

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Summary & Background

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.

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.

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Summary & Background

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 ActIntroduction/Instructions - Submission Instructions

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.

ARP-ESSER Application: Part 2 - ARP Act

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

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	John McKeown	jmckeown@remssencsd.org	08/29/21
LEA Board President	Mary Lou Allen	mallen@remssencsd.org	08/29/21

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**

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.

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.

Staff, students, parents, Board of Education members, and community members received customized surveys asking for their input on the following areas:

Areas of concern regarding academic, social, emotional, and mental health needs;

Summer Learning Opportunities and/or Enrichment

Student Academic Support Needs

Extended School Day Programs

Trainings, Professional Development Needs

Additional Areas of District Focus Including but not limited to: Supporting Early Childhood Education, Mental Health and Social Emotional Needs, Extended School Day, Summer Learning, Academic Enrichment, Educational Supports, Curriculum/Instruction/Professional Development, Safely Operating School and Staying Open for In-Person Learning, Educational Technology Needs, Instructional Supplies and Materials Needs, Academic Intervention Services Needs, Extracurricular Opportunities, School Safety and Violence Prevention, Health and Wellness, Transportation Needs.

Staff, Students, Parents, Community Members, and the BOE were also encouraged to share any thoughts, ideas, or concerns above and beyond the customized survey questions for each stakeholder group. All stakeholders were given the opportunity and encouraged to share any other information and ideas related to the ARP funding. All information was compiled, analyzed, and adopted into an operational plan.

The LEA will continue to engage stakeholders throughout the implementation of the plan by soliciting feedback through surveys regarding our current plan objectives and programs.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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.**

Remsen's plan is posted online at www.remsencsd.org. Anyone requesting our plan will be provided with a printed copy of the same. Printed plans will be readily available for those with no internet access.

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.**

Remsen Central School District's priority from the start of the pandemic has been, and continues to be, to safely stay open for in-person learning. Remsen Central School District continues to follow all NYSDOH, NYSED, CDC, and Oneida County Health Department guidance and recommendations. The district plans to allocate ARP funds to continue to provide masks for staff (and students who forget their own), gloves, shields, hand sanitizer, other personal protective equipment, in addition to all supplies, equipment and resources necessary to sanitize and clean buildings and classrooms to minimize the spread of infectious diseases. Remsen CSD will continue to provide COVID-19 mitigation resources as required by State and Federal guidelines. In addition, we will continue to educate students, staff and community members on prevention and mitigation strategies through communication, signage and continuous updates and information.

The mitigation strategies described above will allow for continuous and safe operation of schools for in-person learning as these strategies will help to maintain a clean, safe, learning environment that will protect students and staff as much as possible from the spread of COVID-19.

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.**

Planned interventions and supports include: hiring a Math and Reading Intervention teacher; providing before and afterschool extended day intervention programs for all students pk-12; supporting early intervention through PreK.

Teachers, administrators, and intervention support staff will continue to monitor, analyze and act on academic data including but not limited to benchmark assessments, Star assessments, NYS Assessments, student progress reports and report cards, classroom participation, student observations, interactions, and conversations, parent communications, and student behavior. This data will be used to monitor and evaluate the effectiveness of our planned evidenced based interventions including our extended school day before and after school programs, and our Math and Reading Intervention Teacher. Monitoring of this data will help us understand where and how we can improve upon the implemented interventions and programs to better serve our students.

ARP-ESSER Application: Part 2 - ARP Act

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

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.**

Remsen is extremely grateful to have the opportunity to fund extended school day programs through the ARP to address the academic impact of lost instructional time through evidenced-based interventions. For at least the next three years, Remsen plans to offer all students an opportunity to participate in extended school day programs. To ensure equal access for all students, Remsen will provide transportation home from all extended school day programs through the use of ARP funding.

Evidenced-Based Interventions Include:

Extended School Day Program Interventions-

Young Rams Before School Program - A before school program open to all elementary students (pk-6) that will run from 6:30 AM to 7:20 AM five days a week. This program will include a morning check-in, an opportunity to receive academic/homework help, a morning warm-up, and the opportunity to eat breakfast at school. This intervention addresses the academic-impact of lost instructional time by serving as a daily support, growth, and learning time before school begins each morning for our elementary students.

Young Rams After School Program - An after school program open to all elementary students (pk-6) that will run from 2:20 PM to 5:30 PM five days a week. This program will include a check-in, snack, opportunity for homework help/tutoring, physical activity time, structured activities, STEAM activities, community building activities and more. This intervention addresses the academic-impact of lost instructional time by serving as an extended school day that provides regular opportunities for intervention (academic and social-emotional), growth, learning, individualized support, socialization, academic and social lessons and activities, as well as extra support and help.

Grades 7-12 Before School Support Program - A before school program open to all students grades 7-12 to have a safe, quiet space to work in the library media center, use school technology, receive help/tutoring/homework help/project help and have a chance to eat breakfast at school. This intervention addresses the academic-impact of lost instructional time by serving as a daily support and learning time before school begins each morning in addition to providing the opportunity for tutoring from a certified teacher, access to the entire library and computer technology for research and projects, and a safe place to work.

