

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

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Background and InstructionsBackground

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	A school counselor is being hired at the high school to further personalize graduation goals for students by focusing on attendance concerns, support for academic learning and social/emotional concerns. With this new position, the school counselor to student ratio will drop from 1:157 to 1:118.	In the survey put out to the community, stakeholders saw the need for more individual attention to be given to students as they consider various career paths and academic options that can support varied career paths. Additionally, stakeholders wanted more 1:1 time and small group support by school counselors, especially for students who are struggling with attendance and/or social emotional concerns.	\$98,553
Reducing class sizes	An additional middle school special education teacher has been added to better meet the needs of the students in cotaught settings. All academic cotaught sections are projected to have no more than 10 SWD's in the class with fewer than 21 students, thereby allowing more personalized learning for all students in these classes.	Personalizing learning was a consistent theme noted by the stakeholders, especially with regard to more fragile subgroups such as students with disabilities. Reducing the number of SWDs per academic section in cotaught classes can increase the success rate of SWDs while also promoting a more inclusive environment.	\$98,553
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	A teaching assistant position is being added at the middle school to support students at risk of not meeting NYS learning standards in core academic subject areas. This person will be available to support identified students as needed (i.e. - science labs, reading support, math skills). This increase in personnel will now allow for two dedicated teaching assistants at each grade level in the middle school; previously, several teaching assistants moved among students at different grade levels.	Stakeholders see the need for skill-building for middle school students who fell behind during remote instruction and/or other COVID-related limitations. Additional support from grade-level teaching assistants who know the individual students' academic, social and behavioral needs can help students be more successful and meet grade-level expectations.	\$55,259
Addressing student social-emotional health	The district currently has one social worker and is adding an additional social worker who will support the needs at the two elementary schools while the current social worker can now dedicate her time to the middle/high school students and their families. Post-COVID, the need for a social	Responses on the community survey that addressed school culture and family engagement highlighted the need for an additional social worker. Stakeholders referred to the need for family support with behavioral, emotional and attendance concerns. They also wanted a better home-	Social Worker: \$98,553; School Monitor: \$50,068

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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 (\$)
	worker increased dramatically as the social/emotional needs of students at all levels were more intense and numerous. The social worker to student ratio will be reduced from 1:1330 to 1:665. A school monitor position has been added at Dover Elementary School to better support the students and their families with regard to attendance and building safety (monitoring access to the building and attendance, and providing additional emotional support).	school connection, especially in times of crisis and ongoing difficult situations. Stakeholders also pointed out that a warm, welcoming environment at all schools was key for student success. The addition of the social worker and the school monitor further addresses this need.	
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The District is creating a new 8:1:2 class at the K-2 building to support the needs of district students with disabilities who were previously in out-of-district placements or will be entering the District in the fall. Due to the high level and varied needs of these students, the following positions will be needed for students in this class to be successful: one special education teacher, one school psychologist, one school clinician (either behaviorist or social worker depending on the final makeup of the class) and two teacher aides. By meeting the students' needs in-district, the students will not need to travel up to 90 minutes each way on a school bus and will more easily be able to connect with and be a part of the school community.	Parents of special education students who have out-of-district placements expressed concerns about the length of time these students are on school busses to get to and from these placements, especially in the primary grades. They also said it was difficult for the students to feel like a part of the school community because the district could not meet their needs in a district classroom. By creating the 8:1:2 class with the necessary supports for the students to be successful, both of these concerns are addressed.	Special Education Teacher: \$98,553; Psychologist: \$98,553; Clinician: \$98,553; 2 Teacher Aides: \$103,596 (\$51,798 per teacher aide)

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 Response)

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)**

Public comments from all stakeholders were collected via a public survey on the district website (available in English and Spanish) that was advertised on website, through *School Messenger*, at Board of Education meetings and in school newsletters. The survey data were shared and analyzed by the district and building administrators, the District Oversight Committee (committee members include district and building administrators, teachers, parents and community members) and at Board of Education meetings. Stakeholders brainstormed ideas to address the needs brought forth by the data and determined solutions that would best meet the needs of the students. Common recommendations were prioritized such as personalizing learning and meeting the increased academic, behavioral and social/emotional needs of our students so they could be successful. Some of the suggestions were able to be implemented without additional funding (i.e. - encouraging more students to participate in after-school activities, increase the number of family nights, using assessment data more effectively to provide more prescriptive interventions). Other suggestions will be implemented systemically over time (i.e. - continue to increase the STEAM curriculum and courses as students' needs increase; change the culture of discipline through more restorative practices).