

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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Summary & Background

CHURCHVILLE-CHILI CSD

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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.

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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.

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Introduction/Instructions - Submission Instructions

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Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

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

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

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

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

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

| | Name | Email Address | Date of Final Review/ Approval |
|-----------------------|---------------|--------------------|--------------------------------|
| LEA Business Official | Frank Nardone | fnardone@cccsd.org | 10/22/2021 |
| LEA Board President | Cheryl Repass | crepass@cccsd.org | 10/22/2021 |

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.

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

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

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

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

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

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

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

The District began consultation with a multitude of stakeholders following the announcement of the ARP funding. During a Board of Education meeting, the District presented on the ARP funding and our initial plan for ARP funding. These meetings were posted on the District's website and social media accounts. In addition to making presentations, both staff and community members were given the opportunity to provide input into the plan through an online survey. The responses from this survey were then compiled and reviewed by the District's Administrative team as well as the Board of Education.

ADDED 1/5/22:

During an in person and live streamed Board of Education meeting, the District presented to the community the ARP funding and on the various ways the funding could be used as well as our initial plan for ARP funding. These meetings were posted on the District's website and social media accounts. In addition to making presentations, staff, community members, administrators, teachers, students and other stakeholders representing the interests of children with disabilities, English learners and children experiencing homelessness, children in foster care and other underserved students were given the opportunity to provide input into the plan through an online survey. The responses from this survey were then compiled and reviewed by the District's Administrative team as well as the Board of Education and finalized into the districts ARP Plan. The administrative team worked collaboratively with district instructional coaches, instructional lead teachers, special education teachers, and classroom teachers to develop plans to engage all students in necessary learning recovery instruction.

The district continues to provide ongoing engagement with families through formal communications such as letters from the district and buildings and utilizes social media and our district website to inform the community about academic programs that support student learning. In addition, parent conferences, student report cards, access to the Infinite Campus Portal (student management system) are utilized to provide families with on-going information about student progress. The district implements a Response to Intervention approach that systematically identifies students in need of additional academic/behavioral/social-emotional support. Our plan includes research-based practices associated with our core instructional program (Tier 1), data-driven identification of students in need of Tier 2 and Tier 3 levels of intensive, targeted support. In order to further support students' success, we enhanced our RTI approach to include the identification of students in need of school recovery due to COVID-related instructional interruptions. Our plan for learning recovery includes the identification of students during Tier 1 instruction and providing them with extended learning opportunities beyond the traditional school day.

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.**

www.cccsd.org

ADDED 1/5/22:

Once the application has been approved the plan will be uploaded to the URL listed above. In addition, the website will include a name and phone number of the individual to contact should someone be interested in obtaining a copy of the plan. Any such requests will be mailed or made available for pick up at district office.

ARP-ESSER LEA Base 90% Allocation - Program Information

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3. **In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

The District plans to allocate funds to the purchase of custodial/maintenance supplies, personal protective equipment, and other protective measures to support in-person instruction.

In addition the District will continue to employ staff as well as increase staff in positions which will provide for a safe and productive full return to in person instruction, as follows:

1. Additional Administrative support to ensure student and family needs are being met. Additional staff to spread students out in the buildings at a safe distance. Addition of a Social Worker to provide social, emotional and mental health support to our students, families and staff. Additional cleaners to ensure adequate cleaning in the buildings. Installation of air filtration system in each of the districts buses.

Dedicated time will be allocated for teachers to engage in curriculum writing to assess vertical articulation, and re-alignment of course learning objectives in an effort to recover learning loss and accelerate future learning.

4. **In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.**

The District will utilize a variety of data to identify student needs and monitor progress. This data includes student attendance data, student behavior (referral) data, internal formative assessment data, and Instructional data i.e. ELA, Math, Science, etc. Pre- and Post-benchmark data will be collected specific to intervention services and supports (ie. DRA, LLI, math benchmark, social emotional survey, etc.).