Grades 7-12 After School Support Program - An after school program open to all students grades 7-12 to have a safe, quiet space to work or read in the library media center, provide access to their teachers, use school technology, receive help/tutoring/homework and project help. This intervention addresses the academic-impact of lost instructional time by serving as an extended school day that provides regular opportunities for intervention (academic and social-emotional), growth, learning, individualized support, tutoring by certified high school teachers, as well as extra support and help. We also plan to provide credit-recovery online courses during this time for any students in need of credit recovery.

Remsen Central School District plans to use ARP funds to support the cost of additional bus transportation to ensure that all students have equal access to our extended school day programs with a safe, reliable way to be transported home each night. Remsen also plans to schedule a 4:30 PM late bus two days a week using ARP funds to allow all students equal access to be able to stay after school for extra help from teachers and to participate in extracurricular club meetings and activities. This 4:30 PM bus will encourage students to stay after that may not have in the past due to a lack of a way home. The 4:30 PM option will be very helpful for these students so that they will not have to wait for the 5:30 PM bus at the end of the extended school day programs. Providing said transportation opportunities for all students will ensure that all of our students have equal access to our extended school day program interventions.

Our district has also hired a math and reading intervention teacher to work with our students to accelerate them out of the pandemic learning loss that they have experienced, in addition to providing intervention and academic supports. This intervention instructor will address the academic impact of lost instructional time by providing intervention supports, lessons, teaching, and learning for individual students and for groups. This intervention teacher will also analyze student reading and math data to guide instructional interventions to promote acceleration and growth.

We also plan to support early learning intervention in our universal pre-k classroom by using ARP funds to support the staff costs not covered by our UPK grant. Providing an opportunity for students to attend our Pre-K program is critical for many of our early learners. Having the ability to provide learning interventions at an early age supports student growth and helps to catch young students up to their peers that may have more advanced experiences and/or skills.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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.

Remsen Central School District plans to use our remaining ARP funds on the following:

- 1) Additional funding for Extended School Day Intervention Program Staff - Need: Student intervention, enrichment, and support, recovering from learning loss during the pandemic. Planned Outcome: Planned intervention programs will accelerate our students learning and improve social, emotional and mental health.
- 2) Additional funding for cost of Math and Reading Intervention Teacher - Need: Student intervention support in reading and mathematics due to the dire impact of the pandemic on student learning. Planned Outcome: Students will continue to receive intervention teaching services to accelerate their learning out of the pandemic.
- 3) Promethean Interactive Boards in Every Classroom - Need: Our current smart boards are outdated, not functioning, and in disrepair, leaving our students with less than adequate technology in the classroom. Planned Outcome: ARP funding will allow all students in all classrooms to benefit, use, learn from, and interact with new Interactive Boards.
- 4) Teacher Computers with Remote Learning Equipment - Need: Our current teacher computers are old and do not have web cameras or microphones to support remote instruction and learning. Planned Outcome: Teacher devices will be replaced with new computers that include quality web cameras and microphones to improve instruction and learning in the classroom and to be prepared in the event that we are required to learn remotely in the future.
- 5) PPE, Equipment, and Supplies to Safely Stay Open for In-Person Instruction - Need: supplies to follow all required coronavirus protocols and procedures. Planned Outcome: We will be able to stay open for in-person instruction
- 6) Student Classroom Furniture - Need: Our student desks are outdated, uncomfortable, and not functional. Some of our students cannot even fit in the desks, causing them to feel uncomfortable and not able to focus on classroom learning. Planned Outcome: Remsen plans to replace all student desks/tables in our elementary and high school classrooms with the exception of our recently remodeled art, agriculture, technology, and FACS high school classrooms. New student furniture will increase the flexibility of instructional options, improve functionality, improve student comfort and learning, improve the overall school learning environment, and ensure that all learners are able to learn in a safe environment as we work our way out of the Coronavirus pandemic.
- 7) New digital communication radios for school buses, custodians, grounds, administrators, and building staff - Need: Our current bus/district radios lose range in many areas only several miles from school and are not compatible with the latest digital technology. Planned Outcome: New radios will improve safety and communication between buses, school buildings, and applicable staff members in addition to the need for reliable emergency communication devices, thereby increasing student safety and security district-wide.
- 8) Professional Development, Trainings, Mentor Program for Staff - Need: Professional development to respond to all of our students diverse needs after experiencing the pandemic including pd contracted through BOCES, and Superkids reading program PD for instructors grades k-2. Planned Outcome: Instructional staff will be provided with additional tools and strategies to help accelerate our students learning and social, emotional, and mental health in response to the impact of the coronavirus pandemic. Need: Mentor program
- 9) Student Guest-Speakers/Assemblies - Need: Student will learn from a diverse range of guest speakers/assemblies. Planned Outcome: To promote social-emotional health, health and wellness, kindness, violence prevention, anti-bullying, character education, motivation, and inspiration as we work our way out of the pandemic.
- 10) Before and After School Fitness Center Program Opportunity for All Students Grades 7-12 - Need: A safe place for students to be physically active and healthy with added character building support with our teacher instructors. Planned Outcome: To promote mental and physical health and wellness while providing a safe place for our students before and after school.
- 11) Additional Funding for UPK Costs - Need: Early intervention for our youngest learners. Planned Outcome: Students will be ready for kindergarten after a year of UPK.

