

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

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**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   | Retain core teachers throughout the district and provide professional development. Add an additional UPK classroom (over and above UPK Funding). Provide dedicated STEM teachers for all three buildings.   | Maintaining classroom teachers has always been a priority and goal for Falconer Central School District. A community increase in interest for the district UPK program provided feedback that an additional classroom was needed. | 295000  |
| 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 | To increase additional help in literacy and math to provide support for students that require additional support in these areas.  | To address concerns for learning loss that may have occurred due to home instruction during the COVID-19 shutdown.  | 307000  |
| Addressing student social-emotional health  | Retain recently hired student support staffing including Social Workers, School Counselors, a Psychologist and a Behavioral Support Specialist. In addition, the district plans to hire an additional Psychologist, Psychologist Intern and School Counselor. | One of the main concerns addressed by all stakeholders involved in the process was the concern for student's social and emotional health.   | 865000  |
| Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness           | To allow the district to maintain teaching staff in the special education department.   | Provided concern for student learning loss and social emotional health related to the district's students with disabilities.  | 1063000   |

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 (\$) |
|---------------------|--|--|---|
| Safety and Security | Retain the district's School Safety Advisor and add District School Safety Officials to each of the district's school buildings. | The safety of our district buildings has been addressed by a variety of school stakeholders. | 195,000   |
| BOCES Programs      | Additional cost of BOCES Instructional Programs used to meet the needs of  | No community feedback was provided for this priority area.                                   | 294,000   |

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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 (\$) |
|---------------|---|--|---|
|               | students in the district.                                   |  |   |
| Technology    | Replacement of student instructional devices. (Chromebooks) | No community feedback was provided for this priority area.   | 133,203   |
| Budget        | Decrease of Appropriated Fund Balance                       | A decrease in the amount appropriated from fund balance has been an ongoing Board of Education goal. | 135,000   |

**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)**

Feedback was provided during the budgeting process, has continued and will be a continuous ongoing process throughout the school year. Major concerns that were addressed were the Safety and Security of the district buildings, potential learning loss and the concern for the social and emotional needs of the students. A large concern for teachers in the district was more support for social and emotional needs of the students and an increase of professional development opportunities to help them with addressing behavioral issues and to help with addressing the learning loss that some students have faced. This plan is posted on our District Website and feedback is encouraged throughout the year.