

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	Improve high school course offerings and alignment with the Culturally Responsive and Sustaining Framework practices by hiring a director of secondary curriculum, instruction and assessment as well as a Director of student data and accountability who will work together to create, monitor, and adopt benchmark assessments. Relatedly, implement the new student success platform and family survey platform as a means to monitor and build student and family engagement, support, and interventions	Community budget meetings held on 3/6/23; 3/13/23; 3/22/23; 4/3/25; 4/5/23; 4/26/23; 5/3/23; 5/9/23	406,875
Reducing class sizes	N/A	N/A	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Improve early literacy instruction with the district-wide implementation with fidelity of a core series reading program which is evidence-based and provides for tiered interventions which can be tailored to individual student need in the primary grades, and provide corresponding professional development for classroom teachers and interventionists with five full-time job-embedded instructional coaches. Relatedly, improve multi-tiered systems of support at the middle school level by adding a reading intervention specialist to serve 6th grade students.	Community budget meetings held on 3/6/23; 3/13/23; 3/22/23; 4/3/25; 4/5/23; 4/26/23; 5/3/23; 5/9/23	945,000
Addressing student social-emotional health	Enhance tier one mental health by adding a health teacher for elementary programming to address NYSED mental health standards. Enhance tier two and three counseling services by hiring an additional social worker for the middle school; an additional social worker for the high school; and an additional psychologist and part-time administrator for a newly created student support center at the high school.	Community budget meetings held on 3/6/23; 3/13/23; 3/22/23; 4/3/25; 4/5/23; 4/26/23; 5/3/23; 5/9/23	420,000
Providing adequate resources to English	Improve student-teacher ratio in ENL	Community budget meetings held on	750,000

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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 (\$)
language learners, students with disabilities, and students experiencing homelessness	classrooms and provide more services on the continuum of support for special education services by hiring additional teachers and teacher assistants at the elementary, middle, and high school level.	3/6/23; 3/13/23; 3/22/23; 4/3/25; 4/5/23; 4/26/23; 5/3/23; 5/9/23	

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 (\$)
Instructional Technology	Expand one to one access for all students; adopt new software which allows for personalized learning for students to remediate skills gaps and accelerate learning. Employ an instructional technology coach who will provide job-embedded professional development for new software as well as train all new teachers on the application of instructional technology	Community budget meetings held on 3/6/23; 3/13/23; 3/22/23; 4/3/25; 4/5/23; 4/26/23; 5/3/23; 5/9/23	1,760,341
Campus safety and security	Improve the effectiveness of the network and security systems	Community budget meetings held on 3/6/23; 3/13/23; 3/22/23; 4/3/25; 4/5/23; 4/26/23; 5/3/23; 5/9/23	1,128,538
Elementary Instruction and Innovation	Maintain elementary innovation program which provides all students in grades k-5 with access to enrichment and hands on, project based learning to apply content learned in the classrooms	Community budget meetings held on 3/6/23; 3/13/23; 3/22/23; 4/3/25; 4/5/23; 4/26/23; 5/3/23; 5/9/23	580,000
Transportation	Improve efficiency of ridership and fleet maintenance	Community budget meetings held on 3/6/23; 3/13/23; 3/22/23; 4/3/25; 4/5/23; 4/26/23; 5/3/23; 5/9/23	1,131,042
Maintenance of Buildings and Grounds	Improve cleanliness, safety, and accessibility of all buildings, playgrounds, fields, and outdoor spaces	Community budget meetings held on 3/6/23; 3/13/23; 3/22/23; 4/3/25; 4/5/23; 4/26/23; 5/3/23; 5/9/23	250,000
Middle school instructional pathways	Enhance student experience by hiring	Community budget meetings held on	450,000

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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 (\$)
	6 innovation teachers who will provide access to all grade 6 students in 6 innovation labs, preparing them for pathway opportunities as they move through middle school and high school	3/6/23; 3/13/23; 3/22/23; 4/3/25; 4/5/23; 4/26/23; 5/3/23; 5/9/23	
Instructional and innovation programs	Maintain and enhance instructional program through discipline-specific supply purchases for all areas, including innovation labs across elementary buildings and grade 6	Community budget meetings held on 3/6/23; 3/13/23; 3/22/23; 4/3/25; 4/5/23; 4/26/23; 5/3/23; 5/9/23	124,649

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 held community and PTA budget forums on 3/6/23; 3/13/23; 3/22/23; 4/3/25; 4/5/23; 4/26/23; 5/3/23; 5/9/23. All budget forums were livestreamed for our community. In attendance at all of these meetings were parent representatives from each of the 8 buildings, student representatives from the student governing board, teacher representatives, instructional administrative representatives, and instructional support administrative representatives. Throughout each of these meetings, an informative presentation was made, followed by question and answer periods where questions were posed by members of the Board of Education, members of the in-person audience, and members who were watching the livestream at home. All sessions were recorded and posted to the district website with supporting materials. Anyone who viewed the website after the fact could email questions or comments to the communications department who would then send the input to the central office cabinet for response. Central themes emerged around the student experience returning from the pandemic, including closer connections with adults, opportunities to differentiate instruction through the use of instructional technology, more opportunities to engage in hands on learning which would not only improve content, but social skills including collaboration and problem solving, and supports for students' social emotional well being. Finally, concerns around safety and security as we continue to upgrade our cleaning and sanitation practices and protocols.