

**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	N/A	N/A	0
Reducing class sizes	The district has maintained staffing levels to keep class size at or below established class size guidelines in kindergarten through 6th grade.	None	811357
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The district provides Academic Intervention Specialists in our schools to support students who are not meeting State learning standards in core academic subject areas.	None	456810
Addressing student social-emotional health	The district will utilize School social workers and psychologists to provide mental health services to meet students' social-emotional needs. The social workers and psychologist will serve as liaisons linking students and their families with community services essential to promote student success and wellbeing in all areas but not limited to: cultural diversity, systems theory, social justice, risk assessment and intervention, consultation and collaboration, and clinical intervention strategies to address the mental health needs of students. The School social workers and psychologist will work to remedy barriers to learning created as a result of poverty, inadequate health care, and the Global Pandemic. The social workers will focus on providing supports to vulnerable populations of students at high risk for truancy and dropping out of school, such as homeless, students transitioning between school and treatment programs or students experiencing domestic violence. The Psychologist will work with teachers, administrators, parents, and other educators to provide coordinated interventions and consultation through the Multi-tiered System of Support process designed to keep students in school and	None	123881

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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 (\$)
	help families access the supports needed to promote student success. The number of students requiring support from School social workers and psychologist will be monitored through the MTSS process and adjustments will be made as deemed necessary.		
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	For the 2023-2024 school year, the ENL staff will be reallocated to meet the specific number of ENL students in each of the 4 building. The reallocation will allow for a lower ENL teacher to student ratio to maximize instructional time and to better meet the academic, and social and emotional needs of the our students . It will also provide more support for ENL teachers to be able to support the ENL families. The district will be providing staff development to the ENL and classroom teachers regarding best practices for ENL instruction and co-teaching models for student success. Based on this model, staffing will be adjusted as deemed necessary through ENL student enrollment.	None	430657

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 conducted five (5) public budget presentations at our regular Board of Education Meetings. There were opportunities for public comment at each of these meetings. Although the meetings were well attended, the district did not receive any feedback on the spending plan at these meetings. In addition, presentations were provided at 4 public Parent Teacher Association (PTA) meetings. No comments were provided on the plan at these meetings.