

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Background/Instructions

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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

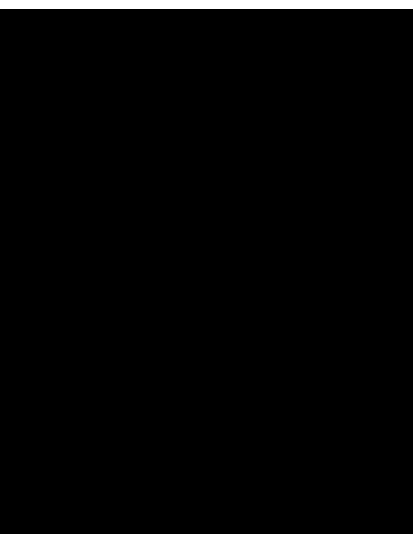
1. Please describe how the district plans to utilize funds provided by the foundation aid increase in the following priority areas. If these funds will not be used for one of the priority areas listed below, please respond with "N/A."

	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</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 (\$)
	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	

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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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ARP Spending Plan Reporting

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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

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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"> • 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. • 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. • 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. 	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"> • 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 	

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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"> 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. 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. 	
<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"> 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. 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. 	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"> 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, cent 2d with updated 21st centurizing 	

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Summary of New Programs <u>or</u> Expansion of Existing Programs in Current Year	Investment (\$)
each population. <ul style="list-style-type: none"> • Dual Language Expanded Learning Program • ENL and content area coaches to support students • Homeless Liaison 	
Providing mental health services and supports including through the implementation of evidence based full-service community schools. <ul style="list-style-type: none"> • Psychologists, nurses, and social workers to run before-school/after-school socio-emotional group supports. 	\$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"> • Dual language Extended Learning Program • Extended Learning Program using best-practices and research-based programs. • Freshman seminar • Summer Program for grades K-6. Four days a week, for 3 hours per day, for 6 weeks. • K-12 teachers for homework help. • High school seniors academic 1 to 1 mentoring. • One-to-one (grades 7-12) tutoring through a device enabled, secure platform. 	\$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 assissting 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"> • K-12 STEM Instructional Coach to support classroom teachers' instruction in order to best meet students' learning needs. • RTI Math teachers to support elementary at-risk students. • RTI Reading teachers to support classroom teachers' instruction in order to best meet students' learning needs. • Teachers in 8 schools to participate in home-visits to at-risk students' homes. 	\$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"> • 21st century classroom design to allow for both collaboration and social distancing: 	\$769,901

