

**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	<p>The District has retained and added staff at the secondary level which will directly impact the graduation rate for students, including ENL coaches, World Language, Special Education, Computer Science, Business and Fine Arts Teachers. The District is replacing older Chromebooks with new ones as all students have 1:1 devices as well as updated Smartboards in classrooms to enhance the teaching, learning and engagement methods in our instructional spaces. The District added an additional neighborhood aide to support communication between the District when home and school and to keep students engaged in their academic pursuits. The District will also fund summer school for our secondary students to give them an additional opportunity to receive credit for failed coursework during the school year and provide them with the resources needed to graduate. The District is expanding the number of athletic teams in the upcoming school year to provide all students with additional opportunities to participate in activities beyond the school day and keep connected to school. The District continuously evaluates course materials to identify additional or new textbooks/workbooks to support curriculum. The District also provides teachers with time to align the curriculum accordingly. This has a direct impact on graduation rate as additional courses, resources and curricula lead to enhanced engagement with students and improved academic success. Providing professional development on a host of topics from core content, to SEL, to technology, to classroom management equips teachers with the skills and knowledge needed to</p>	<p>Six public meetings were held from February 2022 through April 2022. All meetings were recorded and posted on the District's website for those members of the community that were unable to attend in person. Two public comment sessions were scheduled at each meeting. In April 2022 a presentation was made to the Huntington PTA Council that outlined the 2022 -2023 budget and the use of Foundation Aid to fund staffing, programs and educational materials. A detailed presentation was also provided to the each Parent-Teacher Association (there are eight) with scheduled public comment sessions.</p>	2754011

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Use of Foundation Aid Increase

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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 (\$)
	close the achievement gap.		
Reducing class sizes	In addition to the retention of existing staff and added staff described in the section on 'Increasing graduation rates and eliminating the achievement gap' the District retained and added elementary teachers, RtI Math teachers, an Innovation Lab teacher, and an ENL Instructional Coach and an RtI Math coach. These additional teachers will provide a reduction in class sizes for students and the instructional coaches will provide support for teachers with enhancing their instructional best practices, modeling lessons and supporting them as they implement their core content instruction.	Six public meetings were held from February 2022 through April 2022. All meetings were recorded and posted on the District's website for those members of the community that were unable to attend in person. Two public comment sessions were scheduled at each meeting. In April 2022 a presentation was made to the Huntington PTA Council that outlined the 2022 -2023 budget and the use of Foundation Aid to fund staffing, programs and educational materials. A detailed presentation was also provided to the each Parent-Teacher Association (there are eight) with scheduled public comment sessions.	512385
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	To further support our at risk students, the District has retained and added software to further support students in all content areas and grade levels. Utilizing this software on our updated SMARTboards (within the classroom setting) and via Chromebooks for 24/7 student access, the District is providing our at-risk students with a wealth of resources that they would not have readily available without these opportunities provided through the general fund. The District is implementing a new diagnostic assessment system and are also retaining our current assessment system to provide us with more in-depth data as to the strengths and needs of each student.	Six public meetings were held from February 2022 through April 2022. All meetings were recorded and posted on the District's website for those members of the community that were unable to attend in person. Two public comment sessions were scheduled at each meeting. In April 2022 a presentation was made to the Huntington PTA Council that outlined the 2022 -2023 budget and the use of Foundation Aid to fund staffing, programs and educational materials. A detailed presentation was also provided to the each Parent-Teacher Association (there are eight) with scheduled public comment sessions.	272000
Addressing student social-emotional health	The District is providing students with 21st century classroom furniture that provide students with opportunities for collaborative work, increased dialogue and the development of social skills that so many students have been lacking for the past few years. These updated spaces are creating welcoming environments for students to learn in as they engage with their peers and teachers. The District is also adding five	Six public meetings were held from February 2022 through April 2022. All meetings were recorded and posted on the District's website for those members of the community that were unable to attend in person. Two public comment sessions were scheduled at each meeting. In April 2022 a presentation was made to the Huntington PTA Council that outlined the 2022 -2023 budget and the use of Foundation Aid to fund staffing,	225873

