

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	<p>The district implemented the Twilight Alternative Program in 2021-22 to provide students who would benefit from a non-traditional academic setting, an alternative learning environment in the late afternoon to evening. The Program is Regents-based and provides the district's high school students with essential tools needed to succeed and complete their high school academic requirements. The Program was expanded for the 2022-23 school year and will be further expanded for the 2023-24 school year, including personalized small-class instruction and additional offerings to meet the demands and interests of prospective students. In addition, the district plans to expand its Career and Technical Education course offerings, which include nursing, medical assistant, and automotive programs. CTE programs provide hands-on learning experiences that engage students and make education more relevant to their future careers. By offering practical skills training and real-world applications, CTE programs can help students see the direct connection between their education and their future goals. This increased engagement can lead to improved attendance, reduced dropout rates, and higher graduation rates. Furthermore, by aligning curriculum with industry needs and involving external stakeholders, CTE programs ensure students are equipped with skills that are in demand, increasing their employability by addressing workforce readiness. New foundation aid will be used to support the expansion and growing cost of the Twilight and CTE programs, which are designed to promote higher graduation rates and close the achievement gap.</p>	<p>From inception, the Twilight Alternative Program and Career and Technical Education program plans have been, and continue to be, shared with the community through presentations to various PTA organizations and to the district's Board of Education. Presentations included Q&A sessions with audience members and sharing of budget documents. In the months leading up to the 2023/24 budget vote on May 16, 2023, the visions, and goals of the original program, as well as plans for future expansion, were shared with stakeholders during budget presentations and hearings at various locations throughout the district. On May 16, 2023, the community voted to pass the budget, indicating their agreement with the plan.</p>	\$2,622,606

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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 (\$)
Reducing class sizes	A significant portion of increased foundation aid for 2023/24 has been earmarked to hire additional teachers and teaching assistants in several core subject areas, such as English, math, and social studies. This is intended to reduce the district's teacher-to-student ratio, therefore allowing teachers to provide more individualized attention, support, and feedback to each student. With fewer students, teachers can facilitate more discussions, encourage student participation, and provide more opportunities for collaborative activities. As a result, students are more likely to actively engage in the learning process since they will have increased opportunities to contribute, ask questions, and interact with their teachers and peers.	As with our Twilight and CTE programs, plans to reduce class size were shared with the community through presentations to various PTA organizations and to the district's Board of Education. Presentations included Q&A sessions with audience members and sharing of budget documents. In the months leading up to the 2023/24 budget vote on May 16, 2023, the visions, and goals of the original program, as well as plans for future expansion, were shared with stakeholders during budget presentations and hearings at various locations throughout the district. On May 16, 2023, the community voted to pass the budget, indicating their agreement with the plan.	\$3,638,257
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	2023-24 additional foundation aid has been budgeted to support the cost of salary and benefits for a newly created position - District Director of Restorative Practices and Community Engagement. This individual will employ multiple strategies to help ensure that students who are struggling to meet state learning standards in core subjects receive necessary support and interventions, such as: (1) Review student data, including academic assessments, progress reports, and teacher feedback, to identify students who are struggling to meet learning standards in core subjects and use this data to prioritize and target support for those students who are at risk or in need of intervention; (2) Develop individualized support plans for students who are not meeting learning standards, including collaboration with teachers, parents, and other stakeholders to create personalized goals, strategies, and interventions that target specific areas of need, as well as regularly monitoring and reviewing student progress, and adjusting the support plans as necessary to ensure	Consistent with the district's other 2023/24 initiatives, the creation of this new position was shared with the community through presentations to various PTA organizations and to the district's Board of Education. Presentations included Q&A sessions with audience members and sharing of budget documents. In the months leading up to the 2023/24 budget vote on May 16, 2023, the visions, and goals of the original program, as well as plans for future expansion, were shared with stakeholders during budget presentations and hearings at various locations throughout the district. On May 16, 2023, the community voted to pass the budget, indicating their agreement with the plan.	\$216,000

