

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	ENL Coach, Literacy Coach, Project-based Learning Coach, UPK teachers and aides (2), laptops 410000	PD Survey - effectiveness and utilization of instructional coaches. Thought Exchange - impact of PBL, UPK - increased participation	1450000
Reducing class sizes	2 new grade level teachers , increase .6 cybersecurity to provide another elective option and decrease current elective class sizes, increase .5 PE at SMS	Requests for smaller class size, appreciation and emphasis on music and the arts (Thought Exchange)	425000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	increase in bilingual teachers, increase by a .5 increase lit specialist, support summer school beyond 35K budget, BOCES regional summer school and transportation, Summer school and after school transportation	Increased opportunities for extended learning (afterschool and summer school) Need for transportation (Thought Exchange and climate surveys)	375000
Addressing student social-emotional health	Director of School Counseling and Wellness, 2 Social Workers/SAC, new psychologist, increase Family resource counselors (FRC) to support the students and families	Increased need for social emotional supports (Thought Exchange, Climate Surveys)	658000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Director of ENL and Equity, 7 ENL teachers, transportation for homeless, 385K for new special ed placements including residential	Support for Multi-language learners and students with disabilities (Thought Exchange, Climate Surveys)	1879650

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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Use of Foundation Aid Increase Survey

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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)**

Overall analysis indicates agreement with District Goals and Strategic Plan in the areas of:

Academic Success for all students - Intervention/Enrichment, PreK, extending learning beyond the school day via afterschool programs, and the year via summer school

Mental Health Supports - increase in school counselors and social workers. Addition of Behavior Certified Analyst

Targeted Resource Use - STEAM materials and supplies, flexible seating, 21st century spaces/furnishings

For more information and sources see this link: <https://docs.google.com/document/d/1-1rqxFXHwcnYXJJirvXGsiM0azibk8JA5e8V3JwHLw/edit?usp=sharing>

1rqxFXHwcnYXJJirvXGsiM0azibk8JA5e8V3JwHLw/edit?usp=sharing

This spring the District conducted the following opportunities for public comment.

22-23 School Year Community Engagement Initiatives

1. Creation and implementation of the Mountie Minds Advisory Council: A group of individuals (students, staff, community members, parents) who met with the Superintendent several times throughout the year to learn about important District initiatives and provide feedback on topics such as communications, curriculum, elementary schools, etc. Dates of meetings were: November 14, 2022, February 9, 2023, and May 3, 2023.
1. Community Surveys: Using our ThoughtExchange tool, the District surveyed the community throughout the 22-23 school year. Topics were: September 2022- Staff Survey: What motivates you to do your best work, what barriers do you face? 294 participants, 150 thoughts, 2,000 ratings November 2022 - Mountie Minds Advisory Council Survey: What are key insights/takeaways from our session? 53 participants, 68 thoughts, 878 ratings High School Principal Search Survey: What are important characteristics, skills and qualities you'd like to see in a new HS principal? 203 students, 131 staff, 357 parent/guardian responses 712 participants, 358 thoughts, 12,000 ratings June 2023 - Enhancing the Elementary School Experience Survey: Feedback on proposal for new elementary school reorganization plan (still open) 336 participants, 341 thoughts, 10,000 ratings
1. In late April/Early May, the district conducted staff, family engagement, and student climate surveys. These included responses to prompts on a Lickert scale (strongly agree, agree, neutral, disagree, strongly disagree) as well as an open-ended section. The totals are 494 parents, 1697 students and 163 teachers.
2. Public hearing where federal funding and foundation aid was presented and discussed.

In addition, community members voice their opinions at Board meetings, via emails and phone calls at the teacher, building and central office levels.

The most common input included the need for mental health supports, academic supports for learning loss, multilingual learners and students with disabilities as well as opportunities for enrichment and extending learning beyond the school day. In addition, our music program and project-based learning program earned accolades from our community with strong emphasis to continue providing these opportunities to our students.

Through changes in the Title Grants, we are no longer able to support the current reduced classroom size at Montebello Elementary School. The increase in Foundation Aid will support the additional staff that was added over the last few years to support the needs of our high risk populations. The positions will include general education teachers, AIS providers and bilingual education providers.

Additionally, the increase in foundation aid will assist in the support of our tutoring needs within the district.