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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 (\$)
	additional security guards, so that there is at least one guard in each building to provide our students with a sense of security and comfort as they enter the building and learn throughout the day.	programs and educational materials. A detailed presentation was also provided to the each Parent-Teacher Association (there are eight) with scheduled public comment sessions.	
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	All resources such as our OHM Science Kits, Journeys Reading Program and the SS/ELA PNW curricula provide students with disabilities, ELL's and students experiencing homelessness with adequate resources to support their individual needs. Providing all students with access to these resources online and via print material for each student, coupled with access via Chromebooks and free Wifi, gives each student the tools and resources for success within our school and at home. Our library media specialists also provide students with both print and digital books to give all students access to resources that are appropriate to their lexile levels and interests. The District has further expanded opportunities for our Special Education population by way of the Unified program and as stated above, the District has budgeted for ENL Instructional coaches to support the needs of our ENL students.	Six public meetings were held from February 2022 through April 2022. All meetings were recorded and posted on the District's website for those members of the community that were unable to attend in person. Two public comment sessions were scheduled at each meeting. In April 2022 a presentation was made to the Huntington PTA Council that outlined the 2022 -2023 budget and the use of Foundation Aid to fund staffing, programs and educational materials. A detailed presentation was also provided to the each Parent-Teacher Association (there are eight) with scheduled public comment sessions.	173750

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 (\$)
(No Response)	(No Response)	(No Response)	(No Response)

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)**

All components of the use of the increase in Foundation Aid were presented at each meeting and the public was invited to provide comments. During budget development items were added or maintained that reflected community wants and needs communicated during PTA meetings, parent workshops and Board of Education meetings. The district ensured all stakeholder input was represented in the 2022-2023 budget. The increase in Foundation Aid also enabled the district to present a budget with a 0% tax levy increase. The community voted to approve the budget, with the proposed utilization of the increase in aid, on May 17, 2022.

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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.

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

The Huntington School District is continuing to assess and review our American Rescue Plan Grant funding. Feedback during Board of Education meetings, Shared Decision Making meetings, PTA/SEPTA meetings, and administrative meetings helped to shape the changes made. In addition, review of the program objectives, student participation, and student achievement was reviewed in determine changes to the program. Below please find changes made:

Funding	Increase	Decrease	Need Determined
Extended learning programs. K-12		\$243,000.00	Decreased need was determined based on parent, teacher, administrative, and Shared Decision Making team feedback. Student attendance and participation was reviewed in determining changes to the program.
Virtual homework help program K-12		\$141,754.00	Decreased need was determined based on parent, teacher, administrative, and Shared Decision Making team feedback. Student attendance and participation was reviewed in determining changes to the program.
K-12 SEL groups.		\$141,754.00	Decreased need was determined based on parent, teacher, administrative, and Shared Decision Making team feedback. Student attendance and participation was reviewed in determining changes to the program.
K-5 Dual-Language extended learning program.		\$70,000.00	Decreased need was determined based on parent, teacher, administrative, and Shared Decision Making team feedback. Student attendance and participation was reviewed in determining changes to the program.
ENL coaches to address learning loss and support ENL students.	\$240,000.00		Feedback from parents, teachers, administrators, and Shared Decision Making teams indicated that providing additional support to students during the school day would be optimal.
Academic mentoring of high school students to address learning loss.	\$86,400.00		Feedback from parents, students, teachers, support staff, indicated that students needed more individual supports. In addition, research shows the success of mentoring.
Funding for a nurse for summer extended learning programs.	\$10,800.00		A nurse is needed to support students during our summer extended learning program in alignment with our COVID reopening plan.
Funding for one to one device enabled student tutoring to address	\$54,000.00		Feedback from our extended learning and virtual homework programs on

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learning loss.			the secondary level indicated that secondary students were often not able to attend academic support programs due to after-school activities, sports, or family/work obligations. Tutoring through the device enabled system allows students to receive support at anytime.
Increase in funding for summer school ELA/math supplies.	\$38,250.00		Materials ordered will help address student's needs based on a review of student assessment data.
Increase in funding for 21st century classroom furniture.	\$300,000.00		As students returned to school after the pandemic, they were welcomed with updated 21st century furniture that encouraged collaboration, critical thinking and problem solving. Teachers are utilizing these new learning spaces for collaborative group work, center based activities and small group lessons. This new furniture has allowed for flexible seating and interactive lessons, and can be moved appropriately if COVID protocols are needed.
Increase in funding for homeless students' support services to address learning loss.	\$22,792.00		Increased support is needed to meet the needs of students facing homelessness. During the pandemic, students facing homelessness experienced learning loss, often due to the challenges of remote learning when living in transient housing situations. In order to address those needs, we are increasing funding for a homeless liaison.
Decrease in funding for clerical support.		\$34,188.00	Clerical support was given in-kind, so student needs could be addressed.

