

**ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Summary & Background

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Page Last Modified: 07/22/2021

**Summary & Background**

CANANDAIGUA CITY SD

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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.

**ARP-ESSER Application: Part 2 - ARP Act**

Introduction/Instructions - Summary & Background

---

Page Last Modified: 07/22/2021

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.

**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

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Page Last Modified: 07/22/2021

**Submission Instructions**

CANANDAIGUA CITY SD

430300050000

**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

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Page Last Modified: 08/27/2021

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

CANANDAIGUA CITY SD

430300050000

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

[Redacted area]

- 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	Matt Fitch	FitchM@canandaiguaschools.org	8/30/21
LEA Board President	Jeanie Grimm	GrimmJ@canandaiguaschools.org	8/30/21

**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?**

[Redacted area]

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

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Page Last Modified: 01/14/2022

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

CANANDAIGUA CITY SD

430300050000

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.**

*The District sent a survey to the following constituent groups seeking input on the use of stimulus funds; students, parents, community members, faculty, and stakeholders of special interests such as Students with Disabilities and English Language Learners. Categories for funding were outlined for the constituent groups to select and there was an option to provide additional suggestions. Categories included but were not limited to, Add Before and After School Learning Opportunities, Expand Academic Interventions and Supports for Students During the School Day, Purchase of Educational Technology (including hardware, software, connectivity), Expand STEM. From there, responses were reviewed and the allocation was utilized to fund the range of activities that were reflective of the feedback provided. The district will engage in a review of activities every six months, with our first meeting to occur in March of 2021. The stakeholder group will consist of parents, staff, administrators, and BOE members. AN annual needs assessment will also be administered in July during the life of the funding..*

- 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.**

*Access to the plan will be available through the district website.*

*<https://www.canandaiguaschools.org/district/district-departments/arp>*

*A pdfs of the application, budget, and budget narrative have been uploaded to this location. For anyone that can not access the plans, paper versions can be mailed to their home address or be made available for pick up at our district office.*

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

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Page Last Modified: 01/14/2022

**ARP-ESSER LEA Base 90% Allocation - 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 district has budgeted for a per-pupil expenditure for the purchase of cleaning supplies and materials per building. These resources will be purchased using the most current CDC guidance in mind in order to safely open and operate schools for in-person learning 5 days a week for all buildings.

Specifically, our budget includes:

Cleaning Supplies and Materials Per Pupil allocation per building \$25.00 per student/1143 students. Proposed purchases include masks, gloves, face shields, and cleaning wipes to ensure that staff and students have access to adequate supplies to prevent/mitigate the spread of COVID-19, with the goal of keeping schools open for in-person learning.

- 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.**

*The district will continue to collect data linked to student performance, attendance, and behavior in order to identify and address needs. We utilized programs such as iReady and a locally established benchmarking system to assess and monitor student progress. monitor student performance, Additionally, we use an EWI (Early Warning Indicator) system that helps us review attendance, academics, and behavior K-12). Building teams meet and review this data regularly and select appropriate interventions as a result. Resources will be allocated and aligned to the specific interventions necessary to meet identified needs.*

*Our planned interventions include the development of collaborative teams of teachers at the K-5 level; where the additional RTI/AIS positions will meet with small groups of teachers to review student progress and design and align instruction during their meetings. The data sets used will be a combination of ongoing student performance, benchmark data, and information collected from ongoing progress monitoring from iReady. Additionally, the district is increasing the number of professional learning opportunities for staff to engage in ongoing professional learning to support MTSS (Solution Tree) and Math Recovery Training to support classroom instruction and to target interventions based on student needs. We will also seek to expand opportunities easing before and after school offerings designed to student needs. For example, we have teachers working with students after school at our middle school for extended tutoring and mentoring opportunities.*

- 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.**

The district is developing a range of before and after school programs, Saturday programming summer workshops (enrichment), and summer intervention programming. In addition, the district is adding staffing to support a range of needs such as remote learning, adding interventionist positions to support our youngest learners with evidence-based interventions. Each of the items below addresses the academic, environmental, social, emotional, or mental health needs of students or staff.

These opportunities will begin at the start of the 2021-22 school year and will be in place during the duration of the funding is available

Specifically, our budget includes:

Evidenced-based interventions will result from the direct instruction and instructional coaching provided by these staff members intended to address lost instructional time and learning loss. These positions are 2 1.0 implementation coaches and 4 additional Rti?AIS teachers

Professional learning will be provided by Solution Tree to strengthen our RtI/MTSS systems in the district and provided staff members with increased knowledge of best practices for the LEA's student population.

