

State Budget Reporting and Foundation Aid Survey - Budget Reporting

Background/Instructions

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Background and Instructions

Background

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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 LEA

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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 | N/A | N/A | 0 |
| Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas | N/A | N/A | 0 |
| Addressing student social-emotional health | N/A | N/A | 0 |
| Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness | N/A | N/A | 0 |

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3.



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ARP Spending Plan Reporting

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| | |
|--|--|
| Program Goals | Per Pupil Teacher Ratios (# : #) |
| <p>disabilities, English language learners, and students experiencing homelessness</p> <p>Plan summary:</p> <ul style="list-style-type: none"> Professional development strategies for supporting students K-6 Mathematics Phonics and Balanced Literacy Creating an Inclusive Environment NCBI Boystown Instructional Faculty and Staff Teachers aid for Bridges program Life Skills Program Teacher QMS Life Skills Program Teacher Aid QMS Special Education Teacher QES Therapeutic Teacher QMS <i>RTI Teacher QES</i> | 1:12, RTI 1:5 |
| <p>Implementing evidence-based strategies to meet students' social, emotional, mental health and academic needs</p> <p>Plan summary:</p> <ul style="list-style-type: none"> Director of Social Emotional Learning and School Improvement, K-12 Tay Fisher Anti-Bullying presentations at QES, WHBI, QMS, and QHS. Parent University Series, Dr. Jen Bashant District Social Worker | Previously, we did not have a social worker in our high school. We now have 1.5 social workers for the middle school and high school. The ratio for the new social worker is 1:1,350 |
| <p>Offering evidence-based summer, afterschool, and other extended learning and enrichment programs</p> <p>Plan summary:</p> <ul style="list-style-type: none"> Extend to the End after school program for math and ELA support, K-6 Club Stipends Summer Enrichment classes Art, music, photography, STEM Art Supplies Music Instruments and Supplies Before and After School Staffing | Extend to the End 1:3, Summer Enrichment Classes 1:10, Clubs 1:15 |

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 (\$) |
|---|--|
| Created 10 after School Clubs | 1:15 |
| Summer Enrichment Offerings 2022-23 | 1:10 |
| July 5th - 7th | |
| | Animals Big and Small Camp entering 2nd |
| | Drama/Theater Camp students entering 5th - 9th |
| | Dino-Mite Leaders K-2 |
| | Swamp Stomp (Rush Pond) 4-5 |

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| Summary of New Programs or Expansion of Existing Programs in Current Year | | | Investment (\$) |
|---|---|-----------------------------|-----------------|
| | Exploration) | | |
| | Music Camp | 3-5 | |
| | Cooperative Games | 6-8 | |
| | | | |
| WEEK 2 | | | |
| July 11th-14th | | | |
| | Dino-Mite Leaders | K-2 | |
| | Animals Big and Small Camp | entering 2nd | |
| | Bugs, Bugs, Bugs | K-1 | |
| | Drama/Theater Camp | students entering 5th - 9th | |
| | Algebra 2 Camp | 11 | |
| | Swamp Stomp (Rush Pond Exploration) | 4-5 | |
| | Music Camp | 3-5 | |
| | Vex Robotics | 3-4 | |
| | Fun with Fitness and Tennis | 6-8 | |
| WEEK 3 | | | |
| July 18th - 21st | | | |
| | Animals Big and Small Camp | entering 2nd | |
| | Bugs, Bugs, Bugs | K-1 | |
| | Drama/Theater Camp | students entering 5th - 9th | |
| | Dino-Mite Leaders | K-2 | |
| | Music Camp | 3-5 | |
| | Vex Robotics | 3-4 | |
| | KickBall Games - variations of Kickball | 6-8 | |
| WEEK 4 | | | |
| July 25th - 28th | | | |
| | Animals Big and Small Camp | entering 2nd | |
| | Bugs, Bugs, Bugs | K-1 | |
| | Drama/Theater Camp | students entering 5th - 9th | |
| | Dino-Mite Leaders | K-2 | |
| | Vex Robotics | 5-6 | |
| | Soccer Camp | 6-8 | |
| WEEK 5 | | | |
| August 1st - 4th | | | |
| | Animals Big and Small Camp | entering 2nd | |
| | Bugs, Bugs, Bugs | K-1 | |
| | Swamp Stomp (Rush Pond Exploration) | 4-5 | |
| | Drama/Theater Camp | students entering 5th - 9th | |
| | Dino-Mite Leaders | K-2 | |
| | Volleyball Camp | 6-8 | |
| | Vex Robotics | 5-6 | |
| WEEK 6 | | | |

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| Summary of New Programs or Expansion of Existing Programs in Current Year | | | Investment (\$) |
|---|-------------------------------------|-----------------------------|-----------------|
| August 8th - 11th | | | |
| | Animals Big and Small Camp | entering 2nd | |
| | Bugs, Bugs, Bugs | K-1 | |
| | Drama/Theater Camp | students entering 5th - 9th | |
| | Algebra 2 Camp | 11 | |
| | Dino-Mite Leaders | K-2 | |
| | Swamp Stomp (Rush Pond Exploration) | 4-5 | |
| | Basketball Camp | 6-8 | |

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. | 776,256 | 0 | 0 |
| Maximizing in-person instruction time. | 0 | 0 | 0 |
| Operating schools and meeting the needs of students. | 932,407 | 340,874 | 340,874 |
| 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. | 0 | 0 | 0 |
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