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.

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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	Establish elementary student nutrition program to assist students with nutritional needs to provide for optimal learning readiness (achievement gap)	District was unable to provide free meals to elementary students at home schools during pandemic. Community feedback received via BOE communications and public comment. Referred to School Food Committee consisting of all major stakeholder groups who made recommendation and adopted by BOE.	530,000
Reducing class sizes	Class size ratio already within community targets.	Reopening task force and Board of Education hearings noted that class size was a priority of regular budget and not a proper use of Foundation Aid increase.	0
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Increase reading and speech staffing at elementary levels and increase secondary course diversity to encompass career readiness. Continued use and expansion of 1:1 tablet program and associated software to measure student progress with Fastbridge Assessment Suite and Castle Learning.	Reopening Task Force that involved all stakeholder groups prioritized student learning loss as a major goal. Goal was operationalized through Technology Committee that included all stakeholder groups as well as PTA Curriculum Committee and at Board of Education meeting where public comment was sought.	791,503
Addressing student social-emotional health	Provide additional staffing in psychological and social work services as well as outside contracted services as supplemental support, to be annually assessed through BOCES climate survey.	Reopening Task Force that involved all stakeholder groups prioritized student mental health and social-emotional needs as major priorities. Goal was operationalized through SEL Committee that includes all stakeholder groups. Findings were regularly shared with PTA Curriculum Committee and at Board of Education meetings where public comment was sought.	951,135
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Provide additional staffing in Special Education and establishment of in-house programs for students with disabilities. Student success monitored through Fastbridge Suite, Special Education assessments, Castle Learning, and other software programs.	Reopeining Task Force the involved all stakeholder groups prioritized the needs of students with disabilities as a priority. Goal was operationalized through DEI Committee that includes all stakeholder groups. Findings were regularly shared with PTA Curriculum Committee and SEPTA and at Board of Education meetings where	778,752

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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 ($)
		public comment was sought.	

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 ($)
Establish an in-house security department	Hire 12.0 FTE security guards for placement at all schools and replace contracted security.	School security emerged as a major topic at public comment during BOE meetings. Referred to Health and Safety Committee comprised of all major stakeholder groups and included in District-wide safety plan public review process	664,575

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)**

Primary mechanism for input was the 5 Phase Reopening Taskforce consisting of students, parents, teachers, administrators, and other staff members that selected the following major goals: Meeting the Academic, Social, and Emotional Needs of Students, Mental Health Support, and Operational Continuity. The work of the Reopening Committee continues through three standing committees: Social Emotional Learning Committee (SEL), Diversity, Equity, and Inclusion Committee (DEI), and the Technology Committee. Regular reports from the Reopening Committee and Standing Committees are regularly discussed at Faculty meetings, PTA meetings, and a standing agenda item at Board of Education meetings where they are shared with the larger community for comment. All funding plans are posted on the district website with an email address for the public to share comments, questions, or concerns. There is a formal annual update through the mechanism of a public hearing at a Board of Education meeting.