

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

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Page Last Modified: 08/02/2021

**Summary & Background**

EAST RAMAPO CSD (SPRING VALLEY)

500402060000

**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.

**ARP-ESSER Application: Part 2 - ARP Act**

Introduction/Instructions - Submission Instructions

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**Submission Instructions**

EAST RAMAPO CSD (SPRING VALLEY)

500402060000

**Directions for Submitting the Application:**

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

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

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

*Office of ESSA-Funded Programs - Rm 320 EB*

*RE: ARP-ESSER Application – Part 2*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234.*

**Deadline for Submitting the Applications:**

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

EAST RAMAPO CSD (SPRING VALLEY)

500402060000

- 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 | Linda Macias      | lmacias@ercsd.org    | 9/21/2021                      |
| LEA Board President   | Yehuda Weissmandl | yehudaersd@gmail.com | 9/21/2021                      |

**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?**

Yes, the LEA does intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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

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

EAST RAMAPO CSD (SPRING VALLEY)

500402060000

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

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

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

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

## ARP-ESSER Application: Part 2 - ARP Act

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; 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.**

A committee of varied district stakeholders including a diverse representative set of community members was established in May 2021, inclusive of teachers, principals, parents, community leaders and the superintendent. The subcommittees were then established around three focus areas: academic/instruction, social/emotional learning, and operations. Subcommittee members worked collaboratively to establish a plan of action to address the identified needs of students, staff and families utilizing ARP funding. Subcommittee plans were shared with the committee at large and district via board meeting presentations and a collective Town Hall meeting on June 17, 2021. Meetings were held in person and virtually in order to maximize community involvement. Agendas at each meeting included interactive conversations regarding expectations, strategy implementations, data collection and future planning. Outreach regarding the ARP funding included community outreach meetings such as parental involvement, virtual information sessions, technology resource sessions, Superintendent Community Circles, Family Resource Coordinator events, and Future Scholars/Crayons to College Virtual Events. Family and community engagement activities also included parent conferences and Student Circle meetings. Analytics were collected regarding attendance and reminder messages sent electronically each month. Throughout the 2020-21 school year attendance improved by 400% with the district's emphasis on sustained engagement, especially with their English, Spanish and Haitian Creole communities. Prior to ARP submission, the district facilitated virtual Town Hall meetings regarding their Responsive Return to School Plan, American Rescue Plan Act and the District Comprehensive Improvement Plan. Notifications regarding each meeting were published on the district's web page and sent out via Remind. Included in this funding is the expansion of the district's Family University to provide adult learning opportunities such as English learning and technology use to increase family support.

The district plans to provide translators in Spanish and Haitian Creole for all Family University and Town Hall sessions. The stakeholders overwhelmingly supported the importance of addressing the impact of the COVID-19 pandemic on students including interrupted education impacts and the necessity of evidence-based strategies to meet students' social, emotional, mental health and academic needs. Through these outreach efforts, the district will continually engage the diverse community in evaluation of and feedback for the use of ARP funding and district plans/initiatives.

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.**

*East Ramapo School District prioritizes the importance of providing transparency to its community and including the input of all members in the creation and revision of their district plans.*

*The district has created a Congressman Mondaire Community Advisory Board to help inform the district's decision-making process in regard to how ARPA funding will be used to create transparency. This committee includes community leaders, educational committee co-chairs, mentorship program coordinators, and members of the PTA, Board of Education and school staff. This Advisory Board also includes subcommittees on Learning Loss, Social Emotional Learning and District Operations. Each committee meets on a regular public schedule.*

*In addition, the district has held numerous stakeholder meetings and town halls to include the community and public forums in order to receive recommendations of priorities throughout the ARPA plan development. Meetings were offered in English, Spanish and Haitian Creole, the district's top three languages.*

