

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

Page Last Modified: 08/10/2021

Summary & Background

CHEEKTOWAGA-SLOAN UFSD

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SUMMARY & BACKGROUND

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

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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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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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	Wayne Drescher	wdrescher@cheektowagasloan.org	07/27/2021
LEA Board President	Denise McCowan	dmccowan@cheektowagasloan.org	07/27/2021

ARP-ESSER Allocation - Construction-Related Costs

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

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

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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.

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LEA 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 met with various teachers and other stakeholders to discuss the ARP funding and how it could be spent. The meetings took place on the following days:

- May 17, 2021 – Student Support group
- May 19, 2021 – Special Education Teachers Kindergarten through Grade 12
- May 19, 2021 – JFK Middle School Grade Level Leaders
- May 21, 2021 – Principals of TR and WW Elementary Schools
- May 21, 2021 – AIS Teachers at JFK Middle School
- May 24, 2021 – Department Chairs at JFK High School
- May 26, 2021 – Principal and Assistant Principals at JFK High and Middle Schools
- May 26, 2021 – AIS Teachers Pre-Kindergarten through Grade 5
- May 26, 2021 – Grade Level Leaders Kindergarten through Grade 5
- June 1, 2021 – TESOL Teachers
- June 2, 2021 – Special Area Teachers

In addition to these meetings, the spending plan was reviewed at a public Board of Education meeting on June 22, 2021. The proposed spending plan was then posted on the District Website along with a survey to provide an opportunity for public comment by any interested stakeholder. Based on the input and recommendations from all District Stakeholders, the ARP ESSER funding plan was created.

The District will continue to assess its changing needs through the use of a variety of data sources. We will consider quantitative data, such as New York State standardized tests, screening tools such as FastBridge, diagnostic tools, such as iReady, Fountas and Pinnell running records, and ELA and Math Common Formative assessment. We will also collect qualitative data such as climate surveys to parents, teachers, and students. If a shift in needs is identified, the District will reconvene small representative groups of stakeholders to gather information on how best to adjust spending and meet our newly identified needs.

We will have regular updates to the community at Board of Education meetings and continue to provide updates on our website. Finally, if a significant change is proposed to the plan, an opportunity to provide feedback will be offered through online surveys before a final decision is made.

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.cheektowagasloan.org/Page/1436>

The District's reopening plan will be available on our website as soon as it is approved. Hard copies of our plan are available in our District Office.

Any person in the community can call the District Office or email any administrator with a request for a copy of the District's plan.

We are a one-to-one school so all students have a Chromebook to check our website and access information. Our ELL population is generally small and our ESL teachers know their individual student's home languages. ESL teachers can have translated copies of our plan available for families who are not native English speakers.

If a local community member does not have children in the District and does not have adequate access to online services, they may request a copy of the plan by phone or pick one up in the District office.

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.**

ARP-ESSER LEA Base 90% Allocation funds would be used to purchase sanitation supplies and materials, including MediClean, hand sanitizer buckets, disinfecting wipes, and bromine tablets. We will also purchase additional Personal Protective Equipment (PPE), including 3-ply masks, N95 masks, and gloves.

Code 45: Supplies and Materials Grand Total: \$14, 353.00 (Sanitation Supplies for COVID-19 = \$9,671 and PPE= \$4,682)

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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 FastBridge's Early Reading and Early Math assessments in kindergarten and first grade, FastBridge's adaptive math assessment in grades 2-8, and FastBridges, adaptive reading assessment in grades 3-12. These assessments will be given three times a year and will help determine the needs and measure the progress of all District students.

In addition to the Fastbridge assessments, the District has common formative assessments for ELA and Math that are based on the New York State learning standards. These assessments are given 3 times a year in each subject in grades 3- 8th.

In grades K-8, the Fountas and Pinnell Running Record assessment is completed three times a year.

In addition to the FastBridge reading assessment, teacher created assessments, Regent's exam scores, and classroom grades are used to determine which students may have gaps in foundational skills due to the COVID-19 pandemic.

