

**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	Richard Mancuso	rmancuso@clarenceschools.org	7/30/21
LEA Board President	Michael Fuchs	mfuchs@clarenceschools.org	7/30/21

**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

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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.

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

The Clarence Central School District has collaborated with a cross-section of District stakeholders representative of all major constituencies (administration, teachers, support staff, parents, students, local government agencies, and community members) in establishing a focused and prioritized plan for ARP grant expenditures. The vehicle to generate community input on grant development by way of administrative council meetings, District Strategic Planning Meeting, department chairperson meeting, public forums, and community listening sessions. In addition to these feedback circles, the District's Board of Education has been actively involved in the planning process through public meetings and by advocating for feedback from our school community members through a portal on our District website published in May 2021.

Initially, stakeholder comments were solicited by way of a District portal. All stakeholders had the opportunity to provide ongoing and meaningful feedback by clicking on the portal link on the homepage of our District website. Furthermore, the feedback portal was

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announced through public forums and is still accessible through the District COVID-19 webpage on the District website. Feedback from District stakeholders, inclusive of administrators, teachers, support staff, SWD and ELL faculty, families, students, community members, focused on meeting the intent and purpose of the grant, mitigating learning loss, and addressing the social-emotional needs of students particularly to those students who have been disproportionately impacted by the COVID-19 pandemic. Additionally, a dedicated District consultation team of representatives including administration, teachers, support staff, parents, students, local government agencies, and community members reviewed the feedback from the community at large and collaborated on the further development of the grant funds.

Procedurally, the district will plan to continue to use these methods to engage stakeholders throughout the grant implementation.

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.**

Clarence Website Link: <https://www.clarenceschools.org/Page/7162>

Presentation Link: <https://sites.google.com/clarenceschools.org/arpandccrsafunding/home>

Hard copies of the ARP-ESSER Plan will be made available upon request through the Office of Curriculum and Instruction.

**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.**

Local funds will be used for prevention and mitigation strategies for the purposes of reopening schools safely.

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.**

Principals and other school leaders will need to be provided with the resources necessary to address the needs of their individual schools. The District will use primarily local assessment data, and state assessment results when available, in order to determine how to use the grant funds to have the greatest impact on our community. The plan for addressing learning loss among students will contain the following elements:

- Implementing evidence-based intervention activities to meet the comprehensive needs of students. Planned interventions and supports include integrated and stand-alone direct reading instruction with Reading Interventionists using Leveled Literacy Intervention (Fountas and Pinnell), use of remedial computer-based adaptive programs (Lexia, Raz Kids, Phonics 1st), integrated and stand-alone direct math instruction with Math Interventionists using Freckle Math, and providing additional social-emotional supports from psychologists, social workers, and counselors.
- Administering and using evidence-based, high-quality assessments (e.g., pre/post, common formative, summative assessments, progress monitoring tools) that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. The data used to monitor student supports and interventions include STAR Early Reading, STAR Reading, STAR Math, Phonics 1st, common formative assessments, report card

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

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data, NYS math, ELA, science, and regents data, and Fountas & Pinnell.

- Providing information and assistance to parents and families through our Schoology learning management and PowerSchool student information systems on how they can effectively support students, including in a remote learning environment.
- Planning and implementing activities to address learning loss outside the instructional day. Specific activities include a 4-week summer program for K-12 students and after-school tutoring opportunities during the school year.
- Purchasing educational technology (including hardware, software, and connectivity) for students.

The activities to address learning loss will be prioritized for the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

All evidence-based interventions selected by the District and approved by NYSED will be implemented within through the District's Multi-tiered System of Supports (MTSS).

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.**

**Intervention Teachers at Clarence Middle School & Clarence High School**

Funds will be utilized to hire two dedicated teachers (1 middle school, 1 high school), who will work out of the Learning Assistance Center in each building. The middle school teacher will have a special education certificate. The high school teacher will have a special education certificate. Both teachers will have a special education focus.

