

**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**

- 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		

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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</p>	

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Priority Area			

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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:

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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

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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
<b>Totals:</b>	<b>5,051,880</b>	<b>4,501,589</b>	<b>0</b>

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