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

WEST IRONDEQUOIT CSD

260803060000

- 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.

ARP-
ESSER
LEA
Base
90%
Points
of
Contact

Name

Email Address

Date of
Final
Review/
Approval

LEA
Business
Official

James
Brennan

James_brennan@westiron.monroe.edu

10/28/21

LEA
Board
President

Ann
Cunningham

Ann_Cunningham@westiron.monroe.edu

10/28/21

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**?

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

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

WEST IRONDEQUOIT CSD

260803060000

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.

We first engaged our leadership staff in the creation of the plan to spend these funds. Our executive cabinet put together a presentation to outline the amount the district received through these funds, the purpose of the funds and acceptable uses. The presentation was given to all K-12 leadership and an application process was created to support a process in identifying which expenses best fit the use of funds. We then turned the presentation to the Board of Education and shared the link to the presentation on our district website in June so families and community members could access the information. During the week of July 12th, a survey was sent home to all district families to help us prioritize our spending of the funds. We had nearly 600 families respond. Based on the survey, the highest priority area was academic instruction, interventions and supports. 90.2% of all respondents felt this was a high (32.7%) or highest (57.5%) priority. Other top priorities emerged were mental health supports (76.1%), social-emotional supports (75%) and professional development for staff (63.8%). The results of the survey were communicated to both families and staff. Building and district level administration then worked with grade level and content area teams to determine appropriate use of funds and completed an application for funds which is reviewed by both the district-wide and executive cabinets.

Through the survey we asked families to describe specific needs of students, especially as it pertains to students with disabilities, English learners, and those students who have experienced trauma due to the pandemic. Some of the responses from parents and staff included the following:

- - “Differentiated education environment and opportunities for multiple styles of learning”
 - “Adding additional staffing K-12 (more counselors/social workers/psychologists) would help infrastructure and better support our kids especially as they return full-time instruction and in a pandemic”
 - “Start early and close the gaps while they are young. For example, don’t max out ICT classrooms when we can get them more help by splitting the numbers to put them in two classes instead of one. There needs to be room for the neediest kids to get the help that they so desperately need.”
 - “Making sure that children with IEP’s are receiving services that meet their needs.”

The results of the survey were communicated to both families and staff. Building and district level administration, including Assistant Superintendent for Instruction and Director of Student Services, then worked with a variety of staff, including general education teachers, special education teachers, student services support staff and parent representatives on School Based Planning teams to determine appropriate use of funds and completed an application for funds which is reviewed by both the district-wide and executive cabinets.

Using the applications completed to request resources using the

stimulus funds, we will continually progress monitor the impact of the resource. We will formally review progress at the beginning, mid and end of year. Additionally, we have put in place the following process to occur at School Based Planning teams (which include a variety of stakeholders and staff from each building, as well as parent representation). At least three times per school year, School Based Plan teams, will review resources provided to their building via use of the stimulus funds. They will then assess if there are any new data-based needs, with particular attention to students with disabilities, English learners, or any underserved students, to determine potential new supports. If a new support is identified, the team will either modify the current resource application or create a new application. The application will then be reviewed at the district level, and if found viable, a budget amendment will be completed so that student's can be best served.

- 2 In the space provided below, please provide the URL for the website(s) where the LEA ARP-ESSER Plan is/will be publicly posted. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.

https://westirondequoit.org/departments/business_office/federal_funding
(https://westirondequoit.org/departments/business_office/federal_funding)

The plan will be made available by request by the Office of Information. The District Office of Information works closely with all district administrators and staff to be informed regarding the stimulus funds and works to keep all information regarding the funds available through our district website and accessible as needed. Our Office of Information can be reached via email, phone or directly through the District website. When people request information regarding the ARP-ESSER plan, the Office of Information provides appropriate guidance and/or works with the administrative team to answer any questions, as well as provide resources.

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.

Our District will be using these funds to upgrade our HVAC system throughout the district. In addition to ensuring the ventilation systems are meeting all current codes for ventilation and energy efficiency, the new HVAC system will be designed to allow for enhanced filtration that will assist in mitigation of airborne spread of viruses.

