

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	1. Continue to support students who wish to explore careers in the Occupation Education area. 2. Work to provide more uniform math curriculum at the elementary and middle school levels to provide seamless transitions from fifth to sixth grade math.	Nearly 100 more students have expressed an interest in attending BOCES support Occupation Education classes in 2024 and District leadership, math coaches and teachers expressed a strong interest to change our math curriculum.	\$449,483
Reducing class sizes	1. Continue to maintain an average elementary class size of 15 elementary students per grade level.	Parents have continued to keep class sizes lower as was done during the Covid-19 pandemic.	\$120,000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	1. Continuation of increased teacher aid presence to provide individual and small group instruction in core areas. Ensure that six teacher aids per building remain in place following expiration of Federal Funds.	Administrators wished to continue to the additional support these staffers provide to our students	\$693,088
Addressing student social-emotional health	1. Hiring of two additional social workers (addition to the staff). 2. Hiring of a District wide behavioral specialist. 3. Continuance of level of guidance counselors across the District. 4. Continuation of the level of staffing for school psychologists across the District. 5. Increasing the District-wide safety budget for security guard purposes. 6. Increasing professional development budget to support District Diversity, Equity and Inclusion initiative.	Community has continually expressed concern at Board of Education meetings over the social emotional state of our students. Additionally, school safety has been a topic at budget study session and Board of Education meetings. The District's Diversity, Equity and Inclusion work is part of an overall Board of Education goal.	\$1,871,882
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	1. Hiring of an additional ELL teacher at our elementary level. 2. Creation of a new 8:1:1 classroom at Willow Ridge Elementary School. 3. Salaries of newly created positions of Director of Pupil Personnel and Asst. Director of Special Education. 3. The District has over 40 documented McKinney Vento students, all of whom are transported via contracted transportation. The District wishes to continue to get these students to and from school every day.	Our special education case load has increased at the elementary level and the Director of Pupil Personnel advocated to add the additional 8:1:1 classroom to meet needs of these students and families. Superintendent of Schools and Director of Pupil Personnel advocated with the Board to add the Assistant Director of Special Education to accommodate increased work load. Lastly, the District is required to transport McKinney Vento students.	\$1,074,724

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add

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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 (\$)
(No Response)	(No Response)	(No Response)	(No Response)

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)

The spending plan for the Foundation Aid increase for Sweet Home Central School District was discussed in earnest during our budget study sessions in February, March and April. Each meeting was open to the public and public comment was welcome.

District administration also worked with building level administrators and department supervisors to craft the budget and determine needs for the coming year.

Feedback from parents at Board of Education meetings and email correspondence was also considered. Additionally, the plan was posted on the District website to solicit comment.