

**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	The District has used Foundation funding to maintain several positions in an effort to increase graduation rates and eliminate the achievement gap. Some of the goals include keeping on an additional physical education teacher and maintaining a Business Education Teacher to provide a full-time Business curriculum for students to learn life skills. The District is also committed to offering a full complex of the arts including art and music education along with technology education in all buildings. These art programs will be offered on a full-time basis in each of our four buildings. The arts have proven to assist students in bridging the gap during difficult times and to boost academic grades for those students who may struggle in the general core areas. The District also set goals to rent or purchase equipment for programs to assist students in achieving educational gaps. The equipment purchased will provide assistance for students to enhance their educational opportunity both in the classroom and at home.	The District received considerable feedback from our faculty and staff regarding the need to offer classes outside the core class area. We are able to focus on additional opportunities, particularly in the arts to increase graduation rates and eliminate the achievement gap. Parents also shared considerable input expressing a desire for the District to continue offering accelerated and college level classes for students.	751842
Reducing class sizes	The District's goal is to provide small class sizes to enhance more individualized instruction for students and to provide opportunities for small group instruction. This goal requires the District to hire additional teaching staff, particularly at the Elementary and High School levels. The districts is maintaining average class sizes at grades K - 3 at fifteen students. The average class size at grades 4-7 is sixteen students. The class sizes at grades 8-12 depend on the subject taught but tend to be less than eighteen students in a class. The District's goal is to maintain these levels with the use of Foundation Aid funding in	Surveys conducted of our families and our staff showed a significant concern that increased class sizes would impede on the academic success of our students. They expressed an interest in keeping or adding teachers at various levels and departments in order to sustain small class sizes.	470453

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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 (\$)
	order to reduce class sizes and maximize teacher/student interactions.		
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The District has put a great deal of focus into our Special Education curriculum in order to provide support for students who are not meeting or at risk for not meeting state learning standards in core academic subject areas. We have developed a continuum of service for our special education students through the creation of 15:1:1 classrooms at all grade levels. This will assist students with excelling in the classroom and meeting state learning standards. We are also redesigning our Multitiered Systems of Support (MTSS) to better identify those students who are not meeting state learning standards. Our goal is to provide additional support for students so they do not reach the level of needing to be classified into a special education program. Another goal of the District's is to provide additional learning opportunities outside the typical classroom setting in order to provide enhanced learning initiatives for students. This will be achieved through various field trips, including trips to different museums, state parks, and virtual opportunities throughout the world.	A recent review of our Academic and Curriculum programs showed the need for a continuum of services for our special education students. Parents and Board Members expressed a desire to see this continuum of service provided too. Our Teachers shared concerns that our students are not exposed to enough educational opportunities outside the classroom.	875185
Addressing student social-emotional health	The District intends to use Foundation Aid Funding to address the social-emotional health of our students. While a large part of our ARP funding is focused on the social-emotional well-being of our students and staff, this Foundation Aid will be used to enhance areas that were not able to be funded through ARP funding. The District's goal is to improve our Health and Counseling Offices in each of our buildings so they are better equipped to meet the needs of our students. Providing our students with increased privacy and comfort in the Counseling Office is a concern that we will address with new equipment and resources. This new	The need to provide more social emotional health resources has been the top concern that we have heard from our parents while surveying parents. Additionally, based on the number of students that our counselors and nurses are seeing on a daily basis, we can see the increased need for additional services. The number of students being placed in psychiatric hospitals and mental health facilities has doubled in the last two years.	47776

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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 (\$)
	equipment will also provide comfort to students when they come to the Health Office and will provide us the ability to see more students at a given time. The District is also creating more clubs for students at both the Intermediate-Middle School and the High School. These are clubs requested by the students and staff in order to meet the social-emotional and academic needs of our students. These clubs provide additional opportunities for our students outside the regular school day and provide an opportunity for students to network with other peers with similar interests.		
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The District will be using the Foundation Aid funding to support a Teacher on Special Assignment who will focus on providing additional reading resources to students. This teacher will oversee the administration of Independent Reading Level Assessments (IRLA) and identify reaching benchmarks for students. This teacher will also administer the STAR testing to assist students in excelling at reading and other core curriculum areas. Lastly, the goal of this position is to function as a Reading Coach to teachers and students. The District is also bringing on an additional Spanish Teacher and an English to Speakers of Other Languages Teacher to provide services to our increased population of migrant	Our enrollment of students whose primary language is not English has tripled in two years. Migrants students coming from various countries has increased the demand for these services.	239047

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 (\$)
Classroom and Facility Equipment Upgrades	The District's goal is to enhance our classroom and facility furniture with the	Our faculty and staff regularly share in faculty meetings the need for upgraded	1,527,536

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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 (\$)
	use of the additional Foundation Aid. We will be replacing our Grounds equipment that has not been done due to not receiving this Foundation Aid in the past. We will also be replacing playground equipment and benches outside of our Elementary Buildings. Additionally we are working to upgrade some audiovisual equipment in the district to accommodate additional learning spaces for our students. Lastly, our goal is to outfit our classes with updated, modern furniture to better suit our students' needs.	equipment and furniture in their classrooms and work space.	

**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)**

Our District had several opportunities for parents, teachers, and stakeholders to provide feedback on the proposed funding plan for the district. We additionally made changes to our plan as we developed it based on the feedback we were receiving. Each time we had more input, the administrative team would go back and discuss the comments and determine if there was a need for additional resources to be implemented. Our administrative team met monthly to discuss our plan, sometimes more often if the demand warranted.

The District conducted in-depth budget presentations at four different Audit & Finance Sub-Committee meetings of the Board of Education. We also provided budget updates at four separate Board of Education Meetings as well as the Public Budget Hearing held in May. These meetings are conducted in public and our agenda provides an opportunity for anyone in the audience to comment or ask questions regarding the budget or anything we are discussing that evening. The main concern we received from parents this past year centered around the social and emotional needs of our students. We recently conducted a survey of our middle and high school students and will further adjust our budget based on the results of this survey. We also provided an email address [huskystrong@oleanschools.org](mailto:huskystrong@oleanschools.org) that people could email their comments, questions, or concerns to. Lastly, conducted surveys of our Faculty/Staff, parents and students to gather information about their thoughts and concerns. The surveys could be done electronically or via paper survey.

We were able to implement all the items that we received recommendations for.