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Summary & Background

STOCKBRIDGE VALLEY CSD

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SUMMARY & BACKGROUND

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

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

- ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.
- ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

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

The federal ARP statute requires SEAs to reserve:

- not less than 5 percent of the total amount of grant funds awarded to the State ($449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;
- not less than 1 percent ($89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and
- not less than 1 percent ($89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

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

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Submission Instructions

STOCKBRIDGE VALLEY CSD

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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 RE*QUIRED to send hard copies of general application materials to the Department.

- LEAs *ARE RE*QUIRED 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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ARP-ESSER LEA Base 90% Allocation - Intent to Apply

STOCKBRIDGE VALLEY CSD

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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	Beth Lamb	blamb@stockbridgevalley.org	12/14/2021
LEA Board President	Doug Reed	dreed@stockbridgevalley.org	12/14/2021

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

STOCKBRIDGE VALLEY 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.

As information started to flow from NYSED to local LEA's in late April and early May of 2021 regarding the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Plan, the Stockbridge Valley C. S. Interim Superintendent and Business Official presented an initial, "What We Know" and "Proposed Use of Funds" at the May 11, 2021, Regular Board of Education Meeting where BOE Members, BOE Candidates, the District's Attorney, Administrators, and several community members were present. This initial discussion allowed for BOE members, BOE Candidates, and Community Members to ask questions regarding the use of funds and provide for initial input. Following the May 11, 2021 public meeting, the Elementary Principal/Special Education Chairperson and the High School Principal, continued to collaborate and engage instructional staff, including Union representatives, both in-person at faculty meetings, and through email communications seeking input regarding student and staff needs to support students' returning to school, provide for family engagement in summer programs, as well as interest in providing learning opportunities during the school year and afterschool, that would support student social/emotional involvement, academic achievement, and meaningful connections with adults. The school Counselor was also involved with the High School Principal as they met with students and families to review academic progress, prepare schedulues and continue student course/career plans toward commencement, college, military, or work interests, and needs of students to re-engage in school and afterschool activities for the next school year.

Proposed uses of the ARP funds to support a full educational program of opportunities for student involvement in school and afterschool activites, and provide staff with professional development to implement Next Generation Learning standards emerged as needs and concerns for the use of funds. Further discussion and consultation continued in an administrative work session involving the Interim Superintendent, Business Official (also Homeless Liaison), and Principals as a follow-up on May 20, 2021, to review and identify plans to target areas including; a full re-opening and operating schools, meeting re-engagement, participation, and involvment needs of students, purchasing educational technology to enhance learning engagement, addressing the impacts of the Covid-19 pandemic on students social/emotional well-being, as well as academic needs, means for offering extended learning through summer and afterschool educational opportunities and enrichment programs, and early childhood education opportunities that would again engage families. As estimates for expenditures and the use of funds were developed, another presentation of the proposed use of ARP funds was provided at the June 8, 2021, regular BOE meeting by the Interim Superintendent, Business Official, and Principals sharing in the discussion seeking input from BOE members, community members, and a faculty member that were present. BOE members asked questions and provided input representing direct family connections to student educational opportunities and engagement in school, the desire to implement a full return to the instructional program including athletic and extra-curricular educational opportunities for students, and support for teachers to re-engage students in academic, summer, and afterschool programs.

Throughout the summer, the Interim Superintendent and Business Official also consulted via a phone conference on July 13, 2021, with representatives of the Oneida Indian Nation regarding needs of Native American students to return to school. Further stakeholder collaboration occurred as the district transitioned the Superintendent position in early August, and the new Superintendent engaged Administrator's, Union Representatives, the School Nurse, Head Bus Driver, Food Service Manager, School Counselor, Athletic Director, and Maintenance Staff Representatives in a collaborative meeting in mid-August to discuss a full re-opening and return of student educational opportunities for the 2021-2022 school year. The Teacher's Association President, Pre-K Teachers, and parents were also present at two meetings of the BOE during August and afforded opportunities for input regarding the district's plan. The district's proposed ARP Plan was initially posted on the district website following the June public meeting, and then updated and posted with revisions as of the end of August. Further revisions of the Plan have been posted as of December 2021. Simultaneously, as the district worked to develop an ARP ESSER Plan and use of available funds from May 2021 on, the District was also engaged in collaborative sessions involving various stakeholders regarding the transition of district leadership and searching for a new

Superintendent. Through this process, the district identified and supported a need for continued monthly stakeholder meetings, scheduled for the first Wednesday of every month, that would allow for input, sharing, and discussions which would include collaboration relative to academic, enrichment, social/emotional educational supports, opportunities for students, stability of the workforce, address health and safety, and use of ARP funds to provide for continuous operations and in-person learning.