We have also used and will use these funds to support COVID-19 testing within our district. The funds would be used to support weekly testing of staff who have not shown proof of vaccination. To do this we will hire the services of Workfit to provide nursing staff to administer tests, as well as clerical support to input the associated data.

The prevention and mitigation strategies associated with the upgrade of the HVAC system in our schools will all for continuous and safe operation of schools for in-person learning in the following ways:

1. We have learned through guidance provided by government agencies included the CDC and the department of health that an important virus spread mitigation is the ability to effectively and continuously circulate and refresh air. The roof top units involved in air movement to our learning spaces are over 20 years old and are frequent shut down for repairs resulting in either limited or no air circulation.
2. The proposed upgraded units will have enhanced filtering capabilities (MERV13) which is recommended for virus spread prevention. The current systems are not capable of utilizing that level of filter.

Through enhanced filtering and more reliable movement of air assist in the reduction of virus spread during in-person learning and help ensure schools are able to operate continuously; without the need to shut down due to staff and student absences tied to virus spread.

- 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.

We will use a variety of data to identify and monitor students needs as a result of the planned interventions and support. First, we will review our benchmark assessment data. We conduct benchmark assessments, utilizing Aimsweb, iReady and other phonics screeners, three times per year at the K-8 level. We hold reviews three times per year to understand where students are starting and the progress they will make after interventions and supports are put in place. At the 7-12 level, we have created data dashboards which collect course, quarter, and assessment information. The dashboards also help us to break the data down by subgroups in order to best identify student needs. The dashboards also help us to monitor attendance and graduation requirements. Additionally, as per the application process that was instituted in support of these funds, any position or resource funded with these funds will be reviewed mid-year and then again at the end of the year in order to monitor progress towards the specific needs the resource addressed. For example, one of the areas in which we will utilize the funds will be to provide 1:1 and small group tutoring. We will monitor the use of these funds by tracking the impact on student achievement as they receive the additional support. We will also monitor the number of students entering and exiting intervention services K-12 to demonstrate gap closure and support provided prior to students entering special education services.

- 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.

To address the academic impact of lost instructional time, we will employ several supports through the use of these funds. Our main resource will be the implementation of a K-12 Intensive Tutoring Program. The program will be a combination of 1:1 & small group before and after school tutoring, office hours and drop-in sessions to support students. Additionally, we have also partnered with FEV tutoring to support students who go out on quarantine and are in need of a boost of support to complete their schoolwork while out of the building. Both of these opportunities are meant to target specific student needs and close gaps. Additionally, we are also planning to hire teacher support for students, particularly at the high school level, in which they are in need of support to maintain a path towards graduation. For example, the additional teacher may work with students who would not typically be high-risk for graduation, but currently are due to circumstances occurred during the pandemic. In addition to this extra staffing support, we are also addressing the lost of instructional time by training our teachers in research based best practice to improve teaching and learning for students. For example, with the use of funds we will provide LETRS training for all of our K-2 teaching staff and administrators so that they are implemented science-based practice to support student gap closure and ensure our students build a solid foundation of skills over the next few years. Similarly, we are engaging a group of our teacher leaders in instructional coaching. The purpose of this professional development will be to provide ongoing coaching to our teachers, particularly when they are working with students of high needs. Coaching would also include using the funds to support a K-12 Literacy Coach. This staff member would provide supports to teachers and students across K-12 in gap closure and literacy best practices.

- 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.

We have selected to use a portion of our funds to hire a teacher for remote learning (the equivalent of 3.0 FTE over the length of the grant). Though we are not offering a remote option for our students, we are utilizing a remote teacher for learners who have a document underlying health condition. The teacher will work with both general education and special education students to help provide synchronous and asynchronous learning in alignment with the student's grade level curriculum and content. We will continue to provide this service for the length of the grant for students who have this specific need.

Another area we needed to support was to provide extra summer days to our Dake Junior High School counselors.

Counselors received two extra summer days in order to build a schedule that maximizes students' courses and class constitution given a return from hybrid learning.

