



Patchogue-Medford School District

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2023-24 Foundation Aid Increase Survey

Education Law Changes in the 2022-23 Enacted State Budget Requiring District Submission of Plans to Address Student Performance and Need

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 New York State Education Department (NYSED), and posted to district websites by July 1, 2023. Full statutory language is included below. 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 priority areas
- Post the plan on the district website
- Submit the plan to NYSED in a form prescribed by NYSED to be posted publicly

This requirement does not replace any requirements under Contracts for Excellence.

To address these requirements, NYSED will be posting a “Foundation Aid Increase Survey” in the Business Portal. The survey will be accessed in the SED Monitoring and Vendor Performance System.

The list of school districts required to submit a plan aligned with the increase in foundation aid are included in this memo. It should be noted that this requirement does not obligate districts to spend additional foundation aid funds in specific ways, but does require districts to 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.

Districts Required to Completed Foundation Aid Plans

Statutory language

§5-b of Part A of Chapter 56 of the Laws of 2022

For the 2021-22, 2022-23 and 2023-24 school years, each school district receiving a foundation aid increase of more than: (i) ten percent; or (ii) ten million dollars in a school year shall, on or before July 1 of each school year, post to the district's website a plan by school year of how such funds will be used to address student performance and need, including but not limited to:

- (i) increasing graduation rates and eliminating the achievement gap;
- (ii) reducing class sizes;
- (iii) providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;
- (iv) addressing student social-emotional health;
- (v) providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness;
- (vi) goals and ratios for pupil support; and
- (vii) detailed summaries of investments in current year initiatives and balance funds spent in priority areas.

Prior to posting such plan, each school district shall seek public comment from parents, teachers, and other stakeholders on the plan, take such comments into account in the development of the plan, and include an analysis of the public comments within the plan.

The district shall submit such plan to the state education department in a form prescribed by the department, and the department shall post all collected plans on its website.

Foundation Aid Plan

The Patchogue-Medford Union Free School District received a \$17,598,066 or 28.6% increase in foundation aid for the 2023-2024 school year.

The proposed budget for 2023-2024 addresses bullets (a) through (vii) above as follows:

- (i) increasing graduation rates and eliminating the achievement gap;**
 - Addition of 7 FTE's in the General Fund budget to maintain building liaisons, and to cover Teachers on Special assignment previously funded by School Improvement grant(s).
 - Addition of 15 FTE's to provide Academic Intervention Services in both mathematics and reading.
 - Addition of 2 FTE's for bi-lingual teaching assistants in the CTE (Career and Technical Education) program, and 8.0 FTE's for teaching assistants in the Dual Language program.
 - Addition of 1.7 FTE's for the expansion of the CTE program.
 - Professional development consultants to train teaching staff to increase the mastery of new ENIL and Independent Reading Level Assessment (IRLA) leveling materials.
- (ii) reducing class sizes;**
 - Introduction of new middle school electives.
 - Addition of 1.0 FTE's to support lower K-1 class sizes.
- (iii) providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;**
 - Addition of 7 FTE's in the General Fund budget to maintain building liaisons, and to cover Teachers on Special assignment previously funded by School Improvement grant(s).
 - Addition of 15 FTE's to provide Academic Intervention Services in both mathematics and reading.
 - Full implementation of a new K-5 literacy program and the piloting of a new K-5 mathematics program.

(iv) addressing student social-emotional health;

- Addition of an Assistant Principal at Eagle Elementary school.
- Addition of two psychologists, a social worker, and a behaviorist.

(v) providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness;

- Addition of 15 FTE's to provide Academic Intervention Services in both mathematics and reading.
- Addition of 2.0 FTE's for bi-lingual teaching assistants in the CTE program, and 8.0 FTE's for teaching assistants in the Dual Language program.
- Professional development consultants to train teaching staff to increase the mastery of new ENIL and Independent Reading Level Assessment (IRLA) leveling materials.
- Addition of a new ACES (Academic and Career Explorers) class teacher, and two teaching assistants.
- Update of vocational workspaces for students with disabilities.
- Addition of a new Committee on Special Education (CSE) chairperson, and a new clerical to support CSE's.
- Increase opportunities for students with disabilities to be integrated with non-disabled peers, and provide ongoing coaching to staff to support this initiative.
- Changing an additional 34 part-time special education aides to 17 full time positions to offer continuity of support to students with disabilities.
- Add 2 new teaching assistant positions to support students with disabilities.

(vi) goals and ratios for pupil support; and

- The District will continue to use data gathered from student iReady assessments performed during various measurement periods throughout the year.
- The District will continue to use the mental health screener to evaluate students that may be at risk and provide them with the necessary supports.

(vii) detailed summaries of investments in current year initiatives and balance funds spent in priority areas.

Proposed Items	Projected Costs
Increasing graduation rates and eliminating the achievement gap	\$5,473,066
Reducing class sizes	\$348,210
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	\$5,578,138
Addressing student social-emotional health	\$776,866
Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness	\$5,421,786
Total Proposed Spending	\$17,598,066

Community input is being solicited through June 29, 2023 by sending comments to the email address below. The spending plans and public comments received will be submitted to NYSED through the Business Portal by July 1, 2023, and community feedback received will be discussed at the July 10, 2023 Board of Education meeting.

Submit comments for the Foundation Aid Plan to: FoundationAidPlanComments@pmschools.org