

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	Continue to work toward the goal of all students receiving a Regents Diploma or higher or a graduation credential and being college and career ready. Ensure high quality curriculum in all areas and resources and materials to support this curriculum and student learning. Provide a counseling program that supports students working toward academic goals and staying connected and engaged at school.	Feedback from many stakeholders (teachers, administrators, parents/family) have prioritized academic and counseling opportunities and support that will prepare all students to successfully meet graduation requirements and be prepared for life after high school.	273,405
Reducing class sizes	Maintain elementary class sizes within district targets/guidelines, reduce middle school class size and maintain core and elective high school class sizes in courses that students need to graduate and explore academic interests. An increase of 12.2 teaching positions across both middle schools will reduce class sizes in 6th, 7th and 8th grades. An increase of 2.10 teaching positions at the high school will enable students to take courses to meet graduation standards and pursue interests and maintain adequate class sizes in those sections.	Maintaining class sizes is a longstanding top community priority and middle school teachers and families in particular have advocated for improvements to middle school class size in recent years.	1,301,202
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The district is focused on continually decreasing the number of students who are not making grade-level progress or at risk of failing courses. In particular: Support for both general and special education summer programs is increasing, the district is focused on implementing a Multi-Tiered System of Supports (MTSS) and better use data to identify which students need extra support, and in what areas.	Academic Program Review teams and school principals have advocated for investments to ensure that students have the resources and support they need to make grade-level progress. Maintaining a quality education and supporting the success of all students is a recurring theme in community feedback, including in public forums and online information gathering.	299,265
Addressing student social-emotional health	Maintaining social worker and school counseling staff at all levels. Continue a Social-Emotional Learning Coach that works with teachers across the district by moving the position from the Federal Fund to the General Fund for future	Across all stakeholder groups, addressing the mental health needs of students and supporting their social-emotional growth has emerged in recent years as a first-order priority. This was reflected in the community-wide Thoughtexchange	129,912

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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 (\$)
	sustainability. Expand capacity in the areas of Response Classroom and Therapeutic Crisis Intervention for Schools (TCIS) by training faculty and staff across the district. Provide additional support for the Office of Equity.	conducted at the start of the budget process.	
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Continued expansion of special education continuum and student support to meet needs at all levels: Implement a new, self-contained Communications Classroom at the middle school level; add two English as a New Language teachers and two school psychologists to the General Fund budget; additional elementary special education teachers based on student needs; increase occupational and physical therapy services; add a district-level Student Support Services administrator to reduce IEP caseloads and add leadership capacity for teacher and program support and growth; Increased funding for out-of-district placements.	Teachers, parents and Student Support Service department leaders have identified a strengthened Special Education continuum that meets the needs of all students as a significant need for the district. Having adequate ratios in terms of the caseloads of school psychologists, related service providers, CSE chairs and English as a New Language teachers has been identified as a need by district educators.	2,138,778

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 (\$)
Universal Prekindergarten	Begin a UPK program with 1-3 classrooms in the 2023-24 school year.	In feedback provided to the district in formal and informal ways and through the response to the limited spots available in the program, Universal Prekindergarten is clearly a growing need in the school community.	23,080
Safe, Well-Maintained Learning Spaces and Equipment	Ensure that school campus are safe and well-maintained and students and staff have access to adequate furniture and equipment for learning.	Teachers, staff and parents have advocated for improvements to school facilities and for upgrade and modernization of equipment and furniture.	568,793

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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 (\$)
Technology Support	In a 1:1 device environment and with a multi-year classroom technology upgrade project in progress, provide adequate technology support for teachers and students and all other end users.	Teachers, staff, families and district leaders have recognized the central role that technology plays in today's classrooms and there is a need to provide support to be sure it is fully leveraged.	153,126

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 school district continually seeks public input and feedback regarding the school budget and student programs and services. The development of the 2023-24 school budget, and associated use of the Foundation Aid increase, was informed by stakeholder engagement that took place in many venues and mediums. In July of 2021, a community stakeholder team developed the District's new vision and mission statements that are a guide for budget priorities and investments. At the outset of the 2023-24 budget process in January 2023, the district launched a community-wide Thoughtexchange (online feedback gathering tool) to better understand the community's priorities for the school budget. More than 500 community members participated in this exercise. Top themes in the feedback received were: recruiting and retaining high quality faculty and staff and mental health support and resources for students. Parallel to public engagement, each K-12 academic department in the district undergoes a program review on a cyclical basis. Generally, the teachers and administrators involved in this process have identified updating curriculum, consistency in curriculum, culturally-responsive practices and social-emotional learning as priorities.

Specific public outreach and input mechanisms for the 2023-24 budget include:

- Interactive Thoughtexchange focused on community budget priorities that included more than 500 recipients (January 2023)
- Public Board of Education meetings (January 17, February 14 and 28, March 21, and April 4) and budget hearing (May 9) A series of twelve budget forums with staff, parent and community groups (April/May 2023)