*The plan can be accessed through the district website (<https://www.ercsd.org/Page/11372>). Once approved, the budget will also be posted. The district has also created a Power Point presentation which outlines the ARPA absolute priorities, district plan and proposed spending for the community to be viewed at [ercsd.org/ARPA](https://www.ercsd.org/ARPA) (web address) All materials are available in the district's top three languages.*

*Community members may also access the ARPA Plan documents from the district website or they may request copies by submitting a request via e-mail to [FOIL-Requests@ercsd.org](mailto:FOIL-Requests@ercsd.org) or phone to the district clerk. The request should be as specific as possible regarding the records requested. Requests must include the full name of the requesting person, their email address and a telephone number.*

## ARP-ESSER LEA Base 90% Allocation - Program Information

## ARP-ESSER Application: Part 2 - ARP Act

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

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

Through our many meetings and discussions, our number one priority is the health and safety of our staff, students, and the broader East Ramapo family. With this priority in mind, we will rely on guidance released by the state and the Center for Disease Control about the coronavirus disease regarding safely returning students to in-person instruction. The District is planning for, and prioritizing, safe 100% in-person learning, in compliance with all CDC guidelines.

Funds (91,000) will be used for construction/capital projects such as upgrading of ventilation systems, providing the replacement of window systems to improve the ability to provide for fresh air into the facilities. ARP funding will be allocated for construction projects that will continue to facilitate compliance with the CDC guidelines regarding social distancing, physical plant improvements, ventilation, and environmental guidelines.

Custodial and Security overtime (\$4,787,500) provided additional support to meet CDC Guideline by ensuring classroom furniture, bathrooms, doorknobs, shared spaces, and facilities were appropriately cleaned. Face shields, temperature scans, and masks were distributed, classroom were sanitized, and classroom desks were spaced according to DOH guidelines. Social distancing were enforced throughout all buildings. Tape and barriers were arranged within each building. Outdoor spaces were modified for additional instructional spaces outside. Laptops, Chrome books, iPads printers, hearing devices, and all technological items were sanitized.

Family University engagement activities provided a venue to share information with parents to ensure they were aware of DOH and CDC guidelines.

Families were educated on current requirements by administrators, social workers, and nurses. Literature was handed out in a variety of language to ensure understanding and compliance among families.

- 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.**

In order to operate schools and meet the needs of individual students the district will examine multiple data points to measure the impact of learning loss for all students, with an additional focus on those identified as most at-risk, including economically disadvantaged, ENL and Special Education subgroups. The District will utilize results from ELA and Math Benchmarks, such as STAR assessments conducted 4X per year for grades K-12 to monitor student growth and progress. Specific attention will also be given to formative assessments aligned to the varied Expanded School Year Programs established to provide after-school and summer instructional programming for students. Benchmark STAR assessments data, formative and summative assessments will be utilized to examine student placement, achievement and progress as well as curricular needs due to learning loss and classroom time lost due to the pandemic. Assessments will be adapted and modified for subgroups such as Special Education and ENL, as needed based upon student needs. The District will also closely monitor progress around student attendance and chronic absenteeism, as this was an area of concern during the previous school year. Data collected during a district audit

demonstrated that 47% of students were chronically absent during the school year. Student attendance as well as district surveys will be utilized in order to monitor social-emotional learning programs and design initiatives based upon student needs in order to increase attendance and participation among affected students. Utilizing ARP funding, the district will also contract with SEE3, Panorama, Dr. Aheena Baez, Stem 21, and Book Nook for the development of a district-wide comprehensive survey instrument for Climate Survey, DEI Survey, SEL Survey, Parent Survey, and Teacher Survey. These contracts also include customized professional development and coaching for district leadership teams in order to understand, prioritize and act on the data in order to identify student needs and monitor student progress interventions and supports.

## ARP-ESSER Application: Part 2 - ARP Act

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; Program Information

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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.