The middle and high school Learning Assistance Center teachers will focus on Tier 1, Tier 2, and Tier 3 interventions, specifically working with students who are below benchmark. The teachers will also assist with 504 planning.

**Math Interventionists & Reading Specialists – K-5 (Elementary)**

Four elementary math interventionists and two elementary reading specialists will be hired to provide small group and individual services to identified elementary students in grades K-5. The interventionists/specialists will:

- Focus on Tier 1, Tier 2, and Tier 3 interventions, specifically working with students who are below benchmark.
- Use identified research-based interventions focuses specifically on individual student needs.
- Provide data to grade level teams and participates in decisions about student progress.
- Provide push-in and push out services to students who demonstrate academic need

**Special Education Teacher (Elementary)**

Funds will be utilized to hire an additional special education section at the elementary level for an additional self-contained behavioral program. The self-contained special education program will be housed at Clarence Center Elementary School. The program has additional supports assigned to it, including:

- Dedicated psychologist who is a certified behavioral analyst
- 8:1:2 configuration – aide support – trained in Therapeutic Crisis Intervention
- Counseling provided
- District-wide behavior specialist (certified behavioral analyst)

**Summer School**

Funds will be utilized for summer learning and enrichment programs. The summer school program will be held in the summer of 2021, 2022, 2023, and 2024. Details of the summer school program differ by grade level. A description of the grades K-8 and grades 9-12



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summer school programs are listed in the table below:

Elementary /Middle School Grades K-8	High School Grades 9-12
<ul style="list-style-type: none"> <li>• Provide students with instruction to support learning loss in reading, writing, and mathematics using the workshop model and elements of project-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 9: Provide students with instruction to support learning loss in reading, writing, and mathematics using the workshop model and elements of project-based learning.</li> <li>• Ensure students have the skills necessary for success in high school</li> </ul>
<ul style="list-style-type: none"> <li>• Embedded social and emotional learning in instruction to support loss of skills and encourage academic engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Grades 10-12: Primary goal is credit recovery. Sessions will highlight essential learnings from the Regents course in the summer session.</li> </ul>
<ul style="list-style-type: none"> <li>• Measure student learning and growth using STAR assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded social and emotional learning through advisement and have mental health personnel on staff to support student social emotional growth and development.</li> </ul>

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.

**Additional stipends for current staff for after/before school intervention & tutoring-** Academic Intervention services provided to students both during the school day as well as outside the day.

**Technology purchases-** Technology application tools specifically focused on learning loss and closing learning gaps.

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.

**Intervention Teachers at Clarence Middle School & Clarence High School**

Funds will be utilized to hire two dedicated teachers (1 middle school, 1 high school), who will work out of the Learning Assistance Center in each building. The middle school teacher will have a special education certificate. The high school teacher will have a special education certificate. Both teachers will have a special education focus.

The middle and high school Learning Assistance Center teachers will focus on Tier 1, Tier 2, and Tier 3 interventions, specifically working with students who are below benchmark. The teachers will also assist with 504 planning.

Math Interventionists & Reading Specialists – K-5 (Elementary)

Four elementary math interventionists and two elementary reading specialists will be hired to provide small group and individual services to identified elementary students in grades K-5. The interventionists/specialists will:

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- Focus on Tier 1, Tier 2, and Tier 3 interventions, specifically working with students who are below benchmark.
- Use identified research-based interventions focuses specifically on individual student needs.
- Provide data to grade-level teams and participate in decisions about student progress.
- Provide push-in and push out services to students who demonstrate academic need

**Social Emotional & Mental Health Needs**

*This section contains plans to respond to social, emotional, and mental health needs of all students, 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.*

Pupil Personnel Services (PPS) staff, school counselors, school nurses, school social workers and school psychologists are integral members of the education team in a school setting. School counselors are the only mandated personnel under NYS law. As such, it is imperative that the school community at large is knowledgeable and supportive of the roles PPS staff members play in the supporting students and helping them thrive and achieve. During the pandemic, their presence has proven to be crucial to the health and safety of students.

