

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	The district is adding teaching staff to enhance our programs, providing opportunities for students to gain knowledge and exposure to meet the most desired and applicable career experiences, college majors, associate degrees, and skilled trade professions. To further support this effort, the district created an Educator Residency Program to provide intensified training/professional development to support key areas of our education program. These Educator's-in-Residence would further the training with their colleagues and peers to provide improved instructional practice across all content areas.	Community stakeholders have expressed their support related to the district's strategies and progress towards addressing achievement gaps. The same community support has been demonstrated in regards to the district's ongoing achievements in graduation rates.	\$1,663,311
Reducing class sizes	Class size reduction has been a focus district-wide. The district has already seen progress with this initiative as demonstrated by a recent Nassau BOCES class size study (BOCES - December, 2022), where the median class size for K through 6 is the lowest in Nassau County. Multiple staff have been added to cover those class sections in all core subject areas. Additional staff are also being hired for the elementary schools to support smaller class sizes.	Community feedback, particularly at the elementary level, has been supportive and positive. This is an area we have already seen the benefits from as documented in a BOCES Class Study report (December, 2022).	\$2,265,894
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The district has added additional staff to focus on student needs and behaviors associated with academic performance. More specifically, the district has added two attendance coordinators at our high school building to monitor and provide immediate follow-ups and mitigation on attendance issues. Further, an additional guidance counselor has been integrated into our high school program, splitting their time between regular high school matters and students that have demonstrated at risk behaviors in	The district presented this strategy on multiple occasions during public budget review sessions on February 8, 2023, and two sessions on March 8, 2023. Community expressed support for the strategy and proposals presented.	\$269,956

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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 (\$)
	their academic program.		
Addressing student social-emotional health	While mental health supports for students have always been at the forefront for Baldwin Union Free School District teachers, staff, and families, in the aftermath of the pandemic crisis, the district recognizes the urgency for a greater response and coordination to continue addressing a wide-variety of needs. In addition to the continuation of providing social-emotional support to all students through our multidisciplinary team of district teachers, social workers, psychologists, guidance counselors, nurses, administrators, parents and community partners, we are also supplementing our staff with additional supports by partnering with a community organization in an effort to open Wellness Centers located on our high school, and middle school campuses. These Wellness Centers will be staffed by social/psych support staff and be run in conjunction with our health office in each building providing needed immediate supports to students having difficulty navigating their day-to-day.	Parent stakeholders have expressed the increasing need, as well as the apparent relief that the district's strategy and initiative is underway. This was a plan that began development in the immediate reaction to the pandemic response from our district. Strategizing for positive outcomes will provide favorable dividends for years to come.	\$535,160
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	We are enhancing our English New Language (ENL) program to continue to support our ELL students throughout the district. We are also continuing to support our students with disabilities by through our PPS office and related staff in order to meet the evolving needs of our students. We also ensure our special education populations are met with the services needed through participation in outplacements. This is an additional cost to the district, but ensures the students are provided the most appropriate educational experience.	Community stakeholders express support for resources in this area. Interestingly, parent stakeholders in our community do not typically express many details in relation to these areas. This may be directly related to an apprehension to bring any additional attention towards issues they may be faced with managing and along with it, the sentiment of embarrassment, or feelings of less self-worth. The district is very cognizant of these pressures and provides appropriate resources to maintain outreach and awareness of available resources for those facing these challenges.	\$4,201,044

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.

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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 (\$)
Technology Supports in key areas of learning	The district has invested in addition technology supports (i.e. laptops/Chromebooks) to help support teaching initiatives aimed at addressing the aforementioned areas. These technology supports provide our teaching staff with additional tools to help further differentiate learning strategies and support positive outcomes for all student groups.	The community has demonstrated support for such initiatives as they are targeted at our student population throughout the district.	541,344

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)**

A series of public meetings and budget workshops were held with community and various stakeholder groups. This series of meetings began in February, 2023, and continued on various dates through the beginning of May, 2023. Common recommendations and suggestions focused on the long-term financial strategy the district was implementing in order to support these initiatives, not just for the subsequent year, but for a longer-range plan of sustainability. An example of one recommendation NOT included in the district plan: district business leaders asked that the district consider solar power initiatives to decrease long term operational expenses. While the district is very much supportive of this initiative in concept, after careful analysis and consideration, the suggestion did not align directly with parameters of our foundation aid allocation. Further, the current business models require significant capital outlay, only to be recouped marginally over a long-term amortization schedule. Thus, the district will not implement a project currently, but rather continue to monitor various incentives and rebate programs that arise from time-to-time.