

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

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Page Last Modified: 06/20/2023

**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

Page Last Modified: 06/30/2023

**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   | Addition of 7 FTE's in the General Fund budget to maintain building liaisons, and to cover Teachers on Special assignment previously funded by School Improvement grant(s). Addition of 15 FTE's to provide Academic Intervention Services in both mathematics and reading. Addition of 2 FTE's for bi-lingual teaching assistants in the CTE (Career and Technical Education) program, and 8.0 FTE's for teaching assistants in the Dual Language program. Addition of 1.7 FTE's for the expansion of the CTE program. Professional development consultants to train teaching staff to increase the mastery of new ENIL and Independent Reading Level Assessment (IRLA) leveling materials. | None received                                    | 5473066   |
| Reducing class sizes  | Introduction of new middle school electives. Addition of 1.0 FTE's to support lower K-1 class sizes.   | None received                                    | 348210  |
| Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas | Addition of 7 FTE's in the General Fund budget to maintain building liaisons, and to cover Teachers on Special assignment previously funded by School Improvement grant(s). Addition of 15 FTE's to provide Academic Intervention Services in both mathematics and reading. Full implementation of a new K-5 literacy program and the piloting of a new K-5 mathematics program.   | None received                                    | 5578138   |
| Addressing student social-emotional health  | Addition of an Assistant Principal at Eagle Elementary school. Addition of two psychologists, a social worker, and a behaviorist.  | None received                                    | 776866  |
| Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness           | Addition of 15 FTE's to provide Academic Intervention Services in both mathematics and reading. Addition of 2.0 FTE's for bi-lingual teaching assistants in the CTE program, and 8.0 FTE's for teaching  | None received                                    | 5421786   |

**Foundation Aid Increase Survey - Foundation Aid Increase**

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Page Last Modified: 06/30/2023

|  | Key Goals, Metrics, or Ratios (250 words or less)   | Community Feedback Reflected (250 words or less) | New Foundation Aid Funds to Support Initiative (\$) |
|--|---|--|---|
|  | assistants in the Dual Language program. Professional development consultants to train teaching staff to increase the mastery of new ENIL and Independent Reading Level Assessment (IRLA) leveling materials. Addition of a new ACES (Academic and Career Explorers) class teacher, and two teaching assistants. Update of vocational workspaces for students with disabilities. Addition of a new Committee on Special Education (CSE) chairperson, and a new clerical to support CSE's. Increase opportunities for students with disabilities to be integrated with non-disabled peers, and provide ongoing coaching to staff to support this initiative. Changing an additional 34 part-time special education aides to 17 full time positions to offer continuity of support to students with disabilities. Add 2 new teaching assistant positions to support 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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Page Last Modified: 06/30/2023

- 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)**

Community input was requested through June 29, 2023. No feedback was received via the email address provided. Feedback at budget workshops where the information was specifically delineated, was positive from all stakeholders, including District residents, staff members, union representatives, and Board trustees. The District will continue to use data gathered from student iReady assessments performed during various measurement periods throughout the year. The District will also continue to use the mental health screener to evaluate students that may be at risk and provide them with the necessary supports.