

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

Introduction/Instructions - Summary & Background

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Page Last Modified: 08/02/2021

**Summary & Background**

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

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Page Last Modified: 08/02/2021

**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.

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

---

Page Last Modified: 08/02/2021

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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Page Last Modified: 08/02/2021

**Submission Instructions**

VICTOR CSD

431701060000

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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Page Last Modified: 08/02/2021

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

VICTOR CSD

431701060000

- 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	Derek Vallese	vallesed@victorschools.org	9/30/2021
LEA Board President	Timothy Delucia	deluciat@victorschools.org	9/30/2021

**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.

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

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Page Last Modified: 03/18/2022

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

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

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

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

**1. In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.**

1) The District had sent out a survey to staff, parents, and community members asking for their input on how to use stimulus funds. This included a list of what the defined uses were, and the ability to check all that they believed the money should be used for, along with the ability to add comments / suggestions / clarifications about the selections.

2) There were multiple conversations at Board of Education meetings surrounding possible uses of the funds.

3) Building leaders met with staff and created committees with stakeholders to discuss the needs of students, and how the District can assist in addressing the impacts of lost instructional time.

Until September 30, 2024, we will be giving updates to the community and staff through board presentations to update the community and stakeholders on the use of stimulus funds.

**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**

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

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

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Page Last Modified: 03/18/2022

**media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

<https://www.victorschools.org/district/departments/business-office> on this page is a link that says "Use of Stimulus and State Aid Survey Results"

If you click that link, it will take you to the survey results which can be found using this link: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fresources.finalsite.net%2Fimages%2Fv1627070380%2Fvictorschoolsorg%2Ffmuiucmqityfoitepu0%2FStimulusandStateAidSurveyResults0723211.pdf&clen=662804&chunk=true

Hard copies are available at:

District Office  
 953 High Street  
 Victor NY 14564

Or by reaching out directly to the Assistant Superintendent for Business, Derek Vallese at [vallesed@victorschools.org](mailto:vallesed@victorschools.org) or by calling 585-924-3252 extension 1410.

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

- 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.**

In the Salaries for Support Staff portion of the budget, the LEA has included 2 COVID Coordinators; one for the 2021-2022 School Year, and one for the 2022-2023 school year. This individual will assist in the test-to-stay program for students who have been exposed but are asymptomatic, to ensure that students can return to in-person instruction timely and safely for all staff and students. This individual also assists with testing students who become ill during the school day and assists with testing on unvaccinated staff.

Also in the Salaries for Support Staff is a clerical for the nurses office to assist with COVID reporting and contact tracing. This ensures that someone who may have been exposed by COVID is aware and does not come back to school and spread the disease before the local DOH has time to reach out to the individual, in hopes to mitigate the spread of COVID in the building.

The LEA also included in the Salaries for Support Staff the ability for part time employees to pick up additional hours by walking around and sanitizing high touched areas such as door handles, light switches and phones. This will help contain the spread of COVID in the building.

Lastly, in the Supplies and Materials section, we added PPE for Band and Flute shields so students could return to a traditional band classroom without fear of spreading or catching COVID given the previous 12 foot social distancing requirement going away.

- 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.**

Identifying students

Students were identified for involvement through review of data from multiple measures, including norm-referenced assessment (NWEA and AimsWeb Plus), grades, attendance, student progress on intervention plans, and through counselor and teacher recommendation.

Monitoring

Following each of the summer learning and enrichment programs, and quarterly for the after school programs, students, teachers, and

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

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

Page Last Modified: 03/18/2022

parents were provided with an opportunity to provide feedback on their experiences. This feedback has been aggregated and will be utilized for program improvement efforts in the future.

In addition, all participating teachers and administrators responded to a survey to provide strengths and opportunities for program improvement, and engaged in a debriefing session. These data points will be used for planning and implementation of future programs. Finally, every student who participated in summer intervention programs in literacy and math, and those who participated in after school homework help, have been flagged in the student management system. Participating students are being monitored by teachers for growth throughout the 2021-22 school year as compared to the expected learning trajectory absent involvement in their summer program or the afterschool homework help program.

