Summary & Background

CENTRAL ISLIP UFSD

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SUMMARY & BACKGROUND

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

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

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

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

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found HERE.

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

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.

Submission Instructions

CENTRAL ISLIP UFSD

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

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

CENTRAL ISLIP UFSD

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Sharon Morgan	smorgan@centralislip.k12.ny.us	09/22/2021
LEA Board President	Norman Wagner	nwagner@centralislip.k12.ny.us	9/27/2021

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?

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

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

CENTRAL ISLIP UFSD

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

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

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

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

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

The superintendent, business administrator and administrative team met to review the basics of the American Rescue Plan and to continue defining need. The district **held a planning meeting on 6-03-2021.** The 30 member stakeholder group representatives include a diverse group of representatives to provide input in planning.
The stakeholders focused on 6 key areas including: a

- after-school programming
  - summer school programming
- elementary level supports
- middle and high school level supports
- social emotional supports for students and staff
- non-instructional supports

A Board of Education workshop was held on 06-09-2021 during and was open to the public and broadcasted live. The district also collected feedback and suggested collaboration through an online form submission.
The Board of Education will continue to hold workshops to update stakeholders on the developments with the use of funds from the American Rescue Plan. These workshops will include information for stakeholders to collaborate in the plan by receiving updates on the implementation of funds and allow for public input and feedback. The district will continue to use the feedback received from the workshops to engage stakeholders in the plan. An online form will continue to be posted on the district's website to allow for stakeholder engagement, allowing for input, feedback, and inquiries. The administrative team, along with the superintendent and school business official, will meet quarterly to review feedback received from its stakeholders (at BOE workshops and online forms), the progress made in implementation of the plan, and the next steps.

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.

An overview of the ARP-ESSER plan is posted and will be updated as needed. It can be found in English at: https://www.centralislip.k12.ny.us/common/pages/DisplayFile.aspx?itemId=50297737. A Spanish version can be found at: https://www.centralislip.k12.ny.us/common/pages/DisplayFile.aspx?itemId=50297735.
The plan can be made available for those who request it by emailing the superintendent at: SDungee@centralislip.k12.ny.us.
Upon approval, the ARP-ESSER FS10 and ARP-ESSER Application will be posted to the district website at: https://www.centralislip.k12.ny.us/administration/superintendents_page/arp.

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.

Funds will be used to support the current prevention and mitigation strategies of the district. The district will use funds to:

- Hire an additional staff to support the needs of the district.
- This support will work to assist our district medical director and buildings and grounds director and to have more time to review and help plan for responses as CDC guidance changes.
- This will offer additional coverage in each of our school health offices to support the daily screening of students for students who did not

Buy additional nursing and buildings and grounds supplies including PPE, cleaning and disinfecting products, and other products that support the return to daily, in-person instructions (ie: individual room air purifiers as needed, etc.). Supporting staffing needs when employees need to quarantine and/or isolate as mandated by public health agencies.

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 use multiple data points to monitor student progress. In some cases, this involves establishing a base-line at the beginning of the 21--22 school year for comparison. Data the district will use to continually identify student needs and monitor student progress includes:

- Attendance rates
- Number of referrals to the IST - behavioral/social emotional needs data
- Report card grades on a quarterly/Trimester basis - targeting those at risk of failure
- NYS Assessments like the Regents exams
- Elementary benchmark data for math and English language arts including nom-referenced data from Aims web Plus, running records **data,** Fontas and Pinnel Benchmark Assessment Data, SAVVAS - Math benchmark data, STAR Assessment and the Diagnostic Assessment of Reading (DAR)
- Discipline referrals
- Graduation rate data
- Drop-out rate data
- Participation rates in extra-curricular activities to include and not limited to:
- School sponsored clubs, specific to each building
- Interscholastic athletics
- Intramurals
- After school academic intervention services and supports

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 will supplement current resources to help address the academic impact of lost instructional time. Some of the specific strategies include:

- Offering summer programming for students with special needs; including an administrator, psychologist, related services, and aides to support the program
- Providing community outings for students who participate in summer programming
- Dedicating individual building set asides to support district wide and building specific professional development activities as outlined in the district's Professional Development Plan; specifically in Read 180/System 44
- Building classroom libraries and reading materials available to students; grades K-12
- Expanding current programming in Reading- purchasing new curriculum (HD Word, Blast)
- Allowing the administrative team to plan for and eventually implement summer enrichment, after-school, and other instructional opportunities that meet the needs of all students and especially student who are economically disadvantaged
- Allowing the administrative team to review and revise plans in case long or short term closures should become necessary
- Salaries for certified staff for extra curricular programs for students. The goal will be to increase connectedness, increase engagement, increase social emotional support, and increase attendance rates

In addition, the district will plan for summer enrichment and support. The district will also plan for more specific after-school instructional support using the funding dedicated to this purpose. This will be based on need and after reviewing the impact the in school and after school supports haveon the loss of learning time for students.

