

FREWSBURG CSD

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

Summary & Background

FREWSBURG 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.

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

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Submission Instructions

Submission Instructions

FREWSBURG CSD

060301040000

Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply****ARP-ESSER LEA Base 90% Allocation - Intent to Apply**

FREWSBURG CSD

060301040000

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	Jerome Lee Yaw	jleeyaw@frewsburgcsd.org	7/22/21
LEA Board President	Chad Chitister	cchitister@frewsburgcsd.org	7/21/21

ARP-ESSER Allocation - Construction-Related Costs

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

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

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information****ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination**

FREWSBURG CSD

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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.

Ongoing consultation and collaboration with the following stakeholders occurred in developing this plan:

- Representative from both the teaching and non-teaching bargaining units 5/13/21, 6/9/21
- Parent representatives 6/10/21, 7/15/21
- Community based organization leaders (TRZ, Audubon, Myers Library) 5/14/21, 6/2/21, 6/3/21
- Board of Education members 6/10/21, 7/15/21
- Administration (Principals, Business Official, Director of Curriculum, Superintendent) 5/13/21, 6/9/21, 7/15/21

Ongoing Stakeholder Engagement

Additionally, the district will hold public meetings (including virtually), and conduct surveys of families, students, educators, and other staff to better understand their perceptions, needs and concerns. These public meetings will occur once per year throughout the implementation period of these grants in order to ensure ongoing stakeholder engagement.

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

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

<https://www.frewsburgcsd.org/site/Default.aspx?PageID=8166>

How to Access the Plan

Anyone wishing a hard copy of this ARP-ESSER plan should contact District Clerk Laura Smith by calling or emailing and requesting a copy. Contact information for District Clerk Laura Smith is as follows: Phone: 716-569-7041 or Email: lsmith@frewsburgcsd.org Hard copies can either be made available for pick up or can be mailed to those requesting a copy of it.

The district will also conduct ongoing outreach, paying for translating and interpreting services as needed to ensure effective communication with individuals with limited English proficiency, and provide reasonable accommodations such as interpreters and written materials in alternate formats for individuals with disabilities upon request.

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.

We will be replacing the P-TAC units in the health offices at both the middle/high and elementary schools. Currently our middle/high school nurse is operating out of one of our main hallways and the pool locker rooms to ensure compliance with the DOH reopening requirements. Replacing the unit ventilators will allow our middle/high nurse to move back to her designated area rather than operating in our pool lobby. Updating the rooftop units in these areas will also be done with these funds to ensure teachers and students may safely continue in-person instruction.

Portable air conditioners will be purchased for classrooms in both buildings that are extremely warm enabling masks to be worn more comfortably during the hot months. The purchase of these units will also allow teachers to keep their doors closed providing one layer of protection from unwanted intruders while aligning with ASHRAE that recommends air conditioning to help prevent the spread of communicable diseases.

Cleaning frequently touched surfaces and common spaces continues to be extremely important in preventing the spread of the Coronavirus. We have needed to hire additional cleaning staff to pick up the increased frequency in which we are cleaning our buildings. We will be funding (3) cleaner positions for (3) years. Our district continues to purchase oxivir wipes and solution to use in cleaning and sanitizing. We are also purchasing a new floor scrubber that is more powerful and can handle larger areas. We are replacing the flooring in the nurse's office with tile to allow for easier cleaning and sanitizing. PPE, including gloves and goggles, has been purchased to ensure adequate physical barriers are available for our staff. A furniture consultant will be providing schematic drawings on how best to optimize space in all classrooms throughout the district in order to ensure social distancing. This consultant will then recommend and procure furniture that fits the spaces accordingly. This will prepare the district for any future global pandemics. Student and teacher mobile desks are being purchased to replace tables for use in classrooms and the cafeteria to ensure that we create a learning environment that can sustain social distancing. Floor tape, measuring wheels and other layout materials used to create visual pictures of social distancing requirements have been purchased. Classrooms have been cleared out and many unused items were disposed of using a dumpster we rented to ensure the largest most open space for instruction was available for our students. Door access was installed on electric fob panels to redirect the entrance/exit traffic in an effort to decrease density. Along these same lines, new bays of lockers are being purchased and installed to space students out during times they will be in the hallways.

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

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.

