

**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	As part of our district Strategic Planning, the district established a baseline of the Grade 9 cohort to set an improvement target to track students through their graduation year. The district currently has a graduation rate in the 80th percentile. While we strive to have a 100% graduation rate, we must first understand the reasons our students are not graduating. Mitigation of chronic absenteeism will be addressed by identifying subgroups of students that are at risk. Suspension rates will also be examined by looking at referral data and discipline reports to determine underlying issues for root causes. To do this we have added more counselors and SEL support services as well as mental health clinics in the majority of our schools. The district will use metrics to track cohorts, which may include discipline data, referral data, as well as using the district benchmarking data such as STAR. The district will also offer equitable access to rigorous courses and enrichment opportunities.	Increasing the graduation rate was not specifically discussed however their was survey responses to add AIS, Special Education and TA's in the classrooms.	200000
Reducing class sizes	Class sizes are currently capped at 23 for intermediate and 23 for primary grade levels. The district has a transient population in which registration continues through the end of October.	Smaller class size was the third largest theme from the survey. Community feedback Included:Smaller Class size and Teacher assistance in all classrooms to help alleviate behavior.Teachers are overwhelmed with the increase in behavior and students are losing valuable time.	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 will continue the Mentor Scholar program which is a partnership with SUNY Oswego. This program is an afterschool mentoring program for our secondary at-risk students. We continue to have AIS (Academic Intervention Service) teachers providing supports in Math and Reading, for students who are not meeting the standards. The district has hired a Director	Comments included improving reading and math skills, targeted impactful tutoring for reading and math is needed as the foundation for learning,Reading skills development through literacy initiatives	200000

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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 Math and Director of ELA which will push in to buildings to support instruction. The district will continue the work with Reading Coaches to support teachers as they seek to implement reading strategies in their classrooms throughout the school year. The district is moving into the second edition of Common Knowledge Language Arts (CKLA) kits for grades K-2. They will also help teachers interpret benchmarking and monitoring data which will allow them to plan and model Tier I instruction. This is systematically being expanded to grades 4-12. The K-3 program has garnered positive results. To prevent learning loss the district has implemented summer school programming for 7-12 and Some Elementary students will go to a three week camp this summer. This is structured for Tier II students that need help moving to Tier III. The students will have been identified as needing more support and will focus on ELA and Math. Growth will be monitored using I-Ready.</p>		
Addressing student social-emotional health	<p>To support an increase in student achievement, the district has added more counselors and SEL support services as well as mental health clinics in the majority of our schools. Counselors will push in to classrooms for 2nd Step SEL lessons at the elementary level. Keeping students connected both emotionally and educationally will be progress monitored by daily check ins for students at risk at the secondary level. The district is also investing in a School Based Health Center, which will be housed at Leighton Elementary School. All students will have access to this center which will include Medical, Dental and Behavioral Health Services.</p>	<p>feedback included Enhancement of mental Health counseling within the schools, Immersive mental health supports for students and staff built into the calendar to build culture, Add counselors and behaviorists to help with student coping skills</p>	500000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	<p>The district will monitor at risk sub groups, such as those in poverty, students with disabilities, English Language Learners and students experiencing homelessness.</p>	<p>feedback from the community included, 1. Add instructional staff such as some classroom teachers, but especially specialized teachers such as AIS, special</p>	450000

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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 (\$)
	Benchmarking data from Star will be used to identify students needing additional academic support. Small group instruction will be provided by increasing the number of teaching assistants in classrooms where students are struggling with Math and ELA concepts. Teams will identify at risk students in these subgroups and will make daily connections with these students. They will be trained in TCIS (Therapeutic Crisis Intervention for Schools) to provide crisis intervention for each building. AIS support will be scheduled to allow more time on task for these subgroups. The district also partners with Oswego County Opportunity to support our Homeless and Runaway Youth. The district also supports learners with behavioral challenges through use of behavior coaching.	education, TAs and counselors. Reduce classroom sizes at elementary level, provide needed services/supports to more students not meeting standards & support mental health issues 2. I feel some money needs to be made available to our Special Needs students and support staff. We need sensory rooms and assistance. It's important to equip special educations with the proper resources to adequately do their jobs and help the special needs community. 3. Decrease class size, hire more special education teachers, increase programming for special ed students in each building to full day programs. All students need more assistance, the COVID gap has affected all students, especially our students that need more assistance and more special ed.:	

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 Response)

**Use of Foundation Aid Increase (Cont.)**

**Foundation Aid Increase Survey - Foundation Aid Increase**Use of Foundation Aid Increase Survey

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- 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)**

Public comment for any Foundation Aid increases were received through a platform called Thought Exchange. One question was asked and comments were recorded. Through AI technology, thoughts were grouped by keyword themes. The survey was sent out to all staff, was written about with two articles in the "Palladium Times" for community members. A Power Point of all of the information collected in the survey. The results are also listed on our website. The question asked to the community was "As we plan for the next school year, how do you think the district should use the increase in Foundation Aid to address student performance and needs?"

The top five themes that came up during the exchange were 1. Behavior Issues/Safety, 2. Mental Health, 3. Class Size, 4. More support in the classroom for students, 5. More Reading and Math supports.

Main comments for Safety/Security included disruptive students, disrespect and time taken away from other students. Mental Health comments related to students in crisis and those that come from trauma. Smaller class size emphasized more individual attention to students. Also that teachers are struggling to deal with students and that more supports are needed in the classroom. Lastly, the need for a good foundation for literacy and math as these skills have declined.

Thought not reflected in the plan above did not align with the categories that were addressed in the Foundation Aid plan as addressed above and included reduction of Administrative staff, athletics etc.