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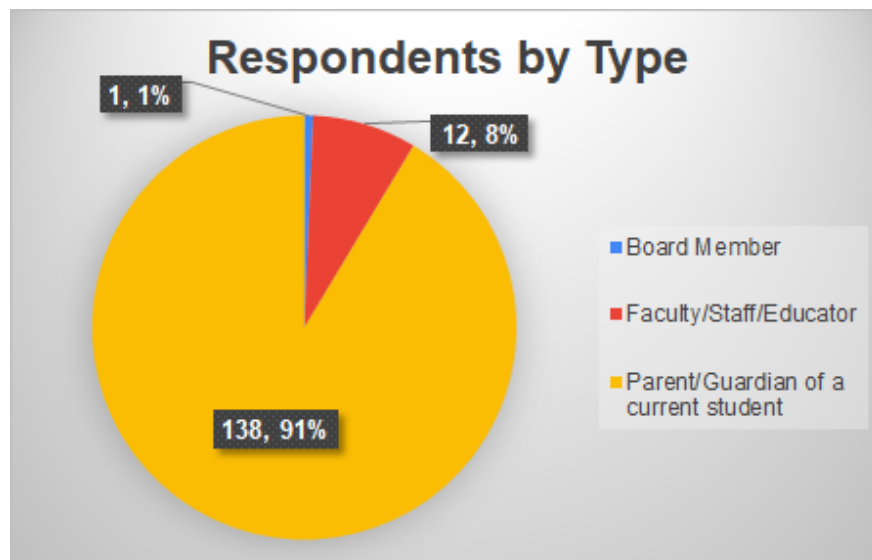
2021-22 School Year Plan for Increase in State Aid, Foundation Aid

In accordance with federal guidelines, 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 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.

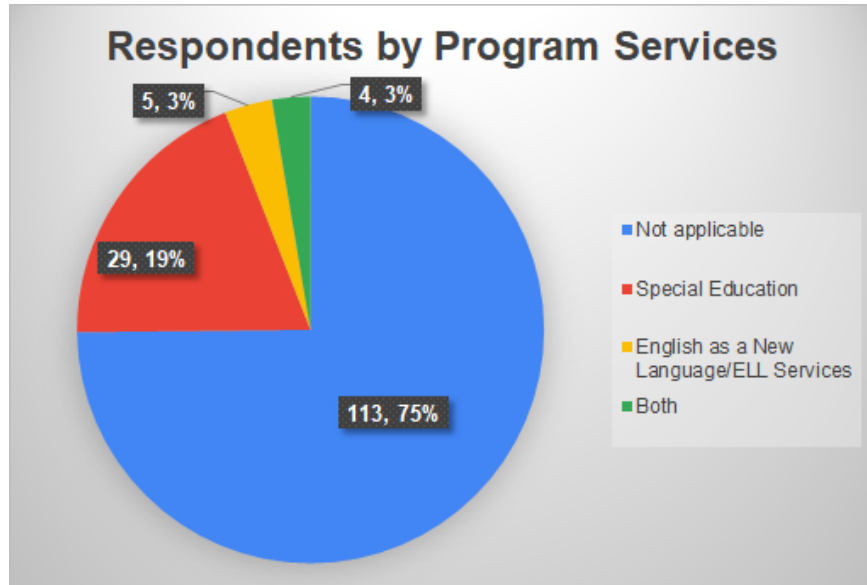
A four-question survey, modeled after a survey prepared by NYSED, was emailed to all parents and staff on Friday, May 21, 2021, via Google Form. The survey closed one week later on Friday, May 28, 2021. One hundred fifty one (151) responses were received (148 to the English survey, 3 to the Spanish survey).

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)?”

