

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

Page Last Modified: 08/12/2021

Summary & Background

MT VERNON SCHOOL DISTRICT

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

Page Last Modified: 08/12/2021

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: 08/12/2021

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

Page Last Modified: 08/12/2021

Submission Instructions

MT VERNON SCHOOL DISTRICT

660900010000

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

Page Last Modified: 12/02/2021

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

MT VERNON SCHOOL DISTRICT

660900010000

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	Ken Silver	ksilver@mtvernoncsd.org	August 24, 2021
LEA Board President	Adriane Saunders	asaunders@mtvernoncsd.org	August 24, 2021

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?**

Yes, the LEA does 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 ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

Page Last Modified: 12/02/2021

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

MT VERNON SCHOOL DISTRICT

660900010000

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.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/02/2021

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 Mount Vernon City School District (MVCSD) engaged in meaningful conversation with the representatives of each stakeholder group mentioned in the American Rescue Plan's RFP. These consultations were done over a period time through ARP Funding focused as well as other consultation zoom meetings (SCEP, DCIP and principal meeting) and surveys directed at parents with Multiple Language Learners and Students with Disabilities, Mount Vernon District Staff and students. The tables below represent the stakeholders present at the initial ARP meetings:

June 2nd and 7th 2021	
Board Trustee (President)	Darcy Miller
Board Trustee (Audit - Chair)	Melissa Munoz-Patterson
Superintendent of Schools	Dr. Kenneth Hamilton
Assistant Superintendent of School Improvement	Dr. W. Bennett-Conroy
Assistant Superintendent for Business	Ken Silver
Director of K-12 Education	Dr. Jeannette Baubles
Director of School Improvement	Marlon Stephenson
Assistant Director of Special Education	Rachel DePaul
Standard Administrator for Multi-Language Learners	Dr. Marguerita Circello
Principal	Jamal Doggett
Principal	Rebecca Jones
Assistant Principal	Lillian Morales
June 9th 2021	
Board Trustee (President)	Darcy Miller
Board Trustee (Audit - Chair)	Melissa Munoz-Patterson
Deputy Superintendent of Schools	Dr. Jeffery Gorman
Assistant Superintendent of School Improvement	Dr. W. Bennett-Conroy
Assistant Superintendent for Business	Ken Silver
Director of K-12 Education	Dr. Jeannette Baubles
Director of School Improvement	Marlon Stephenson
Assistant Director of Special Education	Rachel DePaul
Standard Administrator for Multi-Language Learners	Dr. Marguerita Circello
Assistant Business Manager	Eman Moselhi
MVCSD's Budget Analyst	Patsy DiLeo
Reading Specialist/ Title 1 Representative	Julie Andrews

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/02/2021

SPED Teacher	Matthew Wilbekin
Parent Liaison	Rita James
Executive Director of City of Mount Vernon Youth Bureau	Debbie Burrell-Butler
Chief Operating Officer of the Mount Vernon Neighborhood Health Center	Joe Gonzalez

MVCSD administered surveys that began approximately May 18th 2021, to get the widest range of feedback in the short timeframe which were reviewed and used to drive the decisions for the ideal usage of the ARP funding. Other areas that provided information that was used to drive the proposed fund usage were reviewing each school's 2021-2022 School Comprehensive Education Plans (SCEP), which can be found at: <https://www.mtvernoncsd.org/Page/5407>, and the District Comprehensive Improvement Plan (DCIP) which can be located at: <https://www.mtvernoncsd.org/Page/7766>. The proposed usage was also discussed at a school building administrators' meeting which was held on June 6th and July 7th 2021 and at the meeting held on July 13th 2021 to review Title funding usage for the consolidated application which was attended by representatives of all the stakeholders' groups. A separate meeting was held on July 21st, 2021 with the new 2021-22 Board of Trustee President, Mrs. Adriane Saunders to review the plan.

Response to Reviewer

In an effort to continue to engage diverse stakeholders, the district revised its parent involvement policy in September of 2020 to align with the family engagement goals of Title 1 and Part A of the Federal Every Student Succeeds Act. This policy can be located at <https://www.mtvernoncsd.org/Page/5432> in multiple languages. This policy encourages the district to intentionally work with families, community based organizations and the community as a whole to develop meaningful relationships and to ensure our students are safe and successful both in and out of the classroom. The district intends to invite stakeholders to participate in a shared decision making environment and said stakeholders will be fully representative of all members in the student body of the district. This invitation will be extended to parents and community members where appropriate on an individual school level when making decisions on ARP funds usage. Some department heads, for example the Special Education and the Bi-lingual departments will invite the parents/guardians of their students to gain their feedback on whichever program their child attends in order to improve the program's effectiveness. This feedback will be collected using various formats such as meetings and surveys. The meetings will be held at multiple locations (different schools, central office buildings and also by using zoom) at convenient times for stakeholders and the surveys will be done to gain their inputs using survey monkey hosted on the district's website. The district intends to create reliable and effective communication channels with stakeholders and to provide full transparency of all decisions, results of any feedback collected and notices seeking stakeholder involvement (ranging from being on a meeting or seeking volunteers). These communication channels will be in the form of the districts' website, automated calls, flyers, staff making phone calls, emails, social media posts and mention at the board meetings. The district will keep ensure that any final decisions made for ARP funds usage is reflective of the stakeholder feedback.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