Data to be Used to Identify Student Needs

The Frewsburg Central School District used and will use local assessment data (Panorama Social Emotional Learning Survey) in order to identify student needs. Panorama is an online survey that helps schools and districts support student SEL with research-backed surveys and actionable data reports. The surveys focus on the student's perception of (1) our school environment (school climate, sense of belonging, school connectedness); as well as (2) their own individual perceived strengths and weaknesses in terms of many of the SEL components we have been worked on in a SEL curriculum (grit, growth mindset, emotional regulation, and self-management to be specific).

Student attendance and discipline data was also used in order to help identify needs. Again, the middle level (grades 7 and 8) rose to the greatest level of concern.

Monitoring Student Progress

Progress monitoring will also take place in order to assess student progress as a result of planned interventions and supports. The Panorama is administered three times per year and enables the district to monitor student progress as a result of the planned interventions and support. This will be used to assess SEL progress.

Attendance and discipline data will also be used as a means of monitoring middle level student progress.

Why Will This Data Be Used?

The Frewsburg District was one of the few districts across NYS to be physically present for in-person learning five (5) days per week for all grade levels (K-12) during the 2020-2021 school year. Local data revealed social emotional health as being the number one area of concern for our students as a result of the pandemic. Student social emotional deficits were even more significant than our student academic deficits (as identified with NWEA for reading and math).

Student specific data provided by the Panorama Social Emotional Learning Survey targeted the middle level grades 7 and 8, specifically low socio-economic students as being our most significant area of need. The data also revealed that only 39% of our secondary students feel a sense of belonging.

How Will the District Use ARP-ESSER Grant Funds to Address Areas of Need?

The district intends to use ARP- ESSER funds for the following areas:

- 1) Providing Middle Level students (grades 7 and 8) with greater access to a school counselor who will provide individualized sessions and overall group interventions using the research based Panorama Social Emotional Survey playbook of interventions in order to support development of students' SEL competencies related to self-awareness, self-management, social awareness, relationship skills, and reasonable decision making. Progress to be monitored by the Panorama Social Emotional Survey administered three times each year. (Middle Level Counselor's salary to be included in the ARP-ESSER grant for three years. The district will fund this position once the grant is done.) Increasing the Middle Level counseling staff will ultimately positively affect all other grade levels since all students will have greater access to counselors.
- 2) Providing secondary students with after school enrichment in the area of music and art in order to create a greater connection and sense of belonging. Progress to be monitored by the Panorama Social Emotional Survey administered three times each year. Grant monies will be used to purchase materials in order to support this increase (i.e. more instruments, art materials, choral performance robes)
- 3) Providing inservice training for all employees in Diversity, Equity, and Inclusion and Understanding Diversity so that all staff members may work to making students feel like they belong. This training will be conducted on opening days of school and then continued as Professional Learning Communities (PLCs) for ongoing, embedded development. Progress to be monitored by the Panorama Social Emotional Survey administered three times each year. Grant monies will be used to pay for the professional development.
- 4) Provide direct, research based student intervention in the form of Sources of Strength and Prevention Works to all of our students to strengthen social-emotional health and prevent feelings of lack of belonging to lead to unsafe habits. Progress to be monitored by the Panorama Social Emotional Survey administered three times each year. Grant monies will be used to pay for this direct, research based intervention.

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

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.

Background

Of the total amount allocated to an LEA from the State's ARP ESSER award, the LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

How Will Frewsburg Use the Required Reserve of 20% of Funds to Address the Academic Impact of Lost Instructional Time?

The Frewsburg District was one of the few districts across NYS to be physically present for in-person learning five (5) days per week for all grade levels (K-12) during the 2020-2021 school year. Local data revealed social emotional health as being the number one area of concern for our students as a result of the pandemic. Student social emotional deficits were even more significant than our student academic deficits (as identified with NWEA for reading and math).

Student specific data provided by the Panorama Social Emotional Learning Survey targeted the middle level grades 7 and 8, specifically low socio-economic students as being our most significant area of need. The data also revealed that only 39% of our secondary students feel a sense of belonging.

How Will the District Use ARP-ESSER Grant Funds to Address Areas of Need?

