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Summary & Background

GRAND ISLAND 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

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

GRAND ISLAND 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	Rubie Harris	rubieharris@gicsd.org	08/09/2021
LEA Board President	Ashli Dreher	ashlidreher@gicsd.org	08/09/2021

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

GRAND ISLAND 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.

- *The District created a website (CLICK HERE) as well as a narrated slideshow that was turned into a video for stakeholder viewing regarding the District's plans for using the funds. The District posted the plan on this website. CLICK HERE The video was viewed by 168 stakeholders (CLICK HERE). Additionally, stakeholders were able to provide feedback through a Google Survey posted on the website. 68 stakeholders provided feedback within the Google Survey.*
- *The website link and survey were emailed to every staff member, faculty member, administrator, parent, and every MS and HS student within the school district seeking their input.*
- *The survey results were received and reviewed by administrative staff to ensure we incorporated what was allowable within the grant and identified areas that would be reviewed for future consideration.*
- *Every three months, we review the plan vs. fund expensed and make adjustments as necessary.*
- *Every six months, we will be sending out the survey via email to gather additional input and thoughts about the funding and implementation of plans.*

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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.grandislandschools.org/Page/11294. Each time the plan is updated internally, the revised plan will be added to the District's website along with the initial plans so stakeholders can compare and review the different models/versions of the plan. When requests are made, people will be directed to the website to access plan. If they want a printed copy to review, they will be directed to come to the district office to access the printed copy of the entire plan.

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.

- *The District purchased approximately 50 portable air conditioners to be utilized in summer classrooms for approximately 550 students.*
- *The District will continue to purchase cleaning and disinfecting materials and supplies to replenish and refresh as needed.*
- *The District will continue to purchase masks for students and staff and n-95 masks as needed.*
- *The District will use the funds to provide the proper maintenance for air purifiers that were delivered to every classroom throughout the District.*
- *The District will be piloting the "Test to Stay Model" for school districts in Erie County. We will be paying a third party to administer a COVID test to students required to quarantine due to being a close contact of a student or adult (school close contact quarantines only). If the student test negative, they will be allowed to attend school for the day. The test will be done daily for these students until the quarantine period ends. The thrid-party is responsible for testing, reading results, disposing of test, and the clerical data entry of results daily.*

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 assessment data that is available within the iReady dashboard. iReady is utilized three times per year for all students in grades K-8. Each student participates in an ELA and Mathematics diagnostic assessment within the iReady environment. Student growth and proficiency are shared with the classroom teacher as well as the building principals. This data is used to help us identify students who have significant gaps in their understanding.*
- *Students in our high school participate in the NYS Regents exams. This data will also be utilized as appropriate. Additionally, each student's success and needs will be reviewed as appropriate by the building-based child study teams.*
- *At the 9-12 level teachers work in Professional Learning Committees. Teams develop and administer Common Formative assessments throughout the year to gather data on student progress. Full-year courses also administer a common midterm exam. With this data and other anecdotal information, teachers provide initial early interventions.*
- *The building will also continue the use of four different Instructional Support Teams (IST) to track and intervene with at-risk students. Each team consists of an administrator, counselor, and teacher and meets weekly throughout the year to review student assessment data, attendance, and behavior. The team facilitates communication, monitors progress, and makes recommendations for further intervention*

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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.

- *We plan to use the Federal funds to hire summer school instructors and/or summer academic camp instructors/counselors for students with special needs, for learning English as a second language, and students who come from poverty and need academic instructional support.550 students are already enrolled in summer academic intervention and traditional summer school classes. Furthermore, students participating in the summer classes have special education needs, social, emotional needs, academic needs, and English as a Second Language needs.*
- *We plan on using the Federal funds to provide transportation for all elementary summer school programs, special needs students, and English language learner students.*
- *We plan to use the Federal funds to hire teachers on special assignment to provide academic intervention to those in need during the school year. Using Teachers on Special Assignment will allow us to promote highly effective classroom teachers to these specialist roles. This way, our neediest students will benefit from mastery-level teachers providing specific instruction on specific skills to help close any learning gaps. In addition, our part-time academic intervention specialists will be certified in specific areas that will allow for direct instruction grounded in best practices.*
- *We plan on using the Federal funds to support before school and after-school remedial and/or enrichment activities that are evidence-based and designed by our teachers and their principals.*
- *We plan to use the Federal funds to hire teachers on special assignment and to provide an additional Social Worker, Counselor, and Psychologist. These highly effective professionals will develop evidence-based social skills enrichment activities for targeted students. These activities will focus on grounding strategies, coping skill development, mindfulness, and cognitive-behavioral therapeutic intervention as needed. In addition, our mental health specialists will use components of solution-focused therapy, which is a short-term goal-focused approach designed to incorporate positive psychological principles and practices. These practices enable students to change by constructing solutions rather than focusing on problems.*

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.

