

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

Page Last Modified: 06/30/2023

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: Hire additional Academic Interventions and Supports, AIS, faculty and staff to support in the classroom and a separate location. Identify best practices to ensure that interventions and supports are researched based Identify and monitor all students that are in need of supports as they approach graduation and throughout their school career. Continue to work with service providers and classroom teachers in a collaborative approach to ensure that students are experiencing growth and academic development. | Recommendations and ideas of increasing daily supports in the classroom and throughout the school day have continued to be considered. The district has increased the number of professional staff members and continues to monitor and consider best practices to reduce the achievement gap and increase the graduation rates. Learning the needs of all students and identifying priorities that will support students' learning and development along with providing professional staff members to provide academic intervention services is key to what stakeholders view as the solution to closing the achievement gap and increasing graduation rates. Note that the need to increase graduation rate has not been paramount as the district has a nearly 100% completion rate for the past 3 or more years. Unfortunately this is predicted to change a bit as a result of the achievement gap from the COVID 19 Pandemic. | 90,000 |
| Reducing class sizes | The district will: Review and monitor the number of students in the classroom for all grade levels Consider employment plans to ensure that there are less than twenty (20) students in a classroom at any given time Review all certifications of current employees and consider best practices for faculty and staff placement to maximize the learning experiences for all students with the best ratio of teacher to student possible. | The district recognizes that the size of a class and the ratio of teacher to student when learning is something that directly affects the success of students and the level of learning that can be achieved. The district has great pride in the class sizes currently and works to have less than twenty (20) students in a classroom at any given time. If there is a need to consider adding additional staff to support students in another classroom we will work to make sure that we consider the best hiring practice to meet all learning needs with a low number of students in the classroom. | 180,000 |
| Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core | The district will: Hire a Director of Instruction and Curriculum Provide high quality professional development related to | The district has recognized the need to focus on professional development related to the Next Generation Learning Standards | 310,000 |

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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 (\$) |
|--|--|--|---|
| academic subject areas | instruction, NYS Standards, and best practices for all educational professionals. Identify and partner with outside agencies to provide enrichment opportunities Plan and Implement an after school program as well as a summer school program for students in need of additional supports to ensure that the continue to learn and grow Identify and monitor students at risk of not being successful in core academic subject areas at grade level | with an emphasis on the standards identified for English Language Arts and Mathematics. The district has acknowledged and supported the need for providing a person in charge of instruction and curriculum specifically. By hiring a Director of Instruction and Curriculum and collaborating with the Superintendent, Building Principals, and the Chairperson of Special Education there will be a united front and plan for a sound curriculum to be taught meeting state standards in core academic subject areas. Professional development is also important for the growth and development of educational professionals and will support data driven instruction utilizing practices that are researched based. Professionals are encouraged to work together collaboratively and to attend and participate in high quality learning opportunities in the field of education and student support. The district is also working with other outside agencies that provide enrichment opportunities for all students. Area colleges and universities, along with 4H, and Cornell Cooperative Extension have given great learning experiences to be scheduled for our students in both an afterschool and summer school program setting. Enrichment and additional instructional time in the summer and after school hours supervised and being provided by certified and highly qualified professionals will generate an increase in students meeting the state learning standards in core academic subject areas. | |
| Addressing student social-emotional health | The district will: Continue to monitor all students through a systematic approach of committee work related to social emotional needs. Students will be identified and tracked for support and monitoring. Creation and maintenance of a a District Trauma Supports Team, DTST, Instructional Support Team, IST, and | Our district has a need for supporting students with social-emotional needs. Student health is identified as a priority based on observation, feedback, and daily interactions with students and families. The district will continue to support students in need by maintaining a full time School Psychologist, Licensed Mental Health | 200,000 |

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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 (\$) |
|---|--|---|---|
| | Student Support Team, SST. Employ certified and highly qualified mental health/counseling personnel. Social Worker, Licensed Mental Health Counselor, School Counselors, School Psychologist | Counselor, Social Worker, Registered Nurse with an additional Registered Nurse as needed, and two School Counselors. Together with administration, the instructional staff, parents and families the district provides the means to allow students to self identify or be identified. Outside agencies are also identified and collaborated with to ensure that all needs are potentially met with professional resources within our school and community. Professionals also are encouraged to attend and engage with high quality professional development and learning opportunities with other professionals to ensure that all are best equipped to support our students. | |
| Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness | The district will: Identify, track, and provide individual supports for all students who are eligible for services related to the McKinney Vento definition of Homelessness. Identify, track, and provide individual supports for all students who can be identified as English Language Learners. Continuous review of all students who are not proficient in academic performance in the classroom through the use of a committee of educational professionals called the Instructional Support Team and the Student Support Team. Recommend for review for determining if a student is eligible for additional supports as a student with disabilities. | Our district has a small population of English Language Learners and students experiencing homelessness. We do have a number of students with disabilities. The district is committed to providing additional highly qualified and certified special education certified teachers and Teaching Assistants to provide quality instruction and additional supports as prescribed by students' IEP's. The district also works with all English Language Learners by providing a Teaching Assistant that specifically supports individual students throughout the school day. The District also has a Liaison to assist with identifying and supporting students who are homeless by the definitions of McKinney Vento Regulations by SED. This individual is a social worker that connects the students, their supports, and the school district to help provide resources to assist with providing the foundation for students' academic success. | 180,000 |

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.

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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 (\$) |
|---------------|---|--|---|
| (No Response) | (No Response) | (No Response) | (No 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)**

In order to get the most feedback and engagement from our stakeholder groups the district created a Google Form that was posted on our school website and school App, LCSD, This form was shared with all stakeholders in an email format as well as through a public presentation prior to a school board meeting to allow in person suggestions and discussion with the community stakeholders and the board of education. All ideas shared and continued were considered and have been prioritized and an action plan has been created based on those recommendations that would have the greatest impact on our school district and student learning. This process was very similar to a couple of previous outreaches to stakeholder groups in an effort to consider ideas to support our students, professionals, and school system as a whole in closing the GAP as a result of the COVID pandemic. This process allowed for a direction and plan to be developed related to spending of funds from the American Rescue Plan, and the other federal funds allocated to the district. As a result of this process, the district has previously identified areas of need for supports and has begun to work on a plan to support all students. Some of the ideas and recommendations from stakeholder groups shared for the utilization of foundation aid are similar to previously shared ideas. For this reason some ideas may not be acted on as they have already been considered and put into action.