

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	Learning Forward ICSD is the Ithaca City School District's multi-year approach to academic and social-emotional learning. Our commitment - to reverse the legacy of racism and establish communities built on love and joy. Learning Forward ICSD goals related to this priority area include centering the perspectives of students of color in the curriculum design process (occurring during the summer), providing meaningful interdisciplinary learning experiences that de-center dominant narratives (throughout the school year), and maintaining professional learning communities to build educator capacity (all year long).	According to the survey sent to all educators, 28% of those responding (N=313) feel that they do not have the necessary resources to advance student learning. 49% of those responding (N=313) stated that they are not often or rarely confident that they can help their school's most challenging students to learn. Secondary students participating in the survey (N=1,076) report that only 55% of them feel that they were learning what they needed to know to be successful in the next grade or after graduation.	Approximately \$400,000 allocated to pay for staff and student time in curriculum writing, consultants to provide professional development, and staff hours on timesheets to attend all opportunities.
Reducing class sizes	Learning Forward ICSD, our multi-year approach to academic and social-emotional learning, will support smaller class sizes, maintaining our student to teacher ratio of 16:1. We have identified that there are approximately 10 additional sections at our elementary buildings that help to achieve this ratio.	The Ithaca Teacher's Association conducted a survey of their membership that they shared at the BOE Human Resources Committee meeting as well as a number of collaboration sessions with the Executive Team of ICSD. Their survey data overwhelmingly showed that small class sizes were of tremendous importance to teachers in ICSD.	Approximately \$900,000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Learning Forward ICSD is the Ithaca City School District's multi-year approach to academic and social-emotional learning. Our commitment - to reverse the legacy of racism and establish communities built on love and joy. Learning Forward ICSD goals related to this priority area include centering the perspectives of students of color in the curriculum design process (occurring during the summer), providing meaningful interdisciplinary learning experiences that de-center dominant narratives (throughout the school year), and maintaining professional learning communities to build educator capacity (all	According to the survey sent to all educators, 28% of those responding (N=313) feel that they do not have the necessary resources to advance student learning. 49% of those responding (N=313) stated that they are not often or rarely confident that they can help their school's most challenging students to learn. Secondary students participating in the survey (N=1,076) report that only 55% of them feel that they were learning what they needed to know to be successful in the next grade or after graduation.	Approximately \$400,000 allocated to pay for staff and student time in curriculum writing, consultants to provide professional development, and staff hours on timesheets to attend all

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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 (\$)
	year long).		opportunities.
Addressing student social-emotional health	Learning Forward ICSD is the Ithaca City School District's multi-year approach to academic and social-emotional learning. Our commitment - to reverse the legacy of racism and establish communities built on love and joy. ICSD is committed to mental health integration and utilization of community partners to achieve increases in a sense of connectedness to each other, wellbeing, and support for both staff and students.	According to the survey sent to all families and caregivers, only 70% of caregivers surveyed (N=1,964) felt that their child is well cared for mentally and emotionally while at school. Also, only 79% of caregivers surveyed (N=1,966) feel that their child feels connected to their teacher(s). According to the survey sent to all secondary students, only 44% of students grades 6 through 12 (N=1,076) feel supported by their school.	Approximately \$525,000 dedicated to mental health supports (social workers, psychologists,
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	n/a	n/a	n/a

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.)

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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)**

Since our Finance Committee Meetings and Budget Hearings are often not attended, the Ithaca City School District utilizes surveys that are sent to three separate groups: STAFF, STUDENTS, and CAREGIVERS. All of the data is analyzed by our Data Specialist and was shared with me for the purpose of completing this requirement along with driving other priorities and supports given to our school community. The results of the surveys were shared above throughout this form. In addition, the Ithaca Teacher's Association conducts its own surveys of its membership, which they share with us as described above. All of these tools are most helpful to us and served as the stakeholder voices.