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.stockbridgevalley.org/cms/lib/NY01913983/Centricity/Domain/4/ASBO%20Stimulus%20Plan%20Template.Final.8.21.pdf
The Stockbridge Valley American Rescue Plan is posted on the district's website at the link above. Parents, community members, or anyone who requests information regarding the district's ARP Plan would be directed to the website to review information regarding the plan. If those requesting information do not have access to the district's website, a copy of the ARP Plan may be mailed to the interested party.

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.**

Stockbridge Valley C. S. has collaborated with it's district Safety Committee, Board of Education, and recently a Joint Leadership Team with the district's new Superintendent to develop a school Opening Plan consistent with guidance from the CDC providing for ALL students to be in-person for instruction for the 2021-2022 school year. The district plans to implement strategies for students and staff to provide safe transportation by requiring universal masks on buses and indoors in hallways, and any areas where social distancing of at least three feet is not feasible. Requiring students and staff to wear masks while in the school building and on buses, and purchasing masks and additional sanitation supplies will allow for the safe and continuous in-person operation of the instructional program by helping minimize the spread of communicable and infectious diseases, thus keeping the school open for in-person learning. Additionally, the district plans to implement Covid Testing once per week for staff that are not vaccinated and for students participating in high risk sports. The Plan will be available on the district's website and updates of guidance for families will be communicated via the district's School Messenger notification system as well as on the website. The Plan will be supported with the use of ARP funds in purchasing masks and Covid testing supplies, professional development training for staff in "Trauma Sensitivity," Literacy, Next Generation Standards, technology integration, and instructional staffing for engaging students in summer, afterschool, and extended day activities including enrichment in ELA, math, science, culinary, the visual and performing arts, CTE programs, and supports for tutoring or "At Risk Students" to continue academic progress through extended day learning opportunities. Activities to support Family events in the evenings and character education programs will also be planned with funds allocated to provide academic, as well as, programs to address social/emotional needs of students including children with disabilities, homeless, ELL, migrant, and foster students through support of an Acoustic Auditory Processing Program for therapy support, the purchase of a diagnostic Math Assessment program to identifiy and address math learning gaps among students, the purchase of technology supplies to actively engage learners and address impacts of interrupted instruction, the purchase of supplies to support flexible learning environments, and funds to provide professional development to support Principals in their roles as instructional leaders to maintain contiuous and safe operation for in-person learning. The use of ARP funds for professional development for Principals and staff will provide the supports and preparation for staff to be confident in providing instruction and learning opportunities that not only meet standards, but provide for a safe, engaging, and encouraging environment of in-person direct teacher/student learning and achievement. Additionally, using ARP funds to provide professional development for staff in support of trauma and social/emotional needs of students, understanding Next Generation Learning Standards, and professional development in STEM and emerging technologies will allow staff to be sensitive to students needs, help prevent disruption of in-person learning and contribute to a consistent and continuous in-person learning environment. Applying funds toward the purchasel of technology will support engaging opportunities for students and encourage participation and collaboration for continuous in-person learning. Using ARP funds to also support direct teacher/student participation in summer and afterschool experiences will allow for learning opportunities that provide for fun, engaging, and safe experiences that build social/emotional strength among students and support for student involvement in continuous in-person instruction. Planning ARP funds for instructional staffing to provide tutoring will further allow for on-going and continuous support of in-person social/emotional development for students in individualized settings, provide assistance in identifying mental health needs, as well as academic support for "At Risk" students to work toward continued progress and achievement. Purchasing masks, and Covid testing supplies will allow for the safe and continuous operation of the building and the instructional program by helping minimize the spread of communicable and infectious diseases, and support staff and student attendance, thus keeping the school open for in-person learning.

