

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

Page Last Modified: 06/01/2023

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.

Foundation Aid Increase Survey - Foundation Aid Increase

Use of Foundation Aid Increase Survey

Page Last Modified: 06/23/2023

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	Our District has utilized the increase in state aid to help improve our graduation rates through a myriad of approaches. It's also our desire that our additions will help to eliminate the achievement gap. The increase in Foundation Aid has allowed us to address a department which has chronically had poor student outcomes. Specifically, we have always taught Spanish 1 (high school course) in the 8th grade with no introductory course. Our failure rate was significant with about half the students repeating Spanish 1 in 9th grade. By adding another Spanish teacher, we can add an introductory Spanish course into our program. Then, our students will move into Spanish 1 with a year of language exposure. This will dramatically increase our success rate. Spanish 1 was the highest requested course for summer school. Our District has taken steps to address deficiencies in our In School Suspension program. We have hired a Teaching Assistant to provide stability in personnel to improve the consistency of the program, as it had always been staffed with substitutes. This new position will be responsible for our new Alternate Learning Center. This will be accessible by our at-risk students, specifically at our middle and high schools. Students will be assigned by either the principal or teachers for additional support outside of the bell schedule. Our high school summer program will shift online; however, we felt it imperative to provide face-to-face support and connection for our students in our credit recovery program. These added positions, we're calling Direct-Connect, will liaison between the family and the online program. Students will be connected with a	Survey 1st priority results: 68% - AIS support, 60%-SEL/Intervention support, Purchasing Educational Technology - 36%, Comprehensive Afterschool Programs - 32%, Extended School Day & School year programs - 28%. We believe these increases draw directly from our survey.	192,992

Foundation Aid Increase Survey - Foundation Aid Increase

Use of Foundation Aid Increase Survey

Page Last Modified: 06/23/2023

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	district teacher to support their academic needs. One of the ways to		
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	Our District has utilized the increase in state aid to address the needs of students not meeting, or at risk of not meeting, state learning standards in core academic subjects. We have added a certified Math AIS teacher to our budget. This position is directly related to serving the needs of this at-risk population in middle school. Their concentration will be on mathematics and literacy. This year we are also adding a Teaching Assistant into the budget. Their primary role will be to support our tiered literacy intervention at the elementary level. Enabling our students to be independent readers by third grade is essential for the success of this at-risk population of students. We have added a Reading Teacher into the budget, thanks to the increase in Foundation Aid. This professional will be directly responsible for guiding our tiered literacy interventions, providing the more intensive services to our at-risk students at the elementary level. Our District has made the unprecedented move to create a new position, Director of Curriculum, Instruction, and Student Behavior. This person will coordinate our targeted improvement strategies, specific to our core academic subjects. They will align our work with the Next Generation Standards. This position will also have a huge impact on the social-emotional health of our students as this new position will address our social-emotional curriculum. Through direct support from the increases to Foundation Aid, we are adding after-school tutoring to several areas. First, it is essential that our primary students learn the basics of reading. Our teachers have been training in the Science of Reading, based on Orten-Gillingham, and we will be offering after-school tutoring four days per	Survey 1st priority results: 68% - AIS support, 60%-SEL/Intervention support, Purchasing Educational Technology - 36%, Comprehensive Afterschool Programs - 32%, Extended School Day & School year programs - 28%. We believe these increases draw directly from our survey.	364,352

Foundation Aid Increase Survey - Foundation Aid Increase

Use of Foundation Aid Increase Survey

Page Last Modified: 06/23/2023

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	week. This will greatly increase the contact time for these struggling students. We have also expanded our tutoring for middle and high school students, offering tutoring after school five days per week, for a total of eleven hours per week.		
Addressing student social-emotional health	The social-emotional health of our students is paramount and essential to student success. The Foundation Aid increase has enabled us to further support our students. This year we are adding a school counselor to our budget. This addition reduced our Student:Counselor ratio from 328:1 to 246:1. This addition will directly support our students and their needs. We have also added a Recess Monitor to this year's budget. This small budgetary item will have a huge impact on our students and their emotional well-being. Providing a safe place during unstructured time is essential. Each year we have several primary students who are just entering into the special education process; not designated with services, but still in need. Our District, thanks to the increase in Foundation Aid, has approved a new Teacher Aide position to help support these students before they are receiving special education services. Additionally, this position will act as a safety-valve of sorts, when substitute teachers are needed by our pool of substitutes has been expended. By strategically using this position, we can continue to offer support for students directly in their classroom.	Survey 1st priority results: 68% - AIS support, 60%-SEL/Intervention support, Purchasing Educational Technology - 36%, Comprehensive Afterschool Programs - 32%, Extended School Day & School year programs - 28%. We believe these increases draw directly from our survey.	136,328
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	We have created a program, based on a collaborative (BOCES) Career and Technical Education program that is being ended at BOCES. This	Survey 1st priority results: 68% - AIS support, 60%-SEL/Intervention support, Purchasing Educational Technology - 36%, Comprehensive Afterschool Programs - 32%, Extended School Day & School year programs - 28%. We believe these increases draw directly from our survey.	233,054

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add

Foundation Aid Increase Survey - Foundation Aid Increase

Use of Foundation Aid Increase Survey

Page Last Modified: 06/23/2023

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.)

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 utilization of public input has been critical in our program-design process. Not only do we have the basis from the survey results, but our finance committee meetings are publicaly accessible and our Board prides itself on listening for public input. Our outreach is also obtained through weekly eNewsletters from the district office, detailing schedules for meetings where public input is sought. District officials also attend and belong to a variety of community service organizations, such as Kiwannis, Lions, etc. We value our public voice.