Page Last Modified: 06/09/2023

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.

Page Last Modified: 06/12/2023

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	Distribute instructional leadership by increasing the responsibilities of High School Department Chairs and the creation of a World Language Department Chair at Port Chester Middle School. Add an administrative assistant to assist the Executive Director of Human Resources in the hiring of the most highly qualified employees, with the aim of hiring those most capable of increasing student achievement. Raise the High School graduation rate above 90%.	The community supports initiatives aimed at driving up our graduation rate and supporting students coming to our Middle School from robust Dual Language programs in every elementary school. The community also is dedicated to the district motto of Success for Every Student, especially when it comes to the important metric of an increased graduation rate.	95,869
Reducing class sizes	Reduce class sizes in Middle School and High School world language classes by hiring 2 additional Spanish/Italian teachers, 1 French teacher, as well as providing for 5 additional extra classes (6th periods) at the Middle School. Add a teacher assistant at two of our elementary schools to reduce the ratio of students to adults in particular classes. Add 10 extra classes (6th periods) at Port Chester High School to reduce class sizes in core academic areas.	Our community consistently voices concerns over class sizes, and so these are efforts to address this concern.	597,367
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	Targeted support for at-risk elementary and middle school students. Provide summer curriculum writing funding to support the needs of at-risk students. Increase student attendance at Port Chester High School with the addition of another secretary in the Assistant Principals' Office who would help address this concern.	The community has always favored after school and summer programming to support students, especially those at risk. In addition, better student attendance at the high school has been a perennial concern, especially post-pandemic.	609,705
Addressing student social-emotional health	Leadership to direct our district school counseling/guidance programs, a new high school school counselor to reduce the ratio of students to counselors, and an additional elementary school counselor to halve the ratio of elementary students to counselors.	The community expressed the need for more social-emotional and mental health services for students in addition to extra academic guidance.	481,890
Providing adequate resources to English language learners, students with disabilities,	Hire two bilingual Middle School teachers to provide additional TBE core courses to	Make sure that the district is complying with Part 154 regulations and providing the best	771,154

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative ($)
and students experiencing homelessness	ELLs (social studies and math). Hire an additional ENL teacher at the Middle School to provide for a larger ELL population. Provide for more district translation and assessment tools. Staff and provide for a Newcomer Center for new ELLs at Port Chester High School. Support Elementary Special Education Teachers with an instructional coach, and support elementary students with disabilities who require adaptive physical education. Finally, underlining the importance of exposure to the arts in increasing student achievement and helping ELLs, add a Kindergarten Music Teacher (the only grade level districtwide who don't receive music lessons).	opportunities for our ELLs to be successful. Instructional coaches have been identified as being helpful to student performance in academic areas where they have been directed, and so the addition of one at the elementary level geared entirely toward helping special education teachers is thought to increase Tier 1 supports for students with disabilities. An additional teacher of adaptive PE will make it possible for students with disabilities to receive more personalized instruction. Similarly, with the value our community places on music education, Kindergarten music classes will be a welcome addition.	

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 ($)
Addressing Safety and Security	After working with our security consultants and the conclusion of our Building Conditions Survey, the district determined to dedicate resources to address a number of initiatives designed to provide greater safety and security districtwide: upgrade video surveillance abilities, increase access control with new IDs and door hardware, add incident response panels to automate emergency responses, install wireless locks on all doors, protect glass entrances with protective window film, add security vestibules or booths, hire 12 additional school safety monitors, etc.	After recent school shootings, community feedback and staff feedback has included concerns about increasing the safety of all in our buildings.	5,755,375
Addressing Building Conditions	Fund a lighting replacement project at	Community members expressed the	1,600,000

