

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Summary & Background

Summary & Background

GIRLS PREP CHARTER SCHOOL

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SUMMARY & BACKGROUND

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund. The ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation 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 economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated by October 31, 2024.

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

This number should be used on the appropriate FS-10 budget form.

Submission Deadline

Completed applications are due by **August 31, 2021** (with extensions by request), and will be reviewed on a rolling basis.

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER allocation returned to the United States Department of Education.

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS

The federal ARP statute requires SEAs to reserve:

not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the [SED Monitoring and Vendor Reporting System](#). This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Submission Instructions

Submission Instructions

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Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

ARP-ESSER LEA Base 90% Allocation - Intent to Apply

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- 1. Does the LEA intend to apply for American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding?**

Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

- 2. Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	James Farris	jfarris@publicprep.org	9/27/21
LEA Board President	Boykin Curry	bcurry@eaglecap.com	9/27/21

ARP-ESSER Allocation - Construction-Related Costs

- 3. Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?**

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination

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Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act; and section 2001(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are fully addressed in the LEA's application, combined with a budget, and then publicly posted after being developed with public input.

An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

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.

1. In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.

1. Engaged home office team brainstorm activity
2. Engaged Academic and Operations Cabinets in brainstorm activity for innovation
3. Planning session for families in August 2021

LEA will continue to engage stakeholders throughout the plan through Family surveys, bi-monthly Town Hall meetings with families (Zoom), community conversations within schools, weekly staff meetings (school level focus), DOO / Principal bi-monthly budget meetings. The use of ARP funds will be addressed semi-annually per the terms of the grant at full board meetings, which are open to the public.

2. In the space provided below, please provide the URL for the website(s) where the LEA ARP-ESSER Plan is/will be publicly posted. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.

<https://www.publicprep.org/publicnotices>

ARP-ESSER LEA Base 90% Allocation - Program Information

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

3. **In the space provided below, please describe 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 LEA will not use grant funds to impelment prevention and mitigation strategies, and will use funding instead to provide for staffing and response efforts.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information****4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.**

Over the course of the year, Public Prep will use multiple internal and externally validated assessment tools to identify student needs and monitor student progress as a part of our planned interventions and support. Below you'll see an outline of our primary Academic and SEL data that we as an LEA will use to identify the needs of all subgroup students, as well as the planned interventions.

In terms of our Academic data, we will rely heavily on the following assessment datasets:

- NWEA MAP: The NWEA MAP Growth assessment is an internationally validated Reading and Math assessment that provides both proficiency and growth information for each individual student and student subgroup. We will use MAP data to identify student and subgroup level proficiency and growth to assess the success of our intervention programs and further iterate on the structures of our interventions and tiered instructional program. We will administer this assessment three times over the course of the academic year.
- STEP: Our STEP assessment, an externally validated national reading assessment, provides us both student and subgroup data on the reading levels of our students, as well as a pathway to the highest leverage reading interventions that each of our students need to receive. We will administer this assessment three-four times over the course of the academic year, depending on grade level.

In addition to these national externally validated assessments, we will implement progress monitoring tools to track the impact of our core intervention programs and consistently use these tools to evaluate the efficacy and impact of our intervention programs.

We have built a number of effective, researched, and supported intervention programs into our school day to close the academic gaps that we're seeing within our student body and subgroup data. Our current NWEA MAP assessment data indicates the importance of these assessments: our incoming Fall 2021 class is 10 percentage points farther behind in Math and 6 percentage points farther behind in Reading than Fall 2019 before the COVID pandemic. The interventions we are including are:

- Guided Reading: Daily small group reading instruction and second block intervention based on STEP prioritized skills to quickly move students' reading levels to allow them access to on grade level content.
- Close Reading: Daily reading instruction and second block intervention coursework to give access to complex texts to students behind grade level in reading.
- Math Skills: Additional daily math instruction to target prioritized skills on and below grade level based on NWEA MAP data analysis for individual and subgroups of students.

These interventions integrate into the existing core instruction throughout the day and will be supplemented with an additional set of intervention programs that select students and subgroups will have access to, including Leveled Literacy Intervention, Orton Gillingham including Foundations and Wilson, Read180, Math180, Reflex, and IXL.