Page Last Modified: 12/02/2021

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.**

The LEA ARP-ESSER Plan will be located on the MVCSDs website at: <https://www.mtvernoncsd.org/Page/9035> . The plan can also be requested by contacting the District Clerk, Mr. Richard P. McCormack at 165 North Columbus Avenue, Mount Vernon, N.Y. 10553, (914) 665-5235, rmccormack@mtvernoncsd.org. The District Clerk will be able to provide, in a timely manner, anyone interested in receiving an alternative copy of the LEA ARP-ESSER Plan in whatever the desired format that is being requested.

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 ARP funds will be used to implement prevention and mitigation strategies that are in alignment with the most recent CDC guidance. MVCSD has set aside \$408,000.00 of the ARP funding for staff and student COVID-19 testing with our local and County partners; Mount Vernon Neighborhood Center (MVNC), Westchester County Department of Health (WCDOH) and Mount Sinai Hospital. According to the Westchester County COVID-19 Vaccine Dashboard, as of August 10th 2021, 46.4% and 47.5% of applicable residents in zip code 10550 and 10553 respectfully had at least one vaccine and 61.6% of applicable residents in zip code 10552 also had at least one vaccine. MVCSD has also set aside \$500,860.00 for COVID-19 personal protective equipment (PPE) and cleaning supplies. MVCSD intends to use these allocations to address: the universal and correct wearing of masks, social distancing, hand washing and respiratory etiquette, cleaning and maintaining healthy facilities, diagnostic and screening testing and continue with COVID-19 vaccination efforts. MVCSD currently has the most up-to-date return to in-person learning plan on the website which is in compliance with Volume 2 of Ed COVID-19 Handbook. We also recently received and are reviewing the Health and Safety Guide for the 2021-2022 School Year released from the New York State Education Department in August 2021. As mentioned, this plan is on the website and is designed to allow community members the opportunity to provide feedback on its contents and make suggestions that the District must take into consideration when completing the final plan. The most current version of the plan will also be presented and discussed at length at the August 24th 2021 board meeting. This plan will be reviewed at a minimum of six months, allowing the community to provide further feedback to ensure it is in compliance with the latest information provided by the Center for Disease Control (CDC).

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

Page Last Modified: 12/02/2021

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.

Based on the 2018-19 New York State Education Department (NYSED) exam results, MVCSD has one (1) school identified for Targeted Support and Improvement (TSI) with the other fifteen (15) schools in Good Standing. Although fifteen schools are in Good Standing, these sub-groups on the elementary/middle level have been identified as potential TSI and they are: Black or African American, White, Students with Disabilities and Economically Disadvantaged. These sub-groups on the secondary level have been identified as TSI: Hispanic or Latino, White, English Language Learners and Students with Disabilities. The COVID-19 pandemic has forced New York State to maintain these designations for the 2019-2020 and 2020-2021 school years. Students sat to take the 2020-2021 NYSED exams, even though those results will not affect MVCSD's designations, and those results will also be used in the identification of student needs.

To further identify student needs and monitor their progress, MVCSD will also review data from: iReady and Amplify's Dibels diagnostic exams which are administered three times a year along with other programs used; individual schools' Diagnostic Tool for School and District Effectiveness (DTSDE) reviews; Managing for Results (MFR) data meetings held with MVCSD's Superintendent of Schools and his data team to review each school's data with its Principal; SCEP and DCIP plans; the four lower performing schools of the district will be provided with a Data Analyst from another funding source to work with and build the various staff's capacity in analyzing student data. MVCSD intends to redo curriculum mapping and create uniform local assessments that mirror NYSED exams to monitor the students' success against their identified areas of concern.

Before the pandemic, MVCSD created data-driven indicators of success that are still in effect. Those indicators are:

- PreK-3rd Grade: The percentage of all students reading at or above grade-level by the end of 3rd grade will increase district-wide by an average of 5% per school year over the next five school years.
- 3rd-8th Grade: The percentage of all students achieving a NYSED rating of 3 (proficient) or better in ELA and mathematics will increase by an average of 3-5% per school year over the next five school years.
- 9th-12th Grade: By the 2025 graduating class, the percentage of students graduating within 4 years will increase district-wide to 80%.

MVCSD places immense value on developing the 'whole student' and not only focusing on the students' performance on exams. With that in mind, the District intends to use some of the ARP funding to hire the company Panorama to administer student surveys around Social Emotional Learning (SEL) using CASEL's framework and Diversity, Equity and Inclusion. This data can be used to address various forms of inequality and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities. The District will also administer other local student and parent/guardian surveys through-out the school year as it is believed that the most qualified people to tell you what they need are the students and parents/guardians themselves.

Response to the reviewer

The summative data collected from the ELA and Math programs will be used to identify students' performance levels in those topics and more uniquely identify each student's specific area(s) of need. It will also inform the curriculum, strategies and type of program that the student should attend; remedial or enrichment work and which program mix will serve each student best (e.g. if the student needs to attend the after-school, targeted tutoring or summer school program or all three). These summative assessments will be done on a six-week cycle, to monitor student progress and determine if changes need to be made to the curriculum, strategies being used or if a lesson needs to be retaught. The SEL assessments will allow the students and staff to be reflective of their practices and give students another way to inform educators of their learning process, things that motivate them, the type of emotional support needed and ways in which the district can satisfy those needs (ranging from physical activities such as yoga, sports or meditation and effective communication techniques). This information will be useful in the final design of the extended instructional programs and drive the

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/02/2021

supports and strategies to guarantee student success in and out of the classroom. It will also give the students a voice in deciding which program works best for them whether it be afterschool, Saturday, summer or tutoring.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

Page Last Modified: 12/02/2021

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.**

MVCSD will utilize majority of the funding to address learning loss with the evidenced-based Summer Learning and Summer Enrichment Programs. MVCSD will be utilizing \$5,087,232.00 which is approximately 24% of the total ARP funding allocation. The summer programs are described below.

Elementary/Middle Summer Learning and Summer Enrichment Program Overview

The In-Person Summer Camp will service current first through sixth grade students from across the district who require additional academic support in ELA & Math to successfully meet grade level standards for the upcoming school year.

SOCIAL EMOTIONAL LEARNING: While all students have been impacted by the absence of traditional schooling due to the pandemic, there are a large number of students whose history of low academic performance has been further compromised by lack of consistent schooling as well as a host of social-emotional issues that impede their progress. As such, the summer program will be comprised of intensive in-person instruction in small group settings as well as a therapeutic component that addresses the social emotional needs of students. In addition, students will be able to re-engage in hand-on, inquiry-based learning through our dynamic STEAM program and courses in Physical Education, Art and/or Music Education.

The program will serve all student demographics including ELLs and SWDs. The program will operate for twenty-four days, 4 days per week (Mon-Thurs), 6 hours per day. There will be four (4) days of planning.

In order to transition students back into traditional schooling and to close the gaps in achievement created by the COVID-slide, it will be an in-person summer camp. Teachers will be required to provide direct, explicit instruction to whole groups and differentiated instruction to small groups daily.

Students' overall academic performance will be evaluated through teacher-created pre- and post-testing and academic portfolios. All students will be required to actively participate between the hours of 9 AM to 3 PM.

The STEAM Camp will provide students the opportunity to implement the concepts and techniques they learned in ELA, Mathematics and Science during the year through STEAM curriculum and enrichment programs. These students will explore their imaginations through coding, virtual reality, building and flying drones, arts and crafts, building rockets and bridges, writing poetry and other activities. STEAM Camp will enhance students' self-confidence, personal growth, reduce "summer slide" and foster team work. This section of the MVCSD Summer Camp will take place after lunch for the afternoon session of the students' day.

Secondary School Summer Learning and Summer Enrichment Programs Overview

- The MVHS summer school program will be held at Mount Vernon High School, for approximately 300 students, Monday through Thursday (23 Instructional Days). To attend this program, the following students' prerequisites must be met: Students did not meet New York State and Mount Vernon City District graduation requirement (2017-2018 Cohort). Cohort 2021-2022 students who currently ninth graders at Mount Vernon High School and need at least 3 credit can attend the summer program. First period will begin at 9:00 a.m. and end at 1:30 p.m.
- Summer School Credit Recovery will offer our current students who failed core classes during the 2021-2022 school year the opportunity to make up the classes and receive credit. The Program will serve primarily seniors who need up to 3 credits to graduate in August 2022 and then 9th who did not accumulate enough credit to be promoted to the 10th grade. 11th and 10th graders will be enrolled if space permits. The goal of the Summer School Credit Recovery Program is to ensure that all students graduate on time. The program will be in person at MV STEAM Academy.
- Program Overview – MVSA students enrolled in the PCOPP program will take Spring semester classes at Lehman College in PRE-

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

Page Last Modified: 12/02/2021

Calculus, Computer Science, Biology and receive academic support and tutoring. Chaperones are responsible for attending the classes with students.

Instructional Saturday Program - \$848,896.72

The program is designed to increase the instructional time and address the learning loss students experienced during the pandemic. The program will take place 5 hours per Saturday for 21 weeks which will result in 105 hours of overall instruction. The grades targeted for the program are 4th thru 8th. The curriculum will be aligned with Common Core Learning Standards/Next Generation Learning Standards and tailored for NYS exams. The program will employ a highly qualified and certified teaching staff. The focus areas in ELA and math will be determined after the school, class and student performance reports are analyzed. Parents/Guardians will receive initial assessment and progress reports and incentives will be given for performance and attendance.

