

Foundation Aid Increase Survey - Foundation Aid IncreaseBackground/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 has implemented afterschool tutoring at the high school level. Additionally we have begun funding phonics-based reading interventions such as the Accelerating Literacy Program, the LETRS program and the REWARDS Program. Further we are providing teachers with training in the use of decodable texts and other phonics based strategies for first instruction. In the area of math we are piloting the Eureka Squared curriculum and the	Community feedback was mostly geared toward increasing opportunities for students.	400,000
Reducing class sizes	The district plans to add 2 elementary teachers to add sections for enrollment to ensure our continued effort for smaller class sizes.	Community feedback was high for reduced class sizes.	200,000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The district is maintaining Academic intervention services K-12. The district also added a School Counselor position for the middle school and is exploring adding a social worker at the elementary level. Additionally the district has ample opportunities for Professional Development for all staff to address an array of student needs, this is in the form of after school, summer and additional Superintendent Conference day. for	Most community feedback answers indicated teacher training/professional development as well as additional student support should be top priority.	750,000
Addressing student social-emotional health	We are using state and federal funds to pay for programs designed to address SEL. These include (1) funding the Responsive Classroom program for teachers of students in grades K-9; (2) providing Nonviolent Crisis Intervention (NVC) to large numbers of administrators, teachers, and paraprofessionals; (3) providing	Almost every survey response from our community feedback from stated that mental health and social emotional health needs to be addressed at every level for students..	500,000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	We added resources for students with disabilities and English Language Learners by (1) adding an additional FTE in special education to open another 12:1:1 section at	A lot of survey responses is focused on continuum of special education programs and additional social emotional services for students with various learning and life	465,000

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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 (\$)
	the elementary level; (2) providing training for teachers working with students on the autism spectrum; (3) providing training in the co-teaching strategies for special education, English as a New Language, and classroom teachers; (4) providing time for curriculum development in our high school 12:1:1 program.	challenges.	

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 (\$)
Safety and Security	The district is focusing on improvements and enhanced security measures including cameras, software, glass/entryway protection and an additional elementary level School Resource officer	Community feedbacks mimics the districts plan for increased security measures.	255,000
Staffing and Staff retention	the district has worked with our Collective Bargaining Units to increase salaries for the purpose of retaining and recruiting staff to ensure continuity of school and to maintain adequate staffing levels to ensure students educational and social needs are met. This area will address student transportation, building safety and cleanliness as well as instructional and non-instructional staff support.	community was received that speaks to increased pay and training	861,000

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)**

We provided a Google Form that was sent to all parents and staff via the School Messenger App. Large numbers of respondents requested that district funds be used to reduce class sizes. Many stakeholders also indicated that funds should be used to further meet the needs of students with disabilities. Additionally Comments were to increase pay for teachers, provide free school breakfast and lunch to all families. Extracurriculars, sports and non-core class offerings were also higher on the list.

Overall the survey aligns with the district's mission, values and goals to ensure all students are provided equal access and opportunities for high level teaching and learning. The district is taking all feedback into consideration and may adjust its foundation aid plans to better address community feedback.