

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 | Increase 4 year graduation rate to above NYS average (see NYS annual graduation rates on NYSED.org). Improve target groups. | Survey results: 35/66 selected this item as a priority. Feedback: Improving outcomes for our students and providing a good base for a post K-12 life/work life/further educational life | 2,000,000 |
| Reducing class sizes | Maintain less than 24 students in elementary and 28 students in secondary classrooms. | Survey results: 37/66 selected this item as a priority. Feedback: Our class sizes are more than appropriate for the size of our district. Foundation aid should be spent on programs and improvements/cost saving measures in the district (physical plant) and not on new positions or other legacy costs. | 1,000,000 |
| Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas | Increasing Tiered intervention services to students. Decrease our special education referral rate by 10%. | Survey results: 55/66 selected this item as a priority. Feedback: No feedback provided by the community stakeholders. | 1,000,000 |
| Addressing student social-emotional health | Continuing to build our MTSS protocols and procedures, including tiered academic supports and SEL/behavior/PBIS. Increase safety initiative (locks, security)., | Survey results: 45/66 selected this item as a priority. Feedback: No feedback provided by the community stakeholders. | 1,600,000 |
| Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness | Define tiered interventions for parents, teachers, and students. Research and approve math intervention programs to support ELL, students with disabilities, and homelessness. | Survey results: 37/66 selected this item as a priority. Feedback: Testing for early detection of dyslexia | 1,100,000 |

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 (\$) |
|------------------------------|---|--|---|
| Establish mentoring programs | Establish peer and staff mentor programs in both elementary and secondary programs for students | Big Brother program to help those that do not have support at home | 100,000 |

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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 (\$) |
|--|--|--|---|
| | identified through our MTSS protocol. | | |
| Improve athletic offerings and equipment to address SEL needs. | Provide coaches with SEL and DASA training prior to each season. Provide access for all students to have equipment. | Athletics, as that is a key component of socio-emotional health for many students. | 750,000 |
| Increase programming options for the arts/tech/FACS | Implement college offerings in art, music, and technology. | More money added to the arts... music, art, tech , and family and consumer sciences. These classes are the ones that provide pathways for our students to be successful... especially those that are not academic. | 100,000 |
| Increase access to all programs for students with disabilities, ELLS, and homeless students. | Increase college and elective options for targeted populations (special education, ELL, homelessness) with wrap around supports. | Hire an additional ELL teacher at the HS level, reduce class sizes in K-3 to create more individualized learning opportunities and more 1-1 attention when learning to read, write, understand mathematics, etc., and adopt and train teachers in Orton Gillingham;The students suffer from so many home issues. They can't be expected to be ready to learn at school when they're coming from a horrible home environment. They need emotional help. The focus should be special education as this area needs vast improvement and has been lacking for 11 years. These kids are always left out when they need more things to do as group such as group events to do team building. They also could use focus on behavioral which should include team bonding activities to assist staff to teach these students that they can remain focused in a classroom if they knew they could assist one another.; | 35,000 |

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)**

A community survey was posted on our facebook page as well as our district's website. A BOE presentation was also presented in our June meeting, where a list of items were presented as possible budget items. Also mentioned at the meeting was the community survey. An email regarding the survey was sent to all district employees.

The survey items were analyzed by the required categories (with feedback for each category) on June 29th, 2023. Additional items were also categorized and posted above in the "other" category as determined in our survey. District data was analyzed to create key goals for each action item.

Items NOT included from the feedback of "other" were those replicated in the main categories of the survey (e.g., class size).