The program will include:

- ELA Section

Currently this section will utilize 52.5 hours of core curriculum-based ELA instruction. The curriculum will focus on phonemic awareness/phonics; word analysis; vocabulary; comprehension; fluency and writing. There will be pre- and post-assessments which will include 3 hours of Pearson GRADE nationally normed test or an equivalent.

- Math Section

This section will also utilize 52.5 hours of core curriculum-based Math instruction. The curriculum will focus on numbers and operations base ten, fractions, comprehension and fluency. There will be pre-and post-assessments which will include 3 hours of Pearson GMADE nationally normed test or an equivalent.

Tutoring Services - \$25,344.00

One aspect of MVCSD's plan is to target students that were already facing limited educational opportunities, and we will be creating a Saturday tutoring program that will mainly pursue our students in foster care or are experiencing homelessness. This program will take place either at one of the shelters or at Mount Vernon City's Public Library.

These three programs alone account for approximately **28.47%** of the ARP funds being directed to increase student in-person instructional time.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

Page Last Modified: 12/02/2021

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.

After the meetings with the stakeholders and reviewing the surveys and other documents, MVCS D has made the decision to expend the remainder of the ARP funds in the areas mentioned below. MVCS D has developed a plan to help safely reopen and sustain the safe operation of schools and address the impacts of the coronavirus disease 2019 pandemic on our students by addressing students' academic, social, emotional, and mental health needs. MVCS D also plans to leverage the ARP funds to continue COVID-19 prevention and mitigation strategies, address the academic impact of lost instructional time, help increase graduation rates, create enrichment opportunities and increase outcomes for our students of color, multiple language learners, those students in foster care and homeless students.

Leveled Libraries - \$526,500.00

MVCS D intends to provide its students with opportunities to have more time reading books at their independent level based on their interest and demonstrate greater growth in reading and writing. The district aims to build their capacity and confidence as language arts and content-area literacy are combined. MVCS D will be expanding the balanced literacy program to all the schools and this combined with leveled libraries will be an integral part in our students becoming proficient and lifelong readers. The district will be purchasing leveled libraries for thirteen (13) schools that do not have leveled libraries.

A leveled book collection is a large set of books organized in levels of difficulty from the easy books that an emergent reader might begin to the longer, complex books that advanced readers will select. A leveled book set has several advantages, including the following:

- An organized set of books makes it easier to select books for groups of children.
- Having a gradient of text provides a way to assess children's progress over time.
- A book collection is established that does not need to be replaced but is revised and expanded over time.
- As the collection expands, the varieties of text will provide opportunities for children to increase their reading power through experiencing diverse texts.

It is also crucial to provide variety within each level. Readers who experience only one kind of book may develop a narrow range of strategies for processing text. Instead, we want young readers to use their skills in a flexible way for many different purposes. For most children, becoming a good reader means having access to good teaching and to materials that will support the development of a self-extending system. Effective literacy programs offer a wide range of activities that support learning, including: Reading aloud to help children understand the structure of written language, expand their knowledge of words, and learn new ways of using language.

Individual reading to help them become independent, get more practice, and choose books for themselves. Instructional reading, which involves a carefully designed program to help readers expand their skills and strategies

A key factor in the development of a self-extending system is supported reading of books that offer just the right level of support and challenge. When books are matched to readers, the young reader can continue the successful processing that builds the system.

MVCS D will be having an after school program specifically for our students with disabilities utilizing funding from Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA). To compliment that after school program, MVCS D will be applying portions of the ARP funding to the following areas:

Social Skill Group -\$671,360.00

Creating a social skills group for children ages 5-12 on the autism spectrum that covers topics including feelings, awareness of others, communication, friendship, and decision making. Groups will meet 2 times per week to reinforce social skills and engage in collaborative learning activities to strengthen students' connection with peers and adults in the school community. Program will run for 10 weeks per year. Total of 150 students.

Purchasing Supplemental Curriculum to support Students with Disabilities in grades Kindergarten through 12 – Educeri Subscription -

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

Page Last Modified: 12/02/2021

\$45,000.00

Educeri is a lesson subscription service that are formatted using Explicit Direct Instruction (EDI) that gives teachers fast and simple access to hundreds of standards-based lessons. With Educeri, teachers have access to all content for all grades and subjects, allowing them to accelerate or remediate as needed. Teachers can quickly distribute an electronic version of the lesson to their students, and we are frequently adding quizzes and additional resources. Educeri's goal is to provide affordable and fast access to well-crafted, standards-based lessons that support great instruction, so students can learn more and learn faster. Educeri lessons are research/standards-based and classroom-tested. They support the instructional model of interactive teaching that we have pioneered called Explicit Direct Instruction. It makes content explicit and delivery direct, which is great for initial first teaching of difficult content and a great review for tests.

Purchasing Supplemental Curriculum to support SWDs K-12 – Boom Learning Subscription - \$15,000.00

Boom Learning is a platform in which teachers can individualize tasks that directly correlate with the student's IEP goals. Students receive immediate feedback if the answer was correct or incorrect. If incorrect, the wrong answer gets crossed out and they cannot move on until they get it right.

