

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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Summary & Background

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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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Introduction/Instructions - Submission Instructions

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Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

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

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

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

Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

- 2. **Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

| | Name | Email Address | Date of Final Review/ Approval |
|-----------------------|-------------------|------------------------------|--------------------------------|
| LEA Business Official | Joshua Hartshorne | jhartshorne@watertowncsd.org | 08/25/2021 |
| LEA Board President | Maria Mesires | mmesires@watertowncsd.org | 08/24/2021 |

ARP-ESSER Allocation - Construction-Related Costs

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

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

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

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

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

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

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

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- 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.**

On June 2, 2021, the district convened more than 50 stakeholders in a meeting to discuss multiple federal funds. Within that meeting, there were representatives from instructional staff, support staff such as counselors and social workers, special education staff, school administrators (including principals and special education administrators), ENL representatives from R-BERN, parents of students with disabilities, parents of general education students, representatives from non-public schools in the district's boundaries, community-based organizations that run our school-based daycare and our after-school programming, and a representative from the North Country Family Health Center that has clinics serving physical health, mental health, and dental needs within our district's buildings. During that meeting, stakeholders were asked to collaborate and identify essential needs that related to the funding for ARP-ESSER. Ideas from this meeting were then categorized and outlined in a survey that were sent to all families and staff members. 161 staff members responded and 314 families responded to the survey, ranking which needs were most essential and offering narrative comments with other ideas for use of funds.

Stakeholders will continue to be engaged throughout the plan through surveys and the district will annually engage stakeholders in a dialogue and discussion with a federal advisory meeting that brings together all federal funds into a comprehensive discussion to disaggregate identified needs.

- 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://sites.google.com/watertowncsd.org/required-documents/home>

The plan will also be available in hard copy form should a person request a copy of the plan and prefer it not to be provided electronically. Email is also an alternative to the display on the website.

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.**

At this time, the district is focusing its ARPA funding on salaries in order to support retention of staff and ensure that students can physically distance in all areas of the learning environment, including cafeterias, classrooms, and in special area environments like the gymnasium. Also, knowing that many students will return to in-person learning in Fall 2021 after more than a year of fully remote learning, and others with only a small percentage of time in the classroom environment, support has been allocated for mental health and behavioral strategies professional development to ensure all students feel safe returning to school, focusing on decreasing anxieties and increasing social-emotional coping strategies.

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

The district utilizes a universal screener at K-8 with i-Ready (Curriculum Associates) and has interim assessments in place at 9-12. Data here will be continually assessed to derive areas of focus for growth and areas where students are finding success. Along with this, the district has regular data meetings at grade level and department meetings in place to assure that data is examined both formatively and summatively. Student work is examined at the grade level and department meetings to identify additional needs for support. Lastly, the district utilizes an early-warning system to identify students who are in need of additional support in the areas of attendance, behavior, and academics.

The district will implement an after-school tutoring program in each of its eight buildings to support math and ELA needs with students who demonstrate needs as per the data above. Additionally, the district is partnering with a community agency to provide social-emotional support staff (four additional staff members - three social-emotional facilitators and one student assistance counselor) and a curriculum to students at K-6 along with monthly assemblies and interventions for students in Grades 7-12 to address areas of need in this area. For 2022-2023, a school psychologist has also been added to the personnel list in order to support behavioral interventions and emotional regulation needs of students but also to help support staff in implementing emotional and behavioral supports. Further, to enhance engagement and encourage attendance, summer programming around STEM, Arts, and Skill-Building will take place. STEM and skill-building took place previously, but in a very limited fashion. ARPA funding will allow us to expand on these programs, as stakeholders had expressed desire to do so. Finally, to focus on engagement and support mental health, the district plans to reintroduce family fun nights, which support the district's family outreach initiatives.

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.**

Through its stakeholder meeting and community/staff survey, the district has identified that two primary needs have surfaced -- social-emotional health supports and after-school/summer learning programs. To that end, the district will implement an after-school tutoring program in each of its eight buildings; partner with a community agency to provide social-emotional support staff and a curriculum to students at K-6 along with monthly assemblies for students in Grades 7-12 to address areas of need in this area; summer programming around STEM, Arts, and Skill-Building, and a reintroduction of family fun nights, which support the district's family outreach initiatives. Finally, there is a small allocation provided to support professional learning with staff related to behavioral strategies and supports and literacy instruction.

Family fun nights were previously used in the district prior to COVID-19 to address engagement and attendance concerns with students and their parents. By pairing students and their parents in activities, staff were able to provide small tools to help parents support their children's instruction by using things like math and movement as a theme for a family fun night, or fluency activities. There was a direct positive correlation between students who attended and attendance data when the district ran these programs previously. In consultation with stakeholders, there was an expressed desire to return to these nights in the future.

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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.**

Any remaining funds will be spent on updating hardware and software systems to ensure that students have access to beneficial instruction, both in-person and, if necessary, virtual. Most critically, replacements for outdated and not working SmartBoards will be purchased. Hardware systems, like SmartBoards, need to be replaced in the District to match the 1:1 implementation of devices and how they are used for instruction as a result of COVID-19 and remote learning. The current systems do not allow students to project from their devices, participate collaboratively and work to the level of implementation that they were doing remotely (albeit without a SmartBoard). This will continue the trajectory of quality instruction in the classroom with a seamless integration of technology for both teachers and students that will allow them to collaborate and communicate effectively and efficiently. The district is on a cycle of Chromebook replacements as well, and money has been set aside to replace these at the end of their life cycle so that there is a seamless transition for students in using technology and there is not a gap in the provision of 1:1 devices to students. Lastly, the supplies set aside will be used to purchase disposable masks, as many students do not remember to bring masks daily, particularly on buses. Any additional sanitization supplies that are needed, such as disinfectant, cloths, and face shields, will also be purchased using these the small amount of supply funds available each year in this grant.

