

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	Data Consultants - The staff across the district in all facets need to utilize data in various ways to support decision making, demonstrate impact, make change and ensure success. The data consultant will support a systemic way to use data and support the creation of dashboards, identifying measures of success. As a result we will have systems in place to use data effectively. The District is also looking to add a Family Engagement and Community Partnership Position. Family engagement and community partnerships are essential to creating a thriving school district that is inclusive, has high parental involvement, and strong community commitment. The person in this position will ensure that school and district events are implemented to increase parental involvement. These events will include parent workshops, student work celebrations, inclusion of parents on committees, etc. Additionally, this position will seek out community partnerships, strengthen existing community partnerships and develop ways to have community partners to support learning environments.	At a Board of Education meeting there was a parent/PTA president who voiced concerns on the effectiveness of the District's literacy collaborative program. As part of the District's plan for the use of foundation aid, the District will be hiring data consultants to help analyze students' data and make program recommendations. The staff across the District in all facets need to utilize data in various ways to support decision making, demonstrate impact, make change and ensure success. The data consultants will support a systemic way to use data, support the creation of dashboards, and identify measures of success. As a result we will have systems in place to use data effectively.	25,000
Reducing class sizes	The District plans on hiring up to 3 additional elementary teachers to reduce class size. Reduced class size helps to tailor instruction and maximize one-on-one time with students, giving students more time and attention.	The Superintendent conducted over 50 listening tours where she met with stakeholders of the District. These meetings were held with teachers, administration, support staff, PTA, parents, and members of the community. Feedback included comments about smaller class size.	325,017
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The District plans to add a before and/or after school tutoring program at both the elementary and secondary levels with a focus on Math and ELA. This, in conjunction with parent workshops, will	Feedback from the Superintendent listening tours included comments about additional supports for students at risk.	75,000

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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 (\$)
	encourage parental involvement in their child's education which is important to address the academic needs of students and improve their scores in reading and math.		
Addressing student social-emotional health	The District is utilizing the foundation aid increase to sustain position that were originally funded through the ARP/CRRSA grants such as: Elementary school counselor, student assistance counselor, school counselor, PE/Mental Health teacher. In addition the District plans to utilize the increase in foundation aid to add two additional behavioral intervention specialists. The behavior intervention specialists will work at the secondary level to address student behavior. School administrators, psychologists, and guidance counselors spend many hours daily on addressing challenging behaviors. This prevents school administrators from going into classrooms and monitoring instructional practices and school climate. Additionally, psychologists and guidance counselors are taken away from regularly scheduled time with their student caseloads. Behavioral interventionists will be the individuals that deal with the challenging behaviors, investigate the issues, and address DASA investigations.	Feedback received from the Superintendent listening tours included comments regarding the importance and need for additional student assistance counselors and social-emotional support for students.	843,249
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The District plans to hire an additional school psychologist/behaviorist, an additional ENL teacher, and a new orientation and mobility specialist to address the needs of students with disabilities. The District also plans to use the funding as a way to retain vital staff that were added utilizing ARP grant funds. These positions include a speech teacher, an Occupational Therapist, and a special education teacher.	Feedback from the Director of Special Education and the Director of Pupil Services and Special Programs expressed the need for these additional positions in order to support students with disabilities and the increased number of English Language Learners that have moved into the district.	630,138

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.

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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 (\$)
Safety/Security	Enhance the safety and security of District schools by hiring SROs and security personnel to be present at all our buildings.	The superintendent conducted numerous listening tours where she met with stakeholders of the district. These meetings were held with teachers, administration, support staff, PTA, parents, and members of the community. Some of the feedback received from those meetings was the importance and need for enhanced safety and security at our schools.	911,209
Educational Opportunities Outside the Classroom	Expand learning opportunities for students with educational field trips, additional CTEC spots, and guest authors.	During budget meetings with the Assistant Superintendent of Curriculum and building Principals, these were educational opportunities they requested funding to support students academically.	284,182
Instructional Staff	The District is utilizing the funding to retain a technology teacher added from the grant	This position was requested by the Assistant Superintendent of Curriculum to provide hands on academic opportunities.	106,062
Reduce the tax levy	Reduce the burden on taxpayers by staying below the tax cap	Feedback from the Board of Education	3,437,846
Equipment Purchases	To provide equipment necessary to support student in technology and music classrooms and our O&M department	Building requests from Principals and Directors	305,246
Cybersecurity	Enhance cyber safety for the District	Building requests from the Director of Technology	239,185
Grant Writer	Much grant funding will come to an end next year. A grant writer will be able to seek funding to support the diverse needs of the district including student achievement, facilities and operations, social emotional etc. Grant funding can help implement new programs while keeping the tax levy at a modest amount.	Superintendent and Board of Education request	108,339
Leadership Development	Additional professional learning opportunities for District leaders. This will support coherence, operational effectiveness and student achievement.	Superintendent and Board of Education request	35,000

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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 Superintendent conducted a Listen & Learn tour with over fifty meetings held to solicit feedback from parents, teachers, administration, directors, PTA, union leaders, local officials, Police Chiefs, faith community, and UPK vendors. Feedback included that the District should focus on students' social emotional health, identifying and supporting students with disabilities, behavior interventions, smaller class sizes, and the safety and security of our buildings

In addition, Valley Central School District encourages community and stakeholder feedback as it develops its budget. During the budget development process, meetings are held with each principal and director to identify building, program, student or equipment needs and those are incorporated into the development of our budget, where possible.

On January 6, 2023 the Superintendent shared the following message with the community: "Information on the 2023-2024 school budget process will be shared and discussed at Board of Education meetings beginning on Monday, January 9th through April 17th. Board meetings are open to the public and will be streamed online, as well. We invite the members of the community to observe these meetings, view the budget presentations, and offer feedback as the 2023-2024 budget is developed. Please mark your calendars and plan to vote on May 16th."

Development of the 2023/2024 budget was presented to the Board of Education and the public at Board of Education meetings on January 9th, February 13th, March 13th, March 27th, April 17th, and April 20th 2023. A public hearing was held on May 8, 2023. Public comment was available and encouraged.