Mental Health - \$90,000.00

The teaching profession was stressful even before the pandemic started and quickly morphed into an even tougher one with the longer work hours, struggles to engage students remotely, repeated pivots from hybrid to remote to in-person instruction and not to mention the fears that they, or their loved ones, could get COVID-19. The pandemic has increased the levels of stress and anxiety in our students as they had to deal with the pivoting of instruction from hybrid, remote and in-person, the fear with getting sick or losing family members and friends, increased isolation, loneliness and sadness. MVCSD aims to reduce the mental health impacts of COVID-19 by offering some of the proposed mental health services for both staff, students and their families from the ARP funding. The programs the district intends to offer are:

- Introduction to Mindful Meditation - Learn meditation techniques for relaxation and stress reduction. All levels welcome!
- Creating Supportive Connections - Learn how supportive connections can aid in stress management, strategies for combating loneliness and social isolation, and steps you can take to strengthen your social network.
- Mindfulness Matters - Learn different ways of cultivating mindfulness and integrating it into your daily self-care practice.
- Sleep Soundly - Learn about the connection between sleep and mental health, various sleep disorders, and strategies for improving your sleep quality.
- Establishing Work-Life Harmony -This workshop will review how we can create more harmony in our lives by maximizing leisure time, pacing work/school schedules, and setting boundaries to avoid burnout and minimize stress.
- Mindful Journaling - Learn and practice tips and tricks for mindful journaling to expand creativity and meaningful change in our lives.
- Health and Wellness – Provide staff with non-invasive health screenings, mental health checks and benefits of exercise in daily routines.

Social Emotional Learning

MVCSD expects to use the ARP funding to build each student's SEL competencies, create an environment where students thrive and develop teacher and staff SEL and well-being. MVCSD recognizes that SEL skills: are critical to school, career, and life success; creates a school climate that impacts students' academic success and ability to develop social-emotional competencies; and teachers and staff play a significant role in helping students develop strong social-emotional skills. To do so the district intends to hire Panorama Education and Educate LLC to assist in this area.

Panorama Education - \$119,922.00

Panorama's intends to provide assessment tools to help you measure and support each students' soft skills like growth mindset, self-

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

Page Last Modified: 12/02/2021

efficacy, social awareness, and self-management. The assessment tools will be focused on SEL, based on CASEL's SEL Framework, and Diversity, Equity and Inclusion. The data from these assessments will assist educators and administrators to build more positive, equitable, and supportive environments for student learning. Administrators will also be able to understand and develop adult well-being and capacity to support every student's social and emotional development.

Educate LLC - \$160,000.00

Educate LLC will provide learning opportunities for all teachers in the form of individualized coaching and large - group professional development. Additionally, Educate LLC will also provide support to families and caregivers and to school staff supporting families and caregivers. The Innovation and Transformation Coaches (ITCs) will work closely with instructional leaders of the Mount Vernon City School District and school-based leadership teams to best tailor the services to individual and collective needs. The ITCs will focus on Social and Emotional Learning (SEL) utilizing both the Educate LLC Innovation Spectrum© framework and the CASEL 5 in their work with teachers, leaders, other staff, and families.

The CASEL 5 are embedded in the work we will be doing.

- SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
- SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
- SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
- RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
- RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

In working with teachers, leaders, staff, families and caregivers, Educate ITCs will employ a mix of workshops, virtual coursework, and personal coaching. This will include but not be limited to:

- Workshops for teachers at the team, school and the district level.
- Personal coaching for teachers with embedded focus on SEL
- SEL virtual coursework with support from ITCs
- Leadership development series for school and district leaders
- Personal coaching for school and district leaders
- Workshops for all staff members
- Workshops for parents along with training for teachers and staff on providing parent workshops.
- Direct intensive work with district and school level professional developers to empower district staff to continue the work.

When working with teachers, leaders, staff, and families, ITCs will also work to develop SEL skills of those they are coaching in addition to helping them to support students with their SEL. Instructional Coaching typically involves the following configurations:

- Collaborating with teachers and leaders on developing SEL classroom cultures and curriculum
- Guiding the identification, selection, and evaluation of particular resources
- Co-teaching in order to demonstrate and apply instructional strategies that are research based, technology-supported, and proven to work
- Developing and implementing reflective teaching practices that involve cycles of classroom observation, collaborative analysis, and "next-step" meetings

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

Page Last Modified: 12/02/2021

- Leading individual planning sessions with individual teachers or groups
- Providing grade team, subject team, or whole-faculty professional development
- Offering "lunch-and-learns" and other opt-in professional development opportunities that allow for cross network collaboration
- Supporting the staff to take advantage of the Panorama data to support the work and provide reflection opportunities.
- Integrating leadership coaching to align the implementation and sustainability of new skills and knowledge to further the instructional vision.
- Enhancing the practice of district level support staff to broaden the scope of the work and continue it.

