

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	Foundation Aid will be utilized to support the key goal of eliminating the achievement gap at William Floyd and raise our overall graduation rate. Specifically, we are focusing on economically disadvantaged, African American, English language learners, and students with disabilities who have historically underperformed at William Floyd. Throughout the school year we use metrics that help us to identify students at risk of not graduating early and provide tailor interventions based on their needs. The increased number of school counselors help us to identify those students in a more effective and efficient manner and to get them the resources they need to close the gap. The goal is to get to 95% graduation rate overall, and to increase our subgroups by 5%. We are also increasing student technology initiatives to provide additional resources across the to help facilitate this.	We have collected community feedback through our public board meetings, PTOs, business advisory groups, and parent meetings, and a district survey.	4,000,000
Reducing class sizes	The foundation will be used to increase to the number of ENL/Bilingual teachers so that the students will be accommodated in smaller class size ratios. Core teachers will be added at the secondary level to increase the number of sections and reduce class size. Additional sections of CTE and NJROTC will allow for more individualized attention. Measures will include NYSESLAT testing, increase in the graduation rate and increase the number of students accessing and passing the NOCTI.	The community has voiced concerns at the building level about access to higher achievement and social emotional support through lowered class size. Participation at BOE meetings, analysis of parent concerns, School District Report card and the district survey was utilized to secure this information.	2,950,000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Foundation aid will support our at-risk students. This includes the increased staffing to provide more direct instructional opportunities, related service professionals to provide intervention (speech, increased	The community has voiced concerns at the building level about access to academic support. Participation at BOE meetings, analysis of parent concerns, School District Report card and the district survey was	5,000,000

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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 (\$)
	direct instruction) and the expansion of alternative programming. The district will provide specialized materials (NEWSELA) and expanded access to technology. We are also providing 15 elementary per subs to help with student learning loss and to allow for additional one on one instructional opportunities to students. This will also allow for more defined differentiated instruction throughout classes to help with student learning. We also increased CTE offerings, absorbed reduction in both 611 and 619 grants. Also, increased 1/6ths to reduce class sizes in certain areas to benefits student support and outcomes.	utilized to secure this information.	
Addressing student social-emotional health	Foundation aid will continue to support the addition of 15 new psychologists, social workers and school counselors to address student mental health. The goal is to provide more efficient and effective social-emotional support and get students the necessary support and resources sooner. We are also increasing after school student opportunities through additional clubs, sports and musical initiatives to help re-engage students social/emotional involvement. This includes additional stipends, materials/supplies and contractual resources to support same. Along with additional deans, office support personnel and credit recovery classes and supplies to support same.	The community has voiced concerns at the building level about access to social-emotional support for students. Participation at BOE meetings, analysis of parent concerns and the district survey was utilized to secure this information.	4,250,000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Foundation aid will continue to support the addition 10 new bilingual and ENL teachers, 1 bilingual speech, and 9 social workers to support students who are experiencing homelessness and 4 psychologists for the counseling and initial referral process for students with disabilities. These include additional resources, clerical support, textbooks, furniture, office space restructuring and renovations to support same.	The community has expressed interest in adequately addressing the needs of our English Language Learners in meeting the state standards, in supporting the student students with disabilities, and securing resources for the homeless. Participation at BOE meetings, analysis of parent concerns and the district survey was utilized to secure this information.	3,500,000

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add

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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 (\$)
We reducing the over all tax levy from the 2022-23 amount by \$17,500,000.	Financial relief to residents who were unduly burdened during the great recession and continued underfunding of Foundation Aid for over 15 years.	Community feedback was obtained throughout the budgetary development process for the 2021-22, 2022-23 and 23-24 budgets, as it is every year during Budget Development which is open to anyone who wants to attend to provide feedback directly to their Board of education.	17,500,000

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 engagement was help throughout the year, during budget development and program initiative discussions. These meetings started in February and continued through the entire process, with residents, employees and stakeholders engaged to provide the most opportunity for the students in the coming years.