In grades K-8, an RtI system is used to determine students who have foundational gaps due to the COVID-19 pandemic. If a student is determined to have gaps, they are selected to receive a research-based intervention, such as Leveled Literacy Intervention, SRA's Corrective Reading Program, and Phonics First.

High school students who are determined to have gaps in their foundational skills and knowledge will be referred to the Instructional Support Team. The instructional support team meets regularly and consists of counselors, teachers, student support personnel, and an administrator. The Instructional support team may recommend a variety of ways to support students who are demonstrating a gap in their foundational skills, such as visits to the Academic Learning Center (ALC), AIS services, or placement in the after-school program.

This large collection of data will also be used to determine gaps in our programs. This data will be used to drive any adjustments to this spending plan.

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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.

The district will spend \$562,262 to support instructional loss, which exceeds the 20% requirement.

1. **A kindergarten summer orientation-** Incoming kindergarten students will attend a summer orientation and receive a kindercamp basket filled with educational materials.
 - **Code 45 Supplies and Materials = \$22,346 Kindercamp Baskets**
2. **A before and after school remediation program (including supplies)-** Code 15: Professional Salaries: \$178,720 and Code 45 Supplies and Materials: \$13,950
 - **Code 15 Professional Salaries: \$178,720**
 - 2021-2022 High School- Afterschool remediation program (Fall, Winter, spring test prep) equals \$44,200
 - 2021-2022 Middle School- After School Remediation Program equals \$29,920
 - 2022-2023 Middle School- After School Remediation Program equals \$28,200
 - 2022-2023 Woodrow Wilson Elementary School- After School Remediation Program equals \$25,400
 - 2021-2022 Theodore Roosevelt Elementary School- After School Remediation Program equals \$25,500
 - 2022-2023 Theodore Roosevelt School- After School Remediation Program equals \$25,505
 - **Code 45 Supplies and Materials: \$13,950**
 - 2021-2024 Supplies for our before and after school remediation program 279 teachers x \$50 each equals \$13,950
3. **Summer Programs (including purchasing books for students who attend our summer feeding program and transportation for students to summer school);**
 - Books for students who participate in our summer school feeding program Code 45 Supplies and Materials= \$62,775
 - 2021-2022 = \$20,925
 - 2022-2023 = \$20,925
 - 2023-2024= \$20,925
 - **Code 40: Purchased Services= \$168,000** Transportation costs with First Student for summer school in summer 2022 and summer 2023
4. **Purchase research-based intervention programs to be utilized with our struggling learners who receive Response to Intervention services = \$116,471**
 - **Code 45: Supplies and Materials = \$117,279**
 - 8 Leveled Literacy Intervention Kits = \$69,984
 - iReady math and reading diagnostic tests and instructional lessons = \$23,040
 - Diagnostic program = \$15,540
 - Instructional math program = \$3,500
 - Teacher Toolbox subscription = \$4,000
 - Focus Math Intensive Intervention materials: = \$24,255
 - Teacher manuals= \$3,570
 - Student workbooks= \$14,175
 - Manipulative kits= \$6,510

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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.**

Additional funds available to the District will be utilized to support student learning and continued operations of the school district.

The District intends to utilize a portion of the funds for providing support for families and students in a variety of ways in response to the global pandemic. We allocated funds for parents and families to receive counseling services in times of need through Thriveworks & Gateway Longview Behavioral Health Clinic for 3 years (**Code 40: Purchased Services: \$60,000 per year equals \$180,000**). Additional funds have been allocated to support the students' emotional well-being by providing them training in trauma-informed care and strategies to problem solve and persevere through challenges they face in their lives (**Code 40: Purchased Services: \$14,720 per year, for 3 years= \$44,160 "Teaching Kids to Care & Too Good for Violence programs."**)

In addition, we allocated money for the Family Solutions Center, located within our District. The Family Solution Center will provide personal care items, transportation, clothing, and school supplies to our families in need (**Code 45: Supplies and Materials= \$20,000**). We also have seen an increase in our homeless and unaccompanied youth. We allocated funds to be used for these students to purchase school supplies, toiletries, and clothing (**Code 45: Supplies and Materials = \$19,708**).

