

**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	Ensuring appropriate class size for the 3rd grade class. This class has shown very low reading and math scores due to learning loss. This will ensure the ability for teachers to differentiate and intervene.	Community voiced concerns about class sizes and has requested smaller class sizes to help struggling students in the elementary schools. We reviewed the data and 3rd grade was the area we needed to add a teacher.	95298
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Curriculum Coordinator: Key Goals: overseeing the development, implementation, and evaluation of curriculum materials and instructional strategies. Primary focus is to ensure that the curriculum aligns with educational standards, meets the needs of students and teachers, and promotes academic success. Metric: Facilitate development of all district curriculum maps. Goal: Instructional Support - Provide guidance and resources to teachers on implementing the curriculum. - Offer professional development opportunities related to curriculum implementation. - Metric: Number of professional development sessions conducted. 3. Goal: Assessment and Evaluation - Facilitate the designing and implementing assessments to measure student learning outcomes. - Analyze assessment data to identify areas for curriculum improvement. - Metric: Percentage of students meeting or exceeding learning targets. 4. Goal: Collaboration and Communication - Foster collaboration among teachers, administrators, and stakeholders. - Communicate curriculum updates and changes effectively. - Metric: Number of collaborative initiatives implemented. - Metric: Feedback from stakeholders on the clarity and accessibility of curriculum	In the community survey it was requested the need to remove barriers to learning. Address learning loss and provide more intervention services.	652065

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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 (\$)
	<p>information. AIS Teachers: Provide targeted support and interventions to students who are struggling academically. Metric: Percentage of students who demonstrate academic growth over time. - Number of students who meet proficiency targets. HS English Teacher: Facilitating student learning and growth in English language, literature, and communication skills. Metric: Percentage of students meeting or exceeding learning objectives. Improvement in student performance on assessments and Regents Tutor: Provide academic support, address specific needs, and promote overall well-being. Metrics: Percentage of assignments completed and submitted -Improvement of grades or academic performance over time. - Observations of positive changes in students' emotional states or behavior. Alt Ed Program Goals: provide a non-traditional educational environment that meets the needs of students who may not thrive in a conventional setting. Metrics: Improvement in students' academic performance (e.g., grades, test scores). Student self-assessment of personal growth and skill development. Special transport for Tutored Students: Goals:ensuring safe and reliable transportation services that enable students to attend their tutoring sessions. Metric: Percentage of students utilizing transportation services. Metric: Attendance rate of students who use transportation.</p>		
Addressing student social-emotional health	<p>Social Worker: Goals: Individual Student Support Group Counseling and InterventionCrisis Intervention and Response Social-Emotional Skill Development Collaboration and Referral Prevention and Awareness Metric: Number of individual counseling sessions conducted. Metric: Improvement in students' self-reported well-being and ability to manage emotions. Metric: Number</p>	<p>The community feedback listed as their highest priority Student Social and Emotional Health. Mental health needs, support for families in economic need, learning loss Prioritizing mental health needs will enable catch up to happen. Also barriers such as meals- basic human physical and mental needs being met will build a foundation for learning. Mental health</p>	458981

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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 (\$)
	<p>of group counseling sessions or interventions conducted. Metric: Feedback from participants on the perceived effectiveness of group sessions. Metric: Response time in addressing crisis situations. Metric: Successful resolution and recovery from crisis incidents. Metric: Participation rates in social-emotional skill development programs. Metric: Improvement in students' self-reported social-emotional competence. Metric: Number of successful collaborations and referrals made. Metric: Feedback from teachers and staff on the effectiveness of support provided. Metric: Participation rates in prevention programs or awareness campaigns. Metric: Knowledge gain and behavior change as a result of prevention initiatives. School Psychologist: Goals:address students' social-emotional health and well-being through psychological assessment, intervention, and support Metric: Number of assessments conducted. Metric: Accuracy and quality of assessment reports. Metric: Number of counseling sessions conducted. Metric: Improvement in students' self-reported well-being and functioning. Metric: Number of successful consultations and collaborations. Metric: Feedback from staff on the effectiveness of the provided support. Metric: Participation rates in prevention programs and interventions. Metric: Feedback from students and staff on the perceived effectiveness of the programs. Metric: Analysis of data on student outcomes and program effectiveness. Metric: Improvement in targeted student outcomes over time.</p> <p>MIDDLE SCHOOL ASSISTANT PRINCIPAL: GOALS:role in addressing student social-emotional health is crucial. Your goals will revolve around creating a positive and supportive school climate, implementing social-emotional programs, and providing intervention and support to</p>		