Intramural Sports - \$480,000.00

Each school will have \$10,000.00 to create a sports program for their community or participate in intramural sports between schools, with participating school communities deciding on which sport(s) they want to have. MVCSD strongly believes in developing the "whole students" and view intramural sports as a place where students can relieve stress, increase physical exercise, better socialize with other students and the community, more opportunities to increase their individual leadership and create an overall fun and safe environment.

Safety & Security

The district is committed to safety and security and intends to upgrade security at all points of entry. To that end, we plan on investing in technology to help improve the physical and cyber security of our buildings and network. We are interested in improving the monitoring of access and entry points and are eager to implement Timepiece and continue our consultant work with CLPS. Cyber Security is at the front of public-school safety especially over the last two years and the onset of the pandemic. With a big increase in digital and online learning, comes a new wave of potential ransom-ware and cyber-attacks on public school networks. To that end, the network software to increase preventive measures as it pertains to cyber security is essential. Security is the foundation of any school setting. Students cannot learn if they do not feel safe. We are committed to creating safe and nurturing environments for our students. It should be noted that many students will feel less secure than usual because of their relative isolation due to COVID.

Minor Remodeling Upgrades – \$6,650,000.00

To combat the COVID-19 pandemic, the MVCSD aims to upgrade twenty (20) restrooms district-wide and security at all points of entry and. It also intends to renovate a classroom to create a Pre-K classroom at one of our schools. The district also will be upgrading six (6) schools' public announcement system.

Technology - \$1,400,000.00

MVCSD will be adding large interactive displays for classrooms district-wide as they provide with flexibility, reusability and a variety of tools to make learning fun and increase student engagement. These will allow students to use technology productively that will teach them valuable life lessons and skills they could possibly use in their future careers. MVCSD will use a portion of the funding to purchase laptops.

Employ BOCES to digitize and store MVCSD Paper files into one location -\$618,750.00

The COVID-19 pandemic has highlighted the need to have as many things on a digital platform as possible especially with staff working from home, the need to social distance and reduce the transmission of this or any virus. With that in mind, MVCSD would like to ensure that all our records are stored electronically and in one location. This digitization of files will also provide our staff with easy accessibility, data security, increased productivity and eventual cost reductions.

MVCSD's Website Redesign - \$60,000.00

As with the digitization of files, the pandemic highlighted the fact that MVCSD needs to redesign its website to make it more accessible and easier to navigate, better integrate with other programs and applications, increase its capacity to provide better resources and update its platform to the most current version available. All of these will eventually be more cost effective than what is currently present and enables the district to better communicate with its stakeholders in understandable and uniform format and translatable into each

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/02/2021

user's language.

COVID-19 Cleaning Supplies and Staff Training -\$500,860.00

As mentioned in question 3 above, MVCSD intends to purchase cleaning supplies to make sure, to the best of its ability, to mitigate the spread of the COVID-19 virus as well as other viruses. MVCSD will train staff on things that they can do to stay healthy and provide a clean and safe environment to work and for students learn.

COVID-19 Testing - \$408,000.00

Also mentioned in question 3 above, MVCSD will set aside money for testing with its three partners: Westchester County Department, Mount Vernon Neighborhood Health Center and Mount Sinai Hospital.

Cafeteria Food Options - \$3,000,000.00

In the 2018-19 school year, seventy-eight percent (78%) of the students in MVCSD qualified for free/reduced lunch. Often times our schools are where many students depend on receiving their meals and during remote learning the district still offered takeout breakfast and lunch. It has been highlighted that people with underlining conditions suffered more with a higher possibility of dying. With that in mind, MVCSD plans to provide its students with healthy foods that are identified to boost the immune system, provide key nutrients to improve concentration, produce a better attitude and address obesity.

Employee Benefits and Indirect Costs -\$232,106.30

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

Page Last Modified: 12/02/2021

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.**

To ensure that the interventions MVCSD implements are successful, the district will review performance on local assessments and New York State exams, Diagnostic Tool for School and District Effectiveness reviews, Managing For Results data meetings, student attendance and separate staff, student and parent surveys. These district goals are still in effect:

- PreK-3rd Grade: The percentage of all students reading at or above grade-level by the end of 3rd grade will increase district-wide by an average of 5% per school year over the next five school years.
- 3rd-8th Grade: The percentage of all students achieving a NYSED rating of 3 (proficient) or better in ELA and mathematics will increase by an average of 3-5% per school year over the next five school years.
- 9th-12th Grade: By the 2025 graduating class, the percentage of students graduating within 4 years will increase district-wide to 80%.

