

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

---

Page Last Modified: 06/27/2023

**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.

**Foundation Aid Increase Survey - Foundation Aid Increase**

## Use of Foundation Aid Increase Survey

Page Last Modified: 06/30/2023

**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	Increased enrollment on the elementary level impacted class size, specifically for the early elementary foundational grades. An increase in a full time teacher allows for shifting of class sections and increasing a class section where needed so that the numbers can decrease, thus allowing for smaller class size. On the secondary level, opening 6th period opportunities allowed for flexibility in scheduling and opening the master schedule to support smaller class size and intensive instruction. Overall, foundation aid has been used to build in 12-14 teachers to support a classroom within a classroom model, reducing class size and creating intensive teaching groups. This also allowed the elimination of significant instructional staff that otherwise would have resulted in an increase in class size and the inability to create small, intensive student groups that foster the ability to close learning gaps.	Community feedback comes in a variety of forms for the Cornwall Central School District. They include emails directly from parents, speakers at Board meetings, and through our Board members who consistently receive feedback from parents over the course of the school year. Throughout the 23-24 budget season, we received ample feedback from parents, teachers and administrators who expressed the need for relief from increasing class sizes, particularly at the elementary school level. This feedback included requests for additional teachers.	2193643
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Throughout our RTI and Data Team meetings, students were identified as meeting, not meeting and at risk of not meeting state learning standards in core academic subject areas. Intensive instruction was provided to students who were not meeting or at risk of not meeting the learning standards by creating a classroom within a classroom learning environment whereas additional teaching assistant support was provided in addition to additional early intervention push in support. Focus areas were streamlined within the curriculum, specific to ELA and Math. Student assessment to review progress in ongoing and goals for students	Community feedback comes in a variety of forms for the Cornwall Central School District. They include emails directly from parents, speakers at Board meetings, and through our Board members who consistently receive feedback from parents over the course of the school year. When we surveyed parents during the pandemic, they expressed concerns with	999371

## Foundation Aid Increase Survey - Foundation Aid Increase

## Use of Foundation Aid Increase Survey

Page Last Modified: 06/30/2023

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	are developed within the RTI process.		
Addressing student social-emotional health	SEL has the first focus upon student return to school. Parent, Staff and Student feedback and communication was consistent that SEL had to be supported in order to provide a well rounded education to our students. In assessing our model for SEL supports, it was evident that increasing counseling services and social worker connections were helping to foster a positive mindset and readiness for learning that we saw impacted during the pandemic. This work is ongoing and will continue to be a high level priority.	Community feedback comes in a variety of forms for the Cornwall Central School District. They include emails directly from parents, speakers at Board meetings, and through our Board members who consistently receive feedback from parents over the course of the school year. SEL was a top priority for our district in the midst of the pandemic and it continues to be a high level priority for the 2023-24 school year. Parents and staff expressed concerns with providing additional staff to address these ongoing SEL needs.	465890
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	As noted above, the pandemic pushed our enrollment numbers and also impacted our special education, ENL and related service needs. Special Education class needs increased whereas variances were applied for, but a larger planning model allowed for larger support of special education services on the elementary and secondary levels. As our ENL population continues to grow and the specific needs of students who have come as refugees grows, so does our need to increase ENL staff and create professional experts to support our learners who range in need largely. In addition, nursing and transportation service increases have been provided to our neediest students. This work is ongoing and will continue to evolve as our community does.	Community feedback comes in a variety of forms for the Cornwall Central School District. They include emails directly from parents, speakers at Board meetings, and through our Board members who consistently receive feedback from parents over the course of the school year. Our ENL and SPED numbers increased significantly in the years following the pandemic. Parents are partners in this important work and provide us with feedback as we register new students and in our CSE meetings. We have increased staffing support for our ENL and SPED students as a result of these ongoing conversations.	1562603

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 (\$)
(No Response)	(No Response)	(No Response)	(No

**Foundation Aid Increase Survey - Foundation Aid Increase**Use of Foundation Aid Increase Survey

---

Page Last Modified: 06/30/2023

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 (\$ Response)

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

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)**

Our leadership team began this process by soliciting feedback from our building principals and our directors. They provided feedback based on their extensive and firsthand knowledge of the needs for the students and staff they serve. We then reviewed the survey data from our parents, teachers, staff and administrators that was conducted which asked, "What are the most important academic, social emotional, and/or mental health supports that our schools and District can provide to student most impacted by the pandemic?" All of the top responses from this survey have been incorporated into our existing supports for students.

The resulting analysis of this feedback was presented to the Board and the community in a series of public meetings. We answered questions, received further feedback and the finalized our final spending plan with our 2023-2024 budget.