**Book Nook Program (\$7,458,188)**- Students in grades K-8 will be invited to participate in this program which will provide academic support for students through individualized tutoring subscriptions. This program will focus on literacy for 480 students (K-8) for 20 weeks at 2 Middle Schools and 10 Elementary Schools utilizing the Book Nook reading program over 2.5 years. Teacher Assistants will provide supervision and individualized support for students. Transportation will be provided for all students.

**Bridges Program (\$3,500,000)** - This program is designed to instruct beginner ELL's and SIFE students who are significantly below grade level on literacy skills. The program measures 1,000 students' native literacy skills and assists in the transfer of skills and increases literacy levels using low readability, high interest materials over 3.5 years. The budget includes stipends for 50 teachers.

**ENL Libraries for SIFE Students (\$363,198)** - The purchase of 200 classroom libraries for independent reading and structured activities. Leveled texts are high-interest, low readability, bilingual, and culturally relevant literature.

**Wellcore (\$4,944,535)** - The district is working with this vendor to provide implementation support and oversight for the extended day learning program in 5 elementary schools to address learning loss and provide homework help to 1,500 students. Transportation is included for all students.

**Family Engagement Activities (\$249,750)** - Family University and Town Hall Sessions provide educational workshops for all families. Parent as Reading Partner kits are provided to all families. These include books and educational materials to assist families with learning loss and support social-emotional needs. Haitian Creole and Spanish interpreters are present to assist with translating speeches, documents, and digital presentations.

**Sanitization of Chrome Books (\$207,205)** - Chromebooks were sanitized and redeployed for 5,756 students.

**Secondary High School After School Academy (\$2,138,020)** - This program will provide additional support to students who exhibit learning loss, are working towards credit recovery and who require additional academic support to achieve NYS graduation requirements and become college and career ready. This program provides instruction to 480 students for 20 weeks over 2.5 years.

**See 3 (\$369,750)** - After returning to in person classes, the district noted a need for additional social emotional supports, including restorative practices, coping skills and stress management. See 3 consultants provide coaching and staff development.

**Social Emotional Learning Programs (\$11,414,147)** - Staff members work directly with students who need social emotional support and academic interventions due to pandemic during regular school hours over 3.5 year initiative. Academic support staff such Guidance Counselors, Social Workers, and Psychologists will facilitate lessons regarding coping skills, goal setting, long term planning, and study skills. Social skills will also be emphasized, explicitly taught, and practiced in class as students return to in person instruction after remote learning. The teacher assistant positions will be utilized to reduce student/teacher ratios, especially in ELL classrooms for newcomers and SIFE students.

**STEM Programs (\$2,500,000)** - Consultants to expand STEM Programming in Partnership with 21st Century Education to provide analysis of current science curriculum in Chemistry, Earth Science, Biology, Aquatics, and Physics. They will map the curriculum, provide resources as needed and assist in the redesign of instructional spaces. Planning will also include the offering of college level classes to under-represented students.

**Summer Catch Up Academy (\$4,405,750)** - Students will enroll in a series of summer classes, including robotics, performing arts, STEM, and athletics. This program will teach robotics to 40 students for a 5-week program over 2 years. Transportation is provided for all students.

**Technology (\$700,000)** - 224 whiteboards will be purchased to facilitate blended learning and flipped classrooms.

**Benefits (\$1,482,981)** - Teacher Retirement Benefits.



## ARP-ESSER Application: Part 2 - ARP Act

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; Program Information

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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.**

**Benefits (\$7,095,153)** - Other Employee benefits

**Capital Projects (\$90,942,886)** - This includes capital project improvement which correlate to the guidelines of the ARP Act. It is focused on critical facility needs to promote improved indoor air quality, enhanced safety and security, as well as accessibility for staff, students, and the greater community. This includes: activities authorized by the Individuals with Disabilities Education Act and ADA compliance. Projects include improvements to the indoor air quality in school facilities (HVAC), window replacements, door replacements, communication and security upgrades, and hazardous materials removal.