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

The budgets for the American Rescue Plan (ARP) and Elementary and Secondary School Emergency Relief (ESSER) plans were presented to the community at Board of Education Meetings. The plans, and their expenditures, were discussed on an ongoing basis at Board of Education meetings. There were opportunities for feedback from the community at all the meetings. Meetings were recorded and posted on the District's website for those members of the community that were unable to attend in person. In addition to discussions at Board of Education meetings, both the ESSER and ARP grants were discussed quarterly at District Shared Decision Making meetings. Shared decision making is a process that allows members of a school community to collaborate in solving problems and solutions to those problems. The Shared Decision Making teams include a variety of different stake-holders, such as parents, teachers, administrators, PTA, SEPTA, and community members. The goal of the Shared Decision Making team is to identify needs and address those needs with District resources including grant funds. Learning loss and the various effects of the pandemic on our students were regularly discussed; and in order to address those needs, funding from the ARP and ESSER grants were identified.

**3. Please provide a description of program goals and per pupil teacher ratios for priorities supported by ARP -**

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**ESSER funding. Click on "Add Row" as needed to include additional program goals.**

Program Goals	Per Pupil Teacher Ratios (# : #)
<p>Goal: Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.</p> <p>Adopt and implement a new K-6 ELA and mathematics program aligned to Next Generation Learning Standards, with resources to provide differentiated and individual support to ENL, Special Education and at-risk students.</p>	9:1
<p>Goal: Activities to address the unique needs of low-income children or students, students with disabilities, English Language Learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.</p> <ul style="list-style-type: none"> <li>• The Dual Language Coordinator provided professional development to teachers to enhance their best instructional practices for both native English and native Spanish speakers. The Dual Language coordinator worked with teachers to create an afterschool program for DL students to address the learning loss from the two years prior during COVID. The Dual Language coordinator met with parents to inform them of ways they can support their children at home and other aspects of the program.</li> <li>• The ENL coach will support teachers, parents and families in efforts to improve best practices to support ENL students, provide professional development and parent workshops and meet with families and students to support them in engaging in school, increasing attendance rates for ELLs and ultimately increasing the graduation rate.</li> <li>• The homeless liaison will work to address the unique needs of students experiencing homelessness. She will work with families to address students' attendance by working with schools and the transportation department to make sure student are able to get to school regardless of their living situation. She will work with schools and families to make sure students have the necessary supplies and materials; including computers and wifi. She will also work with families to address any unique needs individual families may have.</li> </ul>	20:1
<p>Goals: Providing mental health services and supports including through the implementation of evidence based full-service community schools.</p> <ul style="list-style-type: none"> <li>• Social and Emotional Learning (SEL) groups ran throughout the 2021-2022 school year in an afterschool virtual environment by grade level. Support staff personnel delivered these lessons to small groups of students in efforts to reconnect them to school, support their social emotional needs and provide them with opportunities to work with others in a small group setting.</li> </ul>	8:1
<p>Goal: Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English language learners, migrant students, students experiencing homelessness, and children and youth in foster care.</p> <ul style="list-style-type: none"> <li>• Expansion of an existing program to provide all 8th grade students with an opportunity to learn with their peers in an orientation program as they enter grade 9. Topics to be addressed: organization, study skills, notetaking, social issues, available supports, etc.</li> <li>• The Dual Language program provided professional development to teachers to enhance their best instructional practices for both native English and native Spanish speakers. The Dual Language coordinator worked with teachers to create an afterschool program for DL students to address the learning loss from the two years prior during COVID. The Dual Language coordinator met with parents to inform them of ways they can support their children at home and other aspects of the program.</li> <li>• Elementary students in grades K-6 will be provided with three hours of instruction in ELA and</li> </ul>	7:1