Response to the reviewer

The district will ensure that the planned interventions and supports meet the needs of our subgroups by ensuring assessments are properly aligned with the appropriately rigorous material being taught. The assessments will provide teachers and administrators with valid data of the effectiveness of the planned interventions and supports for each subgroup, areas that are successful which can be replicated and those areas that need to be revised. Student performance on State exams will be compared to the goals and measures of interim progress (MIP) for the 2018-2019 to 2022-23 school years for ELA and Math. These were provided to the district by New York State Education and done for each subgroup per school. These goals and MIP were created using baseline data from the 2016-17 school year and does not take into consideration the effects of the pandemic but will be used as measuring stick for each student group and used in the planning of interventions and supports for the next school year. Teachers will be allowed time to review their data, State exam data, conference with their students, collaborate with their fellow coworkers to develop best practices and continue to utilize the District's response to intervention (RTI) process that they implement during the school day which can be located here on the district's website, <https://www.mtvernoncsd.org/Page/1612>.

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

Page Last Modified: 12/02/2021

ARP-ESSER Return to In-Person Instruction

MT VERNON SCHOOL DISTRICT

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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).

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

Page Last Modified: 12/02/2021

- 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.**

The most current re-opening/return to in-person learning plan is located on the MVCSDs website at:

<https://www.mtvernoncsd.org/Page/8327>. The plan can also be requested by contacting the District Clerk, Mr. Richard P. McCormack at 165 North Columbus Avenue, Mount Vernon, N.Y. 10553, (914) 665-5235, rmccormack@mtvernoncsd.org. The District Clerk will be able to provide, in a timely manner, anyone interested in receiving an alternative copy of the re-opening/return to in-person learning plan in whatever the desired format that is being requested.

- 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.

MVCSD will revise its plan for in-person instruction at a minimum every six (6) months to ensure that it is in compliance with the CDC guidelines for in-person instruction. It will collect the publics comments on the latest version of the plan through surveys, comment section where the plan is posted and through meetings with representatives from all stakeholder groups.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

Page Last Modified: 12/02/2021

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

MT VERNON SCHOOL DISTRICT

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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.

- 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 (\$)	20,967,899
Total Number of K-12 Resident Students Enrolled (#)	7,237
Total Number of Students from Low-Income Families (#)	4,835

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	16
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	16

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/02/2021

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

MT VERNON SCHOOL DISTRICT

660900010000

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.).	526,500
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	636,960
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.).	25,133
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.	0
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.	3,000,000
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.	500,860
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.	1,460,000
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	370,373
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	6,430,873

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/02/2021

	FUNDING Amounts (\$)
students, students experiencing homelessness, and children and youth in foster care.	
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 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.	87,584
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.	7,268,750
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.	408,000
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.	0
Totals:	20,715,033

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

Page Last Modified: 12/02/2021

ARP-ESSER LEA Base 90% Allocation - Construction-Related Costs

MT VERNON SCHOOL DISTRICT

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PLEASE NOTE:

The Office of Facilities Planning, in collaboration with NYSED’s Chief Financial Officer and the Office of ESSA-Funded Programs, is developing guidance regarding capital construction projects based on the United States Department of Education (USDE) recently issued FAQs for this federal program. The Use of Funds FAQ (released May 26, 2021) may be of particular interest, since it discusses construction and combination of funds. Links to the federal program website are below:

- <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/>
- ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99

Local Educational Agencies (LEAs) which intend to do federally funded work using ARP-ESSER funds must first file FS-10s and other documents as required by the Office of ESSA-Funded Programs. If a project would normally require a building permit if supported by state/local funds, it must also have a building permit if supported by federal funds (or a combination of funding streams). Facilities Planning forms are under development at this time.

1. What is the amount of funds that the LEA plans to use for construction related projects?

6,650,000

2. In the space provided below, please described the planned construction activities and costs.

Renovation of a room in one of the schools into a Prekindergarten classroom will require \$75,000 for an electrician and \$75,000 for carpentry work for a total cost of \$150,000. Delta Electric and Renu Contracting and Restoration will each provide 375 hours of labor and materials at \$200 per hour for a total of \$75,000 each for a total of \$150,000. (Activity 17)

Upgrades will be made to the school announcement system in all 16 school buildings. Delta Electric will provide 625 hours of labor and materials at \$200 per hour for a total of \$125,000 per school x 16 schools for a total cost of \$2,000,000. (Activity 17)

Upgrades to school bathrooms districtwide will be made for handicap-accessibility and to improve infection control with the installation of touchless faucets, soap dispensers, and hand dryers. Renu Contracting and Restoration will provide 500 hours of labor and materials at \$187.50 per hour for a total of \$93,750 per school x 16 schools for a total cost of \$1,500,000. (Activity 17)

For the safety of students and staff, security upgrades will be made at all points of entry in each building site. Delta Electric will provide 1,000 hours of labor and materials at \$187.50 per hour for a total of \$187,500 per school x 16 schools for a total cost of \$3,000,000. (Activity 17)

3. Will the planned construction impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places?

No, the planned construction will not impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places.

