

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

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**Background and Instructions**Background

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.

## Foundation Aid Increase Survey - Foundation Aid Increase

## 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	Funds have been allocated to support a HS school psychologist (100K), additional CTE placements (130K), and BOCES virtual school known as WAVE (100K) with the goal of targeting are most needy HS juniors and seniors in effort to successfully completing all graduation requirements at the end of their 4th year of HS..	Our school community has consistently voiced concerns about our students who are at the end of their HS career and are in danger of not graduating. It was suggested that a school psychologist along with increased BOCES CTE placements and an investment in a BOCES virtual school would offer assistance to students on multiple levels as they negotiate the challenges associated with HS and graduation requirements. As a general practice, we take feedback from our community into account as we then plan for the upcoming school and make adjustments that are necessary and prudent to offer additional support to our students.	330000
Reducing class sizes	Funds have been allocated to support 3 elementary classroom teachers (300K) and a part time music teacher (50K) to keep our elementary classes below 20 students and enable our music program to accommodate the increased number of students wanting to participate.	Our school community has consistently voiced concerns about the number of students in each class. More specifically, lower class numbers promote an environment that is more conducive to delivering targeted instruction that can address the deficits of our students. It was suggested that allocated funds to elementary classroom teachers and also a part time music teacher would achieve this goal. As a general practice, we take feedback from our community into account as we then plan for the upcoming school and make adjustments that are necessary and prudent to offer additional support to our students.	350000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Funds have been allocated to support 2 RTI teachers (200K), 6:1:1 Special Education teacher (80K), 6:1:1 Special Education Aide (30K), and a variety of BOCES and other outside of district special education placements (500K) to offer targeted instruction to our reluctant learners	Our school community has consistently voiced concerns over students who may not be meeting state learning standards, or may be in danger of not being able to do so. It was suggested that funds being allocated to RTI teachers, as well as a self contained teacher and aide for 6 of our	810000

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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 (\$)
	and address areas of deficit with a high degree of specificity at the classroom level.	most challenging students at the younger grades would help achieve this goal. As a general practice, we take feedback from our community into account as we then plan for the upcoming school and make adjustments that are necessary and prudent to offer additional support to our students.	
Addressing student social-emotional health	Funds have been allocated to support a Part time Social Worker with benefits (75K) and BOCES school psychologist services (25K) to reduce the ration of mental health professionals to student ratio across the district. This will reduce the caseload of current individuals by roughly 10%.	Our school community has consistently voiced concerns over student social-emotional health and indicated that increased availability of mental health counselors would be helpful to the district. As a general practice, we take feedback from our community into account as we then plan for the upcoming school and make adjustments that are necessary and prudent to offer additional support to our students.	100000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Funds have been allocated to support BOCES ENL services (25K) to provide adequate resources to our ENL population and be able to meet the minutes per day or week requirements for all students.	Our school community has consistently voiced concerns over the ability of our ENL population being able to be successful within our district. It was suggested that allocating funds for additional ENL services would be helpful in addressing this goal. In this case, we opted for BOCES services. As a general practice, we take feedback from our community into account as we then plan for the upcoming school and make adjustments that are necessary and prudent to offer additional support to our students.	25000

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 (\$)
Transportation	Funds have been allocated to address the need for a more strict replacement	Our school community has consistently voiced concerns regarding the	200,000

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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 (\$)
	cycle and also increase the number of cameras per bus to ensure a safe and orderly environment for all students (200K).	mechanical soundness of our buses and lack of cameras on our buses. As a result, we followed the RFP process to gather bids from outside providers since we do not own our own fleet of buses. First Student was the lowest bidder but at an increased cost to the district. However, we see these changes being necessary in the near future. As a general practice, we take feedback from our community into account as we then plan for the upcoming school and make adjustments that are necessary and prudent to offer additional support to our students.	

**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)**

Our district takes the feedback from outside of our schools seriously and uses this information to improve the quality of education within the district. We further believe in the importance of direct, open, and honest communication with our larger school community. The feedback we receive is analyzed through the use of qualitative research methods and eventually coded to draw our relevant themes and trends. These trends are then considered as part of our district initiatives as we look forward to the upcoming school year. We generate focus areas, with associated steps, to move our district closer to our vision statement of providing innovative, dynamic, and global learning experiences for both students and adults.