Another demonstrated need was to provide SEL re-entry planning to a representative K-12 group of staff. Data utilized to determine this need was Children's Institute survey and evaluation, attendance data across the last three years (aggregated and disaggregated), federal chronic absenteeism data, and at-risk transition data across grade levels, buildings, and the district. The outcome of the re-entry planning is to create interventions, practices and communication aligned to RtI criteria, NYS Culturally Responsive-Sustaining Framework (with an emphasis on welcoming and affirming environment) and the CASEL model and "Roadmap to Re-entry." We will monitor faculty and department meetings for implementation of the practices identified through the re-entry planning process.

We also identified support for STEAM activities. This need specifically came through the analysis of our data points, including current mental health caseloads, CSE and CPSE referrals, disparities in data points across our student population (e.g. ELL and low SES students) exemplify a need for additional support. Research supports STEAM education provides accessible curriculum for all students, as well as instruction in which students see themselves as active and contributing members of the community. Our shift to incorporate more STEAM-based instruction will help our students to grow their repertoire of skills, as well as create identities in which they see themselves in societal roles. The materials purchased will support engaging blocks of instruction, tied tightly to NYS standards, but also engages our diverse population of students.

We are also utilizing the funds to support several high school students to attend our local BOCES TASC program. We have a higher than usual number of new entrants with a low number of credits for this year's graduating cohort. Despite a high level of problem solving, these students will likely be non-completers. However, we have been able to problem solve to have them attend the TASC program so they have a sense of completion and options as they graduate.

- 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.

A SEL focused opportunity we have and will utilize with these funds is bringing together a K – 12 “representative cohort” consistent of school psychologists, social workers, school counselors, building and district administrators together to review data and identify areas of need when planning interventions. Data to be reviewed would include, but is not limited to, results from the Children’s Institute survey in 2019, attendance data across the last three years, federal chronic absenteeism data, and at-risk transition data. Subsequently, teams work to identify goals and establish interventions that will create a culturally responsive, “welcoming and affirming environment” for all students, and social-emotional learning supports that align with the identified areas of need. Building and grade level teams work to identify potential interventions and practices that would support all students, as well as planning for communication back among the larger building teams. This will include several opportunities to share-out plans and align interventions K – 12.

One other area is purchasing materials for STEAM education in grades 4-12. During hybrid learning of the 2020-21 school year, we realized how we could maximize the learning of students if we moved in the direction of STEAM and Humanities blocks of instruction in grades 5-8. Additionally, our experience with COVID-19 has helped us to better understand the need for accessible curriculum for all students, as well as instruction in which students see themselves as active and contributing members of the community. Our shift to incorporate more STEAM-based instruction will help our students to grow their repertoire of skills, as well as create identities in which they see themselves in societal roles. The materials purchased will support engaging blocks of instruction, tied tightly to NYS standards, but also engages our diverse population of students.

Finally, we are also utilizing the funds to support several high school students to attend our local BOCES TASC program. We have a higher than usual number of new entrants with a low number of credits for this year’s graduating cohort. Despite a high level of problem solving, these students will likely be non-completers. However, we have been able to problem solve to have them attend the TASC program so they have a sense of completion and options as they graduate.

Based on K – 12 participation, perception and outcome data sources (i.e. grades, attendance, referrals) that have been tracked across an array of structures (Instructional Support Teams, Problem Solving Teams, SES CSE and School Based Planning Teams), there is an increase in need for support as a result of the COVID-19 pandemic. It should be further noted that these data points existed across the hybrid and remote learning models. Additional data points, including current mental health caseloads, CSE and CPSE referrals, disparities in data points across our student population (e.g. ELL and low SES students) exemplify a need for additional support. Explicitly, there is a need to provide supports that will

additional support. Explicitly, there is a need to provide supports that will support re-entry to re-establish routines, rebuild community, and remediate regression in social-emotional functioning. This includes assessing our needs and providing direct intervention across all grade levels, providing needed remedial support, and assisting families with post-pandemic assistance by connecting with community-based organizations. This will also ensure equity across our population (including our English Language Learners, students with mental health needs and/or disabilities, and economically disadvantaged students), as it aims to address inclusion, social-emotional engagement, and “human capital.”

