

**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	During a time of unprecedented uncertainty amidst the COVID-19 pandemic, students needed a higher level of support and guidance. At Sherman, we continue to see achievement gaps since the pandemic that we continue to address. As educators, we must identify how to effectively support students in this current state. Students need interaction with faculty and peers to stay connected and to build community. We are committed to recognizing the needs of our students and helping all students succeed no matter what their academic path. Funds will be used to support the budget to fund various academic intervention services and other academic and support programs, as well as the acquisition of technology-enhanced learning tools and additional academically based extracurricular activities.	Foundation Aid Funding Plan was discussed at monthly Board of Education meetings (February-May) with each budget presentation. Public comment was captured and support was received to support the district in ways to meet our students' individual needs.	268527
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	The District will reinforce programs, services and implement data informed strategies to identify and support at-risk students. Funds will be used for maintaining staff for academic support district-wide in order to address some of the learning gaps that have widened post the pandemic. Each school administration will continue the use of iReady as well as other data driven diagnostics to assess individual student progress to make informed decisions on providing additional supports, as necessary.	Foundation Aid Funding Plan was discussed at monthly Board of Education meetings (February-May) with each budget presentation. Public comment was captured and support was received to support the district in ways to meet our students' individual needs.	268527
Addressing student social-emotional health	The mental health of our students is at the forefront of all our decision-making. Our teachers, school counselors, social workers, psychologists, and nurses are prepared to support our students' emotional needs. We recognize that this pandemic	Community voiced concerns over student social-emotional health/stakeholders request increased availability of counselors. The community is in support of an additional support person in our counseling department. They would like to see that our	268527

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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 (\$)
	has been a traumatic and overwhelming experience. Whether students have been affected directly or indirectly by the virus itself, all of our students have experienced a loss of time with friends, missed celebrations, and are returning to school with varying levels of uncertainty and fear. Funds will be used to continue to support interventions and supports in place for students identified who may be at-risk for mental health concerns. Priority Area: Address student social-emotional health Key Goal-	students as well as staff are providing with skills needed to cope.	
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	N/A	N/A	N/A

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 (\$)
(No Response)	(No Response)	(No Response)	(No Response)

**Use of Foundation Aid Increase (Cont.)**

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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 Sherman Central School District plan to the use of the 2023-2024 Foundation Aid is highlighted below

- Increasing graduation rates and eliminating the achievement gap;
- Providing support for students who are not meeting, or who are at risk of not meeting, state learning standards in core academic subject areas;
- Addressing student social-emotional health

For the 2022-2023 school year, the Sherman School District received a foundation aid increase of \$805,581.00.

**Increasing graduation rates and eliminating the achievement gap:** During a time of unprecedented uncertainty amidst the COVID-19 pandemic, students needed a higher level of support and guidance. At Sherman, we continue to see achievement gaps since the pandemic that we continue to address. As educators, we must identify how to effectively support students in this current state. Students need interaction with faculty and peers to stay connected and to build community. We are committed to recognizing the needs of our students and helping all students succeed no matter what their academic path. Funds will be used to support the budget to fund various academic intervention services and other academic and support programs, as well as the acquisition of technology-enhanced learning tools and additional academically based extracurricular activities.

**Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas:** The District will reinforce programs, services and implement data informed strategies to identify and support at-risk students. Funds will be used for maintaining staff for academic support district-wide in order to address some of the learning gaps that have widened post the pandemic. Each school administration will continue the use of iReady as well as other data driven diagnostics to assess individual student progress to make informed decisions on providing additional supports, as necessary.

**Addressing student social-emotional health:** The mental health of our students is at the forefront of all our decision-making. Our teachers, school counselors, social workers, psychologists, and nurses are prepared to support our students' emotional needs. We recognize that this pandemic has been a traumatic and overwhelming experience. Whether students have been affected directly or indirectly by the virus itself, all of our students have experienced a loss of time with friends, missed celebrations, and are returning to school with varying levels of uncertainty and fear. Funds will be used to continue to support interventions and supports in place for students identified who may be at-risk for mental health concerns.