

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	Academic intervention services teams are staffed in all buildings through the use of teachers, reading specialists, and teaching assistants. Use of our increase in foundation aide allows for additional Elementary AIS teachers, teaching assistants, and instructional coaches in ELA and Math	The district continues to utilize a shared decision making process to strategically plan for the action steps and resources needed to meet the Board of Education's goals for the district. A multi-stakeholder group meets to analyze district data and develop a Comprehensive District Education Plan (CDEP). Then each school's shared decision making team, which is also made up of multiple stakeholders, develops a Comprehensive School Education Plan (CSEP) in support of the CDEP. Increasing academic achievement is a priority in the 23-24 district and school plans through processes related to data driven instruction and targeted interventions based on analysis of students' rate of progress.	210,000
Reducing class sizes	Keep class sizes between 12-18 students at all levels and in all courses.	The district continues to utilize a shared decision making process to strategically plan for the action steps and resources needed to meet the Board of Education's goals for the district. A multi-stakeholder group meets to analyze district data and develop a Comprehensive District Education Plan (CDEP). Then each school's shared decision making team, which is also made up of multiple stakeholders, develops a Comprehensive School Education Plan (CSEP) in support of the CDEP. Reducing Class size is a component of the 23-24 district and school plan by contributing to teachers' ability to meet students' social emotional and academic needs.	480,000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Increasing Occupational therapies for students	The district continues to utilize a shared decision making process to strategically plan for the action steps and resources needed to meet the Board of Education's goals for the district. A multi-stakeholder	86,450

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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 (\$)
		group meets to analyze district data and develop a Comprehensive District Education Plan (CDEP). Then each school's shared decision making team, which is also made up of multiple stakeholders, develops a Comprehensive School Education Plan (CSEP) in support of the CDEP. Providing more access to occupational therapies is reflected in the elementary plan to support students who may need extra support due to developmental delays or environmental impacts of the pandemic.	
Addressing student social-emotional health	Create a culture of safety for students, families, faculty and staff through the building of trauma invested environments. Additionally, when the school environment cannot meet student needs, finding placements that support students most effectively.	The district continues to utilize a shared decision making process to strategically plan for the action steps and resources needed to meet the Board of Education's goals for the district. A multi-stakeholder group meets to analyze district data and develop a Comprehensive District Education Plan (CDEP). Then each school's shared decision making team, which is also made up of multiple stakeholders, develops a Comprehensive School Education Plan (CSEP) in support of the CDEP. Creating a culture of safety in the number one priority for the BOE and is reflected in the CDEP and CSEP's as well. A culture of safety includes the building of trauma safe environments where all students can thrive.	660,000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Behavior specialists brought in to meet the unique needs of students who exhibit challenging behaviors. Supporting teachers in strategies to support students who struggle with behavior	The district continues to utilize a shared decision making process to strategically plan for the action steps and resources needed to meet the Board of Education's goals for the district. A multi-stakeholder group meets to analyze district data and develop a Comprehensive District Education Plan (CDEP). Then each school's shared decision making team, which is also made up of multiple stakeholders, develops a Comprehensive School Education Plan (CSEP) in support of the CDEP. Support for students with disabilities is reflected in the building plans	158,400

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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 (\$)
		as well as the Special Education Department's strategic plan to support behavior challenges for students, teachers, staff and families through information and interventions.	

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 (\$)
Technology infrastructure	Replace infrastructure to allow for updating of wifi capabilities and lab devices.	The district continues to utilize a shared decision-making process to strategically plan for the action steps and resources needed to meet the Board of Education's goals for the district. A multi-stakeholder group meets to analyze district data and develop a Comprehensive District Education Plan (CDEP). Then each school's shared decision-making team, which is also made up of multiple stakeholders, develops a Comprehensive School Education Plan (CSEP) in support of the CDEP. Technology is a key component of all district plans and technology integration is reflected in the district and building plans specifically through the use of data and using data to inform interventions and instruction.	300,000

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 Board of Education used a thorough process to develop the 2023-24 budget including numerous Board of Education workshops and a full day Saturday budget development workshop which occurred on January 28, 2023. During the Saturday workshop, the entire Administrative team presented how they will prepare building budgets to meet the needs of the students and staff. All of these budget workshops are open to the public to solicit their input on how to best prepare the 2023-2024 budget. Further, the District had a Comprehensive District Educational Plan (CDEP) strategic planning meeting on February 8th, 2023. During this CDEP meeting members from across the District including teachers, support staff and parent representatives met to review, recommend and contribute the best manner to utilize budget monies, including the increased Foundation Aid, to support Instruction, Curriculum and Assessment across the District.

Additionally, multiple budget public hearings were conducted regarding the intended use of the increased Foundation Aid in the budget to gather stakeholder feedback and input assisting us in our decision making. During the Spring 2023 we presented the 2023-2024 budget, which aligned with the Comprehensive District Educational Plan, to the Village of Silver Creek on April 11, 2023 and on April 17, 2023 to the Town of Hanover. Additionally, a public hearing occurred at Silver Creek Central School on May 4, 2023 to community members. All District staff were provided Budget hearings and CDEP updates on May 4, 2023.