Our student population has changed over the years and we now have a more transient population. We want all students to feel welcome and safe in our schools. We allocated funds for new student welcome kits that will be provided to all new students who join us during 2021-2024. This welcome kit will be presented to the new student by a student mentor who will be paired up with that child to help them transition (**Code 45: Supplies and Materials = \$7,120**).

We also have added more student support staff with the addition of a Social Worker, School Psychologist, ELL Teacher, and Coordinator of Special Education and Student Services. We also added leadership opportunities for teachers including 2 stipends for \$3,500 each for a Curriculum and an Advisement position focused on developing curriculum for our advisement period at the middle school and high school, which is focused on social-emotional well-being. We also added a Restorative Practice Liaison at each building, with 4 stipends at \$3,500 each. These Restorative Practice Liaisons assist with the implementation of Restorative Practice within their building creating a safe and welcoming environment for our students, faculty, and staff. Lastly, we added a Summer Data Coordinator stipend of \$5,000, for two years.

- **Code 15 Professional Salaries: \$45,393:** 2022-2023 School Psychologist Salary Year 2 pay
- **Code 15 Professional Salaries: \$46,301:** 2023-2024 School Psychologist Salary Year 3 pay
- **Code 15 Professional Salaries: \$46,301:** 2023-2024 ELL teacher salary Year 3 pay
- **Code 15 Professional Salaries: \$59,000:** 2021-2022 Social worker salary Year 1 contractual pay
- **Code 15 Professional Salaries: \$62,000:** 2022-2023 Social worker Salary Year 2 contractual pay
- **Code 15 Professional Salaries: \$64,000:** 2023-2024 Social worker Salary Year 3 contractual pay
- **Code 15 Professional Salaries: \$94,000:** 2023-2024 Coordinator of Curriculum and Instruction Year 3 contractual pay
- **Code 15 Professional Salaries: \$90,000:** 2021-2022 Coordinator of Special Education & Student services Year 1 pay
- **Code 15 Professional Salaries: \$92,000:** 2022-2023 Coordinator of Special Education & Student services Year 2 pay
- **Code 15 Professional Salaries: \$94,000:** 2023-2024 Coordinator of Special Education & Student services Year 3 pay
- **Code 15 Professional Salaries: \$7,000:** 2022-2023 Curriculum and Advisement Stipend (2 positions, one at the middle school and one at the high school, \$3,500 each)
- **Code 15 Professional Salaries: \$7,000:** 2023-2024 Curriculum and Advisement Stipend (2 positions, one at the middle school and one at the high school, \$3,500 each)
- **Code 15 Professional Salaries: \$14,000:** 2021-2022 Restorative Practice Liasison, 4 stipends at \$3,500 each
- **Code 15 Professional Salaries: \$14,000:** 2022-2023 Restorative Practice Liasison, 4 stipends at \$3,500 each
- **Code 15 Professional Salaries: \$14,000:** 2023-2024 Restorative Practice Liasison, 4 stipends at \$3,500 each
- **Code 15: Professional Salaries: \$5,000:** 2022-2023 Summer Data Coordinator (Peter Fuchs)
- **Code 15: Professional Salaries: \$5,000:** 2023-2024 Summer Data Coordinator (Peter Fuchs)
- **Code 80: Employee Benefits: \$636, 115** for the social security, NYS Teachers Retirement, and Health Insurance contributions for the salaries listed above and the stipends connected to the before and after school program, summer school (teachers and principals), kindergarten orientation, summer school principals, summer data coordinator, Curriculum and Advisement Stipends, and Restorative Practice Liaisons.

Since the global pandemic, we have become a one-to-one district and our technology needs have tremendously increased. The District is in the process of buying 50 Interactive whiteboards, which will be an integral part of teachers' daily instruction and will increase student engagement. A portion of the ARP Esser funds will be used to install these whiteboards (**Code 40: Purchased Services \$15,481**) and purchase 50 carts for the interactive whiteboards to make them more mobile (**Code 45: Supplies and Materials \$30,000**).