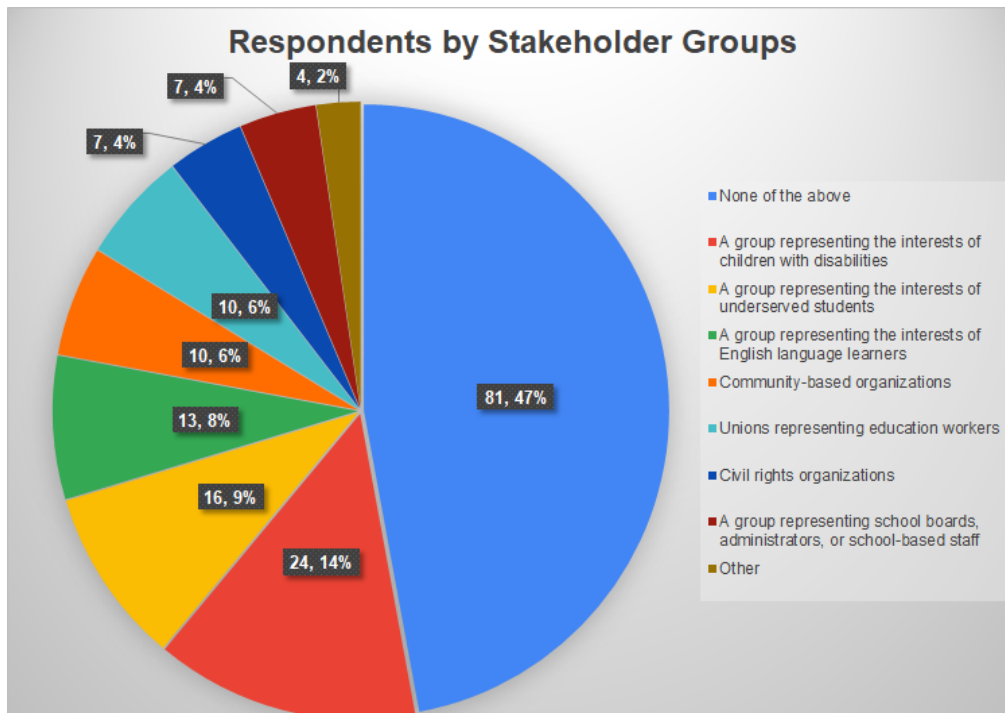
The results of the survey are summarized below:



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

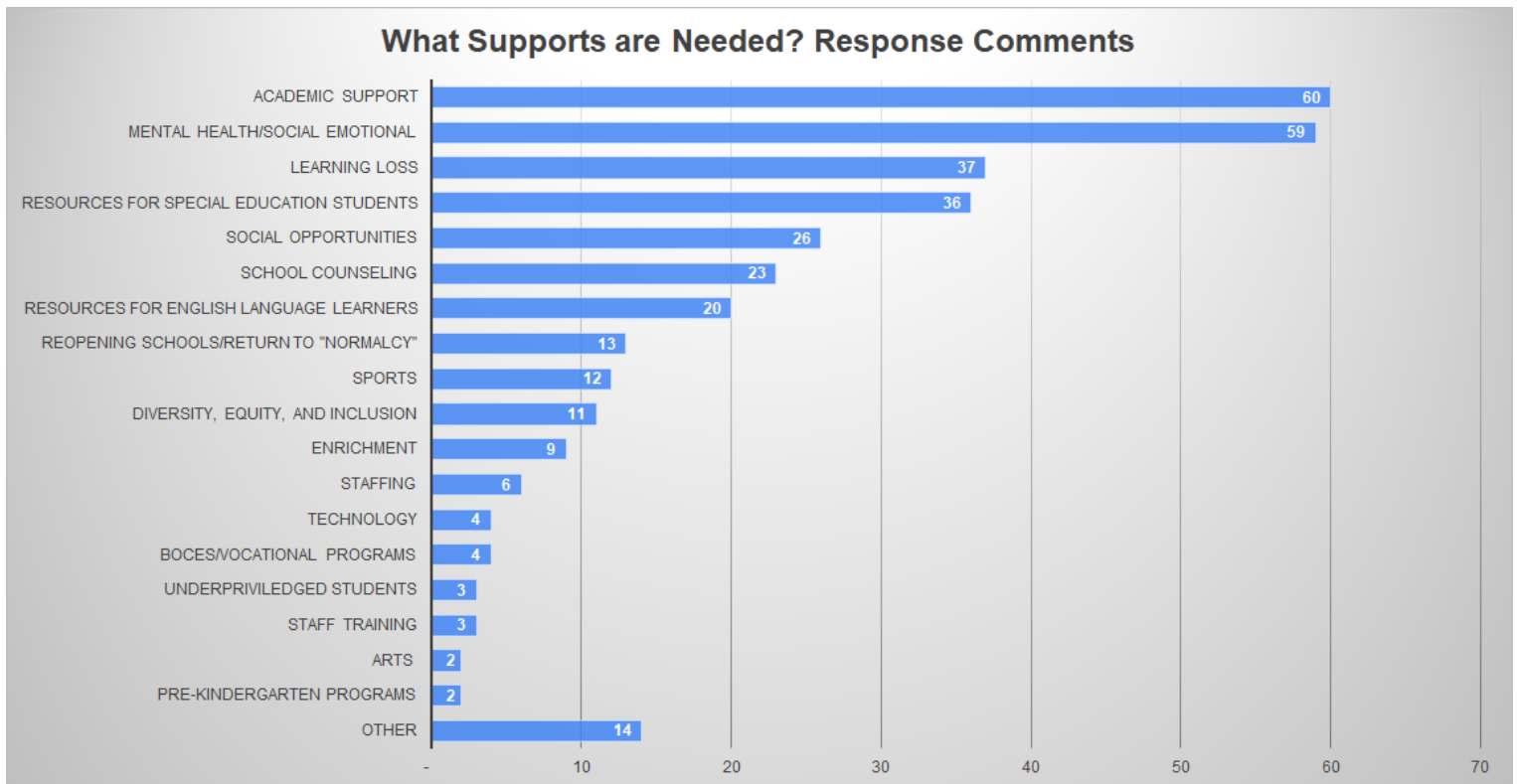


- 75% of the respondents were for students who are not a part of the special education or ELL population.
- 19% of the respondents represented those students in special education programs.
- 3% of the respondents represented those students in ELL programs.
- 3% of the respondents represented those in 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 increase in Foundation Aid funding is as follows:

Foundation Aid (total increase \$428,286)

The increase in Foundation Aid represents anticipated recurring funding from the state to the district. Therefore, Rye Neck focused on utilizing the funds for recurring and fiscally sustainable expenses:

- Academic support, districtwide (estimated budget: \$67,000)
 - **Restore previous budget cuts from classroom and academic services and supplies, districtwide**
 - In the 2019-20 budget year, in order to present a budget that was tax cap compliant, there was a 10% cut to services and supplies, districtwide. The increase in the Foundation Aid allows Rye Neck to be able to restore the 10% amount across all applicable budget lines.
 - **Additional funding allocated to BOCES program, services and/or trainings**
 - BOCES can provide educational programs, seminars and staff training that the district plans to utilize as needs arise.
 - **Creation of a new arts department chair**
 - Creation of a stipend for a staff member to chair the arts department. A department chairperson's responsibilities include assisting the building principals with hiring, scheduling and overseeing the curriculum. In addition, the department chair manages the department's budget as well as resource allocation.
- Mental health/social emotional resources and programs, as well as additional social opportunities and school counseling (estimated budget: \$76,000)
 - **Restore previous budget cuts from MS/HS clubs budgets**
 - In the 2020-21 budget year, in order to present a budget that was tax cap compliant, the District made a 50% cut to the middle and high school club budgets. The increase in Foundation Aid allows Rye Neck to restore the 50% cut to both the middle and high school clubs. The funds will allow for the creation of new clubs and for clubs to run for the full school year.
 - **Increase elementary school extra curricular activities budgets**
 - Allocations for both Daniel Warren and F.E. Bellows extra curricular activity budgets. This funding will allow for the creation of new activities and the expansion of existing activities.
 - **Increase guidance department resources budget**
 - An allocation to the Middle/High school guidance department to be used for programs, supplies and services as necessary to support students during the school year.
 - **Funds for staff trainings related to mental health**
 - Funding for training for staff related to mental health at work and related to students.

- Support to combat learning loss and resources, support for special education students (estimated budget: \$103,000):
 - **English Language Arts Teaching Assistant (0.5 FTE)**
 - Support reading and writing instruction for small groups of students, collaborate with the school psychologist and reading teachers, and administer reading assessments as needed.
 - **Special Services Teaching Assistants (1.0 FTE x two positions)**
 - These two positions will be elementary-level teaching assistants with backgrounds in working with students with disabilities and will work with students who require consistent implementation and revision of academic and behavioral plans, interventions and strategies.
 - **Increase Resource Room Teacher (0.2 FTE)**
 - The teacher in this position will provide resource room instruction to students while ensuring a safe and stimulating learning environment, which encourages student participation.

- Support for English Language Learners (estimated budget: \$182,000):
 - **ENL Teacher (1.0 FTE)**
 - The teacher in this position will support reading and writing instruction for small groups of students as well as use of ENL methodologies and collaborate with the ENL team to ensure that appropriate strategies are implemented.
 - **Bi-lingual Social Worker (1.0 FTE)**
 - The person in this position will help support students and families, promote the mental, emotional, behavioral, cognitive and social functioning of student learners, and will maintain regular and open communication with families, colleagues and district administrators.