

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	Early Intervention and Support: To address the achievement gap, it is crucial to provide early intervention and support for students who are at risk or struggling academically. This may involve implementing targeted interventions such as tutoring programs, additional instructional time, or personalized learning plans. Identifying students' individual needs early on and providing them with the necessary resources and support can help prevent the achievement gap from widening and ensure that all students have an equal opportunity to succeed.	Based on our survey results, over 50% of the community would like to see the achievement gap eliminated.	257000
Reducing class sizes	Funding in this category has been instrumental in our efforts to maintain smaller class sizes at the K-8 grade levels for at least one additional school year. By leveraging the allocated grant funds, we have successfully hired additional teachers and teaching assistants who play a crucial role in bridging learning gaps and providing targeted support to our students. The primary focus of our initiative has been to improve services for all students, particularly those with disabilities and students in need of Academic Intervention Services (AIS). The smaller class sizes and increased staffing enable us to deliver tailored instruction and support to address the unique needs of each student, fostering academic growth and enhancing their overall learning experience. We have set ambitious district goals related to this category. Firstly, we aim to decrease chronic absenteeism by 10%, understanding the critical link between consistent attendance and academic success. Secondly, we strive to increase reading, writing, and math proficiency by at least 5% as measured by both General	As part of our commitment to engaging the community and understanding their priorities, a community-wide survey was conducted electronically. Over 50% of the respondents emphasized the significance of maintaining smaller class sizes in our schools.	437500

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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 (\$)
	Brown standards and state assessments for grades 3-8. These goals reflect our commitment to continuous improvement and ensuring that every student reaches their fullest potential.		
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Funding in this category is being used to support students directly through programs and indirectly through staffing and professional development. The proposal includes creating new opportunities for students, such as securing additional BOCES slots, to enhance their educational experience and provide them with the necessary resources to meet learning standards effectively.	Based on the results of the survey conducted, it is evident that providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas is a top priority for our community. Over 70% of the respondents expressed their strong desire to ensure that appropriate interventions and resources are in place to support these students. This feedback further emphasizes the importance of addressing the learning needs of every student and highlights the community's commitment to their academic success.	335000
Addressing student social-emotional health	Funding in this category is being used to support a new social worker. They will work closely with students, families, and staff to identify and address various social and emotional challenges that may hinder academic success. These funds will also be used to support our full time SRO. The district will also use these funds to support professional development for counselors, social workers, and instructional staff in the area of social emotional learning.	We administered two community wide surveys and addressing social-emotional health remained at the top in both instances. The social and emotional health of children is of paramount importance as it directly impacts their overall well-being and academic success. Our community wide survey showed the importance of addressing these concerns. By addressing and nurturing their social and emotional needs, we can create a supportive and inclusive environment where children can thrive, develop positive relationships, and build essential life skills. Prioritizing social and emotional health empowers children to navigate challenges, manage emotions, and achieve their full potential both inside and outside the classroom.	267000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Invest in a research based ELA curriculum for grades K-6- Benchmark Advance. Benchmark Advance has differentiated scaffolds included for English language learners and interventions for students who are not meeting grade level or who are at risk of not meeting grade level standards in	Although this particular component was ranked 5th by the community there was still significant feedback related to meeting the needs of our students with disabilities cohort. Our ELL and homeless population is nearly non-existent which is likely the reason for the lower priority among the	236360

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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 (\$)
	English Language Arts. There are also enrichment activities included in the curriculum. The District is committed to an efficient scheduling model for all grades K-12. This includes increased opportunities for small group instruction and enrichment. To accomplish this, we coordinated scheduling across all levels to maximize the use of instructional staff. We paid particular attention to special education and academic intervention staff. To accomplish this task, the 2023-2024 school budget included additional support staff to allow teaching staff to be available for additional instruction. Invest in materials for Academic Intervention Services (AIS) and Response to Intervention (RtI) interventionists to utilize in small group instruction.	community. Regardless we still factored in adjustments for 2023-2024 to strengthen our supports particularly in the areas of students with disabilities.	

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 (\$)
(No Response)	(No Response)	(No Response)	(No Response)

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 General Brown District administered two surveys to parents, community members, staff, and students. The first was a Google Docs Foundation Aid Survey asking the community to reflect on the five areas outlined by NYS. We had 147 responses to this survey. Respondents were asked to provide rankings in regard to area of importance, but also could provide individual thoughts. Providing additional learning supports for students who are not meeting, or at risk of not meeting, New York State Learning Standards was the top priority. This was followed closely by addressing student-social emotional health. We followed this survey up with a Thought Exchange as part of our strategic planning process. This exchange had 268 participants and, 4282 ratings and thoughts shared. The areas of learning support and social emotional health were further reinforced. These two components became a driver in our overall foundation aid plan. Our plan will be posted to our website for public view.