

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	N/A	N/A	0
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	The elementary school co-taught classroom program will be expanded to include 5th grade.	The feedback from elementary school parents on the co-taught program was exceptional. During all meetings the need to provide supports to our youngest learners was always high on the list of priorities.	176395
Addressing student social-emotional health	The District will be providing an additional social worker for our Middle School/High School building. The District will also be contracting with Student Assistance Services for a full time Substance Abuse Counselor.	Discussions were held at Board meetings around how to best support our students. Parents and teachers alike sited the need to obtain additional mental health personnel to support the students. The need to help our students make healthy decisions also was a common topic.	262633
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	N/A	N/A	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 (\$)
Meeting the needs of all learners	The District will be hiring a teacher at our elementary school to start a FLES program	Many forums and dedicated meeting were held over the past three years to discuss how to meet the needs of our advanced learners. A common item of discussion at all of these meetings was the need to implement a FLES program to expand the learning opportunities for all students.	164,463

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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)**

Feedback was gathered from Board of Education meetings, Parent/Principal discussions, and meetings with parent advocacy groups. Dedicated meetings were set up to discuss specific areas of concern such as mental health supports and meeting the needs of advanced learners. The district also sent out emails to the community explaining our plans for our Foundation funds. The most common request from parents was providing more mental health supports for students. Between the COVID pandemic and the shooting incidents, parents felt that students need adults in the the school buildings who they can turn to if they are feeling scared or depressed. . The district has enrolled in the Yale RULER training as well as Dialectic Behavioral Therapy in order to provide all of our employees with some resources to help students understand and cope with their feelings. This training, which is being paid through a different funding source, combined with the additional mental health staffing would provide a greater level of support for all of our students.

There were also concerns raised about students getting the academic support needed. Particular concerns were raised for both our youngest students and those who were getting close to graduate. Having expanded our program down to Kindergarten last year, we now look to expand our Integrated Co-Taught (ICT) classes to include 5th grade and provide some additional supports to all students who are in ICT classes.

Additionally there has been a large community push to provide more challenging content to our students who excel at learning. The number one request that we have received along these lines is the reinstitution of the FLES program that had been in place previously at our elementary school. Starting this program will give a richer learning environment at the elementary school in which our high flyers can thrive.