

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	part of reducing class sizes and providing supports to students who are not meeting learning standards that are reflected below..	n/a	0
Reducing class sizes	Open additional sections of key content areas to allow for more direct targeted instruction.	Community stakeholders felt more targeted instruction was needed and requested more teachers to help reduce class sizes in those areas.	330000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Ensure direct reading instruction is available to all students in need and increase academic support for students who are struggling to meet learning standards.	Feedback was provided indicating students with learning gaps are better served by specific student academic supports and interventions.	240000
Addressing student social-emotional health	Ensure 1 psychologist and 1 social worker is available in each school.	The school community indicated having adequate and quality mental health professionals in all buildings for all grade levels was a high priority to support student SEL.	230000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Ensure there is are enough SPED teachers for co-taught classes in every grade and every subject at the HS level.	Stakeholders asked for an increase in SPED support to allow for more robust and effective co-teaching models to support students.	115000

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 (\$)
Retaining staff	Keep quality teachers and student related support staff in district and reduce attrition.	Stakeholders indicated too many quality staff and faculty members are leaving to other districts for better pay and asked to increase financial opportunities for current staff.	120,000

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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)**

Lansing CSD put out a survey to stakeholders (community members, parents, staff, Board of Education members) soliciting feedback on the use of foundation aid and school spending priorities. While reviewing the data it became clear that the majority of the responses focused on increasing student learning, SEL, and their overall opportunities to grow at school. Many responses related to keeping class sizes smaller in an effort to provide targeted instruction, build better relationships between students and students and faculty, and increasing students social and emotional wellbeing as a result of those improved relationships. Two other trended areas were providing additional mental health supports and increasing special education supports. Lansing's plan addresses these higher priority areas that were recommended by the stakeholders who responded to the survey. Recommendations that were not included in the plan include technology, increased professional development, and increased class offerings for students. Technology and professional development were not included as both are budgeted for each and every year. The suggested student offerings that were suggested were not included either due to the nature of our enrollment, class space available, or student interest and because of SED restrictions related to offering BOCES programs to Middle School students.