

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 will continue Instructional Coach positions initiated under the COVID Stimulus Funds, which assist teaching staff in providing effective instruction to all students. The district will continue to use MTSS (Multi-Tiered Systems of Support) to proactively address students' needs. Additionally, the district will continue to invest in the Seal of Civic Readiness pathway for students, which provides another pathway to graduation. The provision of these additional academic supports will help students achieve success in the Fulton City School District. Lastly, the district will use the increase in foundation aid to support contractual increases that assist the district in recruiting and retaining highly qualified teaching and support staff. Ensure that all students are supported and have a pathway to graduation that aligns with their interest, needs, and future ambitions. Ensure that teaching staff have continuous access to professional development and best instructional practices. Each of these initiatives contributes to the district's goal of improving graduation rates.	Community members are excited about offering another pathway to graduation for students whose career goals are not aligned with other available pathways. The continuation of existing services and staffing have also been supported.	\$3,614,148
Reducing class sizes	Included in the 2023-2024 budget are funds for one APE (Adapted Physical Education) teacher and one Music teacher to assist with additional student needs. The district continues to strive to have no more than 25 pupils per class. The district continues to strive towards no more than 25 pupils per class. There are 343 teaching staff supporting approximately 3,194 students. In addition to that, the district employs 57 Teaching Assistants to provide additional instructional support in the classroom. The district is exploring other strategies for further reductions in student to teacher	The district has had ongoing dialogue with stakeholders through the District Coherence Council, conversation at Board of Education meetings, as well as building and committee meetings. Community members have expressed interest in the district exploring further reductions in class size and the student to teacher ratio.	\$161,475

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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 (\$)
	ratios, with a primary focus on grades K-2.		
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	As part of our Strategic Coherence Plan, the district will continue the positions initially funded through the use of COVID Stimulus Funds. These positions are focused on providing students targeted support and eliminating the achievement gap. Included in these positions are five reading interventionists, a math interventionist, and two teaching assistant positions. Ensure that there are enough interventionists available to meet the needs of all students. Continue pushing in to classrooms to improve the efficacy of interventionist efforts. The district has made investments in the provision of interventionists, teaching assistants, and special education aides in order to ensure these students receive additional supports.	Community members voiced concerns over the impact of COVID-19 on the learning of students and was supportive of the district's goal to increase interventionist and other academic support services for students.	\$397,164
Addressing student social-emotional health	The district will continue to employ school counselors, including a new 6th grade counselor position previously added through the use of Stimulus Funds. The district also intends to hire two behavior interventionists to support students throughout the school year. Alongside these new initiatives, staff will continue to have professional development opportunities focused on social emotional learning and supporting students' mental health. The district will also continue use restorative justice practices to assist students and staff with conflict resolution throughout the school year. As of the 2021-2022 school year, there were 550 instances of staff training surrounding the use of restorative practices, 381 community building circles, 397 restorative chats, 260 Tier 2 interventions, 61 formal conferences, and 173 de-escalations. The continued support of positions initially funded through the use of COVID stimulus funds will ensure that each building has at least one counselor every day, and that students are able to access counseling services in a	Community members voiced concerns about students' social-emotional well being after the isolation brought forth by COVID-19. The addition of more behavior interventionists was suggested by stakeholders to help provide support in this area.	\$262,361

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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 (\$)
	timely manner. By continuing to provide proactive and preventative restorative practices, interventions, and consistent classroom support, the district will ensure that the social-emotional health of students is supported throughout the school year.		
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The Fulton City School District will continue serving its McKinney Vento students. Two additional TESOL (Teaching English to Speakers of Other Languages) teachers, initially funded through Stimulus Funds, will continue to be utilized in the 2023-2024 school year. Through the implementation of additional TESOL staff, the district will be better able to work with families to ensure their students' academic success. The district will continue to employ a bilingual Family Engagement Liaison (1.0 FTE) to communicate and collaborate with families in their home language. All ELL staff will have at least one hour per week to collaborate and coordinate their instruction.	Community members who were able to communicate with district staff in their first language expressed appreciation and that they felt that they were heard by the district.	\$157,572

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 (\$)
Continuation of all district staff and services.	The district proposed a budget with a 0% tax levy increase that included the continuation of all service.	Community members expressed that they did not want to the tax levy to increase. The use of district funds to do this was approved through the annual referendum.	327,542

Use of Foundation Aid Increase (Cont.)

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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)**

The district has had ongoing dialogue with stakeholders through the District Coherence Council, conversation at Board of Education meetings, as well as building and committee meetings. The district conducted the public comment through multiple conversations with stakeholders as well as by having a submission area on the district's website where stakeholders could write down and submit their recommendations for the use of the foundation aid increase. Many teachers and staff members expressed that additional classroom supports were critical for students who are still recovering from COVID-19 disruptions to their learning and development. The district collected data through surveys, aggregate information surrounding restorative practices, and reviewed the increasingly complex needs of students in making these decisions. The vast majority of recommendations received from stakeholders were incorporated into this plan. Not included in the plans for foundation aid above are the provision of all-online learning options for students. The district is still evaluating the effectiveness of these options as well as their impact on the social-emotional wellbeing of students.