

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

---

Page Last Modified: 06/19/2023

**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

Page Last Modified: 06/26/2023

**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	Use PD to strengthen Professional Learning Communities and the Multi-Tiered System of Supports; hire a School Counselor for the High School; support a 1:1 technology initiative; support a 1:1 student social-emotional network.	Stakeholders are concerned that remote/hybrid learning during COVID-impacted years resulted in significantly reduced exposure to curriculum, lowering students' reading levels, content knowledge, and overall academic skill development. Stakeholders also point to declines in students' mental health as a contributing cause of the learning gaps and call for more social-emotional supports for students.	PD, \$87,500; School Counselor, \$104,600; 1:1 tech dev, \$100,000; 1:1 support network, \$100,000
Reducing class sizes	Hire or continue to employ the following staff: Social Studies Teacher (Middle School); Art Teacher (Elementary School); Health and PE Teacher (Elementary/Middle Schools); Music Teacher (High School)	Stakeholders are concerned about large class sizes and limited access to staff that are shared between buildings. Larger sections of specials (art, PE) reduce scheduling flexibility for intervention blocks needed to support struggling students. Stakeholders are in favor of a greater diversity of specials and an increased number of specials classes, allowing for greater flexibility in scheduling and freeing up opportunities for students to receive intervention.	4 FTEs of teachers: \$355,000
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Hire or continue to employ the following intervention staff: Reading Teacher (Middle School); Reading Teacher (Elementary School); Two Teacher Aides (High School and Middle School)	Stakeholders are most concerned about students who have a history of struggling both academically and social-emotionally. Stakeholders support increased staff levels to increase the number of academic intervention sections and increase the opportunities for social-emotional support interactions within the school day.	2 FTEs of Reading Teachers, \$200,300; 2 FTEs of Teacher Aides, \$114,500
Addressing student social-emotional health	Hire or continue to employ the following staff: Director of Student Support Services; School Psychologist; Assistant Principal (Elementary School)	Mental health and SEL were top priorities for all respondents, who cited the need for ongoing professional direction in identifying and implementing specific student supports.	Director of Student Support Services, \$130,600; School Psychologist, \$100,200; Assistant

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

## Use of Foundation Aid Increase Survey

Page Last Modified: 06/26/2023

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
			Principal, \$113,000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Add special programming as needed: IEP-driven-placement in special needs classes; Others-services of Interpreter/Aide, Alternative Middle School Program	Stakeholders identify targeted supports for English language learners, such as the services of an interpreter/aide and an alternative educator at the Middle School level.	Interpreter/Aide, \$60,000; Alternative Educator, \$40,000

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 (\$)
Maintain equipment and services for district needs; reduce reliance on Appropriated Fund Balance	Purchase resources for communications, facility maintenance, safety and security, vehicles complying with DOT requirements, instructional software, extracurricular programs	Stakeholders are concerned about maintaining financial stability while anticipating future costs for necessary maintenance and school safety practices. They wanted the district to rely less on an Appropriated Fund Balance.	1,200,000
Restore the Capital Reserve for future maintenance/repair projects	Restore the Capital Reserve to pay for facility updates as needed, including replacement of failing window systems, repair of other aging and outdated structures, and improvements to the transportation center.	Stakeholders are concerned about maintaining financial stability in the district while anticipating future costs for maintenance and repairs. They want the district to rebuild the Capital Reserve.	600,000

**Use of Foundation Aid Increase (Cont.)**

**Foundation Aid Increase Survey - Foundation Aid Increase**Use of Foundation Aid Increase Survey

---

Page Last Modified: 06/26/2023

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)**

The Elmira Heights Central School District will be receiving **\$3,305,919** in financial aid that had been promised through the full funding of the Foundation Aid formula. The disparity between the actual aid received over the last several years, versus the full funding amount, impacted all aspects of the district. Our plan to utilize these funds is therefore broad in its design, targeting everything from supplies for classrooms, to retaining and recouping staffing levels, to setting financial planning on a more sustainable path.

A significant point of emphasis for use of these funds is to pull the positions added with Federal Stimulus monies into the regular budget. Our plan going into the 2023-2024 school year was to reduce staff through attrition due to anticipated retirements. This additional money has enabled the district to restructure some staffing areas to further support the growing needs of our students.

The Foundation Aid will also be used to replace aging equipment and vehicles. The financial shortfalls of the past dozen years have not allowed the district to replace these aged and failing pieces of crucial equipment.

This program also includes expanded programming in areas that had previously been cut due to financial shortfalls.

Finally, the Foundation increase will be used to offset the practice of using an appropriated fund balance within the annual budget, and will allow us to re-seed depleted Capital Reserves to aid in a future project directed to needed maintenance of facilities.