

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	Not a priority item. Graduation rate remains consistently high.	The Board of Education, Parents, Teachers/School Community and Community Partners have not expressed concern.	\$0
Reducing class sizes	It is recognized that underrepresented/underachieving students require more individualized instruction/academic support from their teachers and the support staff.	The Board of Education and Community partners support the research and Parents/Teachers contention that keeping class sizes lower in the aftermath of COVID will positively impact student academic achievement, social-emotional health and discipline.	\$720,000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Timely diagnostic and formative assessment practices in all academic areas identifies struggling students and triggers appropriate research-based supports.	The Board of Education and the School Community accepts the need for timely communication with parents and support staff to plan and implement intervention.	\$240,000
Addressing student social-emotional health	The district's diverse, low-socio-economic student population requires assistance with relationship building across cultural, racial and gender biases.	The Board of Education, Community Partners and School Community recognize the need for on-going diversity and inclusion training.	\$240,000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Titles IA and IIIA, IDEA and the district's supported ELL, AIS and Sp. Ed. programs provide adequate resources for academic instruction, additional supports and Parent Engagement activities for ELL, SWD or homeless students.	Parents, Teachers/School Community and Community Partners have not expressed concern	\$0

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 (\$)
recruiting and Retaining Effective Teachers	Recruit and retain highly effective teachers to maintain a rigorous and	The Board of Education, Community Partners and the Administrative staff	2,768,499

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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 (\$)
	effective academic program, improve equity and promote leadership capabilities/opportunities within the school community.	are acutely aware that the current teacher shortage impacts the district's ability to recruit/retain a highly effective staff and a plan to avoid this situation must be implemented with feedback from the teaching staff.	

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)**

Public comment was gathered through established/open Board of Education meetings and PTA/PTSA meetings, as well as, meetings with Community Partners, EITA (East Irondequoit Teachers Association) and EIAC (East Irondequoit Administrative Council.) These groups identified two primary long-range goals:

1. Increase student identification with and engagement in the the school community to forge positive relationships, nurture emotional health and promote inclusion of diverse populations.
2. Increase student enrollment and success in rigorous and advanced courses of study in preparation for post high study and career readiness.

To achieve the long-range goals four recommendations were identified using the public comments/feedback. These recommendations were used to apportion the foundational aid increase:

1. Maintain reduced class sizes to address learning gaps attributed to loss of instruction due to COVID (Class Size)
2. Retain additional math teachers to provide learning labs grades 6-11 to support at-risk students. (Support At-Risk Students)
3. Retain additional staff to increase STEM student engagement grades 3-5 to support at-risk students. (Support At-Risk Students)
4. Retain additional social workers/counselors K-12 (a total of 4 staff across 6 buildings) to address students' social-emotional health. (Student Social-Emotional Health)
5. Maintain differential and incentive pay to retain highly-qualified teachers and to improve equity and promote leadership opportunities. (Retaining Effective Teachers)