In addition to this comprehensive academic intervention program, we are heavily focused on the social, emotional, and mental health of our scholars given the impact of COVID. We use four primary sources of data when evaluating the student support needed:

- Kickboard Student SEL & Climate Survey: Surveys are administered directly through Kickboard for our 3rd-8th grade students. The survey gives us data directly from students in the following Social Emotional Learning Competencies; Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills and Social Awareness. As well as School Climate Measures; Student support, Equity, Belonging and Safety. We can use this information to respond to strengths and areas of need by focusing on topics in Morning Meeting/Advisory periods as well as determining at risk student support groups.
- Mandated Counseling on IEPs: We use the number of scholars who are receiving mandated counseling on their IEP to support the needs assessment of our schools to inform hiring decisions.
- At Risk Counseling referrals: The Student and Family Affairs Teams at our schools have systems for teachers to reach out for at risk supports for students and families. Focus areas for At Risk Supports include but are not limited to family communication, attendance, academic needs, social emotional need, financial assistance for families, food source, and physical and mental health services.
- Student Study meetings: During Student Study meetings, teams meet to look at academic and social emotional behavior data to determine support. Support can look like but are not limited to academic intervention, at risk counseling support groups, family communication plans.

Once we have clarity on the support needed for individual students and subgroups, we have three primary sources of support that we are implementing across our network:

- RULER: This is the social emotional framework we use at Public Prep Network. All schools are engaged in learning and teaching the tools of the mood meter, charter, meta moment and blueprint. These tools along with the core routines of community circles support the growth in becoming emotional scientists and support the regulation of our own emotions so that we can thrive in safe and healthy learning environments. In all of our schools at Public Prep Network there was intentional time built into school schedules to ensure time for Morning Meeting and Advisory to allocate time specifically to social emotional development daily.
- Kickboard: Kickboard is a way to track positive and corrective feedback to our students. Public Prep Network is invested in relationship building with all stakeholders, Kickboard is the tool that allows our feedback both positive and corrective to be shared with scholar, families and teachers. We focus on maintaining a 80% positivity ratio for all scholars to ensure they are getting feedback on their strengths and building skills for academic and social emotional behavior. Kickboard is also used to support the work we do as a network to become culturally responsive educators and to provide wise feedback aligned to the ready for rigor framework.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

- Partnership with Children: Public Prep has partnered with Partnership with Children (PWC) to provide 5 out of our 6 schools with 1 additional onsite social worker. The PWC Social Workers are embedded into the school to provide additional at risk student counseling, professional development for staff and resources for families.

While we are constantly monitoring and iterating on the impact of our intervention programs, we are excited about the impact that we believe we can make through the implementation of this work.

- 5. In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - 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.**

20% learning loss funding will provide for a number of co-teachers, focusing on small group, distanced instruction addressing our most at-risk kids. CoTeachers will provide in class and after school remediations focusing on academic gaps and losses gained over the pandemic. Our schools have both extended day and summer programs on top of in class push in sessions providing a myriad of academic supports.

At Public Prep, we believe that it is our responsibility to go beyond the limits of the traditional school day/year to ensure that our students have the opportunity to achieve. These include:

- Extended School Day: Each of our schools runs a 7+ hour day. This extended school day allows us to provide additional intervention blocks in Reading and Math, including Close Reading, Guided Reading, and Math Skills, to all of our students at the appropriate grade levels. These intervention programs are core to our ability to expedite our students' mastery of on grade level materials.
- Afterschool Programming: In partnership with the Department of Youth and Community Development and HELium, we are implementing rigorous after school programming across our campuses where students have the opportunity to engage in additional SEL and academic enrichment to augment the extended school day. In addition to these programs, we are partnering with Springboard to offer learning acceleration, both in the after school and in school opportunities. Select schools are also offering before-school tutoring programs to further expand on the opportunities to close learning gaps.
- Summer Enrichment and Summer School: In previous years, we've implemented Springboard programming for summer opportunities. This time has been heavily focused on closing academic gaps in our lower elementary students in Reading, Writing and Foundational Skills. This includes a parent partnership to develop adults in scholars' lives to coach around reading.

- 6. In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.**

Principal, Operations Manager - these are school leadership positions who will coordinate, implement and lead preparedness response efforts of the LEA with local and state government, and develop strategies for the LEA's public health protocol response.

Social workers - will provide mental health services to at-risks groups across each grade level. The increase in the number of social workers at each building allows for a greater number of students to be served with mental health needs following a year of remote instruction and receive instruction aligned to student-specific goal areas

The Director of Student and Family Affairs provide family communication resources and services that are invaluable to the school - other activities that are necessary to maintain the operation of and continuity of services in the LEA

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

7. **In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and 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.**

The LEA serves a population of students that are represent populations that are disproportionately impacted by the COVID-19 pandemic. 80% of students are from low-income families; 98% of students are students of color; 1% of students are English Language learners, and 21% of students have disabilities. All interventions and services funded by these funds will go to serve these students in significant numbers, as these students represent the majority of our population in all schools.

When we are selecting metrics to prioritize decision making around our instruction and intervention programs, we ask ourselves three questions: (1) how aligned are the assessments to the grade-level standards, (2) do we have both formative and summative data sources, and (3) can the assessments be used to better understand and make decisions around subgroup performance for our student population.

