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Summary & Background

AMHERST CSD

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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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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 RE*QUIRED to send hard copies of general application materials to the Department.

- LEAs *ARE RE*QUIRED 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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ARP-ESSER LEA Base 90% Allocation - Intent to Apply

AMHERST CSD

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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	Laura Bosinski	lbosinski@amherstschools.org	8/31/2021
LEA Board President	Paul Steimle	psteimle@amherstschools.org	8/31/2021

ARP-ESSER Allocation - Construction-Related Costs

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

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

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

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

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

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

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

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.

Amherst CSD has multiple committees (comprised of required stakeholders) developed who meet frequently to review our current plans and compare with any updated guidance received. The stakeholders included are from each district building as well as district-wide stakeholders who are involved of developing and implementing our Teaching & Learning and Social Emotional Learning Plans. Stakeholders include administrators, teachers, staff, board members, and community members. The stakeholder work is then compiled into our District plan to ensure we are not only adhering to the current guidance related to health and safety, but that we are adapting our plans to the needs of our student and the successes of our initiatives. Our plan is shared with the public both online via our website and in public during open board meetings. We also hold virtual Town Hall meetings specific to each building to give our parents an overview of our plans and answer any additional questions they may have. The stimulus funds were allocated to meet the needs of our students and staff based on information gathered by and provided by our committees as well as feedback from our community. Our stimulus plans are discussed during our Board of Education meetings to provide transparency and information to our board members, parents,

and community members. Stakeholders will continue to meet throughout the grant period to not only monitor the spending of the funds, but to evaluate the effectiveness of the additional measures put in place. This will allow the stakeholders to make recommendations on any changes needed to best meet the needs of our students.

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://www.amherstschools.org/Page/31 - "Federal Funding Plan" is linked as a PDF.
This link is specific to the PDF.
https://www.amherstschools.org/site/handlers/filedownload.ashx?moduleