

**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	District Goal (1): Achieve a 4-Year Graduation Rate of 92%, a 5-Year Graduation Rate of 95% and a Dropout Rate of <4%. District Goal (2): Achieve a rate of at least 80% of students in the 4-year graduation rate total cohort with 1.5 or greater College, Career, and Civic Readiness Weight. The District will be using the increase in Foundation Aid to support Windsor Strong Academy summer programming, enrichment at all levels, (2) Freshman Seminar Teachers, HS Music Teacher Assistant, Biomedical Teacher, Professional Development and the purchase of instructional Technology.	Community and stakeholders continues to express concern regarding the impact of COVID 19 on student learning and subsequent learning gaps and the potential long term impact or impediment to graduation.	1,168,398
Reducing class sizes	Maintain staffing at current level to ensure manageable class sizes. District is using increased Foundation Aid to sustain 6th grade Teacher salary to avoid funding cliff that would be created when federal stimulus funding ends. In addition, Foundation aid increase will fund the contractual increase in budgeted salaries, FICA and TRS for PK-12 Teachers.	ThoughtExchange responses repeatedly requested that the district add staff, maintain or reduce class size. Suggestions gathered via ThoughtExchange platform include: (1)	650,971
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	District Goal (1): Achieve student performance on state assessments to rank in the top 2 districts in BT BOCES on average for proficiency and top 3 districts in BT BOCES for mastery on average. District Goal (2): Achieve a rate of at least 80% of students meeting or exceeding nationally normed end-of-year literacy and numeracy benchmark expectations. District is using increase in Foundation Aid to sustain the funding provided by federal stimulus money for an Instructional Support Teacher. In addition, Foundation Aid increase will pay for Numeracy Coach, Literacy Coach, School Curriculum Improvement BOCES service; and instructional staff Professional	ThoughtExchange analysis indicated that providing intervention time, opportunities and support was necessary and should be a priority of the district. Suggestions included: (1)	411,426

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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 (\$)
	Development.		
Addressing student social-emotional health	District Goal: Improve school climate as measured by the school climate survey. Priority Area: Student social-emotional health. The WCSD is committed to maintaining social-emotional support for our students Maintaining the Community Schools Service, and the addition of two Community Schools coordinators will be financed with the Foundation Aid increase. Additionally, the district is participating in the BOCES Diversity, Equity and Inclusion Service offering and DEI coordinator.	The Board of Education, staff and community voiced concerns over student social emotional well being throughout the budget, process and school year. Thought Exchange results indicated the need for social emotional services to enhance the home/school connection. Suggestion included: (1)	246,703
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Maintain full-time ENL Teacher after the ending of federal stimulus funding	The ENL teacher had concerns with increasing numbers of students. District may also need to consider increasing support.	109,288

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 (\$)
Improve Science of Reading Implementation.	Implement Language Essentials for Teachers of Reading and Spelling (LETRS) professional development to improve Science of Reading efforts for our youngest students.	Stakeholders: ThoughtExchange input: (1) Highest Rated thought -	90,000
Safety and Security	Provide 1:1 ratio of School Resource Officers to each building through a contractual agreement with District Attorney's Office	Safety and Security is a priority of the Board of Education.	200,000

**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 Windsor Central School District (WCSD) has been underfunded since the Foundation Aid Formula was frozen over a decade ago. Thus this was the reason that the district will see an approximate \$2.8M, 18% increase over the previous year in Foundation Aid. Fully funded Foundation Aid could not have come at a better time. If this increase did not occur, the WCSD would have been forced to severely cut programming due to rising costs. The WCSD is very thankful and appreciative that it will receive its full share of Foundation Aid.

The WCSD utilized the platform ThoughtExchange to create an open-ended "exchange for parents, teachers, and other stakeholders to participate in. All stakeholders confidentially expressed their thoughts & ideas, saw other stakeholders ideas and reacted to them. There were 117 participants, 61 thoughts were shared and 1,811 ratings (stars) were assigned to these thoughts. The results of the exchange were reviewed by the administration. Themes and perspectives were analyzed. This input aided in the development of the plan.

Common thoughts, recommendations, and suggestions included:

- Adding or enhancing literacy programs and support.
- Ensuring students were provided with proper levels of support staff
- Increase academic intervention support opportunities for students
- Keeping or adding staff to reduce class sizes or keep them at a manageable number
- Have math and reading RTI provider at each elementary school
- Continue to have student summer programming to lesson loss of learning during summer months
- Provide more hands-on learning opportunities
- Provide wrap around services for families and additional resources to teachers
- Offer after school tutoring/opportunities

An additional concern anecdotally expressed by the BOE, parents included the social and emotional health, as well as the general safety and security of our learning community. This concern was expressed throughout the budget development process.

Budget development was held in open session during the Board of Education (BOE) meeting. All revenues and expenditure lines were reviewed and scrutinized by the BOE. As mandated by NYS a public hearing was held. Community members were provided the opportunity to provide input. BOE members and attending stakeholders were able to express their concerns and provide suggestions during this process.