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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.westirondequoit.org/cms/One.aspx?
portalId=228594&pageId=96152571](https://www.westirondequoit.org/cms/One.aspx?portalId=228594&pageId=96152571)
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portalId=228594&pageId=96152571](https://www.westirondequoit.org/cms/One.aspx?portalId=228594&pageId=96152571))

The plan will be made available by request by the Office of Information. The District Office of Information works closely with all district administrators and staff to be informed regarding reopening plans and works to keep all information regarding the funds available through our district website and accessible as needed. Our Office of Information can be reached via email, phone or directly through the District website. When people request information regarding the reopening plans, the Office of Information provides appropriate guidance and/or works with the administrative team to answer any questions, as well as provide resources.

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

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

Our reopening plans will be reviewed through our district leadership team on an ongoing basis. More formally, we will review the plan at a Board of Education meeting every six months, where there is always an opportunity for public comment. We will make changes as necessary to comply with CDC guidance.

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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 (<https://portal.nysed.gov/abp>). 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 (\$)	2,934,532
Total Number of K-12 Resident Students Enrolled (#)	3,575
Total Number of Students from Low-Income Families (#)	1,220

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	10
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	10

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- ARP-ESSER Construction-Related Costs (/sedmonitoring/survey-entry.htm?id=453000&pagelId=67363&sectionId=66435)
- ARP-ESSER Budget (/sedmonitoring/survey-entry.htm?id=453000&pagelId=66456&sectionId=66435)

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

WEST IRONDEQUOIT CSD

260803060000

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 \(https://portal.nysed.gov/abp\)](https://portal.nysed.gov/abp). 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.

Allowable Activities	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.	1,686
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
Totals	2,934,532

Allowable Activities	FUNDING Amounts (\$)
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.	34,500
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.	4,215
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.	0
Totals	2,934,532

Allowable Activities	FUNDING Amounts (\$)
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.	1,258,058
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.	1,375,000
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.	16,000
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.	245,073
Totals	2,934,532

Survey Navigation

Introduction/Instructions (/sedmonitoring/survey-entry.htm?id=453000&sectionId=66557)

LEA ARP-ESSER Plan

- ARP-ESSER Intent to Apply (/sedmonitoring/survey-entry.htm?id=453000&pagelId=66451&sectionId=66435)
- ARP-ESSER Plan Development & Program Information (/sedmonitoring/survey-entry.htm?id=453000&pagelId=66454&sectionId=66435)
- ARP-ESSER Return to In-Person Instruction (/sedmonitoring/survey-entry.htm?id=453000&pagelId=68779&sectionId=66435)
- ARP-ESSER Funding Distribution (/sedmonitoring/survey-entry.htm?id=453000&pagelId=66478&sectionId=66435)
- ARP-ESSER Use of Funds (/sedmonitoring/survey-entry.htm?id=453000&pagelId=66455&sectionId=66435)
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- ARP-ESSER Budget (/sedmonitoring/survey-entry.htm?id=453000&pagelId=66456&sectionId=66435)

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

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PLEASE NOTE:

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

- <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/>
(<https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/>)
- ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99
(http://www.p12.nysed.gov/facplan/documents/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9)

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

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

1,375,000

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

HVAC Upgrades – to improve the indoor air quality in our school facilities, we will replace several HVAC rooftop units that are old, inefficient, costly to run and maintain, with new units that are reliable, efficient and will save money in the long run. (NOTE: We will use these funds to pay the expenses for outside contractors to purchase and install the equipment needed for these expenditures. We will follow the NYSED- and district-required bidding processes to select appropriate contractors to do the work.)

2 x 120 ton RTU at \$450,000 each.

1 x 70 ton RTU at \$350,000.