**Funded Program Office (\$525,000)** - Staff to support the Funded Program Office to carryout initiatives.

**Indirect Costs (\$3,498,091)**

**Professional Development (\$49,000)** - Undoing Racism Training for administrators and the Board of Education

**Health and Safety Expenses (\$7,200,366)** - Overtime for 70 custodians and 30 security guards to help keep students and staff safe during the Covid-19 pandemic. The funding allocated in this code will cover the purchase of 7 lawn mover units and 7 snowplows to support efforts related to activities including the creation and maintenance of outdoor instructional spaces, greater building ventilation, opportunities for mask breaks and additional areas for social distancing in accordance with all CDC recommendations district wide.

**Transportation Consultants (\$914,302)** - Additional transportation expenses due to Covid-19 Pandemic; includes assistance with routing, bus driver training, and health and safety measures.

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.**

The East Ramapo Central School District serves over 37,000 students from 47 countries and various socio-economic backgrounds. East Ramapo is designated by the New York State Education Department as a High Needs/Low Resource school district and is committed to meet the multiple needs of its students, who are from varied backgrounds, cultures, and mostly from low-income level families. The district has budgeted funds to engage professional developers, with a focus on the path to excellence and equity which will include an audit of the current programming, curriculum, and design with a focus on providing at-risk students an instructional program that assists students in gaining English literacy skills at a rate which expedites preparation at the intermediate skill levels. Services will also be contracted with SEE 3 for professional development for families around restorative practices and relevant engagement and response to student needs with a focus on updating the code of conduct and culturally relevant engagement and response.

The District is composed primarily of students who receive free and reduced lunch (82%). Additionally, English Language Learners and Students with Disabilities make up 60% of the student population. All students will have access to Expanded School Year programs, which will be monitored through attendance data formats to ensure proportional access to programs for all subgroups. All of these programming opportunities are provided in English, Spanish, and Haitian Creole.

The district has also secured the services of an instructional coach to review elementary instructional intervention strategies including the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension and leveraging instructional time to address literacy skills with a focus on Special Education and ENL students. This work will be supported by Academic Standards Facilitators and Reading and Math interventionists, with specialized certification in ENL and Special Education.

All students will benefit from established restorative practices and professional development for teachers around supporting the social-emotional needs of students and families.

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

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**ARP-ESSER Return to In-Person Instruction**

EAST RAMAPO CSD (SPRING VALLEY)

500402060000

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).**

- 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.**

*Community members may access the Re-Opening Plan documents from the website (<https://www.ercsd.org/domain/2974>) or they may request copies by submitting a request via e-mail to [FOIL-Requests@ercsd.org](mailto:FOIL-Requests@ercsd.org) or phone to the district clerk. The request should be as specific as possible regarding the records requested. Requests must include the full name of the requesting person, their email address and a telephone number.*

## ARP-ESSER Application: Part 2 - ARP Act

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

*The cabinet holds executive meetings on a weekly scheduled basis and includes a committee comprised of parent members. The parents share information from the community which is incorporated into district plans to be reviewing in community forums prior to adoption.*

*East Ramapo prioritizes the importance of providing transparency to its community and including the input of all members in the creation and revision of their district plans.*

*The district has created a Congressman Mondaire Community Advisory Board to help inform the district's decision-making process to create transparency. This committee includes community leaders, educational committee co-chairs, mentorship program coordinators, and members of the PTA, Board of Education and school staff. This Advisory Board also includes subcommittees on Learning Loss, Social Emotional Learning and District Operations. Each committee meets on a regular public schedule.*

*In addition, the district has held numerous stakeholder meetings and town halls to include the community and public forums in order to receive recommendations of priorities throughout the plan development. Meetings were offered in English, Spanish and Haitian Creole, the district's top three languages. These meetings will continue to be offered throughout the school year both remotely and in person.*

**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**

EAST RAMAPO CSD (SPRING VALLEY)

500402060000

**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 (\$)                        | 149,958,322      |
| Total Number of K-12 Resident Students Enrolled (#)   | 9,069            |
| Total Number of Students from Low-Income Families (#) | 7,463            |

