

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	<p>The middle schools will go to a nine period format which will enhance students' ability to gain high school credits while in middle school. An attendance teacher will be added to work with students who exhibit poor attendance. They will follow up with frequent absences an access needs to have students attend regularly. College counselors were expanded to assist students with the college application process and to introduce them to a variety of programs offered by colleges. The summer program offerings will be greatly expanded to include opportunities for students of all ages, from those entering kindergarten to those entering grade 12. The goal is to combat learning loss, which may have occurred during the pandemic, provide enrichment for students and to expose students to additional academic and athletic content. Pupil personnel services (PPS) staff will be available to students attending summer programs to assist with social-emotional challenges. The District's Summer Programs for Arts, Research, Recreation, and Knowledge (S.P.A.R.R.K.) can be found at: https://www.bufsd.org/academics/activities-programs/summer-enrichment-programs-2021. The District will offer before and after-school programs, as well as weekend programs, beyond school hours to provide students with additional opportunities for learning and growth. Studies show that extending the length of the school year leads to increased student achievement. We will offer robust summer programs with quality reading and writing instruction to remedy learning loss experienced during the pandemic. Late transportation will be added at elementary schools to allow</p>	<p>Community and staff input was solicited during six public meetings held between January 2023 and May 2023. The meetings were also broadcast on YouTube and Facebook in both Spanish and English.</p>	8500000

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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 (\$)
	students to participate in after school programs. Additionally, the District is offering high school students with credit recovery opportunities and options for acceleration both during the summer and during the academic year.		
Reducing class sizes	The District will hire additional elementary and bilingual teachers to keep classes under the contracted class size maximums when possible; therefore, increasing support for individual learners. Academic Intervention and SIFE remedial classes at the secondary level will continue to have a maximum of 24 students.	Community and staff input was solicited during six public meetings held between January 2023 and May 2023. The meetings were also broadcast on YouTube and Facebook in both Spanish and English.	3000000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The District continues to expand its instructional support specialists in school buildings throughout the District who target students who are at risk of not meeting State learning standards. These positions include Response to Intervention (RTI) specialists and content area specialists. The Multi-Tiered System of Supports (MTSS) introduced in 21/22 will continue to be used to identify struggling students early to help them catch up with their peers sooner. MTSS trainers have been added throughout the District to provide training to teachers on this technique. Content area specialists co-teach and co-plan to create a more inclusive classroom. They provide students with classroom-based instructional services, modeling, and specific intervention strategies, particularly for Academic Intervention Services (AIS), English Language Learners and Special Education students. In addition, they assist in the identification of RTI services based on reading inventory assessment results and monitor the growth of students. There will be a focus on revising curriculum to norm expectations for all students. Teams of content area teachers certified in general education, TESOL and SWD will concentrate on scaffolding the general education curriculum to support the needs	Community and staff input was solicited during six public meetings held between January 2023 and May 2023. The meetings were also broadcast on YouTube and Facebook in both Spanish and English.	4500000

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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 (\$)
	of students with disabilities as well as students who are acquiring a new language. Instructional materials and equipment will be purchased to support this endeavor. Restorative justice coaches will be added to coach students on positive behavior alternatives. Proactive restorative circles will take place in schools to attempt to curb behaviors before they occur.		
Addressing student social-emotional health	The District will continue to expand its PPS staff during the 2023/24 school year. The following positions will be added: social worker, guidance counselor and psychologist. These staff members will address the social-emotional challenges faced by students in recent years. Many programs have been introduced throughout the District aimed at providing social emotional supports. These programs include, but are not limited to, Too Good Social Preference Program, restorative practices, Calm Classroom, Linewize crisis monitoring, Care Coordination Option, Work Experience Program, Unified Basketball, Hispanic Social Club, therapy dogs, Project Semicolon, The Friendship Club, PS I Love You, Don't Worry Be Happy, Beautiful Me and many others.	Community and staff input was solicited during six public meetings held between January 2023 and May 2023. The meetings were also broadcast on YouTube and Facebook in both Spanish and English.	4000000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	To better support the District's special needs and ENL populations, pupil personal and Bilingual staff will be increased. The additional staff will be able to spend more time with the at-risk population to assist them with navigating their challenges. This includes providing crisis support, counseling, language and evaluation services. The District looks forward to providing Crisis Prevention Institute (CPI) training for more teachers which will help them respond to SWD and ENL students. In addition, PD in Specially Designed Instruction (SDI) will be provided for teachers of at-risk students. Wrap around support will be provided for students who are in need of support outside of school	Community and staff input was solicited during six public meetings held between January 2023 and May 2023. The meetings were also broadcast on YouTube and Facebook in both Spanish and English.	6000000

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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 (\$)
	<p>hours. There will be a focus on career readiness. Students will have a better opportunity to earn the CDOS credential through internships, career assessment and planning, PAES labs and career and technical education. The District will hire a behavior specialist, along with support in OT/PT, assistive technology and out-of-district placement areas. The District will hire a bilingual psychologist to assist and evaluations. Additional support positions will include working with autistic students, recruiting nurses and strategies for teachers working with Level 4 students. With the introduction of the nine-period day at the middle schools, students will have the ability to take a wider variety of classes. New course offerings will encourage more students to take advanced classes. Supports will be put in place to work with struggling students. The extra period permits students who receive academic intervention services and expanded ENL/Special Education classes to accommodate a lunch period in their schedule or to take an elective course. Funds are allocated to engage motivational speakers and increase field trips. When students who are struggling with physical and mental health issues hear how others overcame challenges, they find hope that they can too. The coping skills they gain from others and new experiences help them to become their best selves. In addition, BOCES is offering a new format which places more instructional support in classrooms.</p>		

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.

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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 (\$)
Building Upgrades and Acquisition	Due to the receipt of additional Foundation Aid funding, aging infrastructure will be upgraded in the coming years. The improvements contained in the 2023/24 budget include: expanding on the turf field project at the HS, purchasing and renovating a building/land due to the District's need for additional space, building storage space, renovating libraries, adding security cameras and vape detectors, parking lot renovations, bus canopy replacement at 1 school, bathroom renovations, refinishing gym floors, new appliances for FACS kitchens, upgrade radio station, replace fire alarm at HS, renovate wrestling room and several vehicle replacements.	Community and staff input was solicited during six public meetings held between January 2023 and May 2023. The meetings were also broadcast on YouTube and Facebook in both Spanish and English.	26,000,000

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 District held a series of budget meetings from January 2023 through May 2023 at which the Community was encouraged to participate. The meetings were broadcast live on Facebook and YouTube in both English and Spanish. Those attending remotely had the opportunity to submit questions electronically. In addition, the District issued a survey to all stakeholders. The overwhelming request was for the District to offer more mental health services for students.