



Patchogue-Medford School District

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

Background

Section 9-a of part A of chapter 56 of the laws of 2021, as amended by §5-a of part A of chapter 56 of the laws of 2022 requires that, on or before July 1, 2022, every local educational agency (LEA) receiving funding from the Elementary and Secondary School Emergency Relief (ESSER) funding from the [American Rescue Plan act of 2021](#) to post on its website and submit to the department an updated plan of how such funds will be expended and how the LEA will prioritize spending on non-recurring expenses as defined in section 9-a(1) of part A of chapter 56 of the laws of 2021. This updated plan must include:

- An analysis of public comment;
- Goals and Ratios for Pupil Support;
- Detailed Summaries of Investments in Current Year Activities; and
- Balance of funds spent in priority areas.

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 must create plans on how these funds will be used to address student performance and need. These plans must be completed, submitted to the department, and posted to district websites prior to July 1 of 2021, 2022, and 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 any of seven listed areas
- Post the plan on the district website
- Submit the plan to the State Education Department in a form prescribed by the Department to be posted publicly

The list of school districts that are 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 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.

Plan Submission Process and Timeframe

School districts and other LEAs will be required to submit their plans via a survey that will be published in the SED Monitoring and Vendor Performance System. Step- by-step instructions for submitting this survey and specific questions will come under separate cover when the survey tool is released.

Statutory Language

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

- (1) On or before July 1, 2021, every local educational agency receiving funding from the elementary and secondary school emergency relief fund allocated by the American Rescue Plan Act of 2021 shall be required to post on its website a plan by school year of how such funds will be expended and how the local educational agency will prioritize spending on non-recurring expenses in the areas of: safely returning students to in-person instruction; maximizing in-person instruction time; operating schools and meeting the needs of students; purchasing educational technology; addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness; implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs; offering evidence-based summer, afterschool, and other extended learning and enrichment programs; and supporting early childhood education. Provided further, that local educational agencies shall identify any programs utilizing such funding that are expected to continue beyond the availability of such federal funds and identify local funds that will be used to maintain such programs in order to minimize disruption to core academic and other school programs. Before posting such plan, the local educational agency shall seek public comment from parents, teachers and other stakeholders on the plan and take such comments into account in the development of the plan.
- (2) On or before July 1, 2022, every local educational agency receiving funding from the elementary and secondary school emergency relief fund allocated by the American Rescue Plan Act of 2021 shall be required to post on its website an updated plan as described in subdivision one of this section. This updated plan shall include an analysis of public comments, goals and ratios for pupil support, detailed summaries of investments in current year initiatives, and balance funds spent in priority areas. The local educational agency shall submit such plan to the state education department in a form prescribed by the department, and the department shall post all of the collected plans on its website.

§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 of the collected plans on its website.

Foundation Aid Plan

The Patchogue-Medford Union Free School District received a \$7,904,282 or 15% increase in foundation aid for the 2022-2023 school year.

The proposed budget for 2022-2023 addresses bullets (i) through (vii) above as follows:

(i) increasing graduation rates and eliminating the achievement gap;

- Implementation of the 9-period day allows for additional electives and also affords students more opportunities to participate in Career and Technical Education (CTE) programs while still fulfilling their other graduation requirements.
- The District is also increasing the CTE offerings, which will allow additional students to participate and earn credits towards graduation while also giving them a pathway to a potential future vocational career.
- Expansion of Integrated Co-Taught classes at the Middle School and High School level.

(ii) reducing class sizes;

- Implementation of the 9-period day at the Middle School and High School levels provides the ability to reduce class sizes in some offering by offering additional electives.
- The District spending plan for 2022-2023 included an increase of approximately 30 additional teaching positions towards this initiative.

(iii) providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;

- Wilson training for Elementary Staff to assist students with their reading targets. Continued use of iReady for Math and English Language Arts, including the monitoring of student data and growth from prior year to current year and within the current year to target students in need.
- Additional math academic intervention positions into the budget.

- Resource Room will now be offered in all eleven buildings to support special education students in their home schools.

(iv) addressing student social-emotional health;

- Use of a mental health screener in grades K-12 to identify students at risk and to develop targeted interventions based on their respective scores.
- Update of the social emotional curriculum to address students' needs identified through the use of the mental health/social emotional screener.
- Purchase additional supplies and materials to assist with the roll out of the updated social emotional/mental health curriculum.
- New bilingual social emotional position.
- Implementation of the 9-period day ensures that students will have choice of a lunch period or study hall every day to provide a break from their academic studies. This also provides more student choice and schedule flexibility.
- Create a Suicide Prevention Curriculum to support at risk students.