**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                         | 14         |
| Number of Schools Served by ARP-ESSER LEA Base 90% Funding | 14         |

ARP-ESSER Application: Part 2 - ARP Act

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

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

EAST RAMAPO CSD (SPRING VALLEY)

500402060000

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

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

|   | FUNDING Amounts (\$) |
|---|----------------------|
| 1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).  | 0                    |
| 2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).   | 0                    |
| 3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).  | 0                    |
| 4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).   | 0                    |
| 5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).  | 0                    |
| 6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.  | 0                    |
| 7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.  | 0                    |
| 8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.   | 17,369,448           |
| 9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.  | 98,000               |
| 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.   | 207,205              |
| 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.                                     | 8,170,433            |
| 14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.  | 335,897              |
| 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. | 12,118,560           |
| 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.   | 93,355,752           |
| 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.  | 5,701,802            |
| 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.   | 12,601,225           |
| <b>Totals:</b>  | <b>149,958,322</b>   |

**ARP-ESSER Application: Part 2 - ARP Act**

LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

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**ARP-ESSER LEA Base 90% Allocation - Construction-Related Costs**

EAST RAMAPO CSD (SPRING VALLEY)

500402060000

**PLEASE NOTE:**

The Office of Facilities Planning, in collaboration with NYSED’s Chief Financial Officer and the Office of ESSA-Funded Programs, is developing guidance regarding capital construction projects based on the United States Department of Education (USDE) recently issued FAQs for this federal program. The Use of Funds FAQ (released May 26, 2021) may be of particular interest, since it discusses construction and combination of funds. Links to the federal program website are below:

[https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/ESSER.GEER\\_FAQs\\_5.26.21\\_745AM\\_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99](https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99)

Local Educational Agencies (LEAs) which intend to do federally funded work using ARP-ESSER funds must first file FS-10s and other documents as required by the Office of ESSA-Funded Programs. If a project would normally require a building permit if supported by state/local funds, it must also have a building permit if supported by federal funds (or a combination of funding streams). Facilities Planning forms are under development at this time.

**1. What is the amount of funds that the LEA plans to use for construction related projects?**

90,942,886

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

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**2. In the space provided below, please described the planned construction activities and costs.**

**The capital proposal includes capital project improvements which correlate to the guidelines of the ARP Act: (Capital Projects to be completed by CS ARCH)**

