

State Foundation Aid Funding Plan

Introduction

The 2021-2022 enacted state budget includes language stating that, for the 2021-22, 2022-23, and 2023-24 school years, each school district receiving a foundation aid increase of more than 10% or \$10,000,000 a school year must post a plan of how the funds will be used to address student performance and need, including but not limited to:

- Increasing graduation rates and eliminating the achievement gap;
- Reducing class size;
- Providing support for students who are not meeting, or who are at risk of not meeting, state learning standards in core academic subject areas;
- Addressing student social-emotional health; and
- Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness.
- Goals and ratios for pupil support.
- Detailed summaries of investments in current year initiatives and balance funds spent in priority areas.

For the 2022-23 school year, the Hermon-DeKalb Central School received a foundation aid increase of 11% which is 553,724.

Our stakeholder groups were surveyed using an online survey. These groups include teachers, students, parents/guardians, and community members. The stakeholder's top four priorities include funds being spent for academic support and intervention services, social and emotional support, comprehensive after-school programs, and summer learning and enrichment. This survey was posted on our Social Media page, and our website, and also sent to all families through ParentSquare.

For more information regarding the increase in the Foundation Aid planning please contact Mark White, Superintendent of Schools.

Increasing graduation rates and eliminating the achievement gap.

The district will purchase a new hands-on science curriculum for students in grades K-6. This curriculum will provide teachers with a framework to teach the Next Generation Science Standards to build a solid foundation of skills prior to students reaching high school and taking Regents classes. This curriculum will provide re-teaching sections for students who need extra help to close the achievement gaps. This curriculum will be taught to all students in all subgroups in the building.

Reducing class size.

Not using funds for this category.

Providing support for students who are not meeting, or who are at risk of not meeting, state learning standards in core academic subject areas.

Our district will hire a new math teacher to provide extra support for grades 7-12. This teacher will allow the district to have a certified teacher providing AIS to students during the day. The teacher will also offer non-Regents-based classes (electives) for students to get credits towards graduation requirements. All students, regardless of their subgroup, will be eligible to receive AIS math services.

The district will be hiring two new additional teacher assistants to staff an academic study hall. This study hall will be open every period of the school day and also provide after-school tutoring for students. Students will be assigned to this study hall to complete missing assignments, get extra help, and help keep students organized. This will be for grades 7-12. These two teacher assistants will communicate and coordinate with classroom teachers to get missing assignments and additional materials to help students as needed. All students will be eligible for assistance in the academic study hall. Student data will be reviewed every five weeks by the Student Support Team to determine if new students should be assigned to work in this study hall. This data will be reviewed by specific subcategories (special education, homeless, economically disadvantaged, ELL, etc).

Addressing student social-emotional health.

Not using funds for this category.

Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness.

The district will hire a part-time Occupational therapist to provide services for students who qualify for Occupational Therapy services through CSE. These services will be in a pull-out setting. The Occupational Therapist will also consult with classroom teachers to assist them in best practices to help students struggling with fine and gross motor skills in the classroom. These services are prioritized to students with a disability first and then others who qualify for Occupational Improvement will come next.

Goals and ratios for pupil support.

Not using funds for this category.

Detailed summaries of investments in current year initiatives and balance funds spent in priority areas.

Not using funds for this category.