

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	--Addition of 1.0 math teacher to increase 8th grade algebra enrollment --Algebra summer ramp up course for rising 8th and 9th graders --Pre-calculus summer course for students who may otherwise not get to calculus as seniors --Implementation of The Writing Revolution at the MS	The community expressed interest in more students taking advanced or accelerated courses, including Algebra. There has also been a desire in the community to strengthen writing instruction at the secondary level.	146100
Reducing class sizes	Addition of faculty	Discussed at public BOE meetings prior to budget vote and community public comment was addressed	800000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	--Addition of 1.0 AIS math teacher -- Addition of 2.0 Instructional Coaches at the K-5 level to assist with implementation of new programs and professional development --New literacy program, including the use of Foundations as a Tier 1 program K-3, and Heggerty as a Tier 1 program K-2, and as a Tier 2 or Tier 3 intervention in grades 2-8	Recent adoptions of new literacy and math programs require additional support for successful implementation. These programmatic changes have been welcomed by the community and are considered the highest priority for grades K-5.	1115000
Addressing student social-emotional health	--Increase in Arts in Education programming	Student social-emotional health has been raised by community members as an important goal, post pandemic.	100000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	--Flexible Support Program, new special education program inclusive of 2.0 psychologists and 2.0 TAs --Computer assisted instruction	The community expressed the desire to bring students, who had been previously outplaced, back to the district.	765000

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 (\$)
Security	--Increase security at all district buildings by adding additional Student	The community expressed interest in increasing security throughout the	735,000

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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 (\$)
	Resource Officers and additional security staff	district and asked for this initiative to be a district priority	

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 of Schools created a list of goals for the district based upon feedback from the Board of Education. Priorities expressed by the Board of Education reflect the opinions of the community and parents of students across grades and buildings. The Superintendent of Schools regularly updated the Board of Education and the community on steps being taken to achieve goals in the following areas, which are referenced above:

Increasing district security Increasing and diversifying the special education programs offered by the district

Adopting and implementing new mathematics and literacy programs in grades K-5 Increasing alignment to the Science of Reading in grades K-2

Increasing opportunities for students to take advanced or accelerated courses

Strengthening writing instruction at the secondary level

Teachers and administrators often joined the Superintendent of Schools in making these presentations to the Board of Education and the community. Feedback received during public comment, through email communication and phone calls, and through community surveys indicated support for these priorities.