**Construction Expenses**

- Unit Ventilator Replacement in 9 school locations to increase ventilation in instructional spaces totaling \$12,962,149
- Ventilator Replacement in Offices and Small Spaces in 8 school locations to increase ventilation in instructional spaces, totaling \$1,234,490
- Classroom Unit Ventilator Installation in 4 school locations to increase ventilation in instructional spaces, totaling \$2,057,484
- Large Space Unit Ventilator Installation in 1 school locations to increase ventilation in instructional spaces, totaling \$395,670
- Air Handling Unit Replacement in 21 school locations to increase ventilation in instructional spaces, totaling \$13,848,450
- Chiller Replacement and Installation in 4 school locations to increase ventilation in instructional spaces, totaling \$1,107,876
- Communication/Security Installation in 13 school locations for health and safety in instructional spaces, totaling \$895,239
- Hazardous Materials Abatement in 12 school locations to improve air quality in instructional spaces, totaling \$5,800,127
- New flooring, totaling \$7,740,682
- Classroom Shelving Installation due to Abatement in 8 school locations to improve air quality in instructional spaces, totaling \$3,086,701
- Revise Louver Opening Installation in 9 school locations to increase ventilation in instructional spaces, totaling \$1,512,251
- Roof Modifications for rooftop AHUs in 3 school locations to increase ventilation in instructional spaces, totaling \$1,092,049
- Related Scope for HVAC (Controls, FA) Installation in 13 school locations to increase ventilation in instructional spaces totaling \$530,198
- Kitchen Hood Replacement Installation in 11 school locations to increase ventilation in instructional spaces, totaling \$870,474
- Fire Suppression System Installation in 11 school locations for health and safety in instructional spaces, totaling \$261,142
- Electrical for Hood Installation in 11 school locations to increase ventilation in instructional spaces, totaling \$261,142
- Make Up Air Unit Installation in 11 school locations to increase ventilation in instructional spaces, totaling \$609,332
- Asbestos Abatement for Kitchen Hood Installation in 11 school locations to increase ventilation in instructional spaces, totaling \$522,284
- Related Kitchen Equipment in 11 school locations to increase ventilation in instructional spaces, totaling \$696,379
- Lighting Replacement Installation in 11 school locations to increase ventilation in instructional spaces, totaling \$55,948
- Ceiling Replacement Installation in 11 school locations to increase ventilation in instructional spaces, totaling \$300,709
- Window/Store Front Replacement Installation in 10 school locations for window replacement in instructional spaces, totaling \$10,857,224
- Soffit Abatement Installation in 9 school locations for window replacement in instructional spaces, \$589,113
- New Soffit Installation in 9 school locations for window replacement in instructional spaces, totaling \$1,158,443
- Window Treatments Installation in 10 school locations for window replacement in instructional spaces, totaling \$400,000
- Interior Storefront Installation in 7 school locations for door replacement in instructional spaces, totaling \$1,794,759
- Interior Door Installation in 13 school locations for door replacement in instructional spaces, totaling \$10,355,475
- ADA Compliance - in 13 school locations, totaling \$9,947,096

Construction Total: \$ 90,942,887

**3. Will the planned construction impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places?**

No, the planned construction will not impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places.

**ARP-ESSER - Construction-Related ASSURANCES**

**4. The LEA assures it will have or obtain a full title or other interest in the site, including right of access, that is sufficient to insure the grantee's undisturbed use and possession of the facilities for 50 years or the useful life of the facilities, whichever is longer. § 75.603 (Authority: 20 U.S.C. 1221e-3 and 3474)**

YES, the LEA provides the above assurance.

**5. The LEA assures it will ensure that sufficient funds are available to meet any non-Federal share of the cost of constructing the facility. § 75.604**

YES, the LEA provides the above assurance.



## ARP-ESSER Application: Part 2 - ARP Act

## LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

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6. **The LEA assures work will begin on construction within a reasonable time after the grant for the construction is made. § 75.605 (Authority: 20 U.S.C. 1221e-3 and 3474)**  
 YES, the LEA provides the above assurance.
7. **The LEA assures the construction will be completed within a reasonable time and the LEA shall complete the construction in accordance with the application and approved drawings and specifications. § 75.606**  
 YES, the LEA provides the above assurance.
8. **The LEA assures that the construction is functional; economical; and not elaborate in design or extravagant in the use of materials, compared with facilities of a similar type constructed in the State or other applicable geographic area. § 75.607. Further, the LEA assures that it shall, in developing plans for the facilities, consider excellence of architecture and design and inclusion of works of art. The grantee may not spend more than one percent of the cost of the project on inclusion of works of art. § 75.607 Authority: 20 U.S.C. 1221e-3 and 3474)**  
 YES, the LEA provides the above assurance.
9. **In planning for and designing facilities, the LEA assures it shall observe the standards under the Occupational Safety and Health Act of 1970 (Pub. L. 91-576) (See 36 CFR part 1910); and State and local codes, to the extent that they are more stringent. § 75.609 Further, the LEA assures it will submit an application for a Building Permit to NYSED Office of Facilities Planning for review and approval prior to construction.**  
 YES, the LEA provides the above assurance.
10. **The LEA assures that it shall comply with the Federal regulations on access by the handicapped that apply to construction and alteration of facilities. These regulations are:**  
• **For residential facilities - 24 CFR part 40; and**  
• **For non-residential facilities - 41 CFR subpart 101-19.6. § 75.610**  
 YES, the LEA provides the above assurance.
11. **The LEA assures that, in planning the construction, the LEA shall, in accordance with the provisions of Executive Order 11988 of February 10, 1978 (43 FR 6030) and rules and regulations that may be issued by the Secretary to carry out those provisions: Evaluate flood hazards in connection with the construction; and as far as practicable, avoid uneconomic, hazardous, or unnecessary use of flood plains in connection with the construction. § 75.611**  
 YES, the LEA provides the above assurance.
12. **The LEA assures that it shall maintain competent architectural engineering supervision and inspection at the construction site to insure that the work conforms to the approved drawings and specifications. § 75.612**  
 YES, the LEA provides the above assurance.
13. **The LEA assures that it will comply with the regulations on relocation assistance and real property acquisition in 34 CFR part 15. § 75.613**  
 YES, the LEA provides the above assurance.
14. **The LEA assures that, when construction is completed, sufficient funds will be available for effective operation and maintenance of the facilities. § 75.614**  
 YES, the LEA provides the above assurance.
15. **The LEA assures that it shall operate and maintain the facilities in accordance with applicable Federal, State, and local requirements. § 75.615**  
 YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

