

**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	NA	NA	NA
Reducing class sizes	We evaluated the metrics regarding the incoming kindergarten class for September 2023, and determined that an additional kindergarten teacher and teacher aid is necessary in order to maintain class sizes which are most conducive to student learning.	We met with faculty, administration and parent leaders on multiple occasions in discussion of the incoming kindergarten enrollment. In addition, we communicated with the Board of Education and families of the incoming Kindergarten class about the considerations involved in this decision. All constituents were clearly in support of this move.	200,000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	An analysis of current staffing led to an identification of those areas where students were impacted due to inadequate staffing allocations. To address this deficit, three new teaching positions were added to the faculty roster beginning for the 2023-2024 school year. We anticipate that these new positions will allow us to create interdisciplinary learning opportunities for students across grade levels in our system. Additionally, student academic needs at our elementary and middle schools prompted us to add to the academic intervention services staffing to support student learning in English language arts, and math.	The proposed addition of these new positions was discussed extensively for several months at public Board meetings, through video communication, and at faculty and staff meetings. The feedback from all the above was positive.	650,000
Addressing student social-emotional health	As we have been measuring the impact of the pandemic on the social-emotional well-being of our students, including examining data on absenteeism and referrals to our mental health staff and committee on special education, it was determined that the additional role of another school psychologist was imperative. Additionally, we utilize these funds to ensure consistency and stability in our school counseling staffing at all three of our buildings.	Our district has a Social-Emotion Learning Committee comprised of administrators, faculty, and community members who fully endorsed this reallocation.	230,000
Providing adequate resources to English	A new role of	The district assembled a Family Network	50,000

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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		Team that was comprised of Administrators, Teachers, Parents and community members (including those from the local library, volunteer organizations and law enforcement) in order collaborate and share ideas and resources to best engage our families and students whose first or primary language is other than English. The decision to create this new role within our district was a direct result of this work.	

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 (\$)
Advancing faculty professional learning	Our goal is to create a culture of professional learning based on collegial feedback	The proposed addition of these new positions was discussed extensively for several months at public Board meetings, through video communicates, and at faculty and staff meetings. The feedback from all the above was positive.	420,000
Learning Spaces	Upon the review of research that support the impact of the physical environment on student learning, we are targeting key learning spaces to upgrade in each of our schools.	Each school has a dedicated Building Planning Council made up of administrators, teachers, parents, and students, who have been part of this planning process and are proponents of these upgraded spaces.	250,000

**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)**

An online survey was shared with all families and staff members through the use of ThoughtExchange. This platform allows for the open submission of ideas as well as for users to reflect and evaluate the ideas of others. This data was used extensively to guide our planning and decision-making. We then developed a list of priorities as we went through the budget development process. These were discussed extensively for several months at public Board meetings, through video communication, and at faculty and staff meetings.