ARP-ESSER - Construction-Related ASSURANCES

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

Page Last Modified: 12/02/2021

4. The LEA assures it will have or obtain a full title or other interest in the site, including right of access, that is sufficient to insure the grantee's undisturbed use and possession of the facilities for 50 years or the useful life of the facilities, whichever is longer. § 75.603 (Authority: 20 U.S.C. 1221e-3 and 3474)
- YES, the LEA provides the above assurance.
5. The LEA assures it will ensure that sufficient funds are available to meet any non-Federal share of the cost of constructing the facility. § 75.604
- YES, the LEA provides the above assurance.
6. The LEA assures work will begin on construction within a reasonable time after the grant for the construction is made. § 75.605 (Authority: 20 U.S.C. 1221e-3 and 3474)
- YES, the LEA provides the above assurance.
7. The LEA assures the construction will be completed within a reasonable time and the LEA shall complete the construction in accordance with the application and approved drawings and specifications. § 75.606
- YES, the LEA provides the above assurance.
8. The LEA assures that the construction is functional; economical; *and* not elaborate in design or extravagant in the use of materials, compared with facilities of a similar type constructed in the State or other applicable geographic area. § 75.607. Further, the LEA assures that it shall, in developing plans for the facilities, consider excellence of architecture and design and inclusion of works of art. The grantee may not spend more than one percent of the cost of the project on inclusion of works of art. § 75.607 Authority: 20 U.S.C. 1221e-3 and 3474)
- YES, the LEA provides the above assurance.
9. In planning for and designing facilities, the LEA assures it shall observe the standards under the Occupational Safety and Health Act of 1970 (Pub. L. 91-576) (See 36 CFR part 1910); and State and local codes, to the extent that they are more stringent. § 75.609 Further, the LEA assures it will submit an application for a Building Permit to NYSED Office of Facilities Planning for review and approval prior to construction.
- YES, the LEA provides the above assurance.
10. The LEA assures that it shall comply with the Federal regulations on access by the handicapped that apply to construction and alteration of facilities. These regulations are:
- For residential facilities - 24 CFR part 40; and
 - For non-residential facilities - 41 CFR subpart 101-19.6. § 75.610
- YES, the LEA provides the above assurance.
11. The LEA assures that, in planning the construction, the LEA shall, in accordance with the provisions of Executive Order 11988 of February 10, 1978 (43 FR 6030) and rules and regulations that may be issued by the Secretary to carry out those provisions: Evaluate flood hazards in connection with the construction; and as far as practicable, avoid uneconomic, hazardous, or unnecessary use of flood plains in connection with the construction. § 75.611
- YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

Page Last Modified: 12/02/2021

12. The LEA assures that it shall maintain competent architectural engineering supervision and inspection at the construction site to insure that the work conforms to the approved drawings and specifications. § 75.612
- YES, the LEA provides the above assurance.
13. The LEA assures that it will comply with the regulations on relocation assistance and real property acquisition in 34 CFR part 15. § 75.613
- YES, the LEA provides the above assurance.
14. The LEA assures that, when construction is completed, sufficient funds will be available for effective operation and maintenance of the facilities. § 75.614
- YES, the LEA provides the above assurance.
15. The LEA assures that it shall operate and maintain the facilities in accordance with applicable Federal, State, and local requirements. § 75.615
- YES, the LEA provides the above assurance.
16. The LEA assures that, to the extent feasible, it shall design and construct facilities to maximize the efficient use of energy. § 75.616 Further, the LEA shall comply with ASHRAE standards in designing and constructing facilities built with project funds. § 75.616 The following standards of the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) are incorporated by reference in this section:
- ASHRAE-90 A-1980 (Sections 1-9).
 - ASHRAE-90 B-1975 (Sections 10-11).
 - ASHRAE-90 C-1977 (Section 12)
- Incorporation by reference of these provisions has been approved by the Director of the Office of the Federal Register pursuant to the Director's authority under 5 U.S.C. 552 (a) and 1 CFR part 51. The incorporated document is on file at the Department of Education, Grants and Contracts Service, rm. 3636 ROB-3, 400 Maryland Avenue, SW., Washington, DC 20202-4700 or at the National Archives and Records Administration (NARA). For information on the availability of this material at NARA, call 202-741-6030, or go to: http://www.archives.gov/federal_register/code_of_federal_regulations/ibr_locations.html. These standards may be obtained from the publication sales department at the American Society of Heating, Refrigerating, and Air Conditioning Engineers, Inc., 1791 Tullie Circle, NE., Atlanta, Georgia 30329. § 75.616
- YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/13/2021

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.

Signed Updated FS-10 ARP ESSER.pdf
 Updated FS10_Cert_Protected_Excel_ARP ESSER Funds 2.xlsm
 FS-10 ARP ESSER Funds.pdf

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

Budget_Narrative ARP ESSER Funds.docx
 Updated Budget_Narrative ARP ESSER Funds.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	4,584,509
16 - Support Staff Salaries	662,400
40 - Purchased Services	11,010,882
45 - Supplies and Materials	2,638,361
46 - Travel Expenses	192,000
80 - Employee Benefits	998,131
90 - Indirect Cost	252,866
49 - BOCES Services	618,750
30 - Minor Remodeling	0
20 - Equipment	10,000
Totals:	20,967,899