

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.

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	N/A	N/A	0
Reducing class sizes	Reduction of Class Sizes at the Secondary level by hiring 1 FTE- Science	BMRT meetings-Jan, Feb, March-Board Budget meetings 1/9/23, 2/13/23,3/13/23,3/27/23,4/3 and Budget Hearing 5/8/23- Plan posted to website with feedback requested via email	96788
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Continue to utilize Teaching Assistants to provide supports for students that require additional supports at the elementary and secondary levels. 3 Teaching Assistants at Highschool Level and 1 at Elementary	BMRT Meeting- Jan, Feb, March-Board Budget meetings 1/9/23, 2/13/23,3/13/23,3/27/23,4/3 and Budget Hearing 5/8/23- Plan posted to website with feedback requested via email	233953
Addressing student social-emotional health	Additional Foundation Aid for 2023 and 2024 will allow the District to maintain current student support staffing- 3 School Counselors, School Psychologist, School Social Worker and a HS Teaching Assistant to provide support	BMRT meeting-Jan, Feb, March-Board Budget meetings 1/9/23, 2/13/23,3/13/23,3/27/23,4/3 and Budget Hearing 5/8/23- Plan posted to website with feedback requested via email	512500
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Allow the District to maintain teaching staff in the Special Education Department and to add staff to provide resources to students with disabilities that require these services. 2 FTE- 1 Special Education Teacher, 1 Pre-School and Elementary Speech Teacher	BMRT meetings-Jan, Feb, March, Board Budget meetings 1/9/23, 2/13/23,3/13/23,3/27/23,4/3 and Budget Hearing 5/8/23- Plan posted to website with feedback requested via email	181077

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 (\$)
Student-School Safety	Continue to support safety in our school with continued funding of a FT school resource officer as well as an	BMRT meetings-Jan, Feb, March-Board Budget meetings 1/9/23, 2/13/23,3/13/23,3/27/23,4/3 and	116,619

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Use of Foundation Aid Increase Survey

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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 (\$)
	additional School Hall Monitor at the secondary level	Budget Hearing 5/8/23- Plan posted to website with feedback requested via email	

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)**

Brushton-Moira Resource Team (BMRT) meetings are held monthly with representatives from the board of education, administrative, instructional and support staff and community members. At these meeting topics include items of concern or ideas introduced by each member of the committee. At the January through March meetings, 23-24 budget was discussed. Other topics include increased student social and emotional issues as well as increased discipline issues. This team discusses topics which will help student achievement and gaps. In addition to the BMRT meetings, School Board meetings held during the months of January- April include in depth budget discussion which were open and attended by the public. All attendees including students, parents, community stakeholder, board members and staff are given the opportunity to attend and listen to the updates and items being proposed and to give feedback at the meeting or at a future one. A budget newsletter is also distributed in early May that provides a detailed review as well as common questions and answers. Information on where to provide feedback is included in the newsletter. The newsletter is also posted to the District website.

Central themes during BMRT as well as Board meetings that have emerged throughout the year included social emotional health and student discipline and safety. As a result, our plan included maintaining current counseling levels. In addition to maintaining a FT School Resource Officer, the district added a Hall monitor at the secondary level to help monitor halls and bathroom as there has been an increase in vaping and other student discipline issues in hallways and bathrooms. An additional Special Education Teacher is also being budgeted as a result of an increase in ED behavioral students. Another issue that was seen is that several of the elementary students that are entering lack communication skills which has increased the amount of speech services needed so we added an additional Speech provider at the elementary level.

We have weekly Threat Assessment meeting to discuss the social and emotional well being of students. We have seen a spike in self-harm among our mid-level students. This team consists of counselors, local mental health providers, school administration, school patrol officer, and instructional staff. During these meetings we look at multiple data points and student behaviors. This team's focus is on any student that may cause self-harm or harm to others. This team follows the principles of violence prevention in schools which is distributed by the FBI.