

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	The district will use funds to maintain the 1:1 Chromebook initiative, ensuring that all students have remote learning equipment. 1:1 chromebooks allow students to learn in more meaningful ways and with deeper context and access to global information, while effectively preparing students to be successful with digital tools. Funds will be used to enhance career based learning opportunities for greater career awareness, readiness and engagement. Additional funds will be used to sustain the new Project Lead The Way courses brought on with funding from the ARP grant. PLTW combines STEAM curriculum and career readiness allowing for individualized, hands-on learning.	Stakeholder data points to student access to remote learning as a high priority. Community members noted items such as email composition, virtual meetings and computer etiquette as important skills that should continue to be taught in the learning environment. Parent and community feedback indicated that career exposure and readiness was a top priority. Stakeholders encouraged career dialogue built into curriculum, job shadowing and career based learning. Community feedback indicated current PLTW initiatives have been successful in engaging students in the STEAM curriculum. Parents and teachers call for more hands-on learning opportunities in technology subjects.	\$150,000.00
Reducing class sizes	The district brought on several employees under the ARP grant to effectively reduce class sizes during the COVID pandemic. The district aims to retain this staff to continue to reduce the average class size. Additionally initiatives such as our Patriot Academy provide unique methods of learning within a small group setting. The district plans to use funds to both retain the additional staff members brought on and to continue further initiatives resulting in smaller class sizes.	Stakeholder data echoes the need for hands-on, applied learning, which can only be sustainable through smaller class sizes. Stakeholders note that all students learn differently, and as such different teaching methods should be applied. It is noted that it is more important to work through a problem rather than	\$400,000.00
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The district plans to use funds to continue to support a variety of programs and initiatives that support those students who are not meeting, or at risk of meeting, state learning standards in core academic subjects. The district initiated several high-dosage tutoring programs to combat the learning loss associated with the COVID pandemic. These funds will be used to sustain those programs. These programs include summer learning programs, before	Community feedback supports the continuation of targeted tutoring to combat COVID learning loss across grade levels. Feedback also indicates that programs such as Pathways and Patriot Academy are necessary as they provide alternative styles of instruction to meet the needs of students. The community also supports programs that reward academic and behavioral success with an emphasis on citizenship, kindness, empathy and grit.	\$150,000.00

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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 (\$)
	and after school enrichment programs, and high-dosage tutoring in core subjects. Additional funds will be used to support the district's Pathways Program. The Pathways program supports those students at risk of not meeting state standards by providing them with individualized instruction, opportunities, and support. Funds will be used to grow the Patriot Academy program which like the Pathways program, provides an individualized learning path with unique instructional opportunities. Additionally, funds will support the character strong initiative which is a program that emphasizes and rewards students who display behaviors in alignment with the district's core values, encouraging and reinforcing both academic and behavioral success.		
Addressing student social-emotional health	The district continues to consider the mental health of our students a top priority and will use funds to continue to employ several social workers and mental health counselors to address the needs of our students. In addition, funds will be spent to host presentations on relevant mental health topics, gaining student involvement. Funds will be spent to sustain and enhance our existing PBIS programs which positively supports student's behavioral, academic, social, emotional and mental health. PBIS programs promote social emotional competence, academic success and school climate. Funding will also be used to support enhanced transition planning that will focus on key transition phases during a student's career. A successful transition program will prepare students for academic, social and structural change of a new level of school.	Stakeholders feel strongly that our student's social and emotional health are a priority. Community members recommend increased social worker presence as well as peer mediation programs. Members also recommended programs such as the PBIS to reward and promote positive student behavior. Transitions were noted as a concern with community members requesting transition planning in key grade levels.	\$100,000.00
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The district currently has several programs and initiatives to meet the needs of all students, including those with disabilities or special needs. This past year the district has developed a Unified Sports program	Community feedback data indicates student academic and social-emotional success is a priority for all students, including those with disabilities. The community views the Unified Sports	\$50,000.00

