

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	Improve graduation rates by adding an administrative position that will ensure the coordination of resources, enhanced program offerings, college collaborations, and increased student and family engagement.	The Haverstraw Stony Point CSD asked the community to identify the priority areas they wanted to see the district address with the Foundation Aid Increase. Of the 834 stakeholders who responded, 21.8% identified increasing the graduation rate as a First Priority.	\$620,348
Reducing class sizes	Add additional teaching staff to increase individualized/differentiated instruction, engage in more time-on-task instruction by reducing class size	The Haverstraw Stony Point CSD asked stakeholders to identify the priority areas they wanted to see the district address with the Foundation Aid Increase. Of the 834 stakeholders who responded, 27% identified Reducing class sizes as a First Priority.	\$1,525,986
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Close the academic gap of at risk students by providing extended day/year enrichment interventions.	The Haverstraw Stony Point CSD asked stakeholders to identify the priority areas they wanted to see the district address with the Foundation Aid Increase. Of the 834 stakeholders who responded, 11.5% identified Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas as a First Priority.	\$2,404,159
Addressing student social-emotional health	Address students Social Emotional Learning needs by providing direct student support and providing SEL professional development to support our instructional staff, and add school psychologists and social workers.	The Haverstraw Stony Point CSD asked stakeholders to identify the priority areas they wanted to see the district address with the Foundation Aid Increase. Of the 834 stakeholders who responded, 22.9% identified Addressing student social-emotional health as a First Priority.	\$1,039,311
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Address the needs of ENL/Special Education and Homeless students by hiring additional staff that will provide targeted differentiated academic intervention services.	The Haverstraw Stony Point CSD asked stakeholders to identify the priority areas they wanted to see the district address with the Foundation Aid Increase. Of the 834 stakeholders who responded, 16.8% identified Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness as a First Priority.	\$2,161,398

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

## Use of Foundation Aid Increase Survey

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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 (\$)
Tax Levy Offset	Use Additional Foundation Aid to offset Tax Levy	At board and school meetings parents consistently advocate for tax relief, particularly in light of the economic impact that the pandemic has had on families.	2,281,855
Fund Balance Replenishment	Use of Additional Foundation Aid to replenish Unassigned Fund Balance as part of long term financial planning.	Increase staffing in public facing areas to ensure increased home to school communication	5,323,471
Operating Schools	Increase staffing in public facing areas to ensure increased home to school communication	In a survey administered in May 17, 2023 parents expressed the need to ensure that there are school based liaisons to facilitate school to home connection.	293,140
Covid Mitigation	Increase transfer to the capital line to provide heating, ventilation and cooling in all buildings, built in additional repair/maintenance and increase in cleaning with part-time custodial workers.	During board and school meetings, parents have consistently demonstrated their unwavering commitment to safeguarding their children's well-being by advocating for effective measures to mitigate the spread of COVID-19. Their dedication stems not only from concerns over their children's health but also from the recognition of the devastating economic impact that the pandemic has had on families.	1,699,258

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

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

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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)**

The Haverstraw Stony Point CSD released a bilingual survey in May 2023, to all stakeholders via its mass email and text system. Stakeholders included parents, students, teachers, support staff, community members, board of education members, and administrators. The survey aimed to seek public comments that would help us identify the priority areas they wanted to see the district address with the Foundation Aid Increase. Eight hundred thirty-four stakeholders responded. The stakeholder breakdown is as follows:

- Parents: **72.4%**
- Students: **3%**
- Teachers: **15.3%**
- Support staff: **7.6%**
- Community members: **0.5%**
- Board of Education members: **.4%**
- Administrators: **0.8%**

Stakeholders were asked to rank the eight foundation aid areas by First, Second, and Third priority. Here is the outcome:

**First Priority**

- Increasing the graduation rate **21.8%**
- Reducing class sizes **27%**
- Providing support for students who are not meeting, or are at risk of not meeting, state learning standards in core academic subject areas **11.5%**
- Addressing student social-emotional health **22.9%**
- Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness **16.8%**

**Second Priority**

- Increasing the graduation rate **17.7%**
- Reducing class sizes **21%**
- Providing support for students who are not meeting, or are at risk of not meeting, state learning standards in core academic subject areas **24.2%**
- Addressing student social-emotional health **24.2%**
- Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness **12.8%**

**Third Priority**

- Increasing the graduation rate **18.6%**
- Reducing class sizes **13.4%**
- Providing support for students who are not meeting, or are at risk of not meeting, state learning standards in core academic subject areas **27.9%**
- Addressing student social-emotional health **23%**
- Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness **17%**

Other priority areas include a May 2023 survey, and 22-23 school year board meeting, and other stakeholder comments.

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

Use of Foundation Aid Increase Survey

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