

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 | An art teacher, a music teacher and a business teacher will be hired for the 23-24 school year. We are working to expand opportunities for our High School students to graduate with the varying pathway options available to them. We hope to engage more students and close the achievement gap with this student centric approach to graduation planning. | Due to our past budgetary cuts, the High School business department was dismantled to the dismay of our community and alumni. The additional foundation aid allows us to rebuild our business program and address the interests of our stakeholders. Our stakeholders continue to promote and celebrate the work we are doing to identify and expand upon our College and Career readiness instructional programs. | 348,234 |
| Reducing class sizes | We maintained the 10 additional teachers brought on in the 23-22 budget cycle. To effectively reduce class size, we are engaging in strategic budgeting and planning that will lead to a community sensitive capital project that will allow us to expand the number of classrooms throughout our district. | Community interest continues to lie in the reduction of class size. Our community understands the limitations of our campus and is supportive of our plans to engage in construction. | 0 |
| Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas | NA | NA | 0 |
| Addressing student social-emotional health | We have expanded our PPS staff to included an additional two Psychologists. Due to the need for additional adult supervision and support we have hired an Athletic Coordinator to assist in the integration of SEL in our PE and Health classes and additional support for our Athletic programs. | Stakeholders continue to express significant concerns with student behavior and Social emotional health. | 423,227 |
| Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness | We have increased our Special Education staff by four teachers across the district. Continued and focused efforts are being made to increase the level of academic support provided to our Special education students across the district. An additional ESL teacher and Bilingual Science teacher will assist with large class sizes. | Stakeholders concur that the needs of our Special Education and ELL students are a priority. | 696,468 |

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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 (\$) |
|-------------------------------------|---|--|---|
| Reducing class size by adding space | Our facilities are used at close to 100% capacity. In order to properly reduce class size we need to add space through funding a transfer to capital account. | Our community has consistently been supportive of our increasing space. They supported the development of a capital reserve to be used to fund construction to increase instructional space. | 9,148,317 |

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)**

The Copiague School district held monthly events including district level committee meetings, building PTSA meetings , district PTA Council meetings, building level shared decision-making team meetings, and Board of Education meetings where ARP funding planning and project development was reviewed. In addition, we have hosted a variety of activities to bring together various constituents from our school community to discuss and prioritize district needs. These groups include our community-based Business Advisory board, ELL parent group, Booster Clubs, Band and Theatrical parent groups. Many of these events are open to the public.

In addition to these efforts, school community feedback surveys were distributed throughout the year to engage stakeholders in program planning. Student feedback was collected through interest surveys and building level meetings. The district also hosted Pizza with the Board of Education meeting to engage students in conversation regarding district programs. By using the Parent Square communication system and multiple social media platforms we were able to expand our communication efforts with stakeholders. In addition to our regular Parent Square postings that highlighted programs available to assist students and families, we utilized internal electronic communications (Google Classroom and electronic displays) to solicit student and staff involvement in our project efforts. A district Newsletter was distributed via standard mailing to communicate the programs and progress of our efforts to the students, families, and district at large. To maintain regular communication with families that are not technically savvy, we distributed all pertinent communications through standard mailing.

The feedback from our constituents drove the development of our all our projects. Parents were very interested in the expansion of our STEM and Fine Arts programs. Students expressed interest in having expanded opportunities to participate in creative "life skill" and physical/athletic enrichment activities. All constituents were interested in finding opportunities to lower class size and increase opportunity for teacher student contact. The district administrative team conducted an intensive self-review of our current programs and facilities to inform planning. Community feedback, student performance data, district assessment data, staff availability, and NYSED standards and initiatives informed all of our planning. Due to the Copiague Public Schools history of being "underfunded", the additional state aid has brought us the opportunity to hire much needed staff. The need for additional staff and expanded student programs has not been contested by our stakeholders in any way, as our needs were obvious and our use of funds direct and purposeful toward meeting these mutually agreed upon needs. After a very successful first year with our expanded summer and Saturday programs, our community and stakeholders enthusiastically recommended the continuation and expansion of all extended day programs.