

**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	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

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 (\$)
Maintaining District Programs	All students will graduate prepared for college and careers, ready for civic engagement and committed to lifelong learning. All students will think critically and creatively, communicate in an inclusive manner, adapt as technology evolves and persevere through setbacks and adversity. All members of the school community will maintain a campus-wide environment that fosters safety, empathy and wellness.	Parent Guardian Respondents: 262 Top priorities: 91% Safety and Security 76% Social, Emotional, and Mental Health Supports 64% Providing Supports for students who are not meeting or are at risk for not meeting state learning standards in core academic areas.	2,062,871

**Use of Foundation Aid Increase (Cont.)**

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Use of Foundation Aid Increase

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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)**

ARP Survey was provided to faculty, staff and community members to seek input on district needs. All communities members were contacted via School Messenger with information regarding ARP funding requirements and a link to the ARP/Foundation Aid Google Form Survey. In sum, both Employees, Parents / Guardians and Community members had the same top 3 priorities, while the ranking of those priorities differed slightly.

QUFSD received 360 responses: 72.8% Parents/Gaurdians and 26.9% employees. Respondents were asked to prioritize the following:

- Safety and Security
- Educational Technology
- Cybersecurity
- Staff Professional Development
- Learning Gaps
- Summer School
- **Safety and Security**
- **Social, Emotional, and Mental Health Supports**
- Facility and Infrastructure Repairs
- HVAC (Ventillation)
- Before-School Programming
- After school Programming
- Classroom Furniture for Collaborative Learning
- Programming to Increase Graduation Rates
- Reducing Class Size
- **Providing Supports for students who are not meeting or are at risk for not meeting state learning standards in core academic areas.**

Parent Guardian Respondents: 262

Top priorities:

- 91% Safety and Security
- 76% Social, Emotional, and Mental Health Supports
- 64% Providing Supports for students who are not meeting or are at risk for not meeting state learning standards in core academic areas.

Staff Responses: 97

Top Priorities:

- 81% Providing Supports for students who are not meeting or are at risk for not meeting state learning standards in core academic areas.
- 79% Safety and Security
- 78% Social, Emotional, and Mental Health Supports

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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.**

The dollar amount for the unit ventilator project needed revision as the budget increased. We re-allocated money from staffing positions that we were not able to fill but had allotted money in the 2021-2022 school year. Our quote for furniture in our WHBI building was more than budgeted for, therefore, we removed the outdoor instructional space to cover that difference. Those budget amendments were submitted and approved.

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

ARP Survey was provided to faculty, staff and community members to seek input on district needs. All communities members were contacted via School Messenger with information regarding ARP funding requirements and a link to the ARP/Foundation Aid Google Form Survey. In sum, both Employees, Parents / Guardians and Community members had the same top 3 priorities, while the ranking of those priorities differed slightly. QUFSD received 360 responses: 72.8% Parents/Gaurdians and 26.9% employees. Respondents were asked to prioritize the following:

- Safety and Security
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- Cybersecurity
- Staff Professional Development
- Learning Gaps
- Summer School
- **Safety and Security**
- **Social, Emotional, and Mental Health Supports**
- Facility and Infrastructure Repairs
- HVAC (Ventillation)
- Before-School Programming
- After school Programming
- Classroom Furniture for Collaborative Learning
- Programming to Increase Graduation Rates
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Staff Responses: 97

Top Priorities:

- 81% Providing Supports for students who are not meeting or are at risk for not meeting state learning standards in core academic areas.
- 79% Safety and Security
- 78% Social, Emotional, and Mental Health Supports

**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 (# : #)
<b>Addressing the impact of the COVID-19 pandemic on all students, including the impacts of interrupted instruction and learning loss and impacts on low-income students, students with</b>	Average per pupil ratio at QES 1:22, QMS Life Skills-

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ARP Spending Plan Reporting

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Program Goals	Per Pupil Teacher Ratios (# : #)
<p><b>disabilities, English language learners, and students experiencing homelessness</b></p> <p>Plan summary:</p> <ul style="list-style-type: none"> <li>Professional development strategies for supporting students</li> <li>K-6 Mathematics</li> <li>Phonics and Balanced Literacy</li> <li>Creating an Inclusive Environment</li> <li>NCBI</li> <li>Boystown</li> <li>Instructional Faculty and Staff</li> <li>Teachers aid for Bridges program</li> <li>Life Skills Program Teacher QMS</li> <li>Life Skills Program Teacher Aid QMS</li> <li>Special Education Teacher QES</li> <li>Therapeutic Teacher QMS</li> <li><i>RTI Teacher QES</i></li> </ul>	1:12, RTI 1:5
<p>Implementing evidence-based strategies to meet students' social, emotional, mental health and academic needs</p> <p><b>Plan summary:</b></p> <ul style="list-style-type: none"> <li>Director of Social Emotional Learning and School Improvement, K-12</li> <li>Tay Fisher Anti-Bullying presentations at QES, WHBI, QMS, and QHS.</li> <li>Parent University Series, Dr. Jen Bashant</li> <li><b>District Social Worker</b></li> </ul>	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><b>Offering evidence-based summer, afterschool, and other extended learning and enrichment programs</b></p> <p><b>Plan summary:</b></p> <ul style="list-style-type: none"> <li>Extend to the End after school program for math and ELA support, K-6</li> <li>Club Stipends</li> <li>Summer Enrichment classes</li> <li>Art, music, photography, STEM</li> <li>Art Supplies</li> <li>Music Instruments and Supplies</li> <li>Before and After School Staffing</li> </ul>	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
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs.	266,999	266,999	266,999
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.	60,335	60,335	50,333
Supporting early childhood education.	0	0	0
Other (please describe below)	0	0	0
<b>Totals:</b>	<b>2,035,997</b>	<b>668,208</b>	<b>658,206</b>

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

(No Response)