

**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	Holistically the District is: increasing support service staff providers at all levels (reading and math) to meet the needs of under-served populations. The District is also providing needed access to technology resources, including Chromebooks and the requisite software, email and cloud storage, projectors and whiteboards, and remote internet access, including enabling all District large buses with wifi access.	The information was discussed at: Board of Education meetings and District and community stakeholder meetings. The community was supportive of the changes and the addition of staff. These district initiatives, supported by grants and general funds, have allowed students consistent access to educational services and technology. The district has worked with families in need to provide both the hardware/software and remote internet access necessary for success.	1000000
Reducing class sizes	Maintaining the Lower Class Sizes Necessitated by COVID-19 Guidelines	Class size was reduced during the pandemic to accommodate social distancing guidelines. The school and local community have expressed satisfaction with the current class-sizes districtwide; therefore, smaller class sizes will be maintained, primarily at the UPK thru Grad 5 levels by NOT eliminating sections	1500000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Additional learning opportunities will be provided in the form of Academic Intervention Services. Additional teachers will be funded through the increased aid and more hours will be provided so that the program is longer than in the past. Resources will be purchased that build upon student skills.	A school and local community committee requested supports for students at risk.	1000000
Addressing student social-emotional health	The district has hired two additional psychologists. One provides support to students at the primary level and one at the intermediate level. The District hired a bilingual guidance counselor, an additional social worker at the both the High School and the Middle School and an additional behavioral interventionist K-2	During Board of Education meetings, the community has expressed the need to provide additional mental health supports to all students. The same discussion was held at the mental health committee meetings and various stakeholder meetings held throughout the school year.	1000000
Providing adequate resources to English language learners, students with disabilities, and students experiencing	Three ENL teachers were hired to work with ENL students districtwide, but primarily in the both the District's Dual Language and	The need to increase our ENL programs is primarily enrollment driven and was discussed at: Board of Education meetings	500000

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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 (\$)
homelessness	Sheltered programs. In addition, materials will be purchased to support those programs. Students with disabilities have been serviced through the IDEA grant. The additional needs of our Homeless population are being addressed under the ARP funded grants.	and District and community stakeholders meetings. Due to an influx of immigrant students with limited or no English proficiency, the district has had to increase said programs to support the needs of our students. The community has been supportive of these additions.	

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 (\$)
Tax Levy Freeze	To reduce the burden of rising property taxes on the Bay Shore/Brightwaters community, the tax levy was frozen (0% increase)	The community (and the Board of Education on behalf of the community) have (both during 2023-24 Budget WorkSessions and previously) have expressed a growing concern over ever increasing property taxes. The community has been absorbing the cost of unfunded and/or underfunded mandates for years leading up to this	2,500,000
Annual Contractual and/or CPI (Inflationary) Increases	To fund normal increases to operating expenses as we do every year during budget development in support of ongoing operations	Maintaining and, when possible, enhancing critical services within the parameters of the tax cap are always a priority during budget development. Without that maintenance of effort, a district is unlikely to garner the necessary community support to pass the budget vote in May	2,500,000

**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 holds no less than 5 Budget WorkSessions annually. This year (during development of the 2023-24 budget), 6 Budget WorkSessions were held. At each, the Board of Education actively solicits the input of the Bay Shore/Brightwaters community and the various stakeholders of the Bay Shore UFSD. Common themes include maintenance and/or enhancement of existing services and frustration over rising property taxes. More recently, COVID learning loss and the availability of adequate social/emotional supports have been repeated topics of discussion. Questions regarding ongoing maintenance of lower class sizes established/necessitated by social distancing requirements, and an investment into improvement(s) to air quality have also been raised. The demographics of the Bay Shore/Brightwaters community are such that concerns over adequate resources for English Language Learners and Special Education requirements are always frequent flyers during Budget WorkSessions. The input of administrators, teachers and staff are sought throughout the budget development process in a myriad of ways including grade level/content area meetings, faculty/staff meetings, and department meetings. Additionally, this past year, in response to ARP/CRSSA/ESSA requirements, we have surveyed the community at large and prioritized their responses to all of the areas identified above plus many of the other issues discussed in this filing. And finally, the Board maintains an open dialogue by soliciting and responding to comments via email. There were no issues identified during any of the above interactions that have not been or will not be addressed within the plans identified above.