to utilize funds provided by the foundation aid increase in the following priority areas. If these funds will not be used for one of the priority areas listed below, please respond with "N/A."

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Increasing graduation rates and eliminating the achievement gap	N/A	N/A	0
Reducing class sizes	After receiving the increase in foundational aid, South Huntington was able to maintain and increase the number of teachers employed, providing further services and support to all students while decreasing the overall class size. Of these teachers, the following subject areas were focused upon: Elementary education, Mathematics, Social Studies, Technology, Art, Librarian, World Language, and Physical Education/Health.	A budget hearing was held on May 11, 2021 to update the community on additional Foundation Aid and the application of that funding. Funding was allocated towards maintaining low class sizes, with K-5 averages in the low 20s and 6-12 class sizes in the mid-20s. Stakeholders, especially parents and educators, believed that maintaining low class sizes was critical to addressing pandemic-caused learning loss needs, preventing further regression and providing necessary resources to all learners. During the 2021-2022 year, various types of meeting were held with Stakeholders to review Foundation Aid increase funded areas. Maintaining low class sizes was once again a priority in targeting academic recovery programs and programs impacting ELL students as well as Students with Disabilities. Examples of Stakeholder meetings and dates include, but were not limited to the following: PTA Council Meetings: October 4, 2021 December 6, 2021 January 31, 2022 March 28, 2022 May 2, 2022 June 6, 2022 Curriculum Council meetings: September 14, 2021 October 13, 2021 November 16, 2021 January 11, 2022 March 16, 2022 April 5, 2022 May 18, 2022 Budget Development Work Shops, Adoption and Hearing: February 16, 2022 March 9, 2022 March 23, 2022 April 12, 2022 May 10, 2022 Community Stakeholder Year-End Review: June 16, 2022	1100000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	To address the learning needs of all students, especially those identified as having special needs or ENL, a number	A budget hearing was held on May 11, 2021 to update the community on additional Foundation Aid and the	586246

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	<p>of staff members were hired to support the learning loss identified during the pandemic. 12 elementary Math teaching assistants were hired to support those students identified as needing academic services as well as support the classroom teacher. In addition to this permanent substitutes were also paid through the general fund to further support the needs of students.</p>	<p>application of that funding. Funding was allocated towards targeting learning loss and academic recovery for students in all academic subject areas grades K -12 who are at -risk or currently demonstrating that they are not meeting state learning standards. Stakeholders, especially parents and educators, believed that addressing pandemic-caused learning loss needs, preventing further regression and providing necessary resources to all learners, especially those at risk for not meeting state learning standards, was a key focal point. During the 2021-2022 year, various types of meeting were held with Stakeholders to review Foundation Aid increase funded areas. Once again targeting academic recovery programs and programs impacting all students across all academic subject areas in grades K-12 was a priority. Examples of Stakeholder meetings and dates include, but were not limited to the following: PTA Council Meetings: October 4, 2021 December 6, 2021 January 31, 2022 March 28, 2022 May 2, 2022 June 6, 2022 Curriculum Council meetings: September 14, 2021 October 13, 2021 November 16, 2021 January 11, 2022 March 16, 2022 April 5, 2022 May 18, 2022 Budget Development Work Shops, Adoption and Hearing: February 16, 2022 March 9, 2022 March 23, 2022 April 12, 2022 May 10, 2022 Community Stakeholder Year-End Review: June 16, 2022</p>	
<p>Addressing student social-emotional health</p>	<p>N/A</p>	<p>N/A</p>	<p>0</p>
<p>Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness</p>	<p>In addition to increasing staffing with regards to ENL and Special Education, South Huntington School District allocated 2.1 million dollars for BOCES services. This allocation supports programs for many of our students with significant developmental delays, who require specialized placements. Within</p>	<p>A budget hearing was held on May 11, 2021 to update the community on additional Foundation Aid and the application of that funding. Funding was allocated towards resources targeting learning loss and academic recovery for ELL students, Students with Disabilities, as well as students experiencing</p>	<p>2900000</p>

