

**Foundation Aid Increase Survey - Foundation Aid Increase****Background/Instructions**

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Page Last Modified: 06/14/2023

**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	The District's REACH 2027 strategic plan has established goals targeted at increasing graduation rates. These include increasing the percentage of seniors enrolled in one or more college credit eligible/CTE endorsed course, increasing the percent of students exiting ninth grade with six or more credits. To help students get back on track or stay on track to graduate, the district is expanding access to academic intervention services. The district will offer its most comprehensive free summer enrichment program to date, with more than 900 students enrolled. After school options, including academic recovery programs, will also continue next year. For 2023-24, the District will continue to expand its investment in art, music and athletics to increase student engagement, its diversity equity and inclusion initiatives to create safe and welcoming environments for all students and its investment in early childhood education with the full-scale operation of the Greece Central Early Learning Center. We also will continue to support student's life skills through the implementation of a social emotional learning block addressing skills to support management to complete tasks and organize their time.	In the fall of 2022, 41% of students surveyed indicated that responsible decision making was not a strength for them on the 6-12 SEL screener survey, stating that it was difficult for them to overcome challenges and find solutions to problems. Of students in grades 6-12, 42% also shared that it is difficult for them to pay attention to instruction and ignore distractions. In response, the District is continuing efforts to help students get back on track or stay on track to graduate by expanding access to academic intervention services. Comprehensive free summer enrichment programs will be continued in response to family feedback. After school options, including academic recovery programs, will also be continued in response to feedback received. For 2023-24, the position of Principal on Special Assignment to assist with school improvement will continue. His role will include helping schools formulate intervention strategies for students at risk of not graduating.	6700000
Reducing class sizes	NA	NA	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The District uses multiple measures (i-Ready and IRLA) to assess student achievement in reading and i-Ready Math to assess student achievement in math. Reading and math interventionists work with teachers to target training to increase student achievement. In response, the district expanded before- and after-school learning support as well as summer	The Winter 2023 family perception survey highlighted the need to support families and students academically at home (27% of families stated that the school did not provide them with support to help their child academically at home). Student perception data from Winter of 2023 for grades 2-5 students showed that 25% of students did not participate in before and after school	2100000

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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 (\$)
	programming. Funding was also included to further expand our Community Schools strategy, expand the District's Early Learning Center, add full-day pre-kindergarten, and support student development programs including Leader in Me and AVID.	activities at their school. Additionally, 12% of students shared that they were not encouraged to get involved in extra-curricular activities. The District plans to give this survey again in the fall of 2023	
Addressing student social-emotional health	Fully implement a proactive K-12 academic and behavior Response to Intervention approach needed for all students in order to achieve social, emotional, behavioral and academic success. In response to students' increased social/emotional needs, more than a dozen social workers, drug prevention specialists, counselors and behavioral specialist positions were added. We also expanded partnerships with Genesee Valley Mental Health, the Center for Youth, Hillside and Big Brothers Big Sisters to provide one-on-one support to students and families in need. The district will continue to support curriculum work for Social Emotional Learning K-12 for the social emotional learning blocks. 20% of staff state that the programs and resources at the schools are adequate to support students' learning. We have added a counseling curriculum alignment as well in order to ensure students are receiving more tier 1 curriculum on mental health at each grade level. This includes work around digital wellness, bullying prevention, recognizing mental health needs, substance abuse prevention efforts and healthy relationships.	A growing number of students have problems they cannot cope with alone. More than 53% of respondents to our Fall 2021 Family Needs Assessment Survey and more than 50% of respondents to the district's 2022 Parent Perception survey expressed interest in mental health and behavioral services for their child(ren). A student needs assessment conducted at the start of the 2022-23 school year showed mental health as the number one concern among students as they returned to full-time, in-person learning following the pandemic. In response to students' increased social/emotional needs, more than a dozen social workers, drug prevention specialists, counselors and behavioral specialist positions were added. We also expanded partnerships with Genesee Valley Mental Health, the Center for Youth, Hillside and Big Brothers Big Sisters to provide one-on-one support to students and families in need. The district will also be adding a social-emotional learning block to all grade levels during the 2022-23 school year. The district added the SEL block last school year and is continuing to work through a curriculum review process with a committee of teachers who are providing feedback around implementation. 20% of families do not believe the school provides services and supports to help students with social or emotional needs. Families also shared concerns around discipline and safety at school which speaks to ensuring there are behavior supports (27% of families do not feel the school's approach to discipline	1750000

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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 (\$)
		works well for their child). Only 45% of staff feel that the school places a priority on addressing staff mental health and social emotional needs. 43% of staff state that the process around Response to Intervention are not clear and efficient in the building.	
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The District's REACH 2027 strategic plan establishes a goal of increasing the percentage of students with disabilities participating full or part time in general education inclusion to 90%. As a result, the budget continues more than 20 special education teachers and support staff members and continues access to our Newcomers Program, which is designed to help students who are new to this country transition into American schools.	Our student perception survey and Social Emotional Screener continues to show a high level of support for students with disabilities. Students rate themselves much lower than their general education peers in all 5 SEL competency areas (social awareness, self-awareness, relationship building, decision making, and self-management skills). Additionally, we continue to see disproportionality in achievement scores for SWD as compared to their general education peers in both ELA and Math	5700000

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 (\$)
Retention and Recruitment	The District has prioritized staff recruitment and retention as a strategic goal for all of its bargaining units as part of its initiatives to realize equitable school transformation. The specific practices to be implemented, which vary from unit to unit, are targeted to the feedback received from each unit in a Winter 2023 Energize survey. According to the Winter 2023 Staff perception survey, 73% of staff report that their working environment in the school is positive, however the results varied among the bargaining units. The District will be focusing on	The District utilized Energize survey to assess employee perceptions. The focus on engagement and its impact on retention varied among the instructional staff (teachers and administrators) significantly. Positive engagement was reported by 90% of administrative staff while only 67% of teaching staff.	1,000,000

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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 (\$)
	Engagement and Retention and will utilize the practice of the		
Provide a Safe and Secure Physical Environment	We are focusing on building restorative practices into the daily practices of our district through training and coordination of services with The Center for Youth. Additionally, the District has increased focus on assuring physical security with the addition of two, armed, security officer positions in 2022-23 and an additional armed, security position in 2023-24.	Families and staff do not believe that the discipline processes are as effective as they could be according to our perception surveys. Families also shared concerns around discipline and safety at school which speaks to ensuring there are behavior supports (27% of families do not feel the school's approach to discipline works well for their child). When surveyed, 47% of staff feel that the schools effectively handle student discipline and behavior problems. We also continue to see disproportionate suspensions as it relates to race and students with disabilities. Grade 6-12 students report that they feel safe in school but that students at school are often bullied (33% of students)	1,000,000

**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 utilizes ThoughtExchange to periodically obtain feedback from its stakeholders on the progress of its initiatives. The development of the 2023-2024 budget reflected this input. This process will again be used to inform budget decisions for the 2024-2025 budget. Additionally, the District provides an annual perception survey in January that analyzes feedback from family, students and staff on learning, trust, and opportunities within the district. An employee survey (Energaze) was completed in 2023 and has informed practices focused on both retention and recruitment as well as the impact of employee engagement in transformational instructive practices