We have a rich source of academic data from externally validated and internally developed sources that inform our decisions around instruction and intervention. For all of our data sources, we apply a school, grade, class, and subgroup lens, evaluating when and how our student subgroups under and over perform each other, and the root cause for those differences in performance. Our Academic Data sources include:

- NWEA MAP: The NWEA MAP Growth assessment is an internationally validated Reading and Math assessment that provides both proficiency and growth information for each individual student and student subgroup. We will use MAP data to identify student and subgroup level proficiency and growth to assess the success of our intervention programs and further iterate on the structures of our interventions and tiered instructional program.
- STEP: Our STEP assessment, an externally validated national reading assessment, provides us both student and subgroup data on the reading levels of our students, as well as a pathway to the highest leverage reading interventions that each of our students need to receive.

In addition to these nationally validated assessments, we use a number of internal assessments, including:

- Interim Assessments: Summative assessments that provide a year-to-date mastery of grade-level standards to evaluate instruction and adjust both core and intervention programs. Implemented quarterly.
- Unit Assessments: Summative assessments that capture progress on student mastery within an individual unit. Implemented roughly every 6 weeks.
- Daily Exit Tickets: Single standard assessments to provide teachers with a view into the mastery of daily objectives. Administered at the end of lessons.

In addition to this academic data, we use the following sources of data when making decisions around individual students and student subgroups for the social, emotional, and mental health:

- Student needs survey: Families completed a needs assessment survey that Public Prep Network used to determine supports for students and families. Throughout that survey families were able to self identify needs for housing, food sources, clothing, as well as technology supports. In addition to the student needs survey, Public Prep has supported 40+ families in need during the holiday season and 149 families with direct cash assistance for food, housing, and clothing.
- Partnership with Children: Public Prep has partnered with Partnership with Children to provide 5 out of our 6 schools with 1 additional onsite social worker. The PWC Social Workers are embedded into the school to provide additional at risk student counseling, professional development for staff and resources for families.
- RULER: RULER is the social emotional framework we use at Public Prep Network. All schools are engaged in learning and teaching the tools of the mood meter, charter, meta moment and blueprint. These tools along with the core routines of community circles support the growth in becoming emotional scientists and support the regulation of our own emotions so that we can thrive in safe and healthy learning environments. In all of our schools at Public Prep Network there was intentional time built into school schedules to ensure time for Morning Meeting and Advisory to allocate time specifically to social emotional development daily.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

ARP-ESSER Return to In-Person Instruction

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Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it 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 State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

LEA plans 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.

NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).

- 1. In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

<https://www.publicprep.org/publicnotices>

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

2. **An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.**

In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.

The LEA will provide regular updates to its in-person learning protocol in accordance with CDC guidance, and will adjust its budget based on these revisions every six months. This will be addressed at least semi-annually at the LEA's board meetings, where we will make this a discussion item open for public comment. Public comment will be addressed in the board minutes as will any changes to the ARP budget.

LEA will utilize the following mechanisms to communicate and engage stakeholders: Family surveys, bi-monthly Town Hall meetings with families (Zoom), community conversations within schools, weekly staff meetings (school level focus), DOO / Principal bi-monthly budget meetings. The use of ARP funds will be addressed semi-annually per the terms of the grant at full board meetings, which are open to the public.

Verbiage within the re-opening plan will be updated based on updated protocols, policies and procedures, and feedback from the public/staff. This will be addressed at least semi-annually at the LEA's board meetings, where we will make this a discussion item open for public comment. Public comment will be addressed in the board minutes as will any changes to the ARP budget. Review and public comments will be incorporated after a review by LEA's senior leaders, with updates shared on the LEA website and via tools used to communicate with parents.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	1,495,590
Total Number of K-12 Resident Students Enrolled (#)	498
Total Number of Students from Low-Income Families (#)	398

ARP-ESSER Schools Served

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number (#)
Total Number of Schools in the LEA	2
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

ARP-ESSER LEA Base 90% Allocation - Use of Funds

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Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity. **PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.**

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	485,775
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	135,828
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	0
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	393,610

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - 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.	0
18 - 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.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	332,141
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	148,236
Totals:	1,495,590

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

ARP-ESSER LEA Base 90% Allocation - Budget

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

- Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER LEA Base 90% Funds.**

GPLES - ARP Budget signed.pdf
 GPLES - ARP Budget signed.pdf

- Please upload a completed copy of the Budget Narrative for the ARP-ESSER LEA Base 90% Funds.**

GPLES - ARP Narrative.pdf
 GPLES - ARP Narrative Update.pdf

- Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.**

	Total Funds (\$)
15 - Professional Salaries	1,495,590
16 - Support Staff Salaries	0
40 - Purchased Services	0
45 - Supplies and Materials	0
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,495,590