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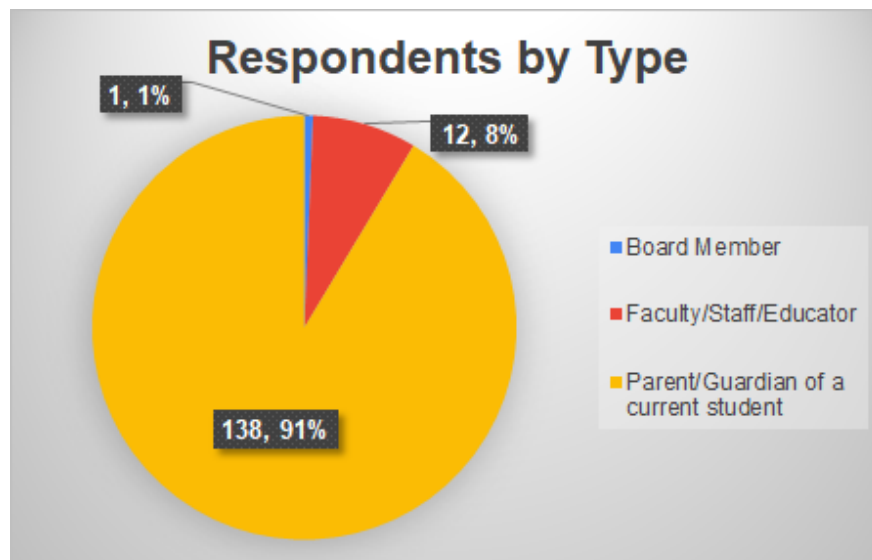
American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief Funding

In accordance with federal guidelines, Rye Neck UFSD requested public input on the development of a plan for the use of the **\$474,817** awarded through the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) fund as well as public input on the development of a plan for the use of the \$428,286 increase in Foundation Aid allocated to the district for the 2021-2022 school year.

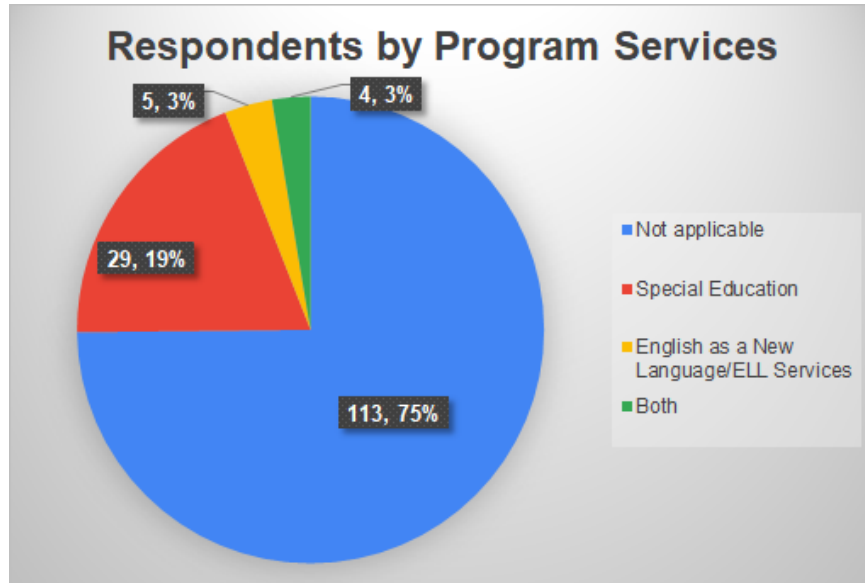
A four-question survey, modeled after a survey prepared by NYSED, was emailed to all parents and staff on Friday, May 21, 2021, via Google Form. The survey closed one week later on Friday, May 28, 2021. One hundred fifty one (151) responses were received (148 to the English survey, 3 to the Spanish survey).

In addition to three demographic questions, the fourth and final question asked respondents, “As we prepare for the next school year at Rye Neck, what are the most important academic, social emotional, and/or mental health supports for schools to provide to serve all students (i.e., general education students, students with disabilities, English language learners, and others)?”