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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 (\$)
	they are effective; (3) Identify and implement evidence-based intervention programs and resources that align with the specific needs of students struggling in core subjects, including tutoring programs, online learning platforms, small group instruction, or targeted interventions led by specialized teachers or paraprofessionals.		
Addressing student social-emotional health	2023-24 additional foundation aid has been budgeted to support the cost of salary and benefits for a newly created position - District Director of Restorative Practices and Community Engagement. This individual will employ multiple strategies to help ensure that students who are struggling to meet state learning standards in core subjects receive necessary support and interventions, such as: (1) Review student data, including academic assessments, progress reports, and teacher feedback, to identify students who are struggling to meet learning standards in core subjects and use this data to prioritize and target support for those students who are at risk or in need of intervention; (2) Develop individualized support plans for students who are not meeting learning standards, including collaboration with teachers, parents, and other stakeholders to create personalized goals, strategies, and interventions that target specific areas of need, as well as regularly monitoring and reviewing student progress, and adjusting the support plans as necessary to ensure they are effective; (3) Identify and implement evidence-based intervention programs and resources that align with the specific needs of students struggling in core subjects, including tutoring programs, online learning platforms, small group instruction, or targeted interventions led by specialized teachers or paraprofessionals.	Consistent with the district's other 2023/24 initiatives, the creation of this new position was shared with the community through presentations to various PTA organizations and to the district's Board of Education. Presentations included Q&A sessions with audience members and sharing of budget documents. In the months leading up to the 2023/24 budget vote on May 16, 2023, the visions, and goals of the original program, as well as plans for future expansion, were shared with stakeholders during budget presentations and hearings at various locations throughout the district. On May 16, 2023, the community voted to pass the budget, indicating their agreement with the plan.	\$3,395,301
Providing adequate resources to English language learners, students with disabilities,	The district has budgeted a portion of additional 2023/24 foundation aid for several additional ESL teachers as well as	Consistent with the district's other 2023/24 initiatives, the creation of this new position was shared with the community through	\$1,945,884

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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 (\$)
and students experiencing homelessness	a bilingual school counselor. ESL teachers play a vital role in supporting students' English language acquisition, academic progress, cultural understanding, socio-emotional well-being, family engagement, and advocacy. Through their expertise and dedication, ESL teachers create an inclusive learning environment that helps English language learners thrive and succeed. Further, the district's 2023/24 budget for tutors will be increased more than threefold, with a portion of these funds aimed at supporting homeless students. By providing academic support, emotional guidance, resource referrals, advocacy, and resilience-building strategies, tutors can make a significant difference in the lives of homeless students. Finally, the district will utilize additional foundation aid during the 2023/24 school year to cover the increasing cost of providing physical therapy and occupational therapy services for student with disabilities. By addressing physical, motor, sensory, and functional challenges, physical therapy, and occupational therapy enable students with disabilities to overcome barriers and actively participate in school life. These therapies empower students to maximize their potential, develop independence, and thrive academically and socially within the school community.	presentations to various PTA organizations and to the district's Board of Education. Presentations included Q&A sessions with audience members and sharing of budget documents. In the months leading up to the 2023/24 budget vote on May 16, 2023, the visions, and goals of the original program, as well as plans for future expansion, were shared with stakeholders during budget presentations and hearings at various locations throughout the district. On May 16, 2023, the community voted to pass the budget, indicating their agreement with the plan.	

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)

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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 district's analysis of public comments from stakeholders included community meetings spanning several months (January to May 2023), documentation of stakeholder comments during those meetings, evaluation of comments to determine the level of engagement demonstrated by stakeholders, and assessment of the key issues raised by stakeholders and their level of agreement or disagreement with the district's efforts. During the community meetings, the district presented its continuing and new initiatives designed to improve graduation rates, reduce class size, support students who may not meet state learning standards, address students' social-emotional health, and provide resources to students with disabilities, who are homeless, and English language learners. The district's presentations included a budget analysis and highlighted the increased foundation aid for the upcoming 2023-24 school year. Parents, teachers, and other stakeholders indicated their support of the district's initiatives both during the meetings and then on May 16, 2023, by voting in favor of the district's proposed 2023-24 general fund budget.