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**2022-23 School Year Plan for
American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief Funding**

In accordance with state and federal guidelines, for the 2022-23 school year, Rye Neck UFSD requested public input on the development of a plan for the use of the \$474,162 awarded through the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) fund.

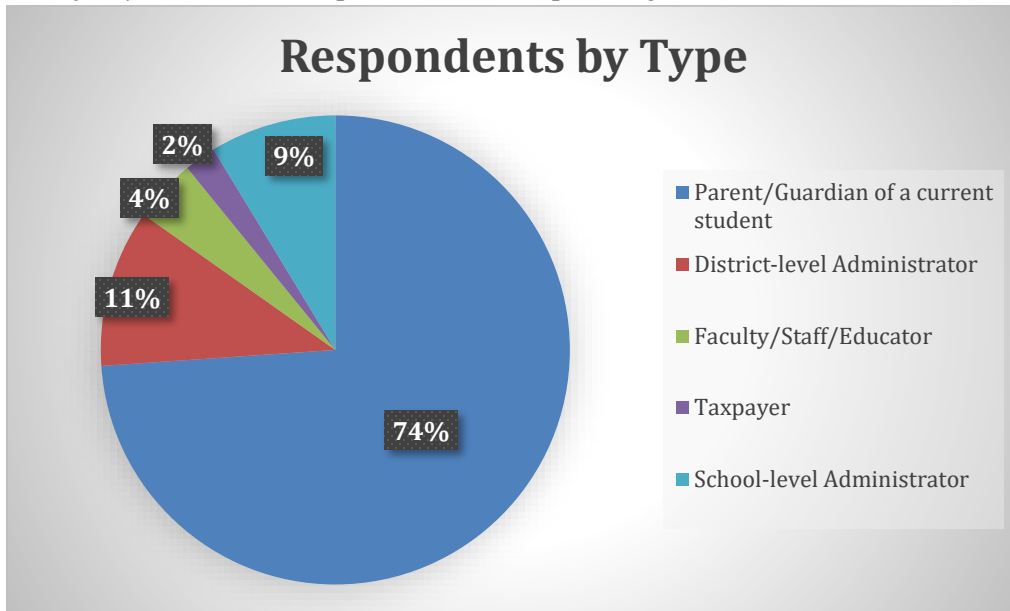
Rye Neck [previously sought community and staff input](#) in May 2021 on the uses of the ARP funds.

At the December 15, 2021 General Meeting of the Rye Neck Board of Education, a [presentation](#) was made which discussed both the use of the American Rescue Plan funds, other pandemic federal funding, as well as the anticipated 2022-23 increase in Foundation Aid funding. Another four-question survey, modeled after a survey prepared by NYSED, was emailed to all families and staff on Monday, December 20, 2021 and again on January 10, 2022 via Google Forms. The survey closed on Friday, January 14, 2022. Forty six (46) responses were received (45 to the English survey, 1 to the Spanish survey). Uses of the funding was also discussed in the bi-monthly district administrator meetings as well as in the 2022-2023 budget discussions.

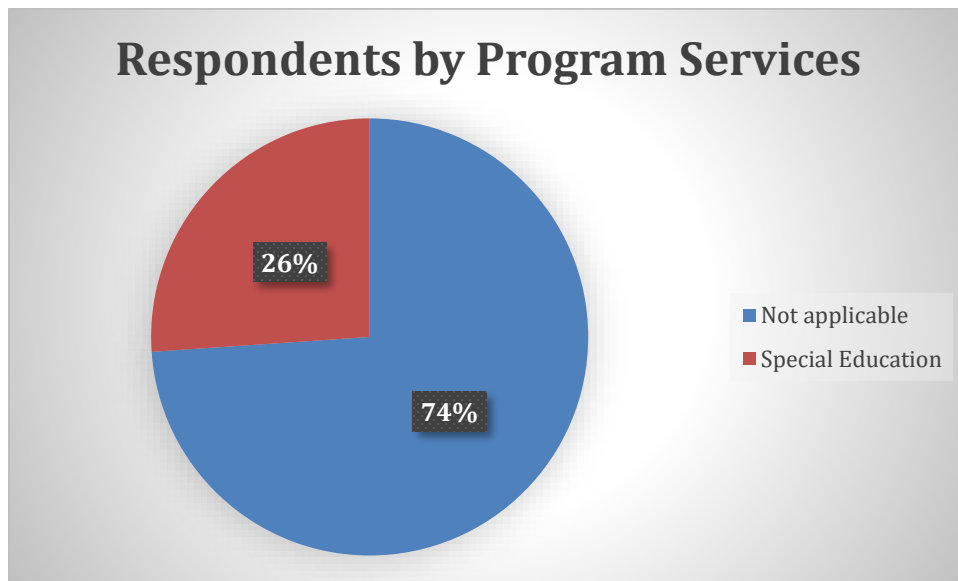
In addition to three demographic questions, the fourth and final survey question asked respondents, “As we prepare for the next school year at Rye Neck, what are the most important academic, social emotional, and/or mental health supports for schools to provide to serve all students (i.e., general education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