Social Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities; manage emotions and achieve personal and collective goals; feel, and show empathy for others; establish, and maintain supportive relationships; and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school- family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

**Psychologists**

Funds will be utilized to hire four additional school psychologists. The psychologists will be assigned to schools depending on need.

Psychologists will be responsible for the elements of the social/emotional and mental health programs listed below:

- The collective group of mental health personnel will contribute to program development and implementation that furthers the integration of the social emotional, behavioral and academic needs of students within the school and classroom environments.
- Psychologists provide individual and group counseling for general and special education students to address social emotional and behavioral needs.
- Increased opportunities to support students with developmental disabilities, mental health challenges and behavioral challenges.
- Provide evidence-based preventative programming in the areas social-emotional learning and mental health.

**Family Support Center Social Worker**

Clarence offers a Family Support Center to help parents and students connect with outside agencies for support. Funds will be utilized to hire an additional social worker for the Family Support Center who will have the following responsibilities:

- provide an additional mental health supports with students within the Family Support Center, along with the FSC Coordinator.
- conduct and ensure timely and effective screening, placement, and support of referrals.
- assist in linking students and their families to third party providers when necessary.
- consults with appropriate school personnel regarding referrals prior to and after contacting student and/or parent.
- provide direct counseling with students on an interim basis while an agency linkage is being pursued.
- assists FSC Coordinator in planning and providing high quality professional development opportunities to CCSD staff and educational opportunities to parents.
- Provide crisis intervention to students, as needed.

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**Contracted Mental Health Services**

The District will contract with third party providers to be able to provide additional mental health services to students and/or families.

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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://www.clarenceschools.org/Page/6883>

Hard copies of the Clarence Central School District's most current Return to In-person Learning Plan will be made available upon request through the Office of Curriculum and Instruction.

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2. **An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.**

**In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.**

The plan is currently made available on the Clarence CSD website. As updates are made to District instructional plans, school community members will be provided a notification via our District-wide mass notification system. Public comment is available through an embedded question and answer portal where school community members may provide input at anytime.

Monthly administrative staff meetings are utilized for the purpose of reviewing the feedback provided through the portal and making necessary revisions to both the District Reopening and ARP-ESSER plans. Once revisions the revisions are made, updated plans will be posted to the District website. A notification will be posted on the District website "Headlines" section when changes to the plan are made and also noted on the District COVID-19 Reopening plan website (<https://www.clarenceschools.org/Page/6883>). A comments sections will be available along with the Reopening plan to retrieve school community feedback. The District Superintendent will include any changes made to the processes and procedures within the Reopening Plan in his weekly correspondence within the school community at large. The District's regular review process will take place through September 30, 2023.

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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.**

- 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 (\$)	3,616,099
Total Number of K-12 Resident Students Enrolled (#)	4,070
Total Number of Students from Low-Income Families (#)	537

**ARP-ESSER Schools Served**

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

	Number (#)
Total Number of Schools in the LEA	6
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	6

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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**

CLARENCE 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.**

- 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.	339,300
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.	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.	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.	276,549
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	390,000
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	1,520,250

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

## 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.	700,000
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.	390,000
<b>Totals:</b>	<b>3,616,099</b>



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

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

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**ARP-ESSER LEA Base 90% Allocation - Budget**

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

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

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

- ARP ESSER Clarence CSD-Jan-Updated.pdf
- ARP ESSER Clarence CSD-Dec-Updated.pdf
- ARP ESSER Clarence CSD.pdf
- ARP ESSER Clarence CSD-Nov-signed.pdf

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

- ARP- ESSER \_ - Budget\_Narrative.pdf

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

	Total Funds (\$)
15 - Professional Salaries	1,961,000
16 - Support Staff Salaries	209,250
40 - Purchased Services	779,300
45 - Supplies and Materials	276,549
46 - Travel Expenses	0
80 - Employee Benefits	390,000
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
<b>Totals:</b>	<b>3,616,099</b>