Additional professional learning/training via Math Recovery training will also be provided to staff support and improve instructional practices in mathematics instruction. This includes the purchase of related materials to support the training for teachers.

Additional supplemental materials will also be purchased to combat learning loss/gaps as a result of the impact of the pandemic. Some examples include ("Tangy Tuesday Math Resources", "Words Their Way" materials (word study) and Kelsoe's Choices program with K-5 students to teach resolve conflicts). The materials will support both academic and social-emotional needs of students

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

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Page Last Modified: 01/14/2022

**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.**

Our remaining funds will be allocated to supporting other activities that are necessary to maintain the operation of and continuity of services, including continuing to employ existing or hiring new LEA and school staff. Each of the items below addresses the academic, environmental, social, emotional, or mental health needs of students or staff.

Examples of the funding include:

Funding will be used to hire a coordinator of stimulus-funded activities. The purpose of the position is to have a direct oversight of all stimulus-funded activities and to monitor our expenditures. The position is also responsible for ensuring that activities have a connection to keeping the district open for in-person learning and that they support wither the academic, social, emotional, or mental health needs of our students.

Hiring three virtual teachers to support instruction for students whose families choose to engage in teaching and learning virtually for the 21-22 school year. This alternative will help the district to meet families where they are in regard to their concerns about the health and safety of their students.

Hiring a .5 art teacher and expanding instructional offerings for students at our high school. These offerings are for students that are at-risk and who have not previously had access to unique course offerings.

Hiring 2 nurses as part of a plan to ensure that the district is able to adequately meet the demands of testing and contact tracing as the pandemic continues.

Funding will be used to cover the cost of 2 LOTE teachers. This will allow us to meet the instructional requirements of our world language program.

Funding will be used to provide staff with 6 hours of professional development to help them best meet the academic, social, emotional, and mental health needs of students. These offerings will be provided in a variety of means (in-person, virtual, asynchronous) to ensure access to the learning for our staff members.

Funding will be used for summer school expansion, before and after school programming, This includes the purchase of any necessary materials for these programs and salaries for instructions and transportation staff that are necessary to facilitate the programming. This programming will be used to address the academic, social, emotional, and mental health needs of students through their participation in them.

Funding will be used for hiring a Child/Family Advocate that will allow for increased access to social, emotional, and mental health support for our students and families. This is a result of seeing increased mental health needs in our buildings as a result of the impact of the COVID-19 pandemic.

Funding will be used to purchase student desks to ensure that students have a supportive and safe learning environment.

**ARP-ESSER Application: Part 2 - ARP Act**

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; Program Information

Page Last Modified: 01/14/2022

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.**

*Through each of the fundable activities, the district will collect information associated with the subgroups identified as being those students disproportionately impacted by the COVID-19 pandemic. This will come in the form of enrollment/participation data, student performance data, etc. With the offerings including enrichment, intervention, and addressing learning loss, a range of needs will be addressed by the use of funding. The interventions described above is applicable to the following subgroups; low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. For example, the district will be able to monitor the level of enrollment and participation of students in these subgroups to measure the extent to which students in each of these subgroups are impacted by the expended opportunities and interventions.*

*Here are some statistics from our first set of offerings from the summer of 2021:*

Summer programming = 269 students participated

Of those 269 participants:

1. 149 were female (55%) and 120 were male (45%)
2. 82 were economically disadvantaged (30%) and 187 were not (70%)
3. 235 were white students (87%) while 34 were students of color (non-“White” 13%)
4. 3 students were ENL students (1%) while 99% were not
5. 223 students were general education (83%) while 46 were special education students (17%)
6. 0 students were deemed homeless last year
7. 0 students were in foster care
8. 1 student (.3%) was designated as an immigrant

Here are four subgroups targeted with the funding, the related intervention/expenditure, and how each supports the academic, social, emotional, and mental health needs of students in each subgroup. The data collected is the reflection of the levels of student participation from each of these subgroups associated with the attendance/participation in stimulus-funded activities. These opportunities are open to all students, regardless of the subgroup. This includes updated information from the initial student participation totals from summer programming and includes before and after school activities that have occurred to date in the district.

Economically Disadvantaged/Low Income- 32% of 338 students (to date) that have participated in the interventions of expanded summer programming or before or after school activities were designated as economically disadvantaged. The additional academic opportunities for students will provide additional opportunities for learning (academic), additional connectivity to school and their peers (social), opportunities for community building (emotional), and building relationships with school personal to support their readiness for school (mental health)

Students with a Disability- 14% of 338 students (to date) that have participated in the interventions of expanded summer programming or before or after school activities were designated as economically disadvantaged. The additional academic opportunities for students will provide additional opportunities for learning (academic), additional connectivity to school and their peers (social), opportunities for community building (emotional), and building relationships with school personal to support their readiness for school (mental health)

Students of Color- 13% of 338 students (to date) that have participated in the interventions of expanded summer programming or before or after school activities were designated as economically disadvantaged. The additional academic opportunities for students will provide additional opportunities for learning (academic), additional connectivity to school and their peers (social), opportunities for community building (emotional), and building relationships with school personal to support their readiness for school (mental health)

ENL students- .7% of 338 students (to date) that have participated in the interventions of expanded summer programming or before or after school activities were designated as economically disadvantaged. The additional academic opportunities for students will provide additional opportunities for learning (academic), additional connectivity to school and their peers (social), opportunities for community building (emotional), and building relationships with school personal to support their readiness for school (mental health)



**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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Page Last Modified: 11/16/2021

**ARP-ESSER Return to In-Person Instruction**

CANANDAIGUA CITY SD

430300050000

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.**

*All of our reopening plans for the 21-22 school year may be found at this location. This includes links to the reopening documents, communication and videos.*

<https://www.canandaiguaschools.org/district/coronavirus-info>

## ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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Page Last Modified: 11/16/2021

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.**

*Facilitated by our District Coordinator of Stimulus Funded Activities, a district-wide- committee representing a range of constituent groups will meet every 6 months to review our progress and make recommendations. A similar survey of the community will again be used to provide feedback on the use of funding. In addition, the district will continue to use a survey to collect public comments regarding the use of funds and our progress.*

*Additional communication such as the site linked here will be utilized to keep the school community informed.*

*After the feedback has been collected, the District Coordinator of Stimulus Funded Activities, Assistant Superintendent for Instruction, Assistant Superintendent for Business, and District Treasurer will collaborate to review the feedback collected and revise our budget through the FS-10a process to account for any material or financial adjustments regarding the use of funds.*

[Funding Website](#)

[Infographic](#)

**ARP-ESSER Application: Part 2 - ARP Act**

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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Page Last Modified: 11/16/2021

**ARP-ESSER LEA Base 90% Allocation - Funding Distribution**

CANANDAIGUA CITY SD

430300050000

**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 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 (\$)	3,560,544
Total Number of K-12 Resident Students Enrolled (#)	3,250
Total Number of Students from Low-Income Families (#)	1,043

**ARP-ESSER Schools Served**

- 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	3
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	3

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 11/16/2021

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

CANANDAIGUA CITY SD

430300050000

**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 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.	80,000
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	126,560
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.	28,575
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.	0
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.	1,113,190
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	779,050

ARP-ESSER Application: Part 2 - ARP Act

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

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Page Last Modified: 11/16/2021

	FUNDING Amounts (\$)
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 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.	0
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.	1,433,169
<b>Totals:</b>	<b>3,560,544</b>

**ARP-ESSER Application: Part 2 - ARP Act**

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

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Page Last Modified: 02/10/2022

**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.**

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

Revised\_2-7-22\_ARP\_ESSER\_FS10\_Budget\_Word\_Canandaigua\_21-22.doc  
 Revised 1-12-22 ARP ESSER FS10\_Budget\_Word Canandaigua 21-22.doc  
 Revised ARP ESSER FS10\_Budget\_Word Canandaigua 21-22.doc  
 ARP ESSER FS10\_Budget\_Excel Canandaigua 21-22.pdf  
 ARP ESSER FS10\_Budget\_Word Canandaigua 21-22.pdf  
 Revised ARP ESSER FS10\_Budget\_Excel Canandaigua 21-22.xls  
 Revised\_2-9-22\_ARP\_ESSER\_FS10\_Budget\_Word\_Canandaigua\_21-22.doc

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

Revised\_2-7-22\_ARP\_ESSER\_Budget\_Narrative\_Canandaigua\_21-22.docx  
 Revised 1-12-22 ARP ESSER Budget\_Narrative Canandaigua 21-22.docx  
 ARP ESSER Budget\_Narrative Canandaigua 21-22.pdf  
 Revised\_2-9-22\_ARP\_ESSER\_Budget\_Narrative\_Canandaigua\_21-22.docx

**3. 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	2,266,085
16 - Support Staff Salaries	0
40 - Purchased Services	326,060
45 - Supplies and Materials	346,335
46 - Travel Expenses	0
80 - Employee Benefits	622,064
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
<b>Totals:</b>	<b>3,560,544</b>