

**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	Supplement the English, Math, and Science department resources to increase opportunities.	The community feedback highlights the positive graduation rates of students from Greenport and acknowledges the hard work of the staff in addressing achievement gaps. There is a suggestion that Special Education students should have the option to take teacher-generated final exams instead of regents exams. However, there is also a concern about lowering academic standards in order to eliminate the achievement gap. The community believes that increasing graduation rates will lead to better economic opportunities for students in the future, emphasizing the long-term benefits of education.	9000
Reducing class sizes	Add one teacher Special Class 8:1:1 (Autism class). Add one spanish teacher. Add one elementary Special Education teacher.	The community feedback addresses concerns about class sizes and their impact on student learning and behavior. There is an overwhelming feeling that the sophomore class is overwhelmed, with class sizes being too large to facilitate effective learning. Suggestions are made to split larger classes into multiple sections, particularly for advanced courses like AP PUSH. The community believes that smaller class sizes, especially in classes with Special Education teachers, lead to better connections, individual attention, and improved learning outcomes. While smaller class sizes may help with discipline issues, there is also a call for a stronger focus on learning and respect within the school. The importance of having adequate personnel to support students is emphasized, shifting the focus from quantity to quality and individualized attention for each student.	200180
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Implement Response to Intervention (RTI) program by adding one teacher, Data-Driven Instruction - iReady Teachers will receive personalized reports with	The community feedback emphasizes the need for additional support, particularly for non-English speaking students, to help them meet their academic goals. Concerns	107230

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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 (\$)
	actionable data to track student progress.	are raised about the option for Special Education students to not receive a regents diploma, as it may set them up for failure. The community strongly believes that it is important for all students to achieve their personal best and should be nurtured and encouraged to thrive to the best of their abilities. There is a consensus on the necessity of providing assistance to every student who needs it in order to help them achieve their goals and become successful professionals in the future. To address these needs, there is a call for increased staffing or smaller class sizes and additional support.	
Addressing student social-emotional health	Maintain Elementary Enrichment Clubs - Coding Club, Art Club, Garden Club, Book Club, Cupcake Decorating Implement Harmony SEL, an instructional program for Pre K-6th grade educators to help their students develop social and emotional skills. Harmony provides educators with the tools to foster and support student connections, collaborations and learning. Implement Safety Patrol - Safety Patrollers take posts around the school building during arrival and dismissal. At these posts, students remind others to walk, assist students who may need help, offer a welcoming smile, and assist teachers escorting students. Survey teachers and students to identify students who may have social emotional difficulties. Maintain theater and sports programs.	The community feedback emphasizes the urgent need for mental health and behavioral health services for students, particularly in the post-Covid era. Recognizing that all children require social and emotional support, it is crucial for schools to prioritize addressing the mental health challenges that arose during the pandemic. The community also stresses the importance of addressing bullying and providing assistance to students who suffer from it. While schools should play a role in educating students about mental health issues, there is a call for collaboration with families and the creation of specialized agencies to address the diverse social-emotional health needs of students. Ultimately, the community acknowledges the individuality of each student's needs and believes that learning should remain a priority alongside providing support.	5420
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Maintain ENL teacher positions that would be lost due to Grant expiration. Add one elementary ENL teacher.	The community highlights the need for special education students to receive services within their home district, emphasizing accessibility and convenience. Homeless students require comprehensive support systems to thrive academically and personally. The education and resources of high-achieving students should not be ignored, as they face their own unnoticed	500974

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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 (\$)
		challenges. The community values the school's commitment to providing an excellent education for all students. It is crucial to offer suitable placements, specialized programs, and appropriate staffing to ensure students receive adequate support.	

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 (\$)
(No Response)	(No Response)	(No Response)	(No Response)

**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)**

In order to gather valuable insights, a survey was conducted among parents and staff members of Greenport using the platform Google Forms. Each parent and staff member received an invitation to participate in the survey via email, and the survey was made available in both English and Spanish to accommodate the diverse community. A total of forty-five (45) community members graciously responded to the survey, and their feedback is outlined below.

A significant majority of respondents, 75%, considered the enhancement of graduation rates and the elimination of the achievement gap to be of high to moderate importance. However, it is noteworthy that one parent voiced their belief that the achievement gap should not be addressed by compromising academic standards under any circumstances.

Regarding the priority of reducing class sizes, only 41% of participants regarded it as a high to medium goal. Approximately 30% of respondents maintained a neutral stance, while 28% considered it a moderately low to low priority. Valuable comments were shared, suggesting that class sizes should ideally not exceed 15 students, as smaller classes can foster a reduction in behavioral issues and yield improved academic performance.

The vast majority, 91.3%, of participants strongly supported providing support for students who struggle to meet or are at risk of not meeting state learning standards in core academic subjects. Notably, concerns were raised regarding the well-being of special education and English Language Learner (ELL) students, reflecting the community's dedication to inclusivity and equitable education.

With regard to student social-emotional health, 84% of respondents indicated that it should be treated as a high to medium priority. Parents emphasized the vital role schools play in addressing mental health issues and emphasized the need for collaborative efforts between schools and families. Furthermore, two parents expressed concerns about bullying within the school, highlighting the importance of fostering a safe and nurturing environment for all students.

An overwhelming majority, over 80%, of participants assigned a high to medium priority rating to the goal of providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness. The survey responses brought attention to the need for ensuring sufficient services for special education and homeless students. Additionally, respondents cautioned against neglecting the unique needs of high-achieving students and underscored the importance of providing appropriate placements and supports for all students.