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	<p>the district, South Huntington has also increased the amount of special education teachers to support the needs of students with IEPS as follows: 2 elementary special education teachers, 2 speech teachers, 2 psychologists. In terms of ENL, the district has hired 2 staff focused on providing instruction to students in their home language: HLA and Social Studies.</p>	<p>homelessness across all academic subject areas grades K -12. Stakeholders, especially parents and educators, believed that providing resources to address learning loss and academic recovery for ELL students, Students with Disabilities, as well as students experiencing homelessness across all academic subject areas grades K -12, was a key focal point. During the 2021-2022 year, various types of meeting were held with Stakeholders to review Foundation Aid increase funded areas. Once again, providing resources to address learning loss and academic recovery for ELL students, Students with Disabilities, as well as students experiencing homelessness across all academic subject areas grades K -12, was a priority. Examples of Stakeholder meetings and dates include, but were not limited to the following: PTA Council Meetings: October 4, 2021 December 6, 2021 January 31, 2022 March 28, 2022 May 2, 2022 June 6, 2022 Curriculum Council meetings: September 14, 2021 October 13, 2021 November 16, 2021 January 11, 2022 March 16, 2022 April 5, 2022 May 18, 2022 Budget Development Work Shops, Adoption and Hearing: February 16, 2022 March 9, 2022 March 23, 2022 April 12, 2022 May 10, 2022 Community Stakeholder Year-End Review: June 16, 2022</p>	

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add Row" as applicable for additional priority areas.

Priority Area	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Reduction in tax levy and reserve usage	The goal of this allocation is to provide financial relief to the taxpayers of South Huntington, presenting a 0% tax levy increase. This budget allowed our	A budget hearing was held on May 11, 2021 to update the community on additional Foundation Aid and the application of that funding. The	5,298,022

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Use of Foundation Aid Increase

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Priority Area	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	<p>community to be supported during hard economic times. We have a significant amount of small businesses within the community and were directly affected by the pandemic. This is an addition to over 50% poverty rate within the district.</p>	<p>proposed tax levy for the 2021-2022 school year was lowered by 1.99% to 0.99%. Due to the economic impact of the pandemic on local businesses as well as the community at large, which includes a poverty rate based on free and reduce lunch eligibility of approximately 54%, the lowering of the tax levy was very well-received. During the 2021-2022 year, various types of meeting were held with Stakeholders to review Foundation Aid increase funded areas, such as low class sizes, academic recovery programs and programs impacting ELL students as well as Students with Disabilities, and a proposed 0% tax levy increase for the 2022-2023 to continue to address economic hardships throughout the community. Once again, the feedback from Stakeholders was extremely well-received as all needs were being adequately met. Examples of Stakeholder meetings and dates include, but were not limited to the following: PTA Council Meetings: October 4, 2021 December 6, 2021 January 31, 2022 March 28, 2022 May 2, 2022 June 6, 2022 Curriculum Council meetings: September 14, 2021 October 13, 2021 November 16, 2021 January 11, 2022 March 16, 2022 April 5, 2022 May 18, 2022 Budget Development Work Shops, Adoption and Hearing: February 16, 2022 March 9, 2022 March 23, 2022 April 12, 2022 May 10, 2022 Community Stakeholder Year-End Review: June 16, 2022</p>	

Use of Foundation Aid Increase (Cont.)

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- 3. Please describe your analysis of public comment from parents, teachers, and other stakeholders on the plan. This analysis should include the approach to outreach that was implemented and common recommendations or suggestions. For recommendations not reflected in the plan above, what limitations or rationale led to the decision to not include? (250 words or less)**

One of the goals of this allocation is to provide financial relief to the taxpayers of South Huntington, presenting a 0% tax levy increase. This budget allowed our community to be supported during hard economic times.

A number of staff members were hired to support the learning loss identified during the pandemic. 12 elementary Math teaching assistants were hired to support those students identified as needing academic services. In addition to this permanent substitutes were also paid through the general fund to further support the needs of students. In addition to increasing staffing with regards to ENL and Special Education, South Huntington School District allocated 2.1 million dollars for BOCES services. Within the district, South Huntington has also increased the amount of special education teachers to support the needs of students with IEPs as follows: 2 elementary special education teachers, 2 speech teachers, 2 psychologists. In terms of ENL, the district has hired 2 staff focused on providing instruction to students in their home language: HLA and Social Studies.

After receiving the increase in foundational aid, South Huntington was able to maintain and increase the number of teachers employed, providing further services and support to all students while decreasing the overall class size. Of these teachers, the following subject areas were focused upon: Elementary education, Mathematics, Social Studies, Technology, Art, Librarian, World Language, and Physical Education/Health.

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ARP Spending Plan Reporting

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American Rescue Plan (ARP) Spending Plan Reporting

1. Have you made changes to your approved ARP - ESSER application?

- YES, the LEA has made changes to your approved ARP ESSER application.
- NO, the LEA has not made changes to your approved ARP ESSER application.

1a. Please provide a summary of those changes and the need informing those changes.

