

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	Despite operating within a contingency budget, we were able to maintain summer learning experiences for students using a portion of the foundation aid. Summer learning opportunities for students to have access to extended learning programs. Summer School (credit recovery) Summer Enrichment (Project Learn) ENL Summer Intensive (language acquisition) Continued education throughout the summer provides opportunities for students to graduate and to take courses to earn credit without having to go to another district for this opportunity.	K - 6 students who don't have the opportunity to attend summer camp, also need engagement during the summer months. The school should provide an experience for students to have some access to enrichment opportunities. HS Summer School is necessary for students to take Regents Exams and to retake courses to earn credit so that they can be on track to graduate on time. The district should provide this experience for its students rather than putting the cost onto parents and having students go to other schools to take courses. ENL Summer Intensive is vital for students just new to the country to be able to acquire basic conversational English, as well as have the opportunity to learn basic skills in key subject areas (reading & math)	110,000
Reducing class sizes	Although we are operating within the confines of a contingency budget, we will be able to reduce class size by increasing staff. The addition of the foundation aid will help with the sustainability of staffing to reduce class size. To reduce class size specifically at the Jr/Hs level, we would need to hire additional teachers. This would make an impact in the area of specific departments. The departments that are currently understaffed are Social Studies and ENL. Class size would be reduced in the Social Studies courses. This would impact students in core courses that end in a Regents exam and are a pathway towards graduation. Additional staffing would impact the ENL department as we only have 2 ENL teachers for a growing population of ENL/MLL students who are entitled to receive mandated minutes of ENL services and instruction each day. Decrease student to teacher ratio (Jr/Sr	Our district is small and students should not be in classes that have upwards of 30 students in certain sections. The research speaks to increased student success when class sizes are smaller. Students deserve to have more opportunities for individualized instruction. Staffing needs to increase so that students have smaller class sizes.	272,000

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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 (\$)
	HS) Hire 2 additional FTEs Insert current HS SS student/teacher ratio Insert current HS ENL student/teacher ratio		
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The use of foundation aid will allow for additional instructional support for students as well as allow for the purchase of curricular resources to ensure instructional continuity. This is all being done all while operating within the guidelines of a contingency budget. Before/After School Instructional Support TLC - MS/HS before school instructional support After School HW program (Grades 2-8) After School Tutoring (Grades 2-8) Curricular Resources to support continuity in our literacy and mathematics instruction. Students in monolingual and dual language sections will have access to a literacy program that supports reading, writing, listening and speaking. They will also have math resources that foster the development of numeracy and cardinality.	Our community is changing and the needs of the students reflect that. We need to be sure that we are supporting ALL students at each level. Community wants to see more direct outreach to ensure that all students have the access and opportunity to meet their potential. We want to be sure that resources are supporting the district's commitment to fostering biliteracy for students.	400,000
Addressing student social-emotional health	In recognizing the need for student wellness, we were able to identify resources for our school counselors to support students' social-emotional learning while still operating within the confines of a contingency budget. The use of the foundation aid will allow for school counselors to have access to resources to support student wellness.	Students' emotional health and mental health are still vulnerable as they recover from their experiences with COVID and interrupted schooling. Additionally, students are having to shoulder a lot of the burden in their families due to loss of income and overall stability. We are also seeing students who need an outlet to talk through their understanding aspects of their identity overall (cultural, gender, religious, etc). We need to train our existing personnel to handle the complex issues that students are facing.	50,000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	We will use the foundation aid to continue to meet the needs of our students while still operating within the guidelines of a contingency budget. Rather than reducing staff in this area, the district will maintain its current level of support for English Language Learners and other students that might have experienced interrupted formal instruction. The number of students	The number of students that are English Language Learners and students that have Interrupted Formal Education is increasing in the district. Students are still experiencing instructional impact as a result of COVID and attending school virtually, or not at all. The district is also experiencing an increase of students that are arriving to the county undocumented	50,000

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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 (\$)
	registering that are identified as English Language Learners (ELLs) has increased from ____ to ____ over the past 3 months. The increase in the number of students thus far results in the the need for the following: Staffing (Teachers) Additional Instructional Support (Teaching Assistants/Campus Monitors) Instructional Resources (4 subject areas) Professional Development for teachers to support ELLs After School tutoring, homework, enrichment activities Programming and staffing dedicated to SIFE students - Curriculum materials/resources	and as a result of families migrating to the country. The need to support the students as they transition is necessary.	

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 (\$)
Bilingual Sections of Courses	Increased staffing to develop and teach bilingual course offerings. Growing ENL population of students necessitates the need to increase bilingual staff in order to offer courses in Spanish. This will lead to increased graduation rate and decrease class size. 1 teacher per subject area (4 teachers) Curriculum Resources/Materials for new courses	The increase of students that are ELLs means that the district needs to be responsive to the needs of the student community. We know there is value in a bilingual experience and we want to ensure that is provided for our students.	624,000
Enrichment Programming afterschool for students 2 - 6	Additional enrichment opportunities for students to work with MakerSpace resources and other activities that are not necessarily available during the instructional day.	The district puts a lot of emphasis on students who need academic support, but the district also needs to provide that same intensity in supporting students who need academic enrichment experiences. We want to be sure that enrichment is also a priority so that the needs of all students are being met and prioritized.	50,000

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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)

To preface, the feedback elicited had to be balanced with the fact that we are currently operating under the guidelines of a contingency budget. The current priority is to ensure that we were able to maintain the instructional experiences for students given that we are now operating within a contingency budget. If this were not the case, the manner in which the foundation aid would have been used would have reflected opportunities to move the educational experience forward and to reflect something that was innovative and cutting edge.

The feedback was elicited from community members and other stakeholders through community forums, both in person and via Zoom. The use of community forums, both in person and virtual, was well attended and provided the opportunity for stakeholders to ask questions and gain clarification. Teacher feedback was gathered through building level cabinet meetings with department chairs. In addition to forums and building level meetings, an email address was created for stakeholders to send in their feedback via email.

Common recommendations and suggestions were centered around increasing staff, specifically in the areas of ENL and HS Social Studies, improving student foundational skills (math/reading fluency, comprehension, vocabulary, writing). In addition to increasing staffing and foundational skills, the feedback discussed developing programming that integrated computer science, coding and other STEM focused areas. The community also expressed the need for continued focus in the area of social-emotional learning and student wellness as students. Additional recommendations that were offered included more focused DEI work and to partner with a consultant group, embed gaming opportunities for students and the development of more electives for students. The consensus was that the focus should be on strengthening the areas that are in more critical need and would benefit the student community overall.