

**Foundation Aid Increase Survey - Foundation Aid Increase****Background/Instructions**

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**Background and Instructions**Background

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 to create plans on how these funds will be used to address student performance and need. These plans are required in advance of the 2021-22, 2022-23, and 2023-24 school years. This is the final year that this requirement is in effect. Plans for the 2023-24 school year must be completed, submitted to the department, and posted to district websites by July 1, 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 the priority areas identified by law;
- 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.

This requirement does not replace any requirements under Contracts for Excellence. If your district is required to submit a contract for excellence, more information is available at this page.

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 Increase 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, along with key goals, metrics, or ratios, and the community feedback reflected for portions of the increase used to address any of the following priority areas, as well as any additional areas identified by the district:

1. Increasing graduation rates and eliminating the achievement gap;
2. Reducing class sizes;
3. Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;
4. Addressing student social-emotional health;
5. Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness;

Instructions

- The *Foundation Aid Increase Survey* is due by July 1, 2023.
- Districts 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 portal will highlight it in red and the section of the application will be flagged. The district 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 district. The designated superintendent or the chief executive officer, or board of trustees president are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.
- Districts are NOT REQUIRED to send hard copies of survey materials to the Department.

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## Use of Foundation Aid Increase Survey

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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	The district plans to hire an additional school psychologist to address the student's social-emotional health. School psychologists provide a continuum of services that connect mental health, behavior and learning, school and home, and school and community services. Adding this service will lead to more individual care and allow us to adequately support students' mental and behavioral health. The district is looking to add a Social Emotional Learning (SEL) screener that will provide a holistic view of student's SEL skills and provide targeted Tier I, II, and III interventions. Adding a full time SRO to the district. By intentionally cultivating healthy relationships with students and school personnel, SROs can increase their positive impact within the community-which can include reducing school-based violence and bullying, creating a safer school environment.	Thought exchange to special education community in January 2023- Need for additional mental health supports Town Hall meeting with the special education community in January 2023 resulted in a community need for additional mental health support. The 2022-2023 budget was presented to the community monthly through the BOE meetings. Based on community meetings, the topic of mental health has been discussed at numerous at least monthly at bOE meeting throughout the year.	149884
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Avon Central Schools needs to utilize funds to support increased special educational programming and transportation for students with disabilities and McKinney-Vento students. We have had an increased need to find self-contained 6:1:1, and 8:1:1, to meet the social-emotional, behavioral, and academic needs of our students with disabilities. We had four new placement needs for the 22-23 school year. These	Thought exchange to special education community in January 2023 - need for small classroom program and need for SEL programming for students. Town Hall meeting with special education community in January 2023 - need for small classroom program and need for SEL programming for students. For McKinney-Vento students, CNF works with our business official to look to internally transport. If unable to internally	243778

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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 (\$)
	programs and the need for transportation will continue for the upcoming school year. For the 22-23 school year we had 24 students access McKinney-Vento support. In 2021-2022, there were 8 students. This increase has added costs for food, transportation, and other support resources.	provide needed transportation within 50 mile radius, our contracted company, CNF, would place an emergency bid to provide the necessary student transportation. Due to federal law our decisions are based on law guidance.	

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 (\$)
Professional Development	Infuse high impact teacher strategies and culturally responsive practices throughout K-12	Thought exchange to special education community in January 2023- Need for additional mental health supports Town Hall meeting with the special education community in January 2023 resulted in a community need for additional mental health support.	15,243
Retaining Highly Effective Staff and lowering class sizes	To support smaller teacher to student ratios, and to retain highly effective teachers, the district will offer competitive salaries that are aligned with surrounding districts and the county.	Staff surveys Faculty budget meetings related to class size and need Parent feedback at Board Meetings	772,312

**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)**

We sent out our Thought Exchange utilizing our Thrillshare email alert system and utilized the Thought Exchange reports to analyze data for the responses. All families who have a student receiving services were provided the following question: "What are some important things to consider as we plan for student support around special education over the next five years?" 22 participants provided 10 different thoughts and rated thoughts a total of 59 times. The thoughts could be summarized in the following categories: Special Education rooms, Services and supports, Recruitment. This survey guided the conversations with 13 individuals from the schools and community. Two additional families who were not able to be in attendance, reached out to the Director of PPS to share their thoughts. All UPK-Grade 12 staff met multiple times as building faculties and reviewed district data specific to student supports and the district goal to support Social and Emotional Learning. The faculty collectively moved forward with the full implementation UPK -Grade 12 of the Yale Center for Emotional Intelligence's - RULER. RULER is designed to empower staff and students with the language and tools for healthy regulation. The Spring 2023 family engagement evening focused on parenting support and effective strategies. Parents engaged in a discussion regarding social and emotional learning supports as well as behavioral and what supports are available or could be incorporated at Avon. Additionally we saw families with McKinney-Vento need increase by 36 students from the prior school year for a total of 40 students.