

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	Hired 3 elementary teachers, 1 ELA, 1 Math, and 2 Teaching Assistants, and provide after school extended learning. Key Metrics: Literacy Benchmark data, Response to Intervention data, Academic Support Teachers data (K-12), Graduation Rates (9-12) and Attendance Rates (K-12)	296 of 613 (48.3%) support investments in academic support and interventions for struggling students	800,000
Reducing class sizes	The district hired 5 elementary teachers, 1 physical education teacher, 2 special education teachers	359 of 613 (58.6%) support investments in classroom teachers to reduce class sizes	720,000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Included with eliminating achievement gap	included with eliminating achievement gap	n/a
Addressing student social-emotional health	The district hired 2 school counselors, 1 social worker, 1 school nurse, and 10 teacher aides to support students in classrooms	338 of 613 (55.1%) support investments in providing additional mental health services for students.	860,000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	The district hired 3 special education teachers (two are coded above under class size) to support SWD, ELL, and Homeless	296 of 613 (48.3%) support investments in academic support and interventions for struggling students	90,000

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 (\$)
Extended day / year programs - during school and in the summer	The district added new afterschool programs using district faculty and staff and partnered with a community organization (Southern Tier Community Center) for after school programming. Key Metrics: Students	161 of 613 (26.3%) support additional opportunities for students after school	340,000

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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 (\$)
	enrolled and feedback from parents / students of those attending		
Enrichment and Exploration	The district hired 3 teachers to provide enrichment and exploration programming K-8	228 of 613 (37.2%) support investments in enrichment and exploration	270,000
Work-based Learning and Career Exploration	The district hired 1 teacher dedicated to WBL programs and student opportunities	237 of 613 (38.7%) support investments in WBL and career exploration	90,000
Expansion of Universal Pre-Kindergarten to full day	The district hired 2 teachers and two aides to support expansion	146 of 613 (23.8%) support investments in UPK expansion to full day	280,000
School safety and security - district wide	The district hired 4 school resource officers and invested in cameras, door and window hardening, door locks and other safety features,	Various respondents noted	1,002,000

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)**

We used the same questions we asked our community from the 2021 Spending Plan and found that what our community support has changed very little. Mental Health (55%) , Academic Supports (48%) and Reduced Class Sizes (58%) remain the highest areas of support. School Safety and Security, while not originally asked in 2021, has been the largest 'request' from our school community regarding investment.

We have utilized both Google Forms and Thoughtexchange in the past for community feedback so we are comfortable that our community can and will participate. We used a Google Form to solicit the information used in questions 1&2. We received 613 responses, which is in line with our typical voter turnout for budget votes and elections. Our original spending plan included a district-wide Focus Group which analyzed survey results and prioritized the data (which led to the decisions of hiring of the past three budget cycles).

The areas that were suggested during our survey, but not included in our spending plan include (a) increased spending in our visual and performing arts programs (32.8%) increase and (b) adding Honors, college, or Advanced Placement courses (25%) because the district has a robust offering to date.