

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

Page Last Modified: 06/05/2023

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.

Foundation Aid Increase Survey - Foundation Aid Increase

Use of Foundation Aid Increase Survey

Page Last Modified: 06/12/2023

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 | Provide instructional coaching for ELA, math, and technology, along with making digital fluency a district priority. Support in these areas, along with implementing a new math program at the elementary and providing classroom materials and supplies will allow for hands-on manipulatives resulting in boosting test scores and eliminating achievement gaps and lead to higher rates of advanced course placement and high school graduation among low-income and minority students. | Survey 1st priority results: 42.2% providing academic supports and interventions and 21.9% expanding curriculum-aligned enrichment activities. Survey comments include more STEM learning opportunities, math supports and resources, students need to be given many different study skill options to become more successful. | \$190,186 |
| Reducing class sizes | Staffing to reduce class sizes to allow for individual support and personalized attention. Student achievement will be measured by NYS assessment data. Staffing will also allow for additional electives. | Survey 1st priority results: 42.2% providing academic supports and interventions and 21.9% expanding curriculum-aligned enrichment activities. Comments include providing one on one support and individualized assistance when needed, support to youth hurt by COVID to bring them up to grade level, keep kids interested and make them feel included, every child learns at a different pace and cannot be expected to absorb material in the same manner as everyone else, more programming and class offerings. | \$578,795 |
| Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas | Teacher assistants will provide differentiation, small group instruction, and set behavioral and learning targets for students with special learning needs reducing the teacher-student ratio in those classes. | Survey 1st priority results: 42.2% Academic supports and interventions. Comments include tutoring programs or one on one time with a teacher, assistance for slower learners, and teacher supports for struggling learners within classroom. | \$116,804 |
| Addressing student social-emotional health | Additional nurse specializing in mental health and guidance counselor to work collaboratively addressing students' social-emotional needs and removing barriers to learning. Both will receive training in DEI and SEL supports to ensure students have positive interactions as measured by student survey results. | Survey 1st priority results: 23.4% Social-emotional supports and services. Comments include SEL curriculum implemented and embedded within the regular school day for all students, meet with students individually more during the week just to check in on their mental health, and students are struggling more and more with managing their stress, | \$199,819 |

Foundation Aid Increase Survey - Foundation Aid Increase

Use of Foundation Aid Increase Survey

Page Last Modified: 06/12/2023

| | Key Goals, Metrics, or Ratios (250 words or less) | Community Feedback Reflected (250 words or less) | New Foundation Aid Funds to Support Initiative (\$) |
|---|--|---|---|
| | | anxiety, emotions, and experiences from outside of school. | |
| Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness | Special education teacher will provide differentiation, small group instruction, and set behavioral and learning targets for students with special learning needs, as measured by NYS assessments. | 5% of survey comments include special education programming, assessment of children to determine if special needs exist, and keep students in classroom until issues present that hold entire class back. | \$102,236 |

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 (\$) |
|---|---|---|---|
| Providing enrichment and innovative programming | Maximize participation in rigorous, advanced and career readiness programs- Enrichment opportunities, experiential learning, electives, clubs, and interactive technology. CIO and clerical staff will keep data on attendance, graduation, and student growth. | Survey 1st priority results: 21.9% Expanding curriculum-aligned enrichment activities. Comments include agricultural related activities, shop and home ec, finance and investment classes, marine biology, forensic/criminal science, life skills for cooking, cleaning, taxes, car maintenance, first aid, and more STEM learning opportunities. | 97,499 |

Use of Foundation Aid Increase (Cont.)

Foundation Aid Increase Survey - Foundation Aid IncreaseUse of Foundation Aid Increase Survey

Page Last Modified: 06/12/2023

- 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)**

A public forum was held on the 2023-2024 budget. Factors impacting the school budget, federal stimulus aid, state revenue projections, and foundation aid were reviewed. Projected revenues and expenses were provided, as well as, budget requests. A public survey was also distributed requesting feedback on priorities.

Based on public survey, the top three 1st priority results are: 42.2% Academic supports and interventions, 23.4% Social-emotional supports, and 21.9% Curriculum-aligned enrichment activities. The top three 2nd priority results are: 25% Academic supports and interventions, 20.3% Social-emotional supports, and 17.2% for both Curriculum-aligned enrichment activities and Providing adequate resources to students with disabilities and students experiencing homelessness. The top three 3rd priority results are: 17.2% for both Academic supports and interventions and Curriculum-aligned enrichment activities, 15.6% Educational technology, and 12.5% for both Social-emotional supports and Providing adequate resources to students with disabilities and students experiencing homelessness.

The following categories and percentage of comment responses are as follows:

- 25% Enrichment
- 14% Social-emotional supports
- 39% Academic supports
- 5% Students with disabilities (instruction and referrals)
- 16% Career readiness

Comments focused on providing enrichment opportunities to include more STEM activities, arts and music, career exploration, hands-on and project-based learning, and honors classes. Also, providing interventions by tutoring after school, small group instruction, teacher collaboration, and adapting to learning styles. Other suggestions focused on behavioral supports, addressing social-emotional needs to include counseling, SEL curriculum, DEI and trainings for staff. Services for students with a disability include early support, resources and programming.