

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	Provide full day educational experience for 4 year old learners by moving to a full day Pre-K program	Community sought to further prepare its youngest learners in advance of entering Kindergarten	\$84,093
Reducing class sizes	Enhance the the music program through program options and individualized lessons	Community sought restoration of full-time position after a previous staff reduction	\$99,389
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Provide student support at all levels - elementary, middle, and high school - through academic intervention services, credit recovery opportunities, and alternative educational options for struggling students	Community concerns about academic performance persist as learning gaps have not been closed following learning loss stemming from the pandemic	\$285,711
Addressing student social-emotional health	Provide counseling support for students with mental/social/emotional needs as well and a character development program	Community voiced concerns over student social-emotional health and character development and stakeholders request increased availability of mental health counselors and peer interaction programming	\$32,836
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Ensure that students with special needs and learning disabilities as well as English Language Learners are being serviced as needed and/or required to raise student performance levels	Parents and community indicated through interactions that struggling learners' performance gaps must be addressed through individualized efforts	\$231,317

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 (\$)
Provide student transportation services	Provide market competitive salaries to transportation providers to ensure staffing levels to meet student needs for transportation to attend school and participate in extra-curricular opportunities	Community expressed desire to have adequate staffing levels for transportations needs so as not to avoid a negative impact to student programming	75,000

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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 (\$)
Technology advancements to meet student learning profiles	Provide instructors and students with software to enhance engagement and meet the needs of our digital learners	Educational community indicated a need to alter instructional/learning models to meet the needs of today's digital learners	40,123
Student co-curricular opportunity	Attendance of students at Student Leadership Conferences to build soft skills	Educational community members expressed desire to have students attend leadership learning opportunities provided by outside resources	2,000

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)**

Firstly, the outreach efforts made to gain input from parents, teachers, and other stakeholders were extensive. Multiple channels were employed, including internal meetings amongst staff and administration, meetings involving District leadership representatives, and meetings held in public for feedback – most specifically board meetings and the public budget meeting. Aside from these formal settings for the gathering of input, long established, open communication lines remained functional allowing for the flow of information and feedback amongst stakeholders including, but not limited to, email and personal conversations. The aforementioned is a demonstration that efforts were made to ensure a broad range of stakeholders were engaged.

Regarding public comments, a thorough analysis reveals several recurring themes. Parents expressed concerns relating to ongoing struggles stemming from learning gaps linked to the pandemic and sought implementation of means that cater to individual student needs. Teachers voiced their opinions on the need for support systems to enhance student learning as well as the social/emotional needs of the student population at large. Some stakeholders emphasized the importance of incorporating technology into the classroom. Furthermore, the feedback demonstrated a consensus on the significance of student well-being and mental health. Parents and teachers alike stressed the need for additional resources and programs to address these areas comprehensively.