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p>mathematics for six weeks over the summer to address learning loss related to the pandemic.</p> <ul style="list-style-type: none"> <li>Teachers provided homework help to students either during the school day or afterschool to address student learning needs and provide them with additional support to address learning loss related to the pandemic.</li> <li>Curriculum was written for teachers to deliver during an afterschool program that focused on ELA and Math to support students in closing the learning gap after the pandemic. This curriculum was taught throughout the 2021-2022 school year in an afterschool, virtual setting.</li> </ul>	
<p>Goal: Addressing the academic impact of lost instructional time among the LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care): by administering and using high-quality assessments that are valid and reliable to accurately assessing students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction: implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including distance learning environment and tracking student attendance and improving engagement in distance education.</p> <ul style="list-style-type: none"> <li>K-12 instructional coaches will continue to provide professional development to teachers to enhance their best instructional practices. The K-12 instructional coaches will continue to work with teachers to implement best-practices to address the learning loss from the two years prior during COVID.</li> <li>Teachers and support staff visited families at home to support the connection between the home and school partnership. Staff spoke to families and students about their hopes and dreams for their children, issues they were facing and future planning. This goal supported the reconnection to school after the pandemic.</li> </ul>	Districtwide
<p>Goal: School facility repairs and improvements to enable the operation of schools to reduce the risk of virus transmission and exposure to environmental health hazards and to support student health needs.</p> <ul style="list-style-type: none"> <li>As students returned to school after the pandemic, they were welcomed with updated 21st century furniture that encouraged collaboration, critical thinking and problem solving. Teachers are utilizing these new learning spaces for collaborative group work, center based activities and small group lessons. This new furniture has allowed for flexible seating and interactive lessons.</li> </ul>	11:1
<p>Goal: Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities including the mechanical and non mechanical heating, ventilation and air conditioning systems filtering purification and other air cleaning fans, control systems and window and door repair and replacement.</p> <ul style="list-style-type: none"> <li>Air quality systems will be upgraded to meet all air-quality standards. Improved ventilation systems are needed to prevent the spread of COVID and continue in-person instruction in our buildings.</li> </ul>	Districtwide

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

Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
<p>Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.</p> <ul style="list-style-type: none"> <li>K-6 ELA materials to support curriculum to address learning loss</li> <li>K-5 Math materials to support curriculum to address learning loss</li> </ul>	\$715,797
<p>Activities to address the unique needs of low-income children or students, students with disabilities, English Language Learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of</p>	\$150,140

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Summary of New Programs or Expansion of Existing Programs in Current Year	Investment (\$)
each population. <ul style="list-style-type: none"> <li>• Dual Language Expanded Learning Program</li> <li>• ENL and content area coaches to support students</li> <li>• Homeless Liaison</li> </ul>	
Providing mental health services and supports including through the implementation of evidence based full-service community schools. <ul style="list-style-type: none"> <li>• Psychologists, nurses, and social workers to run before-school/after-school socio-emotional group supports.</li> </ul>	\$19,505
Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English language learners, migrant students, students experiencing homelessness, and children and youth in foster care. <ul style="list-style-type: none"> <li>• Dual language Extended Learning Program</li> <li>• Extended Learning Program using best-practices and research-based programs.</li> <li>• Freshman seminar</li> <li>• Summer Program for grades K-6. Four days a week, for 3 hours per day, for 6 weeks.</li> <li>• K-12 teachers for homework help.</li> <li>• High school seniors academic 1 to 1 mentoring.</li> <li>• One-to-one (grades 7-12) tutoring through a device enabled, secure platform.</li> </ul>	\$881,462
Addressing the academic impact of lost instructional time among the LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care): by administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assisting educators in meeting students' academic needs, including through differentiating instruction: implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including distance learning environment and tracking student attendance and improving engagement in distance education. <ul style="list-style-type: none"> <li>• K-12 STEM Instructional Coach to support classroom teachers' instruction in order to best meet students' learning needs.</li> <li>• RTI Math teachers to support elementary at-risk students.</li> <li>• RTI Reading teachers to support classroom teachers' instruction in order to best meet students' learning needs.</li> <li>• Teachers in 8 schools to participate in home-visits to at-risk students' homes.</li> </ul>	\$493,935
School facility repairs and improvements to enable the operation of schools to reduce the risk of virus transmission and exposure to environmental health hazards and to support student health needs. <ul style="list-style-type: none"> <li>• 21st century classroom design to allow for both collaboration and social distancing:</li> </ul>	\$769,901

**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.	0	1,600,000	0
Maximizing in-person instruction time.	493,935	140,000	140,000
Operating schools and meeting the needs of students.	1,485,698	0	0

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	2021-22 School Year (\$)	2022-23 School Year (\$)	2023-24 School Year (\$)
Purchasing educational technology.	0	0	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.	150,140	100,768	100,768
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	19,505	0	0
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	881,462	279,586	279,586
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>3,030,740</b>	<b>2,120,354</b>	<b>520,354</b>

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

(No Response)