With the increased use of technology, there is an increased need for more Cybersecurity. The District has allocated funds to purchase Cybersecurity software for three years (**Code 45: Supplies and Materials = \$12,474**).

In addition to the increased social-emotional needs of our students, there is a great need to support their academic growth. Many students have holes in their foundational skills and knowledge due to the challenges we all faced during the COVID-19 Global Pandemic. We have noticed a great deficit

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in students' math skills. We arranged to provide our AIS/RTI teachers professional development for a new math intervention called Focus Math (Code 40: Purchased Services= \$3,345). We added a newly redesigned kindergarten summer orientation that includes providing each new kindergarten student a kindercamp basket filled with learning materials that were previously discussed (Code 15: Professional Salaries = \$1,012). We have also noticed a huge deficit in our youngest students' oral language development. We have partnered with Buffalo Hearing and Speech to additional speech improvement services at both of our elementary schools: Theodore Roosevelt Elementary School (Prek-2) and Woodrow Wilson Elementary School (3-5). Each school will get 3 days from a speech therapist provided by Buffalo Hearing and Speech for a 3 year period (Code 40: Purchased Services for TR= \$120,285 and Code 40: Purchased Services for WW= \$120,285).

Finally, the remaining funds will be used to purchase supplies and materials to enhance and expand our current programs. A variety of materials will be purchased to help students develop oral language skills, increase strength through new swings for our Occupational Therapist, supplies for our consultant teachers, and our high school Technology Lab to expand our STEM program. We will purchase materials for our ELL and AIS/RTI teachers, materials for art teachers, physical education, library, and music that will help educate our students in new and enhanced ways. The arts are so important to social-emotional well-being and must be strengthened during these difficult times. The total allocation for these supplies is **\$149,367**.

A list of these purchases are provided below:

- Code 40 Supplies and Materials= \$8, 253 (OT Swings)
- Code 40 Supplies and Materials= \$400 (Hearbuilders program for Speech students)
- Code 40 Supplies and Materials= \$1,050 (Materials and supplies for Speech students to Expand Expression)
- Code 40 Supplies and Materials= \$143 (Giant Magnetic Graph and Arry charts for our consultant teachers)
- Code 40 Supplies and Materials= \$2,000 (Phonics materials for consultant teachers)
- Code 40 Supplies and Materials= \$8,937 (Leveled Books classroom set for consultant teachers)
- Code 40 Supplies and Materials= \$4,000 (High School technology STEM lab- VEX robotics kits)
- Code 40 Supplies and Materials= \$2,000 (High School technology STEM lab- Ozbot Robotics kits)
- Code 40 Supplies and Materials= \$1,500 (High School technology STEM lab- 3D printer)
- Code 40 Supplies and Materials= \$1,500 (High School technology STEM lab-safety glasses and sterilization cabinet)
- Code 40 Supplies and Materials= \$1,500 (Step up to writing materials for ELL teachers)
- Code 40 Supplies and Materials= \$1,500 (Step up to writing materials for ELL teachers)
- Code 40 Supplies and Materials= \$1,000 (Step up to writing materials for ELL teachers)
- Code 40 Supplies and Materials= \$1,000 (Step up to writing materials for ELL teachers)
- Code 40 Supplies and Materials= \$5,000 (Health Class- purchase baby simulators)
- Code 40 Supplies and Materials= \$5,000 (Physical Education- basketball hoops)
- Code 40 Supplies and Materials= \$5,000 (Physical Education- foldable scooters)
- Code 40 Supplies and Materials= \$3,000 (Physical Education-pickle ball sets)
- Code 40 Supplies and Materials= \$3,000 (Physical Education- quick frame bowling pack)
- Code 40 Supplies and Materials= \$1,000 (Physical Education- outdoor sound system)
- Code 40 Supplies and Materials= \$350 (Physical Education-wireless microphone set)
- Code 40 Supplies and Materials= \$2,650 (Physical Education- helmets)
- Code 40 Supplies and Materials= \$3,000 (Physical Education- badminton pack)
- Code 40 Supplies and Materials= \$600 (Libray Media Center- button maker kit)
- Code 40 Supplies and Materials= \$4,000 (Music Department- K-12 Percussion storage cabinet)
- Code 40 Supplies and Materials= \$3,000 (Music Department- K-12 instrument repairs)
- Code 40 Supplies and Materials= \$3,000 (Music Department- K-12 Remo World Music Drumming Kit)
- Code 40 Supplies and Materials= \$500 (Art Department- Modeling clay)
- Code 40 Supplies and Materials= \$200 (Art Department- Modeling tape)
- Code 40 Supplies and Materials= \$300 (Art Department- drawing grids)
- Code 40 Supplies and Materials= \$250 (Art Department- plastic masks)
- Code 40 Supplies and Materials= \$500 (Art Department- art gel pens)
- Code 40 Supplies and Materials= \$250 (Art Department- yarn)
- Code 40 Supplies and Materials= \$3,000 (Art Department- stained glass materials)
- Code 40 Supplies and Materials= \$500 (Art Department- clay)
- Code 40 Supplies and Materials= \$500 (Art Department- video tripod for photography class)
- Code 40 Supplies and Materials= \$30,000 (AIS/RTI Teachers: LLI Kits)
- Code 40 Supplies and Materials= \$10,000 (Teachers- remote teaching as needed- Fountas and Pinnell Videos for reading workshop)
- Code 40 Supplies and Materials= \$29,984 (AIS teachers phonics materials)