ADDED 1/5/22:

The district continues to provide ongoing engagement with families through formal communications such as letters from the district and buildings and utilizes social media and our district website to inform the community about academic programs that support student learning. In addition, parent conferences, student report cards, access to the Infinite Campus Portal (student management system) are utilized to provide families with on-going information about student progress. The district implements a Response to Intervention approach that systematically identifies students in need of additional academic/behavioral/social-emotional support. Our plan includes research-based practices associated with our core instructional program (Tier 1), data-driven identification of students in need of Tier 2 and Tier 3 levels of intensive, targeted support. In order to further support students' success, we enhanced our RTI approach to include the identification of students in need of school recovery due to COVID-related instructional interruptions. Our plan for learning recovery includes the identification of students during Tier 1 instruction and providing them with extended learning opportunities beyond the traditional school day. We are relying on universal screeners including the Scholastic Reading Inventory (SRI) and the Math Inventory to capture and record student needs and growth. The data is used to provide additional academic support after school in the areas of Math and ELA. Students work in small groups to recover lost learning. For example, our literacy intervention includes explicit instruction for comprehension and is focused on building skills to increase stamina and accuracy when reading for meaning. Students take an SRI to capture and monitor growth.

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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.**

Summer programming will be offered and designed to target learning loss and opportunities for students to accelerate learning, especially in ELA and math at the elementary and middle levels. Opportunities for science, along with multiple course offerings will be provided in the summer for students in grades 7-12. Students with disabilities and ELL's will also be provided with summer learning opportunities along with related services to address learning loss. The District will provide transportation support for students enrolled in summer programs.

Credit recovery programs at the secondary level were offered in 2020-21 and will continue to be available. Each building principal will identify research-based opportunities for students for extended learning, enrichment, and social-emotional support in an extended day format. The district will provide transportation to encourage participation in the programs offered. Further, students will have opportunities to engage in co-curricular and extra-curricular activities in an extended day format and/or Saturdays.

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.**

The District will be utilizing these funds to continue to employ existing staff. In summary, the District will utilize these funds to employ numerous staff across all K-12 buildings in the district. An example of this is math specialists, enrichment specialists, social workers and classroom teachers. These positions will enable the District to continue to reduce class size as we work to comply with various COVID-19 related requirements, provide student-specific interventions and social emotional supports, and to ensure social distancing in classrooms. In addition, these positions will allow the District to continue to implement the various medical and cleaning protocols, we implemented during the 2020-2021 school year.

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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.**

Social emotional and academic needs of students and staff will be prioritized through the dedicated role of a coordinator of social-emotional wellness. In addition, a social worker will be added at the elementary level to increase support for all students and families. At the high school level, a mentoring program will be implemented to assist all students in ninth grade as they begin high school (transitioning from eighth grade). Training will be provided for mentors and weekly meetings will take place to provide a variety of social emotional supports and resources, including the development of individual adult mentor-student relationships. The coordinator will implement a needs assessment across the district and work collaboratively with appropriate staff to implement a comprehensive plan aligned with district goals.

ADDED 1/5/22:

Social emotional and academic needs of students and staff will be prioritized through the dedicated role of a coordinator of social-emotional wellness. In addition, a social worker will be added at the elementary level to increase support for all students and families. At the high school level, a mentoring program will be implemented to assist all students in ninth grade as they begin high school (transitioning from eighth grade). Training will be provided for mentors and weekly meetings will take place to provide a variety of social emotional supports and resources, including the development of individual adult mentor-student relationships. The coordinator will implement a needs assessment across the district and work collaboratively with appropriate staff to implement a comprehensive plan aligned with district goals. To ensure that students who were disproportionately impacted by the COVID-19 pandemic our additional supports- access to a social worker, access to mentors (9th Grade Academy), access to the coordinator of social-emotional wellness occurs during the school day. In addition, student academic data is used to select students for participation in extended day learning recovery instruction.

ADDED 1/18/22:

The social worker who will be added at the elementary level will increase support for all students and families including those students that are homeless, low-income, ELL'S, students of color, students with disabilities, children in foster care, and migratory students.

Through the disaggregation of data, which is reviewed on a quarterly basis, our district will provide targeted support in academics for disadvantaged subgroups, such as our students of color, homeless, impoverished, English Language Learners and migratory students. These students are eligible to participate in our extended programs and have access to the social/emotional support provided by our additional personnel.

