

Foundation Aid Increase Survey - Foundation Aid Increase**Background/Instructions**

Page Last Modified: 05/24/2023

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	Created six additional Special Education positions to increase access to local and regents diploma options for students.	Throughout the development of the VCS Strategic Plan, stakeholders identified the need to improve graduation rates for students with disabilities. In addition, we have increased the continuum of services within Special Education.	501000
Reducing class sizes	An enrollment study was conducted and found that student enrollment at the Victor Intermediate School exceeded the local BOE maximum. 2 additional grade level teachers were hired, including the addition of Music, Art and PE sections.	Overwhelmingly, the community believes strongly in the need to adhere to the guidelines for class sizes set through the budget process by the Board of Education.	262775
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Created additional Intervention roles, including the addition of a Work-based Learning Coordinator, an RtI TOSA, a 504 Coordinator and a District Teacher/Tutor.	These items have been identified through the VCS Strategic plan and through the survey of stakeholders.	424100
Addressing student social-emotional health	In response to student SEL needs, we are adding a 2 additional School Psychologists, serving students K-6. Additionally we created a TOSA position to support athletics to assist students social-emotional health.	Throughout the development of the VCS Strategic Plan, stakeholders identified the need respond to increasing case loads of students that require Tier 2/Tier 3 Interventions for SEL support and mental health. This was strongly supported through community feedback.	242985
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	As we broadened the continuum of Special Education services, we have added the Integrated Co-Taught Model. To support this transition, we are adding Teacher Assistants into each ICT classroom.	Through stakeholder surveys, community forums and information nights, this shift was strongly supported throughout the community as it will benefit student growth and achievement.	225000

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

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 LEA sent a survey out to staff and the community via Parent Square, the District's notification tool, along with social media in hopes of getting as many responses as possible. Additionally, administrators inquired with building or department needs through faculty meetings and individual department meetings. After we collected all the data, the VCS Cabinet, including Assistant Superintendents for Business, HR, Instruction, Pupil Services and the Superintendent reviewed the results of the survey and brought the recommendations that aligned to the survey results to Board of Education meetings between January and April throughout this year's budget development process. Because this was on the agenda, community members had opportunity at the beginning and end of the Board Meeting to voice concerns and share input to the budget development process. Additionally, the Superintendent and the Board of Education have an open door/email policy that the community has come to expect, so throughout the entire process, staff and community members had the opportunity to share concerns in privacy to both the Superintendent and the Board of Education.