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.**

Afterschool/Possibly Weekends

The LEA is utilizing data from multiple measures, including norm-referenced assessment (NWEA and AimsWeb Plus), grades, attendance, student progress on intervention plans, and through counselor and teacher recommendation to target students for an afterschool targeted tutoring/ 1:1 instruction to address learning gaps caused by the COVID closure. We are also in the planning stages of extending these opportunities to Saturdays as well. For this application, the LEA set aside \$192,000 for professional salaries, or 4,800 contact hours to assist student close the gap of learning loss. The \$192,000 salaries will create an additional \$33,504 in fringe benefits. This is \$14,688 in 7.65% FICA and \$18,816 for TRS at a rate of 9.8%. The total professional salary and fringe component of this grant is \$225,504.

To ensure inclusion of all students, including disadvantaged students, the LEA opted to provide late bus runs for this program. The cost for the runs associated with this program is support salaries of \$11,200 (560 hours at \$20/hour) and \$2,739 in fringe benefits. This is comprised of \$857 in FICA at a rate of 7.65% and ERS expense of \$1,882 at a rate of 16.8%.

The total cost of the afterschool/weekend targeted tutoring 1:1 assistance is \$239,443.

Summer School

The LEA provided instructional experiences to students in need of academic support in the areas of ELA and math through the Summer Academy, along with a 2 hour a day, one day a week, after school targeted tutoring / additional instructional support program. Students were identified for involvement through review of data from multiple measures, including norm-referenced assessment (NWEA and AimsWeb Plus), grades, attendance, student progress on intervention plans, and through counselor and teacher recommendation.

In addition, English language learners engaged in specialized instruction in the areas of literacy and math, instructed by ESOL certified teachers. As noted above, data from multiple measures were reviewed to identify the target group and skill needs for this summer intervention in literacy and math, or for participating in the after school program. Approximately 75 students engaged in this support for three weeks, Tuesday, Wednesday, and Thursday each week during the summer, or 1 evening a week, afterschool for 2 hours.

Students with disabilities whose reading levels were at least two years below grade level were provided with specialized reading support by a certified literacy teacher. Seventy-two students engaged in this support for six weeks, Monday through Friday during the summer, or 1 evening a week, afterschool for 2 hours.

The LEA set aside \$220,000 or 11,000 hours of professional salaries for this program. Along with these salaries, there is \$16,830 in FICA taxes at a rate of 7.65%, and TRS expense of \$21,560 at a rate of 9.8%. The LEA set aside a total of \$258,390 for summer instruction.



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

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

Page Last Modified: 03/18/2022

Total

The LEA has a 20% requirement, with an allotment of \$2,359,531, amounts to \$471,906.20. The LEA has budgeted \$497,832 (\$239,443 for the afterschool; \$258,390 for summer) to meet the 20% requirement.

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.**

**Salaries for Professional Staff**

The LEA has included an additional 5 General Education Teachers to create additional classrooms for classrooms where social distancing is not an option.

The LEA has included substitute teachers to offset the additional substitute costs caused for quarantining and isolation of instructional staff in order to maintain an appropriate level of instructions for students.

The District has included a new Speech Pathologist to address the needs of students who have developed the need for speech support due to the COVID closures.

The District has added Tutors to address students who have severe health needs and want to return in person, but cannot be in a classroom with other students due to the medical situation (ie/students with cancer going through treatment with a weakened immune system).

The LEA included an additional Reading Teacher to assist students who have fallen below grade level on reading, to get them caught back up to grade level.

The LEA also included Professional Development because COVID has caused the District to adapt to using more technology for instructions. In order for the teachers to be able to provide appropriate levels of education instead of fumbling over technology.

Salaries for Support Staff

The LEA added Per Diem Nurses to assist with testing non-vaccinated staff or assist in COVID rooms (rooms that house students who came in with symptoms and are waiting parent pickup) or to adjust to the needs of the building depending on the COVID positivity rate.

We wanted them as substitutes so we can appropriately adjust to the needs of the District without making future commitments.

We included Bus Drivers for the afterschool runs to assist with the afterschool homework / instruction help.

