

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.

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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	Proposed budget positions Shen to preserve programs, better meet needs, and provide high-quality experiences for students. A consistent goal of the district is preserving classroom environments that integrate technology and virtual instructional resources (apps), as well as ensuring that instructional materials are current and research based, as well as updating classroom furnishing that fosters dynamic learning experiences. Those are all major cost items, impacting the educational experiences of all 9,400 (=) students in some form or fashion. Coupled with the acquisition of such key equipment, materials and supplies is employment and professional development. These objectives essentially cut across all dimensions of the school and subsequent leveraging of resources.	A series of community	846000
Reducing class sizes	NA	NA	N/A
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	In addition to fostering dynamic learning experiences, review of comprehensive data sets, from STAR universal screening to NYSED assessment, has provided the district with great accuracy and efficiency in identifying academic deficiency. Consequently, major investments are on tap to provide new literacy instructional resources for grades 3-5, and the corresponding professional learning and support to ensure implementation with fidelity, from the hiring of academic coaches, to the provision in-service learning workshops during the summer and throughout the school year. These modifications to program and delivery models are systematized to preserve repeatable success under the district's comprehensive MTSS plan. The MTSS	A series of community	763000

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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 (\$)
	plan assesses and addresses both academic and social emotional learning needs of all students K-12.		
Addressing student social-emotional health	Addressing the mental health and social emotional needs of students has been a longstanding priority. Shenendehowa has put significant resources into supporting student readiness to learn through Social Emotional Learning work. The District has keenly focused on bolstering capacity to meet existing and emerging needs. A key component of the capacity building is the continued investment in contractual services with the Saratoga Center for the Family to provide direct services to students at school locations. Investments have been made to expand the capacity of student support services at the middle school level, and behavioral specialist services at the elementary level. The overarching objective, under the MTSS framework is to integrate essential components of social emotional learning and equity, diversity, and inclusion into all facets of the instructional program and student experience.	A series of community	528000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The district budget development process hinges on the tenet/principle that service follows needs. Consequently, ensuring equity in outcomes by allocating resources accordingly, drives the process. The objective is to add staff and resources to bridge learning gaps and provide sustainable support.	A series of community	252000

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 (\$)
Allocated to off-set operational adjustments across the entire system	The district engaged in a measured approach to maximize revenue resources, state aid in particular. From the provision of next generation technology, to future-ready furniture to cultivate dynamic learning environments and a workplace conducive to peak productivity, to addressing learning gaps and SEL needs, all speaks to the steadfast focus on preserving operational efficiency. Funds were strategically allocated to initiate and support innovative and practical approaches and solutions that lend to organizational efficiency, effectiveness, and safety in all dimensions. Additionally key consideration was given to address cost escalations in supplies and materials, fuel costs for transportation and maintenance, health insurance premiums, energy related costs, compensation to remain marketable, and attract and retain highly qualified teachers and other professionals.	A series of community	5,665,000

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)**

The district utilize various means of garnering feedback from the school community, from social media channels, a weekly virtual newsletter that is sent to every student household and has a link for feedback on salient topics, a comprehensive budget roadshow presentation to various constituency groups (Faculty meetings, Department meetings, PTA meetings, Community Centers, Town board meetings, Board of Education meetings), an email address on the districts website for comments to the BOE, a web address for specific comments related to the use of targeted funds, in-person and virtual community conversations with the superintendent and BOE leadership, to the exit poll survey completed with the budget vote.

The keen focus equity in opportunities and outcomes, meaning that services are following needs and innovative practices are being engaged to stimulate learning and support academic growth is widely embraced. Came with that feedback was the added emphasis on reliability, redundancy, and safety (cyber security) of school technology platforms. The community wants to ensure we are effectively meeting the needs of all students, and student and staff information is protected. And, the community also wants to preserve programs, better meet needs, and provide high-quality experiences for students, while strategically addressing inflection points with the economy, price escalations, and increasing demands on schools. And, doing so while maintaining tax levy adjustments below the Tax Cap allowance and relatively flat projected adjustment to Tax Rates