

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

- 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	The hiring and retention of qualified and certified instructional staff is a key component to student success. Negotiating a competitive contractual agreement within our region ensures positions are filled in an extremely competitive market, caused by an ongoing teacher shortage being experienced across NYS. In order to assure student success and close achievement gaps, it is a priority to have committed professionals in every classroom.,	The retention of committed professionals within our district, along with high expectations for professional growth of all. Aggressively pursuing and recruiting quality individuals to become part of our district and fill key roles. This will include salaries and benefits.	1849804
Reducing class sizes	Extra teachers hired with CRRSA funding at key grade levels between K-5th to preserve class sizes around 1:15 from 1:20+.	Individualized attention and instruction are needed with students currently at a wide range of levels. Smaller class sizes allows teachers to build stronger relationships with students and acquire a better understanding of each student's learning needs. With this additional information, the classroom teacher can more effectively utilize the teaching assistant and RTI staff assisting with instruction in the classroom.	300000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Extra Teaching Assistants (8) and Teachers (3) hired with CRRSA funding, which are assisting with differentiated classroom instruction and providing RTI/AIS support. These individuals have been a key to students receiving the instruction they specifically need. Data is reviewed and analyzed to make sure interventions are in line with each students' needs.	Preserve additional teaching assistants in each designated grade level/classroom and attempt to increase time spent in each. At least one teacher and a teaching assistant needed at each grade level to provide RTI support - tier II and tier III. Additional staffing with specific assignments are needed to allow for effective instruction to meet all students' needs.	450000
Addressing student social-emotional health	Additional school psychologist hired with CRRSA funding to assist with student emotional and mental health. Increased from one psychologist for the district to two school psychologists. This individual is an active member of the counseling department assisting with the implementation of SEL programs and	Mental health is directly impacting student behaviors within the classrooms often time disrupting the learning environment. . Additional staffing within the counseling department is needed to implement SEL programs and promote good positive social behaviors. It is apparent many are still struggling following the disruption of the	75000

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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 (\$)
	activities. In addition, this individual provide direct counseling services and CSE related evaluations.	pandemic.	
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 (\$)
Attendance	The At-Risk Youth Intervention Specialist currently work with families to improve student attendance. Attendance rates are slowly climbing but have a ways to go to reach pre-pandemic levels. This individual is continually working with counselors, administration, county agencies, and school committees. The primary goal is to reconnect students to their school and build a positive partnership with parents. Attendance rates and chronic absenteeism reports are analyzed regularly. Documented home-visits and contacts are recorded and communicated regularly. Daily monitoring of students attendance often results in the initiation of immediate communication with parents and students.	Continue relationship building with students who are struggling to get back into a regular attendance routine. Communication with families through a variety of actions and forms, utilizing whatever means works best for individual families. Keeping parents and families informed and connected to schools is a priority.	75,000

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)**

Numerous meetings were held with teachers, parents, and community groups. The focus of suggestions centered on three main areas: smaller class size, extra academic support, and addressing the wide range of student needs. An emphasis since the pandemic has been placed on social/emotional learning, with mental health awareness. This was heard from all stakeholder groups. As academic performance and growth continue to be documented and evaluated, the extra support from additional staff also continues to be a priority. The need to extend programs and staffing funded through expiring funding sources, which have shown positive results, quickly became evident.

Suggestions and ideas not included, were either very specific, would impact a small number of students, or were not as high of a priority as the areas mentioned above. These additional areas have been documented and will be continually evaluated as each school year budget is developed.