

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 is providing a more robust summer school K-12. The district expects to see a 97% graduation rate with the addition of August graduates. Additionally, the district expects to see a reduction in 6-12 retentions and higher proficiency rates on k-8 progress monitoring using aimsweb. | Parents and staff expressed the need for safety net services for student that are at risk of promotion, as well as those that have not shown sufficient growth in academic skills to be successful in the next grade level. | 69643 |
| Reducing class sizes | The Cleveland Hill UFSD has maintained lower class sizes in content areas. The district has committed to maintaining these due to the needs of students. New foundation aid will be committed to staff retention. | Parents, staff and students have expressed the desire to keep class sizes low as that is a major strength of the school district. | 1021343 |
| Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas | The district intends to support student not meeting proficiency by adding one additional academic intervention specialist. The district goal will be to reduce 5% of students scoring below proficiency on progress monitoring measures by June 2024. | Staff and parents expressed in a collaborative meeting the need for safety net service for students at risk or being below proficiency in reading math. | 543287 |
| Addressing student social-emotional health | The district will utilize funds to train counseling staff to be trainers of mental health first aid. Those staff member will then train all staff and offer parent training in mental health first aid. Mental health first aid is a program designed to all adults to identify youth exhibiting mental health crisis and direct them to appropriate services. | Parents and staff expressed the need for early identification and support of students struggling with mental health and social emotional difficulties. | 204227 |
| Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness | The district plans to use additional funds for specialized services to meet the unique needs of students with disabilities. Additionally, the district plans to use funds to train special education teachers in Orton Gillingham and Phonics First. The goal of the district is to increase the number of special education students accessing instruction in general education classrooms by 3% by June 2024 as measured by the NYSED SA100 report. | At a stakeholder meeting in March 2023, parents, students and staff expressed the need to provide specialized support to allow more students with disabilities to be educated in their home school. | 863271 |

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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 (\$) |
|------------------------------------|--|---|---|
| Access to instructional technology | The district intends to continue with its 1:1 initiative. By June 2024, all students K-12 will have daily access to a computer. All students in 3-8 will take their NYS assessments on a chromebook. | Parents and students expressed the need for students to gain additional proficiency in technology as they will be entering a technology driven workforce. | 98,373 |
| Curriculum Alignment | The district has allocated additional funds for teachers to analyze student data and revise content curriculum to address skill gaps. | Staff expressed the need to review and revise course content and curriculum to address skill gaps that were no present prior to school closures. | 67,047 |

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 Cleveland Hill UFSD gathered stakeholder input through a funding survey and six in-person meetings with a stakeholder committee. There were 50 members of the stakeholder committee and the survey received 216 responses. The stakeholder groups consisted of students, parents, teachers, community partners and gov't representatives. The committee completed a needs assessment and developed priorities related to those needs. Stakeholders rated the following as the top needs: Social/Emotional, Mental Health and Academic Gaps. The groups identified increasing the use of evidence-based programs, tutoring and expanded summer school as the highest rated activities to undertake. After-school tutoring and additional access to counselors was not included in this plan, as they are being funded through the American Rescue Plan funds.