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

As the district plans to open school for ALL students to return to in-person instruction for the 2021-2022 school year, the district will gather data on student learning loss, interrupted instruction, and social, emotional, and mental health needs first and foremost through teacher/student daily interactions, observations, and monitoring of student work in the classroom setting. The district will also review data from NYS 3-8 Assesments to determine student achievement levels, and gather data by assessing students needs using the AIMS Web Progress Monitoring for academic learning at the elementary level early in the school year, and through the purchase of the Eureka Math Equip program the district will gather diagnostic data to assess math achievement. Additionally, the district's Counseling staff will conduct a social/emotional needs assessment survey (three times during the year) to gather data on students social, emotional, and mental health needs to identify appropriate supports and services to be implemented as expressed from the survey. Further, the district will conduct a survey of staff, parents, and Board of Education Members to help identify student Learning Loss needs to assist the district in planning and implementing needed academic interventions.

The district will monitor student academic progress, as well as, social/emotional needs of students through daily classroom observations of teachers, student attendance, needs assessments, Counselor interactions with students, and teacher communications with parents/families at parent conferences. Planning resources for instructional staff development and to provide tutoring of students after-school in individualized settings will help address learning loss and provide support for academic achievement. Students' social/emotional and mental health needs identified through the needs assessment will be addressed by Counseling staff with the support of Principals and/or Community Agencies if deemed appropriate. Using resources for instructional staff to provide summer enrichment programs and after-school programs in math, science, CTE, drama and the visual arts will help address student social/emotional needs by implementing opportunities for students to engage in specific interests, allow for social development, and make connections with teachers and adults beyond the school day and school year. Purchasing professional development and character education materials for staff to support other district planned training related to "poverty" and "trauma sensitivity" will help staff recognize social/emotional and mental health needs of students through their classroom interactions, afterschool, or summer learning opportunities and make referrals for counseling interventions as they monitor student engagement and social development progress.

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.

Stockbridge Valley C. S. plans to have All students in-person for instruction during the 2021-22 school year. With the intent of ALL students returning to in-person instruction, the district also plans to provide instructional staffing for afterschool programs, that will support academic, as well as, social/emotional impacts of lost instructional time from the prior year. The district plans to specifically provide afterschool opportunities for academic help in english, math, social studies, and science, additional tutoring, as well as provide enrichment activities in math and science, and extended learning for the visual and performing arts, foreign language, and CTE programs. Additionally, the district will provide funds to support elementary extended summer learning and science enrichment for K-8 students during the summer of 2022.

The district further plans to address the academic impact of lost instructional time by planning resources for staff professional development to support staff in implementing instruction and interventions to meet student needs. Providing professional development in Literacy, Next-Generation Standards, and technology integration will also support staff in delivering instruction during summer and after-school programs. This professional development will support instructional staff with the knowledge and resources to perform their roles in meeting academic standards, and helping students make academic progress and social growth.

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.

Remaining ARP ESSER funds for Stockbridge Valley C. S. are planned for the purchase of educational technology supplies, software and materials; professional development for instructional staff and principals; substitute teachers for staff development; contractual services for a curriculum/program review, and activities and events to engage parents and families in Literacy programs throughout the year. The district's plan and goal focuses on re-connecting students and families to full access of educational opportunities and activities while providing staff with the professional development necessary to support educational technological advancements, implement Next Generation Learning Standards and support student social/emotional learning at appropriate developmental levels.

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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 Stockbridge Valley C. S. plans to provide in-person learning for ALL students, along with the goal to provide student access to ALL educational opportunities including afterschool academic support and afterschool extra-curricular clubs and activites, the district will be positioned to address the impact of lost instructional time and respond to student social, emotional, and mental health needs. Supporting students engagement and participation in afterschool, extended day, and summer programs will once again connect students with instructional staff to receive extra help with academics, explore interests through extra-curricular clubs and athletics, and interact with peers in a structured social environment allowing students to experience success, purpose, and both academic and social growth and well-being.