The district intends to use ARP- ESSER funds for the following areas:

- 1) Providing Middle Level students (grades 7 and 8) with greater access to a school counselor who will provide individualized sessions and overall group interventions using the research based Panorama Social Emotional Survey playbook of interventions in order to support development of students' SEL competencies related to self-awareness, self-management, social awareness, relationship skills, and reasonable decision making. Progress to be monitored by the Panorama Social Emotional Survey administered three times each year. (Middle Level Counselor's salary to be included in the ARP-ESSER grant for three years. The district will fund this position once the grant is done.) Increasing the Middle Level counseling staff will ultimately positively affect all other grade levels since all students will have greater access to counselors.
- 2) Providing secondary students with after school enrichment in the area of music and art in order to create a greater connection and sense of belonging. Progress to be monitored by the Panorama Social Emotional Survey administered three times each year. Grant monies will be used to purchase materials in order to support this increase (i.e. more instruments, art materials, choral performance robes)
- 3) Providing inservice training for all employees in Diversity, Equity, and Inclusion and Understanding Diversity so that all staff members may work to making students feel like they belong. This training will be conducted on opening days of school and then continued as Professional Learning Communities (PLCs) for ongoing, embedded development. Progress to be monitored by the Panorama Social Emotional Survey administered three times each year. Grant monies will be used to pay for the professional development.
- 4) Provide direct, research based student intervention in the form of Sources of Strength and Prevention Works to all of our students to strengthen social-emotional health and prevent feelings of lack of belonging to lead to unsafe habits. Progress to be monitored by the Panorama Social Emotional Survey administered three times each year. Grant monies will be used to pay for this direct, research based intervention.

ARP-ESSER Application: Part 2 - ARP Act

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

8. 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 of our remaining ARP ESSER funds are being used based on a safe return to school and alignment with the DOH/CDC guidelines. We will be replacing the P-TAC units in the health offices at both the middle/high and elementary schools. Currently our middle/high school nurse is operating out of one of our main hallways and the pool locker rooms to ensure compliance with the DOH reopening requirements. Replacing the unit ventilators will allow our middle/high nurse to move back to her designated area rather than operating in our pool lobby. Updating the rooftop units in these areas will also be done with these funds to ensure teachers and students may safely continue in-person instruction. Portable air conditioners will be purchased for classrooms in both buildings that are extremely warm enabling masks to be worn more comfortably during the hot months. The purchase of these units will also allow teachers to keep their doors closed providing one layer of protection from unwanted intruders while aligning with ASHRAE that recommends air conditioning to help prevent the spread of communicable diseases. Cleaning frequently touched surfaces and common spaces continues to be extremely important in preventing the spread of the Coronavirus. We have needed to hire additional cleaning staff to pick up the increased frequency in which we are cleaning our buildings. We will be funding (3) cleaner positions for (3) years. Our district continues to purchase oxivir wipes and solution to use in cleaning and sanitizing. We are also purchasing a new floor scrubber that is more powerful and can handle larger areas. We are replacing the flooring in the nurse's office with tile to allow for easier cleaning and sanitizing. PPE, including gloves and goggles, has been purchased to ensure adequate physical barriers are available for our staff. A furniture consultant will be providing schematic drawings on how best to optimize space in all classrooms throughout the district in order to ensure social distancing. This consultant will then recommend and procure furniture that fits the spaces accordingly. This will prepare the district for any future global pandemics. Student and teacher mobile desks are being purchased to replace tables for use in classrooms and the cafeteria to ensure that we create a learning environment that can sustain social distancing. Floor tape, measuring wheels and other layout materials used to create visual pictures of social distancing requirements have been purchased. Classrooms have been cleared out and many unused items were disposed of using a dumpster we rented to ensure the largest most open space for instruction was available for our students. Door access was installed on electric fob panels to redirect the entrance/exit traffic in an effort to decrease density. Along these same lines, new bays of lockers are being purchased and installed to space students out during times they will be in the hallways.

ARP-ESSER Application: Part 2 - ARP Act

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

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.

How Will the Frewsburg District Ensure Implemented Interventions Address All Students and Particularly Those Students Disproportionately Impacted by the COVID-19 Pandemic?

Student specific data provided by the Panorama Social Emotional Learning Survey targeted the middle level grades 7 and 8, specifically **low socio-economic students** as being our most significant area of need. The data also revealed that only 39% of our secondary students feel a sense of belonging. Although all of the interventions are being implemented to improve the social-emotional health of this subgroup, the interventions are good for **all** students.