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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.**

As a community-eligible school district, Cheektowaga-Sloan Union Free School District has a high rate of poverty among its students and their families. Children living in poverty were impacted to a greater extent than students with families of means. The focus on support for our Family Solutions Center, McKinney-Vento protected students, foster students, and students who were previously struggling academically ensures that the students with the greatest needs will receive the greatest support.

We will give preference to students in the above names groups to the after-school and before-school programs, the summer school programs, and the services of the Family Solution Center.

In combination with ensuring that students with the greatest needs receive the greatest support, our increased progress monitoring of students' academic abilities through District-created and nationally-normed benchmark testing will ensure that the support students receive is effective.

Adjustments to the proposed spending will be amended as necessary based on the data collected from the universal testing program in mathematics and English language arts.

The increase in technological hardware will benefit students who were adversely affected by the pandemic to a greater extent than their peers with financially secure families. In addition to the engaging nature of technologically assisted instruction, students of lower means have not had the financial ability to purchase Chromebooks, internet service, or take advantage of additional instruction. By providing transportation for before and after-school programs and supporting the District's 1-to-1-initiative with classroom technology, supplies for Chromebook repair, and materials that allow students to digitally access learning, the ARP ESSER funds will ensure that all students, regardless of financial ability, will be able to access additional instruction. This will allow the District to ensure equity among its students by providing for the needs of students who were most impacted by the global pandemic.

In addition, we have planned to use a large percentage of funds to address the social, emotional, and mental health of our students. The funds for our Family Solution Center will be utilized to provide social, mental, and emotional support to our District's families. The addition of another psychologist and social worker will allow additional assessment, evaluation, and recommendations for improved social, emotional, and mental health.

We have allocated \$224,160 in funds to support student social, emotional, and mental health with outside organizations, such as Mental Health Advocates of Western New York and Thriveworks & Gateway-Longview Behavioral Health Services.

Our District does not have any migratory students.

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

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ARP-ESSER Return to In-Person Instruction

CHEEKTOWAGA-SLOAN UFSD

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

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

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

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

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

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

<https://www.cheektowagasloan.org/Page/1324>

The District's reopening plan is available on our website. Hard copies of our plan and all the updated guidance documents are available in our District Office. Any person in the community can call the District Office or email any administrator with any questions. All of our communications with the community always end with this statement, "We encourage people to reach out to our administrative team with any questions or concerns."

