

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

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**Background and Instructions**Background

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	N/A	N/A	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Provide digital programs, professional development, consultation and coaching to address providing supports for students who are not meeting, or are at risk for not meeting state standards in ELA, math, and science. Improve the students' progress goals as measured from Fall to Spring using the NWEA diagnostic assessment for ELA and math and the NYS science assessment.	Parent Forums, Parent Academies, PTA Meetings, Survey Data, Staff Meetings, and DCIP/SCEP Meetings were held throughout the year. Feedback was gathered from parents and community members that addressed the need for supporting students with achievement gaps.	200,400
Addressing student social-emotional health	Provide training and substitutes for social workers, psychologists, and teachers in SEL and the RULER program, as well as strategies to address students' SEL needs. Ensure training for social workers, psychologists and staff to gain knowledge to train other staff members across the district.	Parent Forums, Parent Academies, PTA Meetings, Survey Data, Staff Meetings, and DCIP/SCEP Meetings were held throughout the year. Feedback was gathered from parents and community members that addressed the need for more social emotional support for the students.	258,000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Provide support materials, digital programs, professional development, consultation, and coaching to address this priority. Improve the students' progress goals as measured from Fall to Spring using the NWEA diagnostic assessment. Provide bilingual counseling services to address mental health needs of ELL students who were also experiencing homelessness.	Parent Forums, Parent Academies, PTA Meetings, Survey Data, Staff Meetings, and DCIP/SCEP Meetings were held throughout the year. Feedback was gathered from parents and community members that addressed the need for addressing learning loss and gaps and assisting the students to meet the standards for these subgroups.	150,005

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 (\$)
Students with Disabilities Who Require Out-of-District Placements	Provided special education tuition for 5 unanticipated new entrants who were students with disabilities that required out-of-district placements.	N/A	1,322,647

**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)**

Parent Forums, Parent Academies, PTA Meetings, Survey Data, Staff Meetings, DCIP/SCEP Meetings were held throughout the year. Feedback was gathered from parents and community members that addressed the need for addressing academic achievement gaps, as well as assisting students in special subgroups (ELL, SWD, homeless students) to meet these standards.

Provide materials to support ELLs with beginning literacy skills to build language literacy, vocabulary, emergent, early fluency for social studies, science and math emergent. Windows on Literacy Language National Geographic/Cengage, Math Early and Fluent Books.

Provide materials for ENL classrooms that allow for hands-on, multi-sensory learning and flexible learning space from School Specialty.

Provide i3 interactive displays for students with disabilities attending special education and ICT classrooms.

Provide professional development to special education teachers and school psychologist in best practices in psycho-educational assessment (e.g., cross battery assessment, identification of learning disabilities in the area of reading).

Provide training to speech pathologists in PROMPT to provide effective intervention for students with disabilities and students with articulation deficits.