Page Last Modified: 06/12/2023

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 ($)
Survey-Lighting Project	Port Chester Middle School and High School to improve learning environments in these buildings.	need to both save money on utility expenditures in the future and to improve lighting in our schools. This light replacement project (the continuation of one begun in our elementary schools) is aimed to install more energy efficient lighting.	
Centralizing Student Registration	Create central student registration in order to free up building-level registrars, ELL-testers, and building resources.	A long-time desire of overworked and frequently interrupted building-level employees previously responsible for student registration, now supported by community feedback for a centralized location to support new registrants, this will be a welcome addition, standardizing and streamlining our student registration process.	193,039
Replacing Aging Technology	In order to maintain our status as a 1:1 district, we need to replace aging technology infrastructure and devices.	In the digital age, our school community places a high priority on fulfilling our commitment to students and staff to remain a 1:1 district when it comes to technology.	150,000
Addressing Building Conditions Survey-Other Items	Transfer funds to capital in order to fund items prioritized in our Building Conditions Survey: ADA compliance; ventilation, mechanical, electric, and plumbing upgrades; superstructure and facade repairs; etc.	The community expressed concern over the extent of items needing to be addressed in our recent Building Conditions Survey, especially items well-overdue for improvement.	2,251,265
Increasing the Cleanliness of Our Buildings and Grounds	Hire 4 new cleaners and 3 new maintenance and grounds workers to improve district cleanliness and building appearances, as well as help to cover more ground when it comes to our larger campuses resulting from the completion of building projects and other capital work.	The community who see our buildings and campuses on a regular basis have always expressed concern that student health and safety as well as community pride in our buildings should take a higher priority.	523,956
Continuing Services and Maintenance and Operation of the District	Continuity of services and maintenance and operation of the district	Rather than increase property taxes to cover rising annual year-to-year expenses, district administration and the Board of Education elected to listen to those community voices who are in favor of using a portion of new Foundation Aid to continue to employ existing staff and support ongoing	1,410,298

Page Last Modified: 06/12/2023

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 ($)
		activities.	

Use of Foundation Aid Increase (Cont.)

Page Last Modified: 06/12/2023

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)

New York State requires schools receiving additional Foundation Aid of more than ten percent for the 2021-2023 school years to post on their website a plan of how such funds will be expended and how the district will prioritize spending in certain areas. In the spirit of comprehensive planning and stakeholder engagement, State Budget language requires the district to have sought public comment from parents, teachers, and other stakeholders on the plan and to take such comments into account in the development of the plan. A survey in English and Spanish was accessible on our district website during the final weeks of June 2021 regarding future, anticipated Foundation Aid increases. Reminders were sent to email addresses of school district families and employees, and ways to connect to the survey were also posted on the district FaceBook and Twitter accounts. Survey respondents were asked to indicate whether each allowable category of spending is a “highest priority,” “high priority,” “medium priority,” “low priority,” or “not a priority.” A few demographic questions at the end of the survey were also asked to sort input from different stakeholders. Demographics of Survey Respondents: * 63 percent indicated that they were parents in the district ,* 26 percent indicated that they were district employees, * 8 percent indicated that they were other community members. Results of the survey were taken into account in the development of our plan, with a special consideration being provided for the needs of low income students, students with disabilities, English language learners, and students experiencing homelessness.

Academic Programming: Over 91 percent of survey respondents categorized meeting students’ academic needs during the school day as a “highest priority” or “a high priority.”

Health and Safety: Almost 90 percent of survey respondents categorized safely returning students to in-person learning as a “highest priority” or “a high priority.”

Technology: Eighty-two percent of survey respondents categorized purchasing educational technology as a “highest priority” or “a high priority.”

Mental Health Needs: Over 78 percent of survey respondents categorized social-emotional supports and interventions as a “highest priority” or “a high priority.”

Summer Programming: Over 74 percent of survey respondents categorized addressing the impacts of the COVID-19 pandemic (with summer programming as an example) as a “highest priority” or “a high priority.”

Afterschool Programming: Over 74 percent of survey respondents categorized addressing the impacts of the COVID-19 pandemic (with afterschool programming as an example) as a “highest priority” or “a high priority.”

Other Areas Under Consideration: Additional Foundation Aid dollars are also being used to fund critical upgrades to safety and security, to address highly prioritized Building Condition Survey capital projects, and create central student registration to free up building-level registrars and resources...concerns expressed in our survey or through other community feedback over the course of the last year.

In addition, public comment regarding our plans and practices has been heard and noted at monthly meetings of the Board of Education, monthly meetings between the Superintendent of Schools and PTA/PTO/PTSA Presidents, and from other gatherings facilitated by the Superintendent of Schools.