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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 (\$)
	with the support of the Special Olympics New York. Unified sports is an inclusive sports program that allows every play an opportunity to contribute leading to the breakdown of stereotypes and fostering relationships. Along with the Youth Activation Committee (YAC), Unified Sports offers an opportunity for leadership, engagement and advocacy and whole school engagement. The district will use funds to continue to sustain its 6:1:2 classroom for those students with significant developmental disabilities and require intensive adult intervention to access academic instruction. Funds will continue to be used for our sensory room and indoor therapy gym which are designed to provide calm, focus and comfort to those students with sensory processing problems. Funds will also be allocated for the support and transportation costs associated with the district's McKinney-Vento students.	program as a whole-school initiative, noting that it brings the students together. Specific recommendations from the community including addressing learning loss specific for students with disabilities.	

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 (\$)
Techology	Funds will be allocated for supporting current curriculum initiatives regarding the safe use of technology including cyber security and fraud prevention. Additionally, students will receive training on general computer literacy concepts	Feedback data noted that cyber safety and security is of particular concern of stakeholders. Recommendations to provide instruction to students regarding cyber security, internet safety, and general computer literacy were included.	16,127
School Safety Initiatives	Funds will be used to support the retention of the district's two School Resource Officers, members of the Fulton County Sheriff's Office.	Overall security of the facilities and groups is a paramount concern for the community. Feedback data indicated that a continuing on-going effort to	350,000

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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 (\$)
	<p>Additionally funding will be used for materials and supplies used by the SRO's to educate and engage students in safety relevant learning. Funding will be used for the installation and maintenance of security cameras as well as door access controls and panic buttons increasing the security of the school facilities and grounds. Funds will be used for vape detecting machines which will prevent illegal materials from entering the facilities. Additional funds will be used for the installation of the bulletproof window films that will be installed on both campuses. Funds will also be used to bring in anti-bullying programs and resources to the students.</p>	<p>increase security should be sustained through the employment of the SRO's as well as cameras and door access controls. Other recommendations including targeting vape usage as well as bullying on campus and over social media.</p>	
Trade Programs	<p>Funds will be allocated to sustain the district's new construction trade program. This program allows students to learn a variety of skills including basic household repair, plumbing, electrical, woodworking and basic residential construction. Students learn how to use and maintain a variety of tools properly and safely and receive instruction in building codes, blueprint reading and the application of trade math. This program places an emphasis on hands-on learning through various projects. Additional funding will support the district's personal finance course. This course teaches students the basics of personal finance including financial planning, budgeting, balancing a checkbook, credit scores, interest rates, debt and investments. Personal finance class solidifies the relationship between careers and finances, enhances overall financial literacy and prepares students for adulthood.</p>	<p>The community feedback data received indicated that there needs to be an emphasis on skilled trade instruction as part of the regular curriculum. Basic skills such as household repairs, and home skills such as laundry or cleaning should be taught in the classroom. Additionally, community data supports the personal finance course as stakeholders believe that financial literacy is an important component of preparing students for success.</p>	35,000

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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)**

Community feedback was provided as part of the district's long-range planning program, Innovate 2.0. Innovate is the district's long-term strategic planning method that involves soliciting community participation to strategically plan the priorities and direction for the district. Over 150 community members attended one or more of the three public forums held as part of the Innovate program. Members included the district's Board of Education, leadership team, parents, alumni, teachers, students, retired employees and other community members. Community members were divided up into small groups and engaged in a brainstorming technique called mind-mapping; all responding to the same questions and writing down their answers. Questions were focused on what knowledge, skills, and attributes a graduate should have, and how to guide student's to academic and emotional-social success. Questions centered on increasing graduation rates and reducing the achievement gap as well as at-risk students, and student social and emotional health and wellness. Feedback data from this forum drives programming decisions as well as how the district will budget and allocate funding. Data was compiled and sorted and mapped to support the various priority areas outlined. New programs and maintenance strategies for current initiatives were developed and financial analysis was used to determine the appropriate amount of foundation aid that would be allocated.