We included substitute teacher aides for special education classes. Due to the need of the students, these aides are not able to social distance, which has caused them to be quarantined at a higher rate due to exposure. In order to fulfill the IEP, we need to get an aide in the classroom to assist with the students. This is used to offset the increased costs, above and beyond what was already budgeted.

Purchased Services

The LEA reserved \$33,000 for Mental Health Counselors from a local hospital to work with students and families to address social-emotional health of students caused by COVID and closure of schools.

In addition., the LEA is looking to cover \$86,000 of instruction and related services that was not budgeted for. for 3 special education students who needed alternative placements due to their conditions that prevented them from attending a traditional classroom.

Employee Benefits

This is for all the pension, payroll taxes, and health insurance for all the positions listed on the FS-10.

Indirect Costs

These are costs to offset the additional work needed to administer this grant.

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,**

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

---

Page Last Modified: 03/18/2022

**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.**

Through summer enrichment opportunities, we are addressing social, emotional and mental health for all students. There were separate programs for children with disabilities and English as New Language programs. We provided transportation to ensure that low-income families, children in foster care, or students experiencing homelessness could also participate in these programs.

Through the Summer Academy and additional speech pathologist, reading teacher, homework help, we are addressing students who were impacted from lost instructional time. The students supported in these programs/services are low-income families, students of color, students with disabilities, students experiencing homelessness, and children in foster care.

There was also a Summer Academy program dedicated to English Learning students only staffed by ENL teachers.

The LEA is continuously re-evaluate student performance to determine whether the programs are meeting the needs of the students. If the student begins to fall further behind, additional opportunities and interventions will be provided, and as students start catching up to average, the LEA will continue to monitor the student to determine whether intervention is necessary.

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

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Page Last Modified: 01/14/2022

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

VICTOR CSD

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

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

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

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

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

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

<https://www.victorschools.org/district/2020-reopening-process>

Hard copies are made available in each of the school building's main office, along with District Office for when students are registered.

Requests can be mailed to the buildings as well, and we will mail them the re-opening plan.

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

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Page Last Modified: 01/14/2022

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.**

Teachers, building clerical, Board of Education members, and building principals are continuously reaching out to families to gauge their comfort level with reopening plan. These staff members have weekly meetings with our K-12 Directors who compile the feedback from these stakeholders to share and discuss at our weekly Monday Cabinet meetings.

We have set up a messaging process for staff to communicate cleanliness issues to the Director of Facilities. The Director of Facilities brings this information to our weekly Monday Cabinet meeting.

Our Director of Technology is constantly in and out of the classrooms speaking with teachers on their technological needs and the needs of the students to ensure a safe, limited contact instruction. The Director of Technology takes this information to our weekly Monday Cabinet meeting.

The District Cabinet meets every Monday. The makeup of the Cabinet is the Business Official, Superintendent of Schools, Human Resources, two K-12 directors, the director of nursing, the Director of Athletics, the Director of Facilities, and the Director of Technology. The Business Official discussing the costs and the ability to afford any changes to the plan, Human Resources works with the departments to hire any additional staff that is needed, and the Superintendent uses this information for his weekly townhall meetings and weekly updates that is pushed out onto social media, and also shared through our global messaging tool.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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Page Last Modified: 03/18/2022

**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 (\$)	2,359,531
Total Number of K-12 Resident Students Enrolled (#)	4,211
Total Number of Students from Low-Income Families (#)	837

**ARP-ESSER Schools Served**

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number (#)
Total Number of Schools in the LEA	5
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	5

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 03/18/2022

**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.).	690,768
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.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	202,579
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	1,003,292
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
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	270,770

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 03/18/2022

	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.	10,096
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.	182,026
<b>Totals:</b>	<b>2,359,531</b>

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

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

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Page Last Modified: 03/18/2022

**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 Part 2 - Victor CSD.pdf

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

ARP-ESSER Part 2 - 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	1,416,750
16 - Support Staff Salaries	148,670
40 - Purchased Services	119,000
45 - Supplies and Materials	39,397
46 - Travel Expenses	0
80 - Employee Benefits	623,984
90 - Indirect Cost	11,730
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
<b>Totals:</b>	<b>2,359,531</b>