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ARP-ESSER Return to In-Person Instruction

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

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

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

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

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

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

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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.**

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ADDED 1/5/22:

Once the application has been approved the plan will be uploaded to the URL listed above. In addition, the website will include a name and phone number of the individual to contact should someone be interested in obtaining a copy of the plan. Any such requests will be mailed or made available for pick up at district office.

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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.

District administration will renew and discuss strategies to improve the delivery of instruction for all students, including those in need of learning recovery as well as enrichment. During these monthly meetings data will be reviewed and input will be sought from teachers and staff working directly with students. Opportunities to students and families to obtain input and feedback will be given. With this information the Districts' plan will be re-evaluated and updated continuously by administration based on changing needs of our student population, any additional input received through online survey's and budget expenditures in future years.

ADDED 1/5/22:

District administration will renew and discuss strategies to improve the delivery of instruction for all students, including those in need of learning recovery as well as enrichment. During these monthly meetings data will be reviewed and input will be sought from teachers and staff working directly with students. Opportunities to students and families to obtain input and feedback will be given. With this information the Districts' plan will be re-evaluated and updated continuously by administration based on changing needs of our student population, any additional input received through online survey's and budget expenditures in future years. On-going data team meetings, student in jeopardy meetings, and our Response to Intervention process allow administrators, teachers, and support staff to monitor progress of our students and make recommendations for students to participate in academic recovery through our extended day programs or participate in small group intervention during the school day- made possible by the addition of staff to provide intervention and acceleration for those students in need.

ADDED 1/18/22:

In addition every six months our administrative team will use the collected data to re-evaluate the re-opening plan along with comments and feedback from stakeholders (parents and community members) to revise and adjust our re-opening plan to reflect current needs of our students based on guidance from local and national branches of government for public health. The district gathers feedback and public comments through a variety of means including surveys, social media, and public comments during Board of education meetings and interactions between administrators and stakeholders. We will continue to use this process every 6 months up to and including September of 2023.

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LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

CHURCHVILLE-CHILI CSD

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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 (\$) | 3,197,147 |
| Total Number of K-12 Resident Students Enrolled (#) | 3,666 |
| Total Number of Students from Low-Income Families (#) | 1,161 |

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 | 5 |
| Number of Schools Served by ARP-ESSER LEA Base 90% Funding | 5 |

ARP-ESSER Application: Part 2 - ARP Act

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

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

CHURCHVILLE-CHILI CSD

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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 chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.**

PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.

| | FUNDING Amounts (\$) |
|---|----------------------|
| 1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.). | 0 |
| 2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.). | 0 |
| 3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.). | 0 |
| 4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.). | 0 |
| 5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.). | 0 |
| 6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19. | 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. | 0 |
| 9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs. | 0 |
| 10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases. | 0 |
| 11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA. | 27,850 |
| 12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements. | 0 |
| 13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment. | 0 |
| 14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools. | 332,638 |
| 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 | 930,228 |

ARP-ESSER Application: Part 2 - ARP Act

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

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| | 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. | 1,006,598 |
| 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. | 69,747 |
| 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. | 830,086 |
| Totals: | 3,197,147 |

ARP-ESSER Application: Part 2 - ARP Act

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

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ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

ARP - ESSER Part 2 FS10 Churchville Chili.pdf
 REVISED 1-5-22 ARP - ESSER Part 2 FS10 Churchville Chili.pdf

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

Churchville Chili ARP ESSER Part 2 Budget Narrative 10-28-21.docx

- 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 | 2,360,059 |
| 16 - Support Staff Salaries | 261,174 |
| 40 - Purchased Services | 0 |
| 45 - Supplies and Materials | 97,597 |
| 46 - Travel Expenses | 0 |
| 80 - Employee Benefits | 478,317 |
| 90 - Indirect Cost | 0 |
| 49 - BOCES Services | 0 |
| 30 - Minor Remodeling | 0 |
| 20 - Equipment | 0 |
| Totals: | 3,197,147 |