

Foundation Aid Increase Survey - Foundation Aid Increase**Background/Instructions**

Page Last Modified: 06/12/2023

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.

Foundation Aid Increase Survey - Foundation Aid Increase

Use of Foundation Aid Increase Survey

Page Last Modified: 06/29/2023

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
<p>Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas</p>	<p>The District will continue to provide academic intervention programs, increase the use of technology, inquiry-based instruction, teacher collaboration, and the summer bridge program. The District will continue to provide academic intervention programs, increase the use of technology, inquiry-based instruction, teacher collaboration, and the summer bridge program. We will continue to strengthen our MTSS plan. This includes increasing opportunities for effective Tier 2 and Tier 3 intervention during the day and after school based on the diagnostic and formative assessment data. Professional Development and staff to support Tier 3 and Tier 2 intervention have been added to support students who are at risk in grades 3-8.</p>	<p>The community is in favor of the district utilizing financial resources to ensure we are addressing learning loss</p>	<p>1,446,663</p>
<p>Addressing student social-emotional health</p>	<p>The District will continue to support student health and wellness through strong social-emotional curricular programs and expanded mental health offerings, including a new mental health partnership with Northwell Health, a Leader in Me initiative, and guidance intervention via counseling groups. In addition, Trauma Counseling at the Team Center is available for all students, which houses social workers, social work interns and school psychologists. The District will support student health and wellness through strong social emotional curricular programs and expanded mental health offerings, including a new mental health partnership with Northwell Health, a Leader in Me initiative, and guidance intervention via counseling groups. In addition, Trauma Counseling at the Team Center is available for all students, which houses social workers, social work interns and school psychologists. We are adding Restorative Justice administrators and professional development for staff, along with continuing our practices from last year.</p>	<p>The community is in favor of the district utilizing monies to address mental health of students and staff.</p>	<p>1,457,500</p>

Foundation Aid Increase Survey - Foundation Aid Increase

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Foundation Aid Increase Survey - Foundation Aid IncreaseUse of Foundation Aid Increase Survey

Page Last Modified: 06/29/2023

- 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)**

A survey was created to capture stakeholder feedback regarding ways the district could utilize the foundation aid increase using the priority areas. The survey was emailed to all parents and teachers and put on the district website for all stakeholders to access. The responses were captured using graph data and transferred to an excel document for further analysis. The data was analyzed by Central Office staff and other administrators. The common community suggestions that we noticed across all priority areas were that were consistent for the priority areas. The community feedback included increasing programs and opportunities for students, targeted support during the school day, an intense phonics program for grades K-3, more communication with parents, more support for teachers to better meet the SEL needs of students, hire additional social workers and psychologists, more support for our ENL and special education students., more teachers to support struggling students during the day and afterschool, and additional pathways for our high school students.