

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

---

Page Last Modified: 06/17/2023

**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	Improve student achievement in reading/literacy and mathematics. Created Director of Curriculum, Instruction and Assessment position along with RtI Coordinators at the K-6 level and Teachers on Special Assignment to address the district's poor performance in reading/literacy, and numeracy.	The district has a long history of poor student performance on state assessments in ELA and Mathematics. Concerns have been expressed by all stakeholders through Board of Education meetings, Effectiveness and Efficiency committees and discussions with district staff, regional associates and district families.	\$1,500,000.00
Reducing class sizes	N/A	N/A	N/A
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Implemented "What I Need" or "WIN" time in student schedules in grades K-8 across the district. This is 30 to 80 minutes a day of targeted Intervention or Enrichment instruction in a Response to Intervention data-driven structure designed to target individual student needs.	During reconfiguration of the district, moving students to allow staff to work collaboratively and share students across grade levels was a central theme in meetings with parents, staff, Board of Education members and community members. "WIN" time resulted from these discussions.	\$2,000,000
Addressing student social-emotional health	Created Director of Health Related Services to coordinate and direct district efforts and programming around student and staff social-emotional health.	Since the COVID-19 pandemic, the social-emotional health of students and staff has been at the front and center of discussions with district staff, students and families. We have had discussions at Board of Education meetings, during our Effectiveness and Efficiency Committee meetings, and during meetings regular meetings with staff, students and parents.	\$150,000.00
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Created specialized classrooms for students with moderate to severe disabilities as out of district placements have becoming increasingly difficult to find for students with these needs.	Parents have expressed a desire for their children to stay in the district to meet their specialized needs rather than traveling long distances to specialized programming outside the district.	\$2,000,000.00

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.

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

---

Page Last Modified: 06/30/2023

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)**

During the COVID pandemic the district undertook an Efficiency and Effectiveness study. This involved the creation of Effectiveness and Efficiency Committees (E&E Committees). These committees including stakeholders (parents, community members, district staff, and even students), with interest in the each committee's focus. Example E&E Committees include (but are not limited too) - Elementary Academic Program, Secondary Academic Program, Special Education, English as New Learners (ENL), Athletics, Extra-Curricular programs, Technology, Facilities....). These committees along with consultants who have assisted the district in developing the District Comprehensive Improvement Plan (DCIP) by conduction surveys of families, students and staff, have provided the district leadership with a wealth of input regarding the needs of the district and helped prioritize distribution of state revenues.