ARP-ESSER Application: Part 2 - ARP Act

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

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.**

Remsen will work to ensure that the interventions we implement will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 including students from low-income families, students of color, English language learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Students from Low-Income Families: Our extended school day programs (before and after school) are designed to meet the students needs for instructional, social, and emotional learning and growth. Providing transportation home for students from low-income families for all of the extended day programs will provide equal access for this subgroup of students. UPK also serves students from low-income families as it provides an avenue for early childhood school intervention, learning, and support. Our math and reading intervention teacher will work with students from this subgroup to acceleratle their learning out of the pandemic in reading and mathematics. The before and after school fitness center will also provide our students from low-income families with a safe, free, location to exercise and learn about health and wellness. Professional development opporutnities for our teachers will be planned to help everyone understand how to provide a welcoming, nurturing, and supportive learning environment.

Students with Disabilities: UPK serves students with disabilities, including those students that are not currently identified but that need academic intervention and support. Our extended school day programs (before and after school) are designed to meet the students needs for instructional, social, and emotional learning and growth. Providing transportation home for students with disabilities for all of the extended day programs will provide this subgroup with additional learning and growth opportunities. Our math and reading intervention teacher will work with students from this subgroup to acceleratle their learning out of the pandemic in reading and mathematics and address the loss of instructional time and loss of skills impacted by the pandemic. Professional development opporutnities for our teachers will be planned to use academic and behavioral interventions and strategies effectively with our students with disabilities.

Students Experiencing Homelessness:Our extended school day programs (before and after school) are designed to meet the students needs for instructional, social, and emotional learning and growth. Providing transportation to their current residence for students experiencing homelessness for all of the extended day programs will provide equal access for this subgroup of students. UPK also serves students experiencing homelessness as it provides an avenue for early childhood school intervention, learning, and support. Our math and reading intervention teacher will work with students from this subgroup to acceleratle their learning out of the pandemic in reading and mathematics. The before and after school fitness center will also provide our students currently experiencing homelessness with a safe, free, location to exercise and learn about health and wellness. Professional development opporutnities for our teachers will be planned to help everyone understand how to provide a welcoming, nurturing, and supportive learning environment.

English Language Learners: Our extended school day programs (before and after school) are designed to meet the students needs for instructional, social, and emotional learning and growth. Providing transportation home for ELL students for all of the extended day programs will provide equal access and enrichment for this subgroup of students. UPK also serves ELL students as it provides an avenue for early childhood school intervention, learning, and support. Our math and reading intervention teacher will work with students from this subgroup to acceleratle their learning out of the pandemic in reading and mathematics and foster growth and understanding. The before and after school fitness center will also provide our ELL students with additional opportunities to exercise and learn about health and wellness.

The interventions and programs implemented through the use of ARP funds will be constructed to support students' academic, social, emotional, and mental health needs. Math and Reading intervention, social-emotional support teams, school-based intervention teams, teachers, special education teachers, and support from outside agencies will allow for frequent assessment of our student's ongoing needs using multiple measures to determine additional supports and/or services. Professional development and trainings will be provided for staff on highly effective instruction and inclusive practices in addition to training to help identify students experiencing social-emotional and/or mental health issues. The district will also provide applicable staff with professional development support in helping to meet the needs of students disproportionately impacted by the pandemic, including all subgroups.

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

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.**

Remsen's plan may be accessed on our webpage at remsencsd.org

The plan will also be available in print upon request by contacting the district office. The plan will also be available in print to anyone with limited or no internet access upon request.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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.

Remsen Central School District will review our reopening "Staying Open" plan every three months and make revisions when appropriate as recommended guidance from our local health department, the NYSDOH, NYSED, and the CDC changes. Any changes, updates, or revisions that are made (or being considered) will be announced and placed on our webpage and social media; encouraging feedback via email or phone call. Depending on the nature of said changes, zoom meetings or in-person meetings may be held to encourage public participation and feedback.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

REMSSEN CSD

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

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	1,114,973
Total Number of K-12 Resident Students Enrolled (#)	417
Total Number of Students from Low-Income Families (#)	250

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	2
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	2

ARP-ESSER Application: Part 2 - ARP Act

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

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

REMSSEN CSD

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

1. Please complete the 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.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	20,000
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.	153,815
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 students, students experiencing homelessness, and children and youth in foster care.	222,833
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	122,000

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
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.	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.	596,325
Totals:	1,114,973

ARP-ESSER Application: Part 2 - ARP Act

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

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.**

FS10 ARP ESSER 2 Corrected 010422.pdf

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

BUDGET NARRATIVE ARP ESSER 2 Corrected 010422.docx

- 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	303,103
16 - Support Staff Salaries	135,528
40 - Purchased Services	21,263
45 - Supplies and Materials	648,815
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	6,264
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,114,973