10% contingency on subtotal = \$125,000

Total Expenditure: \$1,375,000

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

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

ARP-ESSER - Construction-Related ASSURANCES

- 4 The LEA assures it will have or obtain a full title or other interest in the site, including right of access, that is sufficient to insure the grantee's undisturbed use and possession of the facilities for 50 years or the useful life of the facilities, whichever is longer. § 75.603 (Authority: 20 U.S.C. 1221e-3 and 3474)
- ☒ YES, the LEA provides the above assurance.
- 5 The LEA assures it will ensure that sufficient funds are available to meet any non-Federal share of the cost of constructing the facility. § 75.604
- ☒ YES, the LEA provides the above assurance.
- 6 The LEA assures work will begin on construction within a reasonable time after the grant for the construction is made. § 75.605 (Authority: 20 U.S.C. 1221e-3 and 3474)
- ☒ YES, the LEA provides the above assurance.
- 7 The LEA assures the construction will be completed within a reasonable time and the LEA shall complete the construction in accordance with the application and approved drawings and specifications. § 75.606
- ☒ YES, the LEA provides the above assurance.
- 8 The LEA assures that the construction is functional; economical; and not elaborate in design or extravagant in the use of materials, compared with facilities of a similar type constructed in the State or other applicable geographic area. § 75.607. Further, the LEA assures that it shall, in developing plans for the facilities, consider excellence of architecture and design and inclusion of works of art. The grantee may not spend more than one percent of the cost of the project on inclusion of works of art. § 75.607 Authority: 20 U.S.C. 1221e-3 and 3474)
- ☒ YES, the LEA provides the above assurance.
- 9 In planning for and designing facilities, the LEA assures it shall observe the standards under the Occupational Safety and Health Act of 1970 (Pub. L. 91-576) (See 36 CFR part 1910); and State and local codes, to the extent that they are more stringent. § 75.609 Further, the LEA assures it will submit an application for a Building Permit to NYSED Office of Facilities Planning for review and approval prior to construction.
- ☒ YES, the LEA provides the above assurance.
- 10 The LEA assures that it shall comply with the Federal regulations on access by the handicapped that apply to construction and alteration of facilities. These regulations are:
- For residential facilities - 24 CFR part 40; and
 - For non-residential facilities - 41 CFR subpart 101-19.6. § 75.610
- ☒ YES, the LEA provides the above assurance.
- 11 The LEA assures that, in planning the construction, the LEA shall, in accordance with the provisions of Executive Order 11988 of February 10, 1978 (43 FR 6030) and rules and regulations that may be issued by the Secretary to carry out those provisions: Evaluate flood hazards in connection with the construction; and as far as practicable, avoid uneconomic, hazardous, or unnecessary use of flood plains in connection with the construction. § 75.611
- ☒ YES, the LEA provides the above assurance.
- 12 The LEA assures that it shall maintain competent architectural engineering supervision and inspection at the construction site to insure that the work conforms to the approved drawings and specifications. § 75.612
- ☒ YES, the LEA provides the above assurance.
- 13 The LEA assures that it will comply with the regulations on relocation assistance and real property acquisition in 34 CFR part 15. § 75.613
- ☒ YES, the LEA provides the above assurance.
- 14 The LEA assures that, when construction is completed, sufficient funds will be available for effective operation and maintenance of the facilities. § 75.614
- ☒ YES, the LEA provides the above assurance.
- 15 The LEA assures that it shall operate and maintain the facilities in accordance with applicable Federal, State, and local requirements. § 75.615
- ☒ YES, the LEA provides the above assurance.

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

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

Incorporation by reference of these provisions has been approved by the Director of the Office of the Federal Register pursuant to the Director's authority under 5 U.S.C. 552 (a) and 1 CFR part 51. The incorporated document is on file at the Department of Education, Grants and Contracts Service, rm. 3636 ROB-3, 400 Maryland Avenue, SW., Washington, DC 20202-4700 or at the National Archives and Records Administration (NARA). For information on the availability of this material at NARA, call 202-741-6030, or go to: http://www.archives.gov/federal_register/code_of_federal_regulations/ibr_locations.html. These standards may be obtained from the publication sales department at the American Society of Heating, Refrigerating, and Air Conditioning Engineers, Inc., 1791 Tullie Circle, NE., Atlanta, Georgia 30329. § 75.616

☒ YES, the LEA provides the above assurance.