The results of the December 2021 survey are summarized on the next page:

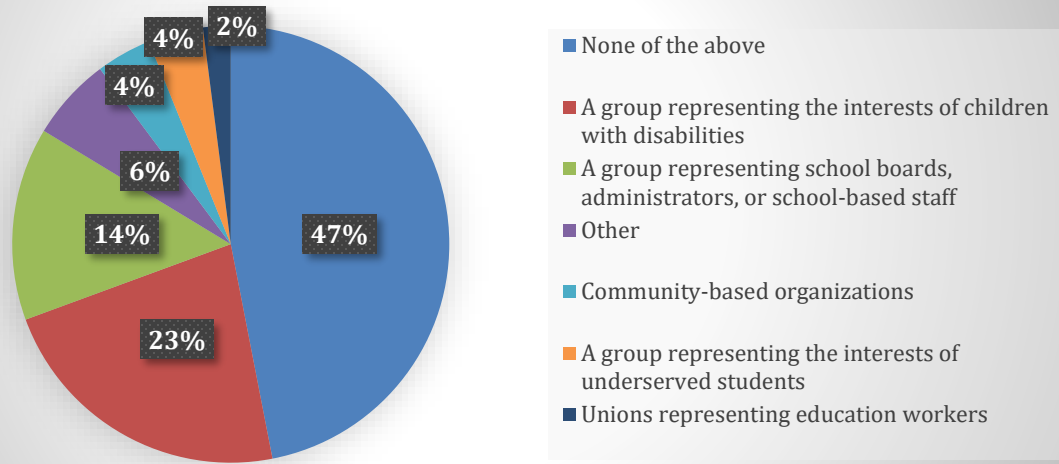
- The majority (74%) of the responses were from parents/guardians.



- 74% of the respondents were for students who are not a part of the special education population.
- 26% of the respondents represented those students in special education programs.

