

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

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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.

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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	N/A	N/A	0.00
Reducing class sizes	Most of our section loads are 15 students or less per teacher, plus there is an assistant or co-teacher in most sections.	This will continue in the 23-24 school year as we have the staff to maintain this. Additionally, students in grades 5 and 6 specifically will benefit from 4 teachers providing MTSS in ELA and Math throughout each day	56920.00
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The Reading League - Literacy Coaching *Adoption of new Math curriculum K-8	This work will continue in the 23-24 school year. Add-the school is purchasing the UFLI manuals for all classroom and special education teachers	42263.00
Addressing student social-emotional health	Added Psych Intern to help meet the needs of our students. Increasing Psych to 11 months to help meet needs during the summer in 23-24	Positive parent reports given at CSE meetings in response to counseling services We have very few opt-outs to our SEL screening assessment	51612
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The Reading League supported the Special Education staff with personalized coaching and resources.	N/A	71775

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 District solicited two types of models to collect data from our community. One was a survey to which a community member could submit their comments electronically and the other was a community forum in which guest were able to sit with a variety of their community peers to discuss such topics as what skills/opportunities our students should be engaged in at school, what skills our students should demonstrate after graduation, and how our district should support the mental health of our students. The feedback from these two comment periods indicated that we should allocate increased funding to social emotional support for both staff and students. Along with the added elementary school counselor, we have added a new curriculum for addressing emotional health to our elementary students. We also employ a part time social worker to address the mental health needs of our most at-risk secondary students that are experiencing difficulty accessing this service outside of school.

The District has been in a year-long pilot program analyzing our math instruction from K - 12. As a result of this pilot, we have purchased a new math program for UPK - 8 and our algebra teacher is now planning to pilot a new algebra program for the 2023-2024 school year.