

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

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Page Last Modified: 05/16/2023

**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's key goals under this category include expanding data analysis capabilities, promoting safety and wellness, and expanding curricular options for students. These goals will increase graduation rates and help us move toward eliminating the achievement gap through better identifying where student performance is strong or needs additional support. Identifying areas of instructional strength will help us spread successful approaches across classes and schools. Smaller class sizes at the middle school level will provide a range of benefits, including academic supports that can help increase graduation rates and eliminate achievement gaps. Finally, the significant investment in CTE opportunities will provide students with expanded pathways to success. | Before developing its budget proposal, the district gathered feedback from internal and external stakeholders through ThoughtExchange, Board of Education meetings, and conversations with instructional and non-instructional leaders and administrators. These groups' priorities shaped the goals used in designing the budget. Across more than 300 participants in the ThoughtExchange, priorities shared include class-size reductions, student safety, and mental health and well being. These concerns were similarly shared during Board of Education meetings and in the budget development meetings with instructional and non-instructional leaders. | \$525,600 - Middle School class size reduction for grades 6 and 7<br>\$94,122 - Significant expansion of available CTE slots<br>\$10,000 - Tableau data reporting and analysis software |
| Reducing class sizes  | As part of the 2022-23 school budget, the district added two additional sections to 8th grade as the initial step in a class-size reduction initiative. Initial returns have been promising, which led to making expanding the initiative to 6th and 7th grades a core part of the 2023-24 budget.   | Before developing its budget proposal, the district gathered feedback from internal and external stakeholders through ThoughtExchange, Board of Education meetings, and conversations with instructional and non-instructional leaders and administrators. These groups' priorities shaped the goals used in designing the budget. All aspects of stakeholder engagement showed that class-size reductions was a consensus top priority for the 2023-24 school budget.   | \$525,600 - Middle School class size reduction for grades 6 and 7   |
| Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas | The district currently uses a variety of approaches to support students who face challenges in core academic areas, including Academic Intervention Services in math, science, social studies and English; additional math support sessions; co-taught classes in ELA, social studies, Algebra 1, Geometry, Biology, and Earth Science for   | Before developing its budget proposal, the district gathered feedback from internal and external stakeholders through ThoughtExchange, Board of Education meetings, and conversations with instructional and non-instructional leaders and administrators. These groups' priorities shaped the goals used in designing the   | \$525,600 - Middle School class size reduction for grades 6 and 7<br>\$25,200 - 0.3 FTE for high school science   |

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## Use of Foundation Aid Increase Survey

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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 (\$)  |
|---|---|---|--|
|   | students with disabilities and English language learners (ELLs). There is also Academic Tutorial Support, Resource Room Support, our Focus Program (in-house alternative education), APEX Credit Recovery options as well as alternative education options located at South Colonie CSD. The significant investment in class size reduction at the Middle School will provide additional capacity to identify and work with students facing challenges. In addition, the deployment of tableau will allow for a more granular analysis of student performance and instructional need. | budget. Across more than 300 participants in the ThoughtExchange, priorities shared include class-size reductions, student safety, and mental health and well being. These concerns were similarly shared during Board of Education meetings and in the budget development meetings with instructional and non-instructional leaders.   | \$10,000 - Tableau data reporting and analysis software  |
| Addressing student social-emotional health  | The pandemic increased awareness of social-emotional health challenges facing all members of the school district community, from students to teachers to staff. The 2023-24 budget continues existing programs, while adding a new, full-time SRO in the Middle School. The Middle School class size reduction will help address behavior and social-emotional health concerns.   | Before developing its budget proposal, the district gathered feedback from internal and external stakeholders through ThoughtExchange, Board of Education meetings, and conversations with instructional and non-instructional leaders and administrators. These groups' priorities shaped the goals used in designing the budget. Across more than 300 participants in the ThoughtExchange, priorities shared include class-size reductions, student safety, and mental health and well being. These concerns were similarly shared during Board of Education meetings and in the budget development meetings with instructional and non-instructional leaders. Increased investment in all three areas will provide needed supports to students' social-emotional health and wellbeing. | \$525,600 - Middle School class size reduction for grades 6 and 7<br>\$56,000 - School Resource Officer at the Middle School<br>\$53,450 - 10.5 additional Monitor Hours daily |
| Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness | Our key goal was to ensure that the 2023-24 school budget provides needed supports for all students, including English language learners, students with disabilities, and students experiencing homelessness. During our current budget year, the unanticipated increase in incidence and needs related to students with disabilities and homeless students led to expenditures on special education placements and contract transportation   | Before developing its budget proposal, the district gathered feedback from internal and external stakeholders through ThoughtExchange, Board of Education meetings, and conversations with instructional and non-instructional leaders and administrators. These groups' priorities shaped the goals used in designing the budget. ThoughtExchange participants and the Board of Education agreed that offering all students a pathway to success is a  | \$79,123 - 1.3 FTEs for elementary school ENL instruction<br>\$58,423 - 1 FTE for elementary Special Education instruction   |

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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 (\$)   |
|--|---|--|---|
|  | beyond the initial budgeted amounts, 2.3 new FTEs for elementary ELL and Special Education instruction, and more funds for professional services. | critical aim of this budget.                     | \$560,000 - for contract transportation to meet the increasing transportation needs of McKinney-Vento students and Students with Disabilities<br>\$97,000 - for increased Professional Services costs related to Students with Disabilities |

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 (\$) |
|---------------|---|--|---|
| (No Response) | (No Response)                                     | (No Response)                                    | (No Response)                                       |

**Use of Foundation Aid Increase (Cont.)**

**Foundation Aid Increase Survey - Foundation Aid Increase**Use of Foundation Aid Increase Survey

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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)**

Before developing its budget proposal, the district gathered feedback from internal and external stakeholders through ThoughtExchange, Board of Education meetings, and conversations with instructional and non-instructional leaders and administrators. These groups' priorities shaped the goals used in designing the budget. Across more than 300 participants, priorities shared include class-size reductions, student safety, and mental health and well being.

Stakeholder engagement was an iterative process: we categorized feedback we received into principles that shaped our decisions on budget requests. Draft budgets were then shared with stakeholders in multiple avenues, from board meetings, virtual sessions, and in-person conversations with various groups.

The largest investment is the expansion of our Middle School class size reduction initiative to the sixth and seventh grades. This policy was widely supported across our stakeholders regardless of how we collected feedback.

The realization of fully funded Foundation Aid provided the district with the opportunity to incorporate most requests into the budget proposal. There were a few stakeholder priorities that we addressed in the budget that we also supplemented with targeted federal funds. For example, Diversity, Equity, and Inclusion has been a multi-year priority for the district across all groups of stakeholders. In the current academic year, we used the 2022-23 Foundation Aid increase to add a full-time DEI leader; for the next academic year, we are using ESSER funds for a teacher on special assignment (TOSA) to add an additional full-time support for DEI.