Summary of Changes for ARP Learning Loss

Amendment 1: Taking \$817,894 from BOCES Services code 49 and moving \$796,894 to Supplies & Materials code 45 in order to expedite the procurement of technology (chromebooks, servers, licenses) and \$21,000 to Purchase Service code 40 for Foundations program for 1,200 primary grade students.

Amendment 2: Taking \$233,593 from Supplies & Materials code 45 and moving to Purchase Services code 40 to provide \$47,303 in support and remediation for instructional staff and \$186,290 for Middle School and High School Next Generation science curriculum.

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ARP Spending Plan Reporting

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2. Please provide an analysis of public comment for the updated American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding.

Throughout the Budget Development process for the 2021-2022 school year, ARP funding was reviewed with stakeholders. This included PTA Council meetings, budget workshops, the budget adoption (April 20, 2021) and the Budget Hearing (May 11, 2021). This was then followed by a Stakeholders year-end review meeting on June 3, 2021.

Funding was also allocated towards maintaining fresh air circulation in classrooms, low class sizes; towards academic recovery programs for all students, including those either not performing on grade level and/or not demonstrating target growth; and towards providing necessary resources and services for ELL and students, as well as Students with Disabilities. Stakeholders, especially parents and educators, were extremely concerned about addressing air quality, learning loss needs, preventing further regression and providing necessary resources to all learners, so it was a priority that these areas be adequately addressed as well in the budget.

During the 2022-2023 year, various types of meeting were held with Stakeholders to review ARP funded areas, such as low class sizes, academic recovery programs and programs impacting ELL students as well as Students with Disabilities, and a proposed 0% tax levy increase for the 2022-2023 to continue to address economic hardships throughout the community. Once again, the feedback from Stakeholders was extremely well-received as all needs were being adequately met.

Examples of Stakeholder meetings and dates include, but were not limited to the following:

PTA Council Meetings:

- October 4, 2021
- December 6, 2021
- January 31, 2022
- March 28, 2022
- May 2, 2022
- June 6, 2022

Curriculum Council meetings:

- September 14, 2021
- October 13, 2021
- November 16, 2021
- January 11, 2022
- March 16, 2022
- April 5, 2022
- May 18, 2022

Budget Development Work Shops, Adoption and Hearing:

- February 16, 2022
- March 9, 2022
- March 23, 2022
- April 12, 2022
- May 10, 2022

Community Stakeholder Year-End Review:

- June 16, 2022

3. Please provide a description of program goals and per pupil teacher ratios for priorities supported by ARP - ESSER funding. Click on "Add Row" as needed to include additional program goals.

Program Goals	Per Pupil Teacher Ratios (# : #)
To address pandemic-induced learning loss a goal of a 15 to 1 per pupil teacher ratio was prioritized. This is based on an academic intervention as well as Response to Intervention model to close learning gaps. This ratio allows for greater one-to-one teacher to student articulation where a differentiation of strategies can be implemented to address individual specific learning needs. Goals include moving all students to "on grade level" learning," addressing state learning standards across all academic subject	15:1

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ARP Spending Plan Reporting

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Program Goals	Per Pupil Teacher Ratios (# : #)
areas, and closing achievement gaps for ELL, economically disadvantaged and Students with Disabilities sub groups. Additionally, for students through grade 8, a goal is for academic yearly growth based upon on iReady reading and mathematics diagnostic assessments.	

4. Please provide detailed summaries of investments in current year activities for ARP - ESSER funding. Click on "Add Row" as needed to include programs.

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
\$250,000 is being allocated to address additional transportation costs associated with the expansion of summer learning programs to specifically address learnign loss association with the pandmeic. These programs address all learners, including ELL, economically disadvantaged and Students with Disabilities.	250,000

American Rescue Plan (ARP) Spending Plan Reporting

5. Please explain how ARP ESSER funds will be expended by the LEA, by school year, for each of the priority areas in the chart below.

	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Safely returning students to in-person instruction.	4,000,000	0	0
Maximizing in-person instruction time.	0	0	0
Operating schools and meeting the needs of students.	285,565	548,501	0
Purchasing educational technology.	0	981,165	0
Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness.	416,315	2,300,281	0
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	100,000	215,243	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	0	0	0
Supporting early childhood education.	0	0	0
Other (please describe below)	250,000	456,399	0
Totals:	5,051,880	4,501,589	0

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

Under this category \$250,000 addressed summer program contract transportation services for the 21/22 school year as well as \$250,000 in the 22/23 school year.
 Additionally, in the 22/23 school year, we include \$116,129 for transportation services for extended service program for students with IEP's. There is also out of district tuition costs in 22/23 for \$90,270 for students with IEP's for Extended Service Program students in residential programs.