The district intends to use ARP- ESSER funds for the following areas:

- 1) Providing Middle Level students (grades 7 and 8) with greater access to a school counselor who will provide individualized sessions and overall group interventions using the research based Panorama Social Emotional Survey playbook of interventions in order to support development of students' SEL competencies related to self-awareness, self-management, social awareness, relationship skills, and reasonable decision making. Progress to be monitored by the Panorama Social Emotional Survey administered three times each year. (Middle Level Counselor's salary to be included in the ARP-ESSER grant for three years. The district will fund this position once the grant is done.) Although students from **low socio-economic families** will be targeted for individual and group sessions, increasing the Middle Level counseling staff will ultimately positively affect **all** other grade levels since **all** students will have greater access to counselors.
- 2) Providing secondary students with after school enrichment in the area of music and art in order to create a greater connection and sense of belonging. Progress to be monitored by the Panorama Social Emotional Survey administered three times each year. Grant monies will be used to purchase materials in order to support this increase (i.e. more instruments, art materials, choral performance robes) Although not funded by this grant, the district will be providing after school transportation because often times students from **low socio-economic families** are precluded from being able to participate due to lack of ability to get home.
- 3) Providing inservice training for all employees in Diversity, Equity, and Inclusion and Understanding Diversity so that all staff members may work to making students feel like they belong. This training will be conducted on opening days of school and then continued as Professional Learning Communities (PLCs) for ongoing, embedded development. Progress to be monitored by the Panorama Social Emotional Survey administered three times each year. Grant monies will be used to pay for the professional development. This is designed to impact **all** students, specifically students from **low socio-economic** families.
- 4) Provide direct, research based student intervention in the form of Sources of Strength and Prevention Works to all of our students to strengthen social-emotional health and prevent feelings of lack of belonging to lead to unsafe habits. Progress to be monitored by the Panorama Social Emotional Survey administered three times each year. Grant monies will be used to pay for this direct, research based intervention. This is designed to impact **all** students, specifically students from **low socio-economic** families.

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

FREWSBURG CSD

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

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

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

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

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

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

<https://www.frewsburgcsd.org/cms/lib/NY02214391/Centricity/Domain/2273/FCS%20Reopening%20Plan%20April%2022%202021.pdf>

How to Access the Reopening Plan

Anyone wishing a hard copy of the Frewsburg Central School District Reopening plan should contact District Clerk Laura Smith by calling or emailing and requesting a copy. Contact information for District Clerk Laura Smith is as follows: Phone: 716-569-7041 or Email: lsmith@frewsburgcsd.org Hard copies can either be made available for pick up or can be mailed to those requesting a copy of it.

The district has also posted a recorded Zoom meeting that took place for parents in August 2021. This meeting highlights any changes made to the original Frewsburg Reopening Plan and has a question/answer portion following the presentation. This recording may be accessed on the district website at <https://www.frewsburgcsd.org/domain/2273>. Please scroll down to the September 7, 2021 posting.

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

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) its plan for in-person instruction, including a description of how public comment will be collected.

Frewsburg Central School District will review and update its plan for in-person instruction every six months through September 30, 2023. During this review cycle, stakeholders will be given the opportunity to provide feedback and input to the overall plan. Once the plan has been revised and updated as a result of the stakeholder feedback and input, the district will conduct a public hearing at its Board of Education meeting, conduct a 30 day public hearing, revised the plan to reflect any public comments, and have the Board adopt the plan following the public comment.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution****ARP-ESSER LEA Base 90% Allocation - Funding Distribution**

FREWSBURG CSD

060301040000

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 (\$)	912,081
Total Number of K-12 Resident Students Enrolled (#)	761
Total Number of Students from Low-Income Families (#)	349

ARP-ESSER Schools Served

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

FREWSBURG CSD

060301040000

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

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

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

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	259,577
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
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.	12,255
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.	203,176
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.	32,373
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	6,800

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	17,495
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.	206,985
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.	27,508
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.	142,912
Totals:	912,081

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget****ARP-ESSER LEA Base 90% Allocation - Budget**

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

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

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

Revised ARP-ESSER FS-10.pdf

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

Revised Budget Narrative ARP ESSER Oct 18.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	186,476
16 - Support Staff Salaries	147,232
40 - Purchased Services	302,102
45 - Supplies and Materials	257,839
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	18,432
Totals:	912,081