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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.**

The district will use its data-driven system to identify students who have been disproportionately impacted by the COVID-19 pandemic, either with regard to attendance in 2020-2021, observations/vocalizations of need (from students/parents/staff) related to behavior/social-emotional support, or academic performance. For the programs within the 20% of funds allocated to address learning loss, enrollment will be based on criteria that aligns with the district's Liberty Partnership Program, which also selects students who may be disproportionately impacted in certain circumstances (COVID-19 being one of them, but also divorce, family loss, and more, all of which have resulted from COVID-19 as well and seem to be appropriate identifiers for these programs as well). Other students may participate as some programs are for all students, but for those with a number of spots available, district and building leaders, along with staff and parents, will communicate to identify students who would most benefit from these programs.

The district has 87 English Language Learners, and approximately 16% of students are identified as having a disability through CSE. These students, in particular, have been impacted by COVID-19 and associated learning loss. These students will be prioritized to receive summer learning program opportunities as well as being offered participation in after-school programming. The district's eight buildings have between 60 and 87 percent of students who are classified as coming from low-income families, and these are considered factors in all programs and initiatives offered by the district and its buildings. The district has approximately 40 students who qualify for McKinney-Vento services/programming, and these students are solicited regularly for participation in programs through the home-school coordinators, the counselors, and their teachers. The district has approximately 30% of students who are students of color, and the district also has a My Brother's Keeper grant, which affords these students additional programming opportunities, although they are also included as a priority in programming around mental health supports, learning loss after-school programming, and summer programming. ARPA will support these programs as well, by continuing to educate staff about bias and disproportionality in practices and providing training on inclusivity and equity.

There are only a handful of students in the district's population who are in foster care or migratory, but when these occur, the district consults with the agency providing services to identify additional needs for the student and what programs/initiatives might be helpful in addressing those needs.

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

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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://sites.google.com/watertowncsd.org/required-documents/home>

The plan will be provided in hard copy form upon request, either emailed via PDF for printing by the requestor or in hard copy form to be picked up or mailed.

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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.

Every six months, the district will bring its stakeholder group together who helped structure the plan initially to review the progress of each program and help to plan others that are in development. The district will also annually survey its staff and the surrounding community to determine whether programs are meeting the needs of students in the school community. Results will be shared with district and building leaders as well as the community, and any potential revisions will be discussed with the stakeholder group. The district uses a COVID-19 daily report and puts out a weekly notice to the community about the number of cases within the schools. The superintendent also updates the community via the Board of Education meetings both the first and third Tuesdays of each month. During these updates, there is discussion about the continuation of in-person learning versus alternatives and the need to update the plan. These will continue throughout the year and into the future. At these meetings, public comment time is allocated. Further, the surveys provided also offer an open comment area for input on topics such as in-person learning, COVID-19 restrictions and more.

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LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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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 (\$) | 15,927,451 |
| Total Number of K-12 Resident Students Enrolled (#) | 3,837 |
| Total Number of Students from Low-Income Families (#) | 2,841 |

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 | 8 |
| Number of Schools Served by ARP-ESSER LEA Base 90% Funding | 8 |

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

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

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

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

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

| | FUNDING Amounts (\$) |
|---|----------------------|
| 1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.). | 0 |
| 2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.). | 0 |
| 3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.). | 0 |
| 4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.). | 0 |
| 5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.). | 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. | 495,000 |
| 9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs. | 0 |
| 10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases. | 0 |
| 11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA. | 22,844 |
| 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. | 2,594,337 |
| 14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools. | 119,988 |
| 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 | 1,388,165 |

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

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| | FUNDING Amounts (\$) |
|---|----------------------|
| students, students experiencing homelessness, and children and youth in foster care. | |
| 16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education. | 421,000 |
| 17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. | 0 |
| 18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. | 0 |
| 19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. | 0 |
| 20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA. | 10,886,117 |
| Totals: | 15,927,451 |

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

Page Last Modified: 01/11/2022

ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

ARP-ESSER FS-10.pdf
 Revised ARP-ESSER FS-10.pdf
 ARPA FS-10 Revised 2.pdf

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

ARP-ESSER Budget Narrative.pdf
 Revised ARP-ESSER Budget Narrative.pdf

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

| | Total Funds (\$) |
|-----------------------------|-------------------|
| 15 - Professional Salaries | 10,271,471 |
| 16 - Support Staff Salaries | 0 |
| 40 - Purchased Services | 1,173,500 |
| 45 - Supplies and Materials | 2,017,181 |
| 46 - Travel Expenses | 0 |
| 80 - Employee Benefits | 1,865,299 |
| 90 - Indirect Cost | 0 |
| 49 - BOCES Services | 0 |
| 30 - Minor Remodeling | 0 |
| 20 - Equipment | 600,000 |
| Totals: | 15,927,451 |