



East Ramapo Central School District
American Rescue Plan Act: Use of Funds

The NYSED has not provided a deadline for submission or application requirements for the ARP Act application. The project plan for the East Ramapo Central School District ARP Act allocation is in development, which is a collaborative effort among internal district leadership and key stakeholders, and working groups created in partnership with Congressman Mondaire Jones. The United States Education Department (USDE) requires the district to make publicly available on our website a plan for the use of ARP ESSER funds by July 1, 2021.

The plan provided in this document is still in development as of June 30, 2021, while further guidance is pending from the NYSED. As this guidance becomes available, the East Ramapo Central School District plan will be updated. Please check the district web page for these updates.

Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent. The plan must address the following four topics.

1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.
2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.
3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.
4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Table I



ARP Act Budget Period Months

Budget Period Start	Budget Period End	Months (n)
July 1, 2021	June 30, 2022	12
July 1, 2022	June 30, 2023	12
July 1, 2023	June 30, 2024	12
July 1, 2024	September 30, 2024	3
	<i>Cumulative</i>	39

1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

The East Ramapo Central School District has used and will continue to use resources from the general fund or other sources of supplemental funding to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning. The funding available in the ARP Act will be used to address the requirement of section 2001(e)(1) of the ARP Act and the following two allowable use of funds in section 2001(e)(2)¹:

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.

Section 2001(e)(1) of the ARP Act states that the district,

¹The complete text of the ARP Act can be seen at: <https://www.congress.gov/bill/117th-congress/house-bill/1319/text#toc-HC9CE46A721204EB081A88ACD8FB287D5>



“...shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 ([20 U.S.C. 6311\(b\)\(2\)\(B\)\(xi\)](#)), students experiencing homelessness, and children and youth in foster care...”

For the East Ramapo Central School District, the 20 percent Learning Loss Set Aside is:

$$\mathbf{\$149,849,937 \times 20\% = \$29,969,987}$$

As of the writing of this report, the East Ramapo Central School District’s plan to address learning loss – while still in development – will remain consistent with strategies in the district’s academic strategic plan and comprehensive improvement plan. During the proposed 39-month budget period, the district will use ARP Act funding to implement and expand the following evidence-based interventions.

- Response to Intervention and Instruction
 - Supplemental Advisory for Secondary
 - Expanded School Year
 - Culturally Relevant Interdisciplinary Curriculum
 - ELA and Math Interventionist
 - International Baccalaureate Sustainability
 - Supplemental Instructional Materials and Supplies
 - Art and Music
 - S.T.E.A.M.
 - Physical Education, Health and Athletics
 - Classroom Libraries
3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The East Ramapo Central School District’s plan is compliant with the following two sub-sections of section 2001(e)(2) of the ARP Act.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.



Specifically, the district has retained the services of CS Arch to develop a five-year capital improvement plan that is compliant with and addresses section 2001(e)(2) of the ARP Act. Currently, the budget for this five-year capital improvement plan is \$119,013,769. More details will be provided on this plan as they become available.

4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

In the East Ramapo Central School District:

- 65 percent of students are from low-income families (n = 5,956);
- 96 percent are students of color (n = 8,850);
- 17 percent are students with disabilities (n = 1,500); and,
- 43 percent are English Language Learners (n = 3,928).