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.

All remaining funds will be spent on things that are allowable and continue to strengthen and support our students. Expenditures include:

- Educating students on Covid quarantine for educational continuity
- Implementing an after school extended learning time at the elementary level; 2 days per week, 2 hours per day
- Implementing a summer program for learning loss and enrichment at the elementary, middle, and high school level; including facilitators
- Purchasing software such as Naviance Guidance Support Services to assist with scheduling students according to individual pathways and utilize as an online management system
- Professional development for administrators; Diversity, Equity, and Inclusivity
- Summer social/emotional support for students and families (additional social worker, call center)
- PPE and Covid cleaning supplies; face masks, disinfectants
- Increasing techology district-wide; headphones, charging carts for 1:1 devices, Smart Boards for classrooms
- Supplies to enhance the supporting not only physical health, supporting students social/emotional well-being and body/mind connection
- Supporting staffing needs when employees are mandated by public health to quarantine and/or isolate
- In-person summer enrichment to students in kindergarten through grade 6; focusing on STEAM, Arts-in-Education, ELA, and Math
- Social/Emotional Courtyard at the middle school to use as an outdoor classroom for learning about and practicing mindfulness and the Seven Pillars of Character

7. In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The Central Islip Union Free School District serves students from the following demographics:

- About 12% of the 7,538 students served are students with disabilities. The district provides quality programs for students with disabilities and many families move to the district because of this.
- 75% of students qualify as students who are economically disadvantaged.
- 3.5% of students are white, 14% are black, 79% are Hispanic/Latino, 1.5% are Asian and 1% are multi-racial.
- 1.6% of students qualify as homeless / temporary housing under McKinney-Vento
- 1 students are considered migrant students
- 2,389 students are English Language Learners

The District will increase the amount of transportation it typically offers so that more students, especially those who are economically disadvantaged, have the opportunity to participate in afterschool instructional supports, athletics, intramurals, and club activities.

An additional school counselor and psychologist will be hired to support the social, emotional, and mental health needs. This counselor and psychologist will be an active member of our Pupil Personnel Services team (PSS). The team reviews data, including things like students socio-economic needs, attendance, and learning needs (i.e. students with disabilities). Each building will review data and deploys resources, supports, and offerings. PPS will continue to be the system by which the district supports our families.

ARP-ESSER Return to In-Person Instruction

CENTRAL ISLIP UFSD

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

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

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

LEA plans must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

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

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

The current and approved re-opening plan is located in English
at: https://www.centralislip.k12.ny.us/common/pages/DisplayFile.aspx?itemId=50413295.
The current and approved re-opening plan is located in Spanish
at: https://www.centralislip.k12.ny.us/common/pages/DisplayFile.aspx?itemId=50413297.
Reopening Plan Information
Included on that page are the approved re-opening plan from July of 2020 as well as an re-opening addendum from August 2021. Throughout the 20/21 school year addendums moved the district to daily, in-person instruction for children not wanting to continue with remote learning. Anyone wanting a copy may call the District Office and request a printed copy. Copies are also downloadable on the district website.

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

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

The District administrative team and Board of Education will review the plan every 6 months. The Board of Education review will be public and part of a regular board meeting.
Should major changes be suggested or needed as indicated by student needs data and/or progress monitoring data, the District will convene the 29 member stakeholder group to review the plan.
The District will host virtual Town Hall(s) if substantive changes are made. Any member of the public may participate in the Town Hall. Any input provided via a virtual Town Hall will be recorded and saved. Town Halls are accessible for viewing after broadcast on the district's website.

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

CENTRAL ISLIP UFSD

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

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

	Amount ($ or #)
ARP-ESSER Fund Allocation ($)	12,039,197
Total Number of K-12 Resident Students Enrolled (#)	7,370
Total Number of Students from Low-Income Families (#)	6,267

ARP-ESSER Schools Served

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

	Number (#)
Total Number of Schools in the LEA	8
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	8

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

CENTRAL ISLIP UFSD

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

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

	FUNDING Amounts ($)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	97,200
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.).	17,772
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.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	171,000
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.	191,700
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.	75,000
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.	210,800
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.	4,178,274
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	229,440
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.	4,200,883
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	2,667,128

	FUNDING Amounts ($)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	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.	0
Totals:	**12,039,197**

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.

ARP-ESSER 11.17.21.xlsm.pdf
2021-2024 FS-10 9.27.21 SCANNED COPY.pdf

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

American Rescue Plan-ESSER Budget Narrative 11.17.21.docx.pdf
American Rescue Plan Budget Narrative.pdf

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	2,954,952
16 - Support Staff Salaries	208,200
40 - Purchased Services	841,203
45 - Supplies and Materials	1,568,778
46 - Travel Expenses	1,186,124
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	1,042,000
30 - Minor Remodeling	187,440
20 - Equipment	4,050,500
Totals:	**12,039,197**