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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

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	Goal: Pulaski seeks to increase our graduation rate, close student achievement gaps, and continue to develop a strong post-HS program for our students. Metrics: Verify that 100% of PACS graduating seniors have a post-HS plan prior to graduation; increase the percentage of seniors going to either a 2-year or 4-year college program; Ratio: Improve from a 91% Grad rate to 95% grad rate; improve from a 90% post-HS plan development to a 100% post-HS plan development for seniors; improve our college placement rate for seniors from 52% to 65%	Community feedback indicated a need to continue to prepare students for life post-HS for students entering college, the workforce or the military. Information presented to public May 9th, 2023	271000
Reducing class sizes	Goal: Increase availability of academic courses available to students; Metrics: Provide and increase in the General Educations courses offered; provide AP programs for grades 10-12; provide more online courses / distance learning electives to students; Ratio: Pulaski, in providing more course options available to students, will keep class sizes in the range of 12-20 students per class.	Community feedback indicated that the community feels that students have a better classroom experience with fewer students in classes; the community also expressed that lower class sizes allowed the teacher to get to know and build better relationship with kids.	795000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Goal: Increase engagement of students to be involved with school programs; Goal: Increase tutoring and tiered support for students that are not meeting, or at-risk of not meeting, NYSED Learning Standards in core academic areas; Metrics: Engagement - Increase student attendance to tenth period academic support periods; increase student participation rates for enrichment programs; Academic Success & Supports - Ensure students are passing core academic areas quarterly at the five-week and ten-week marking periods; provide Regents review classes for courses that have a Regents Exams; Engagement - Conduct survey to assess students'	Community feedback indicated that parents want to have more supports available to students for academics; additional feedback indicated that families would like to have more course options and programming available to students.	380000

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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 ($)
	participation rates in enrichment programs; provide enrichment opportunities for students K-12; Ratios: Increase student attendance and participation in tenth period academic support period for at-risk students by 25%; increase student participation rates in enrichment programs by 25%; conduct 10-week quarterly data reviews of students passing rates for grades 6-12 to identify students at-risk and in need of support; 100% of all courses that have a NYS Regents Exam will provide Regents Review classes beginning two-weeks prior to the exam administration date; administer enrichment program participation survey in June, 2023 to assess student engagement		
Addressing student social-emotional health	Goal: Conduct and review counseling survey to assess counseling services provided by school; Metric: Ensure at least two counselors are available for student support within the school buildings; Ratio: Elem - ensure a school psychologist ratio of 1 to 250; M-HS ensure a school counselor or child psychologist ratio of 1 to 200 students	Community expressed the need for supporting student social and emotinal well-being from the pandemic and with regard to social and emotional needs related to socio-economic status of families, and to social issues that negatively affect students (depression, anxiety, mental health, peer conflict)	405000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Goal: Pulaski Academy and Central Schools will provide adequate resources to English Language Learners, students with disabilities, and students experiencing homelessness enrolled in the district; Metrics: Pulaski will provide all school materials and supplies needed for academics to all students enrolled in the district; Pulaski administration will collaborate with the schools' registrar to identify ELL's, SWD, and students experiencing homelessness; ELL's, SWD, and students experiencing homelessness will have equity in access to school supplies and materials, food services support, transportation support, and technology support to meet the needs of individual students. Ratio: 100% of English Language Learners, students with	Community feedback indicated that there are more families living in the Pulaski School District that are experiencing hardship and in need of supportive services provided through the school. Such families have students that are designated as McKinney-Vento / homeless, and / or have been identified as students with disabilities. (As of June, 2023, there are no ELL students enrolled in the district.)	5000

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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 ($)
	disabilities, and students experiencing homelessness will be identified and supported with adequate school resources to meet the specific needs of a diverse student populations.		

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 ($)
Supporting All Student Populations / Families with school supplies	Goals: Provide school materials and supplies to all students; ensure equity with school resources for all students and reduce fiscal burden on families; Metrics: Pulaski will provide all school materials and supplies needed for academics for the school year to all students enrolled in the district. Ratio: 100% of Pulaski student population will be supported with adequate school resources to meet each learners' educational needs. 100% of families in the Pulaski District will be relieved of the financial burden of purchasing school materials and supplies for their students.	Community feedback indicated that Pulaski has a growing population of families that qualify for the free and reduced school lunch program; PACS has an impoverished family rate above 50%; families indicated that coming off of the pandemic, the purchasing of school supplies will be a financial strain	40,000

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)**

Pulaski Academy and Central Schools utilized the school's Leadership Team (comprised of administrators, Director of Special Programs, Director of Buildings & Grounds, Director of Technology, the Business Manager, and the Director of Data), the school's District Advisory Council (comprised of teachers, administrators, Union Executive Officers, paraprofessionals, Directors of Special Programs, and Department Chairs) to discuss use of Foundation Aid. Information was shared with the Leadership Team during weekly meetings throughout the 2022-2023 school year, and with the District Advisory Council during the February 28th DAC meeting. In addition, during the May 9th, 2023 Board of Education Meeting, information was presented to the community and posted on the school's website to share the purpose and use of Foundation Aid and elicit feedback from the community pertaining to priority areas to use Foundation Aid. The result of the meetings and discussions identified that PACS should focus on: providing adequate resources to ELL's, SWD, and students that experience homelessness; use aid to address and support student social and emotional health; provide additional supports to students that are at-risk of not meeting, or are failing, core courses and not meeting standards; reduce class sizes by providing more elective course offerings; increase school materials and resources support to all families; and focus on improving the school's graduation rate and closing academic achievement gaps. PACS was intentional about following state guidance on the use of Foundation Aid, and in applying a common sense approach that took into account stakeholders needs, and would yield the best results on academic programming and student success.