

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	Students need a higher level of support and guidance. As educators, we must identify how to support students in this current state effectively. Students need interaction with faculty and peers to stay connected and build community. The district will maintain all current staffing and programs to close achievement gaps and support students successfully graduating from Malverne High School. At the elementary level, each school has a school-based instructional support team that meets to identify struggling students and develop plans for intervention. Increased funds in the material and supply codes will allow for the purchase of resources to meet the needs of our students.	The plan was shared with the Community through various PTA, Superintendent's Advisory Council, and Board of Education presentations after several Leadership Team meetings. The Community had requested additional information regarding using the funds and was in support. The district used a multi-tiered approach for student data analysis, aligning with the state standards. Teachers are confident that the STAR and other diagnostic tools are valuable resources in evaluating and assessing student performance. Parents, teachers, and administrators provided feedback on technology and its use in the classroom to ensure programs are compatible with our 1:1 devices.	246864
Reducing class sizes	Class size reduction is a focus at the middle and high schools, where sections are projected to be much larger for the 2023-24 school year. Multiple staff is being added to cover those class sections in all core subject areas. Additional staff is also being hired for the elementary schools to support the world language program.	The plan was shared with the Community through various PTA, Superintendent's Advisory Council, and Board of Education presentations after several Leadership Team meetings. The Community had requested additional information regarding the use of the funds and supported decreasing class size K-12. Stakeholders, especially parents and educators, believed that maintaining low-class sizes was critical to addressing pandemic-caused learning loss needs, preventing further regression, and providing necessary resources to all learners	763700
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Developmental research finds that a caring, trusted adult in a child's life contributes to engagement in school and resilience in the face of adverse circumstances. Strengthening bonds with students-and forging connections with those signaling they are at risk-is particularly important. School staff will use creative, informal modes of outreach-students who struggle	The plan was shared with the Community through various PTA, Superintendent's Advisory Council, and Board of Education presentations after several Leadership Team meetings. The Community had requested additional information regarding the use of the funds and was in support of providing support for our at-risk students. The district increased AIS services, in-class	1012422

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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 (\$)
	in school may have difficulty dealing with traditional schooling models. In addition, curriculum materials in all core academic areas have been updated to include differentiated materials, including digital platforms that offer individual learning paths based on student needs. There will also be an increase in specialized professional development in supporting at-risk learners and the differentiation of instruction. Students at risk and not meeting state learning standards in core academic areas will be provided with increased academic intervention services (AIS), a robust summer school program, and Home Tutoring. In addition, increased staffing of teacher assistants, literacy coaches at the elementary schools, and an at-risk coordinator at the secondary level.	and summer support K-12. Funding was allocated towards targeting learning loss and academic recovery for students in all academic subject areas, grades K -12, who are at-risk or currently demonstrating that they are not meeting state learning standards. Stakeholders, especially parents, and educators, believed in addressing the pandemic-caused learning loss needs, preventing further regression, and providing necessary resources to all learners, especially those at risk for not meeting state learning standards.	
Addressing student social-emotional health	While mental health support for students has always been at the forefront for teachers, staff, and families, the impact of the COVID-19 crisis has called for greater response and coordination to continue addressing a wide variety of needs. The district provides social-emotional support to all students through our multidisciplinary team of district teachers, social workers, psychologists, guidance counselors, nurses, administrators, parents, and community partners. We are staffed to ensure a full-time social worker and psychologist are in the elementary and middle school buildings. The district has also partnered with Northwell Health for a community-embedded behavioral health urgent care center.	The plan was shared with the Community through various PTA, Superintendent's Advisory Council, and Board of Education presentations after several Leadership Team meetings. The Community had requested additional information regarding using the funds for Social-Emotional health. The district received feedback from staff and clinicians has been excellent. They share that the Northwell and services are friendly, inviting, professional, and well-received by our students. Feedback from parents during PTA presentations has been positive since this was a direct response to their request. Students appreciate that we consider their mental health; staff finds it valuable information.	663302
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Malverne is committed to continuing to identify and serve English Language Learners. Whether in person or an alternative format, instructional and support staff will continue implementing ELL strategies to address ELL students' academic and language needs. We are enhancing our English New Language	The plan was shared with the Community through various PTA, Superintendent's Advisory Council, and Board of Education presentations after several Leadership Team meetings. The Community had requested additional information regarding the funds and supported using funds to assist with learning loss and students with	934614

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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 (\$)
	(ENL) program to continue supporting our ELL students through staffing at the elementary and secondary buildings. All SWD will be provided with the provisions of FAPE that coincide with the specific educational plan created for the Malverne School District. Based on the design of each building (by grade level), our SWD will have equal programming. We also ensure that our special education populations receive the services needed through outplacement participation in BOCES. The district will provide our students with 1:1 nurse service to meet our students' evolving needs. This is an additional cost to the school district but ensures students have the best educational experience.	special needs and English language learners. Funding was allocated towards resources targeting learning loss and academic recovery for ELL students, Students with Disabilities, and students experiencing homelessness across all academic subject areas in grades K -12. Stakeholders, especially parents, and educators, believed that providing resources to address learning loss and academic recovery for ELL students, Students with Disabilities, as well as students experiencing homelessness across all academic subject areas in grades K -12	

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 plan was posted to the District website, and distributed with the community and staff through the Superintendent's weekly newsletter in March 2023 for public comments. The plan was also presented at the March Budget Workshop Public Session. The plan was developed with consultation with board of education members, administrators, teachers, staff, and community members. Throughout the 2023-2024 budget development process the community, Board of Education, staff and administration had the opportunity to provide input on the program offerings for the 2023-2024 school year utilizing the additional Foundation Aid funding. The District presented throughout the budget development process to the community and posted all presentations on the district website for the community. We include as much information as possible on our website and in our presentations for transparency in all programs.