

**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.

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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   | Increase graduation rates of both general education and special education students along with reducing the drop out rate.  | Community feedback included comments regarding creating more school-connected activities for students. Homelessness and poverty were cited as a detriment to education with a desire to see more resources devoted to assisting students that are impacted by these forces. There were also sentiments regarding enhanced focus on students at both ends of the academic spectrum whereas the   | 1462925   |
| Reducing class sizes  | N/A  | N/A   | 0   |
| Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas | N/A - refer to the   | N/A   | 0   |
| Addressing student social-emotional health  | With an increase in mental wellness concern, NCSD has invested in administration of a social-emotional health screener that is administered three times per year and paired with a   | Feedback from the community included comments regarding the increase observance of mental health problems and drug use within the community. Students have expressed the desire for mental health counseling to be made available. Some would like to see more efforts to meet the needs of marginalized communities such as those that identify within the LGBTQ+ community. Some students have reflected that parents and/or guardians require mental health counseling as well and that more mental health resources should be made available. | 480719  |
| Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness           | NCSD will work with Colleen Crisell of the Southeast Regional Partnership Center, Systems Change Facilitator to increase academic outcomes for students with disabilities. Our Community Schools Coordinator will be the school-to-agency contact to support our students, including those who are classified as homeless. | Community feedback included comments regarding the lack of overall housing and medical care providers which become to learning. Some commented on the amount of drug use and addiction within the community and students are seeing this at home. Parenting classes should be promoted and encouraged.  | 95000   |

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add

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*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.)**

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)**

The District carried out multiple outreach attempts including presenting budget presentations at each of our school buildings, with local businesses and during multiple board of education meetings. In addition, the district garnered feedback through surveys posted on our website and pushed out to the community. Below is a summary of the feedback from various stakeholder groups including teachers, staff, parents and students.

Homelessness and poverty are prevalent in the community and are impacting learning. There is a demand for mental health resources that is exceeding the current supply. The schools are seen as having a positive impact on the community but there is a disconnect with the community to the school(s). Students, parents, and school staff believe that there is a need for a greater number of post-school activities, especially tier one and tier two supports. The district is "missing" the tier one and two students and families. There is not enough open discussion between students, parents, teachers/staff, and administration. Parenting skills classes are needed, and parents need to be made aware of the benefits of these classes. Widespread guardian and student drug use; there is a need for more resources that will educate about dangers of drug use, mental health care, and addiction treatment services. Teachers are overworked and are handling situations that are outside of their scope of practice. A services fair would be a good place to start to collaborate with other community-based organizations. Partnerships between community-based organizations can create a mutually beneficial relationship with the district.