

Foundation Aid Increase Survey - Foundation Aid Increase

Background/Instructions

Page Last Modified: 06/16/2023

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: 06/28/2023

Use of Foundation Aid Increase

- 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	Graduation rates at the high school increasing to 90%, increases of students reading on grade level in grades K-3, increases in state test scores. Implementation of new reading eries HMH-Into Reading K-5 and piloting grade 6. Goal to increase ELA scores. K-8 Eureka Math/Great Minds to increase math scores.	Providing additional supports in core classes, including extended time for courses to be completed and additional assistance to pass state exams at the high school level. Each building also has shared decision making teams which include community members, faculty/staff, and administrators, with the committies informing program and staffing decisions.	1875000
Reducing class sizes	Reduced target sizes in grades K-6. They are now 21 students in grades K-1, 23 students in grades 2-3 and 25 students in grades 4-6.	Received feedback from parents and staff regarding the importance of class sizes through BOE meetings and community feedback.	595000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Provide lower class sizes related to academic intervention services so that students can receive more individualized attention.	Incorporated feedback regarding addressing individual skills in small group academic setting for students who struggle and/or had gaps from the pandemic.	1105000
Addressing student social-emotional health	Lower the ratio of students to mental health supports throughout the district	Used a K-12 districtwide survey of SEL (social emotional learning) as well as a parent survey to get feedback on the needs of the community. These results were then used to address any gaps in mental health needs of our students.	622700
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Continue the supports already in place for these students. In addition, added an extra section of special education skills program at the K-2 level for our most needy students.	Assessment of this program will be determined by student achievement on standardized test scores and eventual ability to mainstreamed with their peers.	165000

- 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: 06/28/2023

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 (\$)
Student Supplies/Field Trips	Increased student engagement, both in their academics by being properly prepared and due to field trips that will make connections between their academics and	Providing student supplies so that all students come to school ready to learn, also paying for 1 academic field trip per grade level to meet the financial needs of the community	250,000

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)

Public comments were taken throughout the budget process. This was done at the building level from staff members and administrators as well as building level shared decision making teams. Throughout budget development public presentations about use of funds were done from January of 2023 through budget adoption and the eventual budget vote. Each meeting allows for public comment and these were incorporated into district priorities.