- *Due to COVID 19 and the need to clean and disinfect at a higher level, we need additional support/staff to clean the buildings since we are offering summer programs which mean more students and staff in these areas. We plan on using the Federal funds to support cleaning and disinfecting at each building by hiring temporary summer laborers.*
- *Due to COVID 19 and the full time learning at home for 1/2 a school year and hybrid for almost the entire 2020-21 year, we plan on using the Federal funds to support guest speakers and community partnership opportunities to assist with mental health, learning loss, social-economic issues, and student support.*
- *Due to COVID 19, we have reduced the instructional instruments shared among students. We plan to use the Federal Funds to support our High School mathematics program and purchase graphic calculators. Students have shared in the past, so this allows for 1:1 usage.*
- *Due to COVID 19, staff professional development was cut out considerably. One due to availability and secondly because funds were shifted to cover the expenses of providing a safe learning environment, going virtual, and addressing critical areas. We plan on using the Federal funds to support conferences and travel to provide professional development to our teachers and teacher assistants to support technology integration, learning loss, STEM initiatives, and readers and writers workshops.*
- *Due to COVID 19, funds have shifted to cover the incurred expenses of COVID. We plan on using the Federal funds to protect education-related jobs as needed (including the cost of benefits to support these jobs).*

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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.

- *We plan on using the Federal funds to hire summer school instructors and/or summer academic camp instructors/counselors to serve our students in need (impoverished students and those who need academic instructional support). Furthermore, the students participating in the summer classes include special education students, English as a Second Language students, homeless students, and foster care students.*
- *Many students are also participating in specific Social-Emotional Skill development.*
- *We plan to use the Federal funds to hire teachers on special assignment to provide academic intervention to those in need, including our special education population, English as a Second Language students, and our homeless and foster care students. In addition, using Using Teachers on Special Assignment will allow us to promote highly effective classroom teachers to these specialist roles. This way, our neediest students will benefit from mastery-level teachers providing specific instruction on specific skills to help close any learning gaps.*
- *We plan on using the Federal funds to support before school and after-school remedial and/or enrichment activities that are evidence-based and designed by our teachers and their principals.*
- *We plan on using the Federal funds to provide transportation for all elementary summer school programs, special needs students, English language learner students, homeless students, and foster students.*
- *We plan to use the Federal funds to hire teachers on special assignment to provide an additional Social Worker, Counselor, and Psychologist. These highly effective professionals will develop evidence-based social skills enrichment activities for targeted students such as our foster, homeless, special education, English as a Second Language students, and students with high academic needs. These activities will focus on grounding strategies, coping skill development, mindfulness, and cognitive-behavioral therapeutic intervention as needed.*
- *Our mental health specialists will use components of solution-focused therapy, which is a short-term goal-focused approach designed to incorporate positive psychological principles and practices. These practices enable students to change by constructing solutions rather than focusing on problems.*
- *Our part-time academic intervention specialists will be certified in specific areas that will allow for direct instruction grounded in best practice. Though they will assist all students, the focal points are special education students, foster students, English as a Second Language students, and our homeless students.*

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ARP-ESSER Return to In-Person Instruction

GRAND ISLAND CSD

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

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

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

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

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

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

https://www.grandislandschools.org/domain/727. Each time the plan is updated internally, the revised plan will be added to the District's website along with the initial plans so stakeholders can compare and review the different models we have had in place since the beginning of re-opening of schools. When requests are made, people will be directed to the website to access the total re-opening/return to in-person learning information. If they want a printed copy to review, they will be directed to come to the district office to access the printed copy of the entire plan.

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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.

We have revised the reopening plan many times throughout the 2020-21 school year but have it scheduled that every six months, the plan is reviewed and, as appropriate, revised when needed. For example, in August of 2020, we provided a survey for the community about in-person, remote, and hybrid instruction and held multiple public comment sessions. Moving forward, the reopening plan website link will remain active for the duration of the ARP-ESSER funding period. In addition, every six months, the district will email faculty, staff, students, and the community for ongoing public comments and feedback. In addition, as the reopening plan is revised, it will be date stamped, so people can easily navigate the website and understand the school district's most recent plans and practices. The review/revisions will continue through September 30, 2023. Annually we will plan to add this to the BOE agenda to allow public comments and discussions for inclusion in the plan.

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

GRAND ISLAND CSD

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

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 ($)	2,692,892
Total Number of K-12 Resident Students Enrolled (#)	2,781
Total Number of Students from Low-Income Families (#)	671

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

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

GRAND ISLAND CSD

141501060000

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

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

	FUNDING Amounts ($)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	52,435
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	13,760
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	307,370
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.	732,680
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	483,284

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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.	31,955
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.	84,240
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.	987,168
Totals:	**2,692,892**

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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.

ARP - FS10 Signed.pdf
Revised ARP - FS10 Signed.pdf
Revised - ARP FS-10 2-3-22.pdf

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

ARP- ESSER Budget Narrative 8-10-21.pdf
Revised ARP- ESSER Budget Narrative.pdf

3. Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.

	Total Funds ($)
15 - Professional Salaries	1,710,736
16 - Support Staff Salaries	227,943
40 - Purchased Services	103,150
45 - Supplies and Materials	82,166
46 - Travel Expenses	27,059
80 - Employee Benefits	541,838
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	**2,692,892**