

**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.

## Foundation Aid Increase Survey - Foundation Aid Increase

## 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	Early Intervention and Support: Implement comprehensive early intervention programs to identify and address learning gaps at an early stage. Provide additional support and resources to students who are at risk of falling behind academically, including targeted interventions, tutoring, and counseling services.	Based on the feedback from the community survey, it was suggested that the district should enhance support and resources for students who are at risk of academic underachievement. This includes implementing targeted interventions, tutoring programs, and counseling services to address their specific needs. Also, responses emphasized expanding college and career readiness programs to better prepare students for higher education and future career opportunities.	2,353,494.20
Reducing class sizes	Reducing Class Sizes: Funds will be utilized for the purpose of hiring two additional 5th-grade teachers and two aides/teaching assistants. This will create an improved learning environment that provides greater student engagement, individualized instruction, and overall academic success. The hiring of two additional 5th-grade teachers will allow for the distribution of students across more classrooms, resulting in smaller class sizes. This reduction in student-to-teacher ratio will enable teachers to provide increased individual attention, personalized instruction, and timely feedback to each student. By having fewer students to manage, teachers can better address the unique needs and learning styles of each student, fostering a more effective and tailored approach to instruction. Two aides/teaching assistants will provide valuable support to both teachers and students. They will assist with various classroom tasks, such as facilitating small group activities and provide one-on-one assistance.	The responses from the survey clearly indicated that there is a need for the district to hire more teachers and teacher assistants in order to reduce class sizes and provide increased support for students. The feedback received from the survey highlighted the challenges associated with larger class sizes and the negative impact it has on student learning and engagement. Responses expressed concerns about limited individual attention, difficulties in addressing diverse learning needs, and inadequate support for students who require additional assistance. They emphasized the importance of smaller class sizes in creating a conducive learning environment that fosters stronger teacher-student relationships and personalized instruction.	310,793.60
Providing supports for students who are not meeting, or at risk of not meeting, state learning	The district has allocated funds to hire additional Academic Intervention teachers	The survey responses expressed a need for the district to provide more enrichment	1,725,284.80

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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 (\$)
standards in core academic subject areas	and teaching assistants to provide targeted support and individualized instruction for struggling students. AIS teachers will work closely with students, addressing specific learning gaps and providing the necessary resources and interventions to help them reach proficiency. In addition to increased staffing, the district has allocated funds for enrichment opportunities such as Robotics and Young Scholars. These programs will provide students with hands-on learning experiences, fostering critical thinking, problem-solving skills, and promoting engagement in STEM (Science, Technology, Engineering, and Mathematics) fields. To enhance instructional practices and support teachers, the district will invest in professional development, particularly in LETRS (Language Essentials for Teachers of Reading and Spelling). This training will equip teachers with effective strategies to improve literacy instruction and help students develop strong foundational skills in reading and writing. The district will also integrate an alternative education program to provide specialized support for students who may benefit from a different learning environment. This program will offer tailored approaches to instruction, addressing the unique needs and circumstances of individual students.	opportunities for students. They highlighted the importance of engaging students in diverse extracurricular activities to promote student engagement. Survey participants emphasized the importance of equipping educators with effective strategies and resources to support students who are falling behind academically. They emphasized the need for the district to provide more services for at-risk students. This included additional counseling support, intervention programs, and resources to address the unique needs and challenges faced by students.	
Addressing student social-emotional health	To address students' social emotional health, funds have been allocated towards hiring additional Social Workers who will work closely with students, families, and educators to provide counseling, guidance, and intervention services. These Social Workers will play a crucial role in promoting positive mental health and well-being among students. In addition, funds have been allocated to purchase and install additional clear touch panels. These interactive clear touch panels will enhance communication and engagement, enabling	The survey results highlighted a strong recommendation for the district to prioritize and allocate more resources towards social-emotional support for students. Survey results indicated that students are currently struggling with their mental health, and there is a pressing need to address these challenges. Responses emphasized the importance of providing comprehensive social-emotional resources to support students' well-being. The survey highlighted concerns regarding increased levels of stress, anxiety, and other mental health	558,623.66

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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 (\$)
	teachers/social workers to create visually stimulating lessons and promote interactive learning experiences. The Clear touch panels will facilitate student participation and collaboration while also catering to different learning styles. The district allocated funds to partner with the Mental Health of Montgomery County organization and Bewrshire Farms. This partnership will provide access to mental health resources, training, and expertise to support students in need.	issues among students that significantly impact their overall academic performance.	
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The district has dedicated funding to sustain and support additional English as a New Language (ENL) teachers who are currently employed. These ENL teachers play a crucial role in delivering targeted instruction to English language learners (ELL) by helping them overcome language barriers and ensuring their effective participation in the curriculum. Furthermore, the district has allocated funds to implement Handle with Care training specifically designed for special education (SPED) students. This training equips teachers and staff with the necessary skills to address the unique needs of students with disabilities, fostering a safe and inclusive learning environment. By developing an understanding of individual students' challenges and implementing appropriate interventions, the district aims to promote their academic and social success. In addition, the district has allocated funds for the purchase of suburban transportation to serve students experiencing homelessness. This resource ensures that these students have access to transportation services, enabling them to attend school regularly and take advantage of educational opportunities.	The survey results highlighted the need for increased resources to support English as a New Language (ENL) students and provide adequate support for students with special education (SPED) needs. Resposers emphasized the importance of allocating additional resources to effectively meet the unique needs of these student populations. Regarding ENL students, survey participants emphasized the necessity for more resources such as qualified ENL teachers, language support programs, and culturally responsive materials. They recognized the importance of addressing language barriers and providing targeted instruction to help ENL students thrive academically and socially. Survey results indicated a strong demand for more resources to support students with special education needs. Participants expressed the need for additional sped staff, professional development opportunities for teachers.	2,582,733.20

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.

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

The district implemented a comprehensive approach to outreach, including public forums and online surveys with various stakeholder groups. These engagement efforts aimed to gather diverse perspectives and ensure that the plan reflected the needs of the community. Public forums were held on January 18, 2023, February 15, 2023 and March 15, 2023, On April 3, 2023 the Greater Amsterdam School District provided the following information to stakeholders: As part of New York state's increase in Foundation Aid to local school districts in the 2023-24 budget, the State Education Department is asking school districts to seek public input and feedback on the use of those funds in five specific categories listed below. This short survey to parents, teachers, and other district stakeholders will help GASD achieve that goal and report our findings to NYSED.

Common recommendations or suggestions from the stakeholders focused on a few main areas. Firstly, there was a strong emphasis on the need for increased resources and support for students with diverse learning needs, including English language learners (ELL) and students with disabilities. Stakeholders highlighted the importance of providing additional AIS staff, more targeted interventions, and enrichment opportunities, smaller class sizes, and more teacher aides/teacher assistants. Stakeholders also emphasized the significance of social-emotional support and mental health resources for students. They advocated for the allocation of funds towards hiring additional counselors, social workers implementing social-emotional learning programs and promoting a safe and nurturing school environment.