

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 hiring of additional teachers, teaching assistants, and other staff will augment efforts to increase graduation rates and eliminate the achievement gap, but they are accounted for under other priorities.	Curriculum & Instruction: In sum, address all learning modalities and diversify coursework /pathways to support career or college. Comments: BOCES (or similar) programs earlier than 11th grade; More opportunities that meet different learning modes. Bring back distance learning, home economics, wood working; Make learning more interesting. Creating additional electives/pathways to meet graduation requirements to then go to work (trades, real estate) or to college; job shadowing; Improve discipline and accountability; Student work programs at school; Host a life skills program; Continued focus on data driven instruction to inform decision making; More adult support is needed in high school classes Other: See below. Comments: Maybe if we can make students feel more connected (with school, peers, certain adults, sports, clubs, etc.) at a younger age these students will carry that through high-school and have more of an incentive to stay; allow them space to develop in their own rate; focus on meeting basic needs first, get students to enjoy coming to school, focus on teaching students to read and not just moving them along; Professional learning opportunities for teachers; capitalizing on student strengths in planning for successful community engagement post-graduation; Put our dollars toward the middle and upper kids; Offer a highly competitive incentive to retiring high school teachers to return to teach/tutor; Guest speakers and career fairs in house, Provide more support staff for students who are at risk. More involvement of guidance counselor with students.	0
Reducing class sizes	Reduce student : teacher ratio at lower	Staffing: In sum, it is clear that additional	360000

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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 (\$)
	elementary grade levels (preK-2) through the hiring of teachers. Reduce student : staff ratio across all grade levels through the hiring of additional teaching assistants.	staff would be needed, while there is concern for space, cost, and quality. Comments: Hire extra teachers; Add classrooms at the primary and intermediate levels; group students by ability; Hire more teachers, possibly more specialized teachers that provide behavioral supports for students (8-1-1 room); Class sizes really depends on staff size and flexibility in scheduling. I would encourage elementary classes no larger than 16-18; Hire more teachers to team teach within the classrooms; Hire more teachers; I'm not sure how this is achieved with space issues and staffing shortages; Class sizes seem reasonable. Remove certain students from the general classroom when their behavior proves to be a detriment to their classmates ability to learn (on a regular basis).	
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Add homework helpline and tutoring support. Additional staff have been added, but are accounted for under reducing class size. Added a Director of Curriculum & Instruction.	Curriculum & Instruction: In sum, more diverse curricula and engaging instructional methods are recommended. Comments: Love the current math labs; Consider a literacy lab to supplement reading, comprehension, etc.; Help the middle and upper students achieve maximum growth; Continue to offer a summer to get ahead program; Less teaching to the test; More hands-on activities, more collaboration among staff and other districts, time, smaller class sizes, focus on discipline so teachers can focus on teaching academics; Teach business, home economics and shop; Build on students strengths-encourage children to go in the way of their talents... we need smaller class sizes, more one on one instruction to seek out and build on students strengths; Some students need to learn basic life skills, and so that they will be able to make good choices and be successful even though they may not be successful with some of the regents classes. Basic classes like home economics, wood shop, consumer math,	110000

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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 (\$)
		etc are better choices for numerous students; Continued focus on professional learning for teachers in core content areas and in supporting all students; Using a common intervention curriculum could support learning. I also believe in reducing class sizes; Tier 3 should have extra support. Other: See below. Comments: More school social workers and counselors; Tablets for school and home that are compatible; Hearing resources for the deaf/partial deaf; One on one aides, Flexible days/schedules to allow them to acclimate; Get outside	
Addressing student social-emotional health	Increase staffing to address increased student social-emotional health (add two school social workers, add one school nurse, add student life coach, add staff member to focus on student character education and staff capacity to establish meaningful relationships with students); increase programming (e.g. speakers, assemblies, team-building) in support of social-emotional health. Provide summer programming (academic and enrichment) for all students.	Staffing: In sum, maintain the increased counselor/social worker that came (increased from 2 to 3), or consider expanding Comments: Keep or increase the number of counselors/social workers to help students and staff; Use outside resources Programming: In sum, programs with a mental health focus should be increased, along with diverse programming in general. Comments: Counselors meet with the families in the home; An elective on mental health; Providing a list of mental health providers/support groups for parents; Continue valuable assembly programs; Positive posters/messaging; Positive faculty and staff modeling of strategies and coping skills; Programs to foster meaningful relationships between students and staff; Expansion of extracurricular programs to interest and engage students (outdoor clubs, culinary clubs, esports, intramural sports, events (like a cleanup day/bbq on Earth Day)); Community building circles; expand in-house counseling sessions for those that need it (individual or group); SEL curriculum taught by trained staff; Other: Comments: Have students put away their phones at school to improve socialization, reduce drama, and build confidence; Get students outside; Keep parents involved	400000

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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 informed	
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Ensure a certified instructor provides ELL services (subsidize certification coursework for staff member); ensure appropriate training through technical assistance center; ensure highly qualified certified teachers deliver special education services to all SWDs; support trauma-sensitive team training and provide time to turn-key training to all instructional staff	Staffing: In sum, hire more qualified and specialized staff. Comments: Hire a CSE chair separate from the school psychologist; Hiring more qualified staff to meet the needs of the students and provide consistency; Direct communication with caregivers at home of IEP/504 involved kids should be linked with Case Managers and outside resources for homelessness; Traveling teachers; Staff to help enrich the students' experiences and support their needs; ELL Teacher within the classroom, providing special education support (both push in and pull out) based on the individual student needs; Additional staff to provide support Actions: In sum, increase program directed to supporting those students and increase collaboration with like-minded service providers. Comments: Free meals for all so those that need it are not stigmatized; Short term goal setting, constant checking and resetting to achieve daily goals; Summer programs are great for these students and often for their parents; Dedicated times for direct tutoring and more opportunity to engagement outside of the classroom; Reviewing policies for ELL & students with disabilities; look at curriculum supports we have in place, connect with community partners to see what they are doing what works/ what does not.	143000

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

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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 (\$ 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 Heuvelton Central School District solicited feedback through the public hearing at Board of Education meeting, through an electronic survey that was pushed out to families of all enrolled students via a mass communication system. The same survey was also made available on our school website and in our bi-weekly e-newsletter. Paper copies of the survey were also made available in the Main Office.

There were no additional recommendations beyond what is mentioned above. There were 63 responses, distributed as follows: 3 students, 39 parents/guardians, 19 school staff members, and 2 community members.

The highest priority, by far, was social-emotional supports, with close ties next in support of additional learning supports and resources for at-risk students. Reducing class size was a much lower priority, followed by increasing graduation rates. Feedback was solicited and comments were reviewed for each priority area. Feedback was grouped by theme area (e.g. staff, curriculum & instruction), and summarized. Those summaries and representative comments are included above.