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16. The LEA assures that, to the extent feasible, it shall design and construct facilities to maximize the efficient use of energy. § 75.616 Further, the LEA shall comply with ASHRAE standards in designing and constructing facilities built with project funds. § 75.616 The following standards of the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) are incorporated by reference in this section:

- ASHRAE-90 A-1980 (Sections 1-9).
- ASHRAE-90 B-1975 (Sections 10-11).
- ASHRAE-90 C-1977 (Section 12)

Incorporation by reference of these provisions has been approved by the Director of the Office of the Federal Register pursuant to the Director's authority under 5 U.S.C. 552 (a) and 1 CFR part 51. The incorporated document is on file at the Department of Education, Grants and Contracts Service, rm. 3636 ROB-3, 400 Maryland Avenue, SW., Washington, DC 20202-4700 or at the National Archives and Records Administration (NARA). For information on the availability of this material at NARA, call 202-741-6030, or go to:

[http://www.archives.gov/federal\\_register/code\\_of\\_federal\\_regulations/ibr\\_locations.html](http://www.archives.gov/federal_register/code_of_federal_regulations/ibr_locations.html). These standards may be obtained from the publication sales department at the American Society of Heating, Refrigerating, and Air Conditioning Engineers, Inc., 1791 Tullie Circle, NE., Atlanta, Georgia 30329. § 75.616

YES, the LEA provides the above assurance.

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.

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

- ARPA FS10 2.3.22 Final.pdf
- Monitor Approval of ARPA Application.pdf
- FS10 ARPA V9.15.21-FINAL.pdf
- ARP ESSER FS10F Signed revision.PDF
- Educational Strategies \_2021-2022 Strategy Implementation Activities.docx
- MonitorApprovalARPA.docx
- ARPA Breakdown - by Fiscal Year \_ One time vs Reoccurring.pdf

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

- ARPA Budget Narrative Final 2.03.22.pdf
- BUDGET-narrative 10.28.21 ARP rev 11121.pdf
- BUDGET-narrative ARPA East Ramapo 91621.pdf
- East Ramapo 12.13.21 FS10 DCIP ARP rev 11121.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  | 14,932,450         |
| 16 - Support Staff Salaries | 8,760,500          |
| 40 - Purchased Services     | 100,814,111        |
| 45 - Supplies and Materials | 3,164,970          |
| 46 - Travel Expenses        | 7,797,200          |
| 80 - Employee Benefits      | 8,578,134          |
| 90 - Indirect Cost          | 3,498,091          |
| 49 - BOCES Services         | 0                  |
| 30 - Minor Remodeling       | 0                  |
| 20 - Equipment              | 2,412,866          |
| <b>Totals:</b>              | <b>149,958,322</b> |