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

- Implementation of the 9-period day affords English language learners and students with disabilities additional opportunities to take electives while still taking their required educational supports such as resource room.
- New strategic writing course at the middle schools for English Language Learners, creation of an Elementary newcomer program for English Language Learners.
- Expansion of the electives program for ACES students, update of vocational workspaces for students with disabilities.
- Increase opportunities for students with disabilities to be integrated with non-disabled peers, and provide ongoing coaching to staff to support this initiative.
- Changing 130 part-time special education aides to 65 full time positions to offer continuity of support to students with disabilities.
- Add 6 new teaching assistant positions to support students with disabilities.

(vi) goals and ratios for pupil support; and

- The District will be using data gathered from student iReady assessments performed during various measurement periods throughout the year.
- The District will create action plans for each month to review learning targets with administrative staff and to determine corrective actions needed throughout the year.

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

| Proposed Items | Projected Costs |
|---|------------------------|
| Addition of approximately 30 Teaching Positions | \$3,522,680 |
| Conversion of 130 Part-Time Special Education Aides to 65 Full-Time Special Education Aides | \$2,989,636 |
| Mental Health Screener | \$50,500 |
| Curriculum Writing | \$100,000 |
| Addition of 6 Teaching Assistants | \$331,194 |
| Additional teaching positions including CTE, Bi-lingual social emotional position, ELL Newcomer position, Community liaison for entering emerging program | \$600,444 |

| | |
|--------------------------------|--------------------|
| iReady | \$145,240 |
| Wilson Training | \$164,588 |
| | |
| Total Proposed Spending | \$7,904,282 |

American Rescue Plan (ARP)

| Multi-Year Grants | Total District Allocation | Estimated Amount Allocated to 2021/2022 | Estimated Amount Allocated to 2022/2023 | Estimated Remaining Allocation for 2023/2024 |
|---|---------------------------|---|---|--|
| American Rescue Plan (ARP) | | | | |
| ARP - ESSER 3 (5880) | 7,282,782 | 1,180,682 | 203,820 | 5,898,280 |
| ARP - State Reserves Summer Enrichment (5882) | 1,257,078 | 323,450 | 550,279 | 383,349 |
| ARP - State Reserves Comprehensive A (5883) | 1,257,078 | | 740,912 | 516,166 |
| ARP - State Reserves Learning Loss (5884) | 6,285,214 | 977,556 | 971,052 | 4,336,606 |
| ARP - IDEA - Part B, Section 611 | 397,237 | | | 397,237 |
| ARP - IDEA - Part B, Section 619 | 44,233 | | | 44,233 |
| | | | | |
| Total American Rescue Plan Grants | 16,523,622 | 2,481,688 | 2,466,063 | 11,575,871 |

Listed below is an itemized breakdown of the expenses included in each ARP grant for the 2022-2023 fiscal year.

- **ARP ESSER 5880-21-3015**
 - I-Ready math and reading site licenses; \$203,820
- **ARP State Reserves Summer Enrichment 5882-21-3015**
 - Salaries for elementary summer school teachers and supervisors; \$312,390
 - Summer school technology aides; \$10,080
 - Floater nurse; \$60,100
 - Summer school transportation; \$147,000
 - Employee benefits for the above; \$20,709
- **ARP State Reserves Comprehensive A 5883-21-3015**
 - Teachers' salaries for the extended day program at the High School; \$375,840
 - Teachers' salaries for after school extra help at the High School; \$128,125
 - Extended day program supervisor; \$12,226
 - Teachers' salaries for Barton extended day program; \$20,623
 - Teachers' salaries for Bay extended day program; \$18,204
 - Teachers' salaries for Canaan extended day program; \$23,493
 - Teachers' salaries for Eagle extended day program; \$27,060
 - Teachers' salaries for Medford extended day program; \$20,787
 - Teachers' salaries for River extended day program; \$13,325
 - Teachers' salaries for Tremont extended day program; \$23,083
 - Teachers' salaries for Oregon extended day program; \$27,347
 - Teachers' salaries for Saxton extended day program; \$21,279
 - Teachers' salaries for South Ocean extended day program; \$29,520
- **ARP State Reserves Learning Loss 5884-21-3015**
 - Elementary teachers (2.0 FTE's); \$143,138

- Social Studies teacher (.20 FTE); \$12,518
- Full-Time Computer Aides at all eleven schools; \$450,956
- Expansion of PreK Program (Year 2); \$297,000
- Summer school transportation; \$67,440

Community input was solicited throughout the 2022-2023 budget development process during the four budget workshops that were conducted from January 25 through March 21, 2022 as well as on the night of the budget hearing which took place May 5, 2022. Additionally, a presentation detailing the proposed 9-period day in our middle schools was shared with the community on February 15, 2022.

The above draft of the American Rescue Plan (ARP) update and Foundation Aid plan are being posted to district website on May 26, 2022.

Additional Community input is being solicited from May 27, 2022 through June 17, 2022 by sending comments to the below email address(es). The spending plans and public comments received will be discussed at the June 27, 2022 Board of Education meeting.

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

Submit comments for the American Rescue Plan to: ARPPlanComments@pmschools.org