

**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.

**Foundation Aid Increase Survey - Foundation Aid Increase**

## 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	N/A
Reducing class sizes	N/A	N/A	N/A
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	2.0 FTE increase in the elementary ROSES staffing, which was decreased in the prior school year, will restore opportunities for student support to be delivered. This staffing increase in this program support the district practice of providing high quality intervention matched to student needs.	These were discussed and included in the budget presentations. The community passed the budget	212000
Addressing student social-emotional health	A district Drug Alcohol Addiction Prevention Committee, which included community members as well as district staff, identified as a priority drug and alcohol education programs which, when implemented, would educate students, grades k through twelve on the dangers of drug and alcohol use as well as support mental health and productive behaviors. Two social workers, with drug and alcohol counseling certifications will be hired to deliver the programs, work directly with students who are drug or alcohol involved, and - in partnership with Catholic Services, facilitate access to counseling and, when needed rehab services.	Committee was formed which includes community members and District Staff. All community members are welcome.	214000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	N/A	N/A	N/A

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.

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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 (\$)
Elimination of Operating Deficit	The District has ended the fiscal year for the last few years with an operating deficit. As a result, over the last 5 years, the District has utilized the reserves to close the gap and has reduced the balances by 40%. The District has been added to the OSC Susceptible to Fiscal Stress list in the recent years. The District has a multi year plan to address the deficit which includes using the Foundation Aid as a revenue source as well as consolidating one of our insurance plans, establishing new tiers for employees during negotiations and reducing costs where ever possible without impacting the services provided to students	Budget Passed	7,000,000

**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)**

The operating deficit has been discussed numerous times with the various stakeholder groups at public meetings. This is a fiscal priority for the District. In addition to the typical presentations & discussions during the budget timeframes, additional presentations have been provided pertaining to the financial condition & fiscal stress designations assigned to the District over the last few years. In addition, the elementary teaching positions were restorations due to the budgetary concerns that required the elimination of these instructional support in the prior years. The elimination of these positions created inequities across the District in terms of the younger students not getting as much support as the older elementary students. Finally, the addition of the Social Workers that were added to address drug & alcohol were due to the increase we are seeing in the District and Community pertaining to these issues. Based on this, a District-wide committee was established with various district and community stakeholder groups, which included the addition of 2 Social Workers.