We use multiple ways to communicate: District website, robocalls, frequent text messages, principal newsletters, Board of Education meetings, and letters that are always texted, and posted to our website. We are a one-to-one school so all students have a Chromebook to check our website and access information. Our ELL population is generally small and our ESL teachers know their individual student's home languages. When we send a message out through our Operoo system, the message is translated to the language that the receiving party has selected when they set up their account. In addition, our ELL teachers translate all critical documents for their families and we offer translation services for all families when needed. If a local community member does not have children in the District and does not have adequate access to online services, they may request a copy of the plan by phone or pick one up in the District office.

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

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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.

The Cheektowaga-Sloan Union Free School District regularly reviews guidance that is put out by the Center for Disease Control, the US Department of Education, The New York State Education Department, the New York State Department of Health, and the Erie County Department of Health. Whenever new guidance is released, a comprehensive review is conducted to ensure that our Reopening Plan is in compliance with the latest research as well as the most recent guidance.

With frequent guidance changes related to COVID-19 and the need to monitor the individual COVID levels in our community, it is important that our COVID guidance is reviewed and updated on a regular basis, but minimally this review occurs every six months. This information is reviewed on a bi-monthly basis by the Directors and suggestions are made for revisions to the District's Reopening Plan.

If new guidance is released, the Superintendent of Schools reviews the guidance with other local Superintendents. Then she meets with our administrative team to unpack the changes. In addition, we pull representational stakeholder groups to gather input/feedback whenever appropriate and/or required. There are opportunities for regular communication/feedback among our teachers who participate in grade level or subject area meetings on a weekly basis and administrators meet with Union representation monthly. Any employee can provide feedback to their administrator/manager through the grade level or department head.

Whenever changes or updates are made, we collect community stakeholder input through Operoo surveys texted or emailed to our faculty, staff, students, and parents. Operoo is a digital forms website that translates materials into the selected languages of the receiving users. We publicize all changes/updates of information on our website and provide the opportunity for members of the community who do not have access to the Operoo website to access surveys on our website.

We use multiple ways to communicate: District website, robocalls, frequent text messages, principal newsletters, Board of Education meetings, and letters that are always texted and posted to our website. We are a one-to-one school so all students have a Chromebook to check our website and access information. Our ELL population is generally small and our ESL teachers know their individual student's home languages. When we send a message out through our Operoo system, the message is translated to the language that the receiving party has selected when they set up their account. In addition, our ELL teachers translate all critical documents for their families and we offer translation services for all families when needed. Our ELL teachers translate all critical documents for their families and we offer translation services for all families when needed. Stakeholder input/feedback is reviewed by the administrative team and reopening plans may be adjusted if the request is allowable within the restrictions of the guidance requirements.

In addition to reviewing feedback from parents, teachers, the community, and governmental agencies, the District works with the Erie County Department of Health to track the rate of COVID-19 infections and the rate of COVID-19 vaccinations. Regular, careful reviews of our local infection rates allow us to adjust our Reopening Plan according to the most recent data.

We will continue to use the above-listed methods of collecting data and public comments, along with making appropriate adjustments to our Reopening Plan through 9/2023 and beyond, if needed.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

CHEEKTOWAGA-SLOAN UFSD

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

- 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 (\$)	2,653,376
Total Number of K-12 Resident Students Enrolled (#)	1,308
Total Number of Students from Low-Income Families (#)	746

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	4
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	4

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 01/07/2022

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

CHEEKTOWAGA-SLOAN UFSD

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

- 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.).	19,708
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.	706,165
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.	14,353
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.	76,995
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	636,354
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.	399,347
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	0

ARP-ESSER Application: Part 2 - ARP Act

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

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	FUNDING Amounts (\$)
care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	800,454
Totals:	2,653,376

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.**

1.7.2022 FS-10.pdf

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

1.7.2022 Budget_Narrative.pdf

- 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	938,727
16 - Support Staff Salaries	0
40 - Purchased Services	652,991
45 - Supplies and Materials	425,543
46 - Travel Expenses	0
80 - Employee Benefits	636,115
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	2,653,376