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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 (\$)
	<p>students. Metric: Student and staff survey data on school climate and perception of safety. Metric: Reduction in disciplinary incidents and behavior referrals. Metric: Participation rates in SEL programs and initiatives. Metric: Pre- and post-assessment of students' social-emotional skills. Metric: Reduction in disciplinary incidents and repeat behaviors. Metric: Success rate of intervention plans in improving students' behavior and social-emotional well-being. Metric: Attendance and participation rates in family engagement activities. Metric: Feedback from families on the effectiveness of school-family partnerships. SECURITY GUARDS Goal: School Safety and Security Ensure the physical safety and security of students, staff, and the school premises. Implement safety protocols and emergency response procedures. Metric: Incident reports related to safety and security concerns. Metric: Response time to security incidents or emergencies. Goal: Positive and Supportive Environment Foster a positive and welcoming atmosphere for students, staff, and visitors. Promote respectful interactions and discourage bullying or harassment. Metric: Feedback from students and staff on the perceived safety and positive climate. Metric: Reduction in reported incidents of bullying or harassment. Goal: Conflict Resolution and Mediation Act as a resource for conflict resolution and mediation among students. Encourage peaceful resolutions and provide support to students involved in conflicts. Metric: Number of conflict resolution or mediation interventions conducted. Metric: Reduction in disciplinary incidents related to conflicts. Goal: Relationship Building and Student Engagement Establish positive relationships with students and engage in meaningful interactions. Act as a mentor or support system for students who may</p>		

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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 (\$)
	benefit from additional guidance. Metric: Frequency and quality of positive interactions with students. Metric: Student feedback on feeling supported and connected to the school community. Goal: Awareness of Student Well-being Be attentive to student behaviors and emotional well-being. Report any concerning signs or symptoms to appropriate school personnel. Metric: Timeliness and accuracy of reporting concerning student behaviors. Metric: Collaborative follow-up actions taken by school personnel. Goal: Collaborative Support Collaborate with school administrators, counselors, and other support staff to address student social-emotional needs. Provide input on safety and security considerations in the development and implementation of social-emotional initiatives. Metric: Participation in collaborative meetings or discussions on student well-being. Metric: Feedback from school personnel on the effectiveness of security staff's support.		
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 (\$)
Addressing Community Safety	HUDL Software BOCES: Sports platform that allows for capacity and distance management Manage spectator capacity to ensure compliance with local health	Mental Health and allowing all to attend or view school events. Keeping extra curricular programs going.	21,973

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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 (\$)
	regulations. Implement measures to maintain social distancing among spectators. Metric: Spectator attendance compared to allowed capacity limits. Metric: Monitoring and reporting of social distancing compliance (e.g., observations, surveys).		

**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)**

Approach to Outreach: The outreach efforts involved distributing a survey to stakeholders, which resulted in 225 completed responses. The survey served as a means for stakeholders to provide their feedback, recommendations, and suggestions regarding the plan. Based on the responses provided, it seems that the highest priority recommendation for how the stimulus funds should be used is to address COVID-related learning loss. Many respondents expressed concerns about students falling behind academically due to the challenges posed by the pandemic and remote learning. They emphasized the need for interventions, summer programs, additional resources, and support to help students catch up and bridge the learning gap.

Mental health support for students was also mentioned frequently as a high priority. Respondents recognized the impact of the pandemic on students' mental well-being and emphasized the importance of addressing their emotional needs to create a conducive learning environment.

Other priorities mentioned include smaller class sizes to support struggling students, addressing barriers to learning (such as meals, technology, etc.), accelerating learning, and addressing other health and safety concerns.

In summary, the highest priority recommendation for how the stimulus funds should be used is to address COVID-related learning loss, followed closely by supporting the mental health needs of students.

We were able to address all of the priorities that came from our survey.