

**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	North Bellmore Schools in collaboration with the Bellmore Merrick Central High School District will continue to ensure that our students have multiple pathways to graduation. We are committed to recognizing the needs of our learners and helping all students succeed no matter what their academic path. At North Bellmore Schools we have a strong focus on the whole child and a commitment to meeting the needs of individual students. Funds will be used to support local curriculum alignment with NYS Learning Standards through new core programs in literacy, mathematics, supplemental technology programs, and for maintenance of the 1:1 device initiative. Funds will be used to support the budget to fund various academic intervention services and other academic and support programs. Additionally, funds will be used to support rigorous, ongoing, professional development for our faculty and staff including districtwide instructional coaches to facilitate this initiative.	Since we are an elementary district, we do not receive much feedback related to graduation rates. While we solicit feedback, we find the community goes directly to the Central High School District with these concerns.	150000.
Reducing class sizes	As is the ongoing practice, the district closely monitors enrollment and community trends on a regular basis to maintain adequate class sizes. When analyzing enrollment figures, the district proactively reviews class sizes by grade level and grade band (primary vs. intermediate) and increases class sections as necessary. Funds will be used to support any additional class sections across the district to reduce class sizes as necessary, and will allow class sizes to remain below contractual limitations as is the district goal. The contractual limitation is an average of 29 students in class sections districtwide.	Community voiced concerns over class sizes in excess of 25 students. While this is over the district's contractual obligations, we try to maintain class sizes below this number when feasible. This is dependent on building space availability, cost, master schedules with special area classes and services, etc.	200000.
Providing supports for			

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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 (\$)
students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	The evidence-based Multi-Tiered Systems of Support (MTSS) that exist in the district ensures that students are provided with supports that are tailored to their individual academic, social, and emotional needs. Funds will be used to maintain staffing for academic support programs district-wide. Additionally funds are used to support the Response to Intervention Program including staffing and the Branching Minds digital platform for tracking and monitoring evidence-based interventions.	The community has voiced concerns over getting the appropriate support for their individual students, and has requested the district look more closely at the individual needs of each student.	150000
Addressing student social-emotional health	All buildings districtwide have a mental health team comprised of psychologists, social workers, school counselors, and nurses. Mental health standards are addressed in the district's Health and Wellness programs including, but not limited to Second Step, Too Good for Drugs, and Too Good for Violence. Funds will be used to support the staffing of the mental health professionals, and implementing the evidence-based programs. Additionally, funds will be used towards our newly implemented social-emotional screener, Devereux Student Strengths Assessment-Mini (DESSA-mini), which is a survey completed by each teacher for every student to assess social and emotional competencies. The goal is to maintain the mental health teams in each of the buildings that was put in place during the COVID-19 pandemic with the federal funding.	The community has voiced concerns over maintaining access to the mental health team in each of the school once the federal funding expires.	350000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	North Bellmore School District is committed to continuing to identify and serve English Language Learners (ELLs). Whether in person or an alternative format, instructional and support staff will continue implementing TESOL strategies to address ELL students' academic and language needs. Students with disabilities (SWD) are provided with all provisions of Free and Appropriate Public Education (FAPE) that align with goals of the committee on special	The community concerns in this area has come from parents regarding their specific child's needs. The concerns communicated with the district are requests to ensure their child has access to the services and resources specifically addressed in meetings and other correspondence.	200000.

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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 (\$)
	education. SWD are provided with programming that meets individual student needs as per their individualized education plan. The district's McKinney Vento Liaison ensures that all students experiencing homelessness are identified and provided with necessary supports pursuant to State guidelines. Funds will be used to meet these goals and to support the current staffing and programs in place. During the past few years, the district has noticed a dramatic shift in the needs of our students, specifically within the ELL and SWD populations. Upon identification and analysis of these sub-groups and related caseload, funds will be used to address specific student needs and add staffing, services, and resources accordingly.		

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 district discussed the projected increase in Foundation Aid at each of its budget presentations throughout the 2023-24 budget season from February through May of 2023. The district explained the process for the Foundation Aid Plan and solicited community feedback. Additionally, at the June Board of Education meeting the district formally presented the Foundation Aid Plan, and again solicited feedback from the community. To date, the district has not received much feedback directly related to the Foundation Aid Plan; however, with respect to the priority areas noted above and the district's goals, the district receives ongoing feedback from the community all the time. We receive correspondence to the Board of Education, Central Administration, and Principals throughout the year on the above topics. This feedback and correspondence is used in all of our decision making, along with student assessments. These items were directly used in the creation of the Foundation Aid Plan. For example, the district received feedback regarding the class size in our 2nd grade section at one of our schools for the current year. The parents and teachers felt the class size was rather large comparative to the rest of the district. This was a section that was difficult to break out due to spacing in the building; however, with some rearrangement in the building and the increase in Foundation Aid we are able to add a class section to that grade level for 2023-24 and reduce the overall class size pursuant to the parent and teacher concerns.