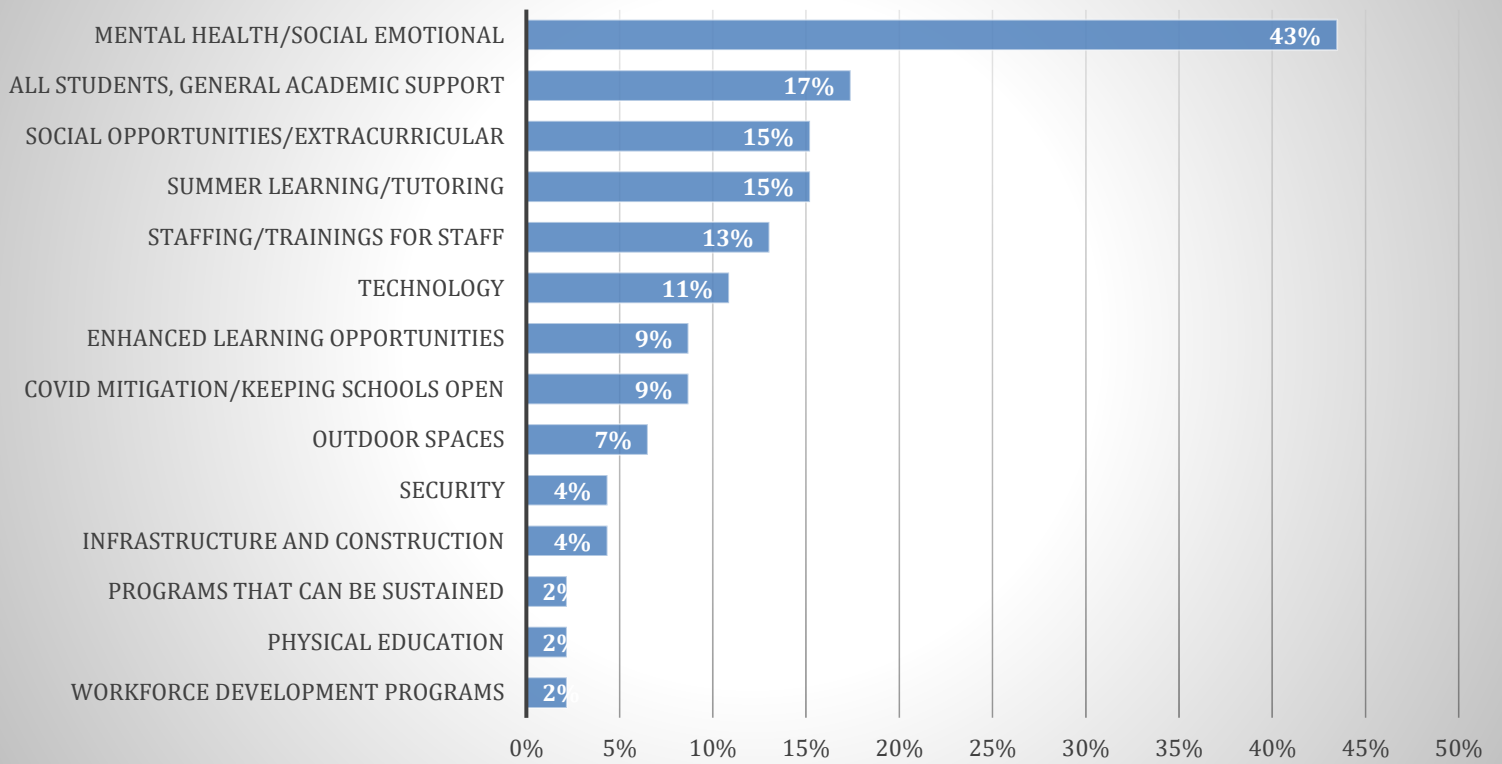


Respondents by Stakeholder Group



- Just under half of the respondents (47%) did not represent a listed stakeholder group.
- 23% of the respondents represented students with disabilities
- 14% of respondents represented school boards, administrators or staff.
- Other responses totaled 16% and represented community based organizations, unions, underserved students, and other groups.

What Supports are Needed? Summary of Responses



- 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. The majority of responses indicated more than one item.
 - 43% of the responses indicated that funds should be used for mental health/social emotional resources and programs.
 - 17% of the responses indicated that funds should be used for academic support.
 - 15% of the responses indicated that funds should be used for social opportunities and extracurricular activities as well as summer learning and tutoring.
 - Other categories include staffing and trainings for staff, technology, enhanced learning opportunities, COVID mitigation and the use of outdoor spaces.

In consideration of the responses received, Rye Neck's plans for the remaining American Rescue Plan funds are as follows:

American Rescue Plan (ARP)

The American Rescue Plan (ARP) funds are one-time federal funds that span four school years, therefore the district focused on items that support reversing learning loss as a result of the pandemic, creating a safe school environment, as well as offering mental health and social emotional support for all students. In developing the plan for using these funds, the district's goal was to ensure that the funds support students at all grade levels, kindergarten through 12th grade.

There are certain restrictions around the uses of the ARP funds, including how much must be spent on resources to combat learning loss, which is a minimum of 20%.

Approximately \$247,000 of the total American Rescue Funding of \$474,817 will be spent or encumbered at June 30, 2022. This amount covered the costs of the following:

- Elementary Counselor, plus benefits, 2021-22 school year
- Academic Intervention Services teacher, plus benefits, 2021-22 school year
- Kindergarten aide, 2021-22 school year
- Mental health presentations, MS and HS, 2021-22 school year
- 6th grade intramural sports program, 2021-22 school year
- Architect fees for plans for outdoor space development at the MS/HS

Based on parent feedback, the District's plan for the use of the remaining American Rescue Plan funds (estimated to be approximately \$228K at June 30, 2022) will include:

- **Academic support and support to combat learning loss**
 - Summer educational and enrichment programs, districtwide, summer 2022 (summer programs are open to 100% of the student population)
 - Summer programs for K-12 are being offered at the Rye Neck schools throughout July and August.
 - The Rye Neck summer learning programs are designed to ameliorate the impact of learning loss by structuring teaching strategies and practices based on research findings regarding the most effective way that students learn.
 - Aside from providing academic enrichment, Rye Neck's summer learning programs will build and reinforce student social emotional competencies before the return to school in the fall.
- **Staffing**
 - Kindergarten aides, salaries
 - Rye Neck has five kindergarten sections for the 2022-23 school year. The ARP funds will supplement the annual budget to maintain a full time aide in each Kindergarten classroom to support the district's youngest students as they transition to attending school at Rye Neck.

- Elementary teacher, salary and benefits
 - In order to support lower class sizes in the F.E. Bellows Elementary School, the grant will cover one additional elementary classroom teacher.
 - In 2021-22, this additional class section was funded from the Coronavirus Response and Relief Supplemental Act (CRRSA) funding.
- **Outdoor learning spaces**
 - The district is consulting with its architectural firm to assess which outdoor spaces at the MS/HS campus could be developed for outdoor learning and student interactions.
 - Outdoor spaces could be used for both classroom instruction as well as social spaces for students.