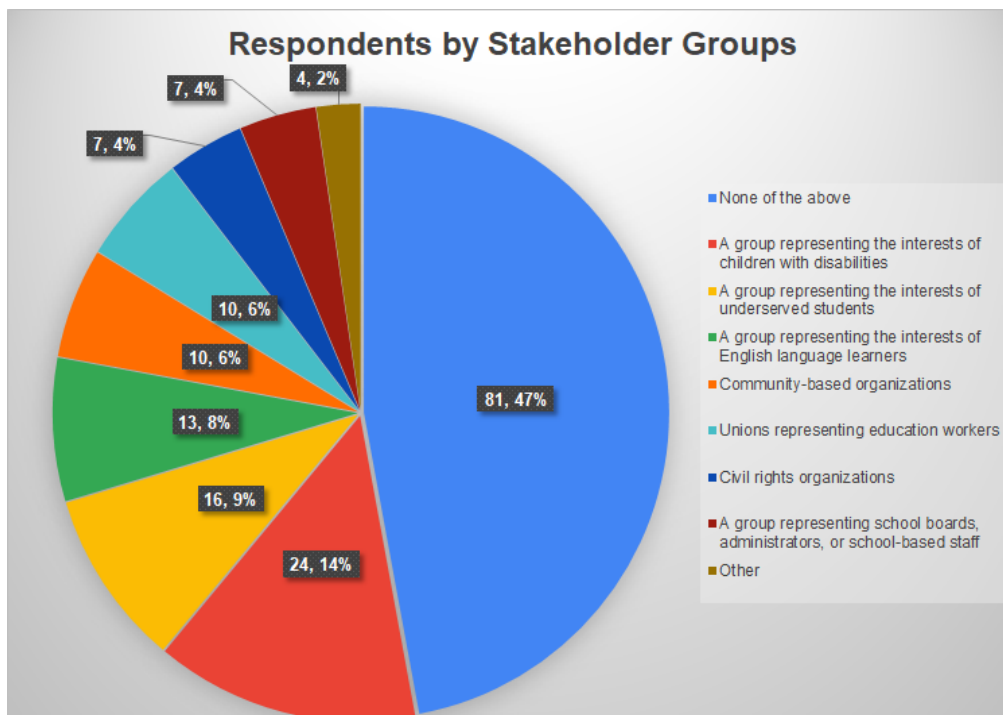
The results of the survey are summarized below:



- The majority (91%) of the responses were from parents/guardians.

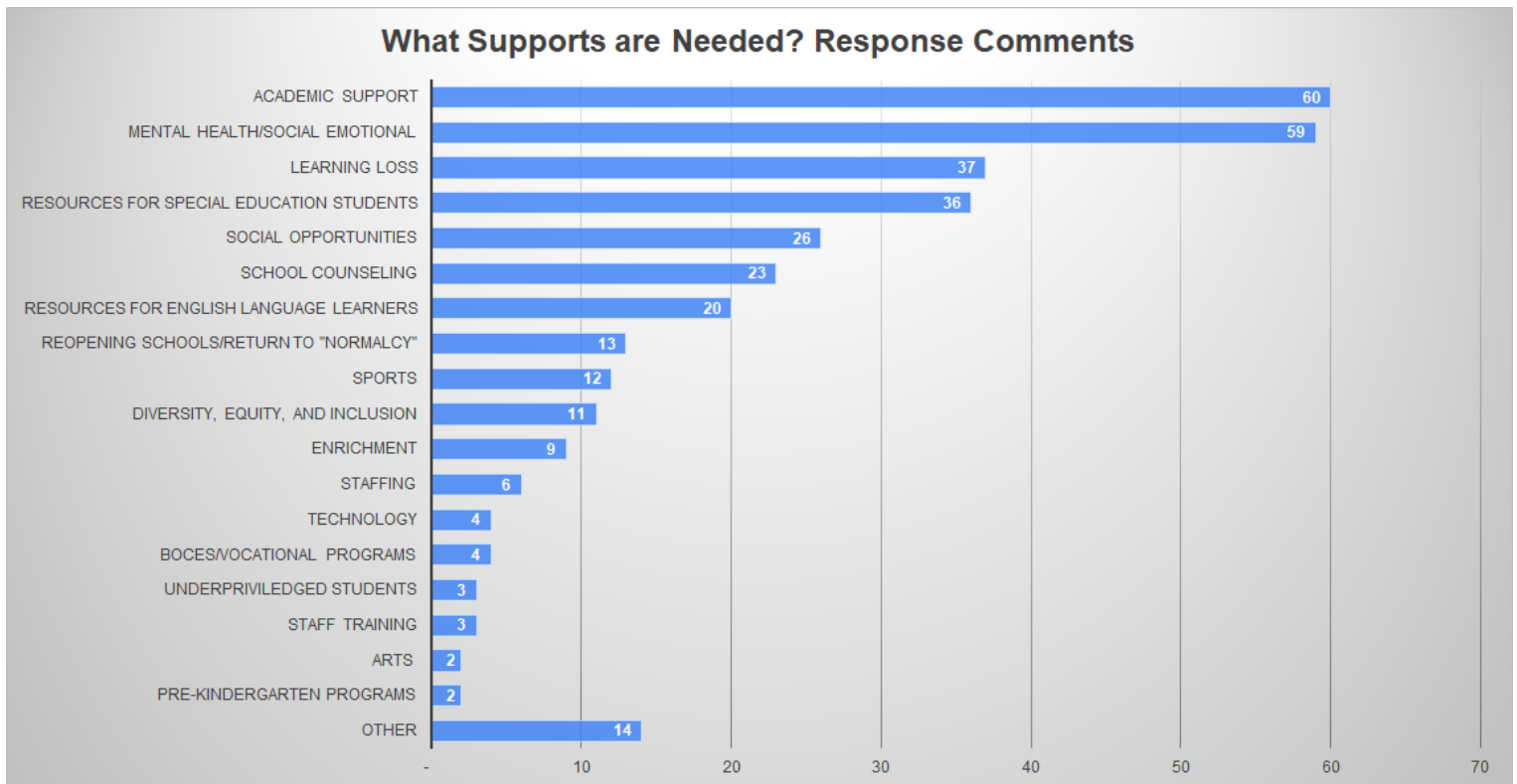


- 75% of the respondents were for students who are not a part of the special education or ELL population.
- 19% of the respondents represented those students in special education programs.
- 3% of the respondents represented those students in ELL programs.
- 3% of the respondents represented those in both special education and ELL programs.



- Just under half of the respondents (47%) did not represent a listed stakeholder group.
- 14% of the respondents represented students with disabilities
- 9% of the respondents represented the interests of underserved students
- 8% of the respondents represented the interests of English language learners.

- Other responses totaled 22% and represented community based organizations, unions, civil rights organizations, school boards and staff, and other groups.



- The last question in the survey was open-ended and allowed respondents to write in suggestions as to what funding should be used to support. Most responses indicated more than one item.
 - 40% of the responses indicated that funds should be used for academic support.
 - 39% of the responses indicated that funds should be used for mental health/social emotional resources and programs.
 - Support to combat learning loss and resources and support for special education students represented just under one quarter (24%) of the response comments.
 - Additional social opportunities (clubs, after school activities), school counseling services and support for English language learners were the other top responses.
 - The “other” category includes responses that were either one-off items or general comments.

In consideration of the responses received, Rye Neck’s plans for use of the American Rescue Plan funding is as follows:

American Rescue Plan (total allocation, June 2021: \$474,817)

The American Rescue Plan (ARP) funds are one-time funds that span four school years (through 9/30/2024), therefore we focused on expenses that support reversing learning loss as a result of the pandemic, supporting a safe school environment, as well as mental health and social emotional support for all students.

There are certain restrictions on the uses of the ARP funds, including how much must be spent on learning loss activities (minimum of 20%).

Based on feedback received, the District's initial application for the use of the American Rescue Plan funds will include the below items. In accordance with federal guidelines for grants, amendments may be processed as needed.

- Academic support and support to combat learning loss (initial allocation, \$345,000):
 - **Summer educational and enrichment programs**, districtwide, beginning with school year summer 2021
 - Summer programs for K-12 are being offered at the Rye Neck schools throughout July and August. As funding allows, programs will also be offered in future summer years, in accordance with the term of the grant.
 - **Additional Academic Intervention Services**
 - Districtwide, including resources, after school help, in-school support, and staffing to support students.
- Mental health/social emotional resources and programs, social opportunities for students, school counseling (initial allocation, \$130,000):
 - **Elementary Guidance Counselor, K-5, (1.0 FTE)**
 - This position will be trained in child development, learning strategies, self-management and social skills, and will understand and promote success for Rye Neck's K-5 students. This person will implement a school counseling program at the elementary level.
 - **Mental Health Presentations, Middle School/High School**
 - Funding for speakers, seminars and/or presentations related to mental health for middle and high school students.
 - **Intramurals Program, Middle School**
 - This program will be for sixth grade students to expose students to the different sport offerings that are offered within Rye Neck's interscholastic athletic program.

If any of the above expenses are expected to continue after grant funds have been exhausted or the grant period has elapsed, the District will make efforts to include these costs in the general fund budget (local funds). In accordance with the terms of the federal award, Rye Neck will reevaluate and revise the plan as necessary every six months. The first review will occur in December 2021.

In addition, Rye Neck's reopening page on the District website includes many resources, including the District's comprehensive reopening plans. The reopening plans include information about how Rye Neck maintains the health and safety of students, educators, and other school and staff and a description of the policies the District has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the local health departments; diagnostic and screening testing; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.