Approximately 52% of the student body at Stockbridge Valley C. S. qualifies for free/reduced lunch programs and is economically disadvantaged in various means. Additionally, students at Stockbridge Valley live in a rural, remote area where most major services to meet family needs are eight to ten miles away, and internet service for households may be sparse or limited by economics of families. Students identified as having limited resources such as access to the internet or transportation, may be disproportionally impacted for academic homework assignments or having parental transportation to afterschool or summer programs. Students identified as economically disadvantaged will be supported by the district with identified needs for access to free breakfast and lunch programs, hotspot technology access, transportation to summer academic programs, and provided with transportation for afterschool/extended day academic and enrichment program opportunities to help mitigate and address learning loss. Children with disabilities and identified IEP's make up 16% of the Stockbridge Valley C. S. student body and will have the same access to educational programs offered to all students, as well as services identified through their IEP's from district and Itinerant Counseling and Related Services staff maintained as part of the district workforce. Native American students and English learners represent 3% and 2% respectively of the student population. These learners are provided with the same equitable opportunities of all other students and are also supported with additional resources through a Native American Supplemental Services grant to support literacy and counseling needs, and a ESL Itinerant Teacher through the Madison-Oneida BOCES to support English learner needs. Students identified as migratory, foster, or experiencing homelessness will be afforded equal learning opportunities of all other students and will also be supported through district Counseling staff, access to free breakfast and lunch programs, a 1:1 chromebook device for technology access, and school supplies and/or transportation per Mckinney-Vento requirements.

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ARP-ESSER Return to In-Person Instruction

STOCKBRIDGE VALLEY 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).

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

https://sites.google.com/stockbridgevalley.org/back-to-school-updates/home

Stockbridge Valley C. S. Opening Plan for the 2021-2022 school year has been developed in an on-going process since the reopening in the fall of 2020 where numerous Town Hall meetings were held to engage parents/guardians regarding the plan. Stockbridge Valley conducted in-person instruction during the 2020-2021 school year and now in developing the Opening Plan for the 2021-2022 school year expects to provide in-person instruction for ALL students. In developing the Opening Plan for the upcoming 2021-2022 school year, the district engaged the Safety Committee in discussions relative to the Plan for Continuation of Operations and a review of the Opening Plan in March 2021. Draft revisions were then reviewed again at the May 2021 District Safety Committee meeting and presented for public comment at the June 2021 Board of Education meeting. At the July 2021 BOE meeting the District's Opening Plan for the 2021-2022 school year was tentatively adopted pending any further guidance from NYSED or the Governor's Office. As additional guidance (August 2021) was made available, the district again engaged a Joint Leadership Team of Administration, Head Bus Driver, Food Service Manager, School Nurse, Buildings & Grounds Staff, Counselor, Teacher Union Representatives, and Athletic Director to review the Opening Plan and address any additional needs. The Revised Opening Plan has since been shared at a public Special BOE meeting on August 24, 2021, with a scheduled public Town Hall meeting planned for September 1, 2021, to address any further comments or concerns. The current re-opening plan, and any revisions to the opening plan regarding ALL students returning to in-person instruction, will be made available to interested parties through the district website, or hard copy available to be picked up in-person or mailed upon request.

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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.

Stockbridge Valley C. S. plans to conduct Joint Leadership Team meetings on a regular monthly basis throughout the 2021-2022 school year that will involve stakeholders including Administration, Buildings & Grounds, Transportation, Food Service, Health Services, Teacher Union Representatives, and Athletics. This Team, and the District Safety Team will plan to review and recommend any updates starting at meetings scheduled for December 2021 or January 2022 and then May of 2022. The Plan with any proposed revisions will be presented to the BOE at the June regular public meeting and placed on the district website for public comment. The district will anticipate adopting a revised/updated Opening Plan in July 2022 pending any futher guidance from NYSED, DOH, or the Governor's Office. The district would then schedule similar review/update periods during the 2022-2023 school year.

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

STOCKBRIDGE VALLEY CSD

251501040000

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 ($)	580,284
Total Number of K-12 Resident Students Enrolled (#)	415
Total Number of Students from Low-Income Families (#)	53

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	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

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

STOCKBRIDGE VALLEY CSD

251501040000

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.).	27,280
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	4,400
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.).	4,400
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.).	950
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.	2,928
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.	3,200
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	9,820
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.	0
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.	31,800
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	282,555
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	4,400
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	64,728

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	FUNDING Amounts ($)
students, students experiencing homelessness, and children and youth in foster care.	
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	125,108
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.	18,715
Totals:	**580,284**

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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.**

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

FS10.ARP.Revised.2.1.2022.pdf

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

ARP.Narrative.Revised.2021-2024.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	131,196
16 - Support Staff Salaries	1,000
40 - Purchased Services	76,520
45 - Supplies and Materials	263,250
46 - Travel Expenses	928
80 - Employee Benefits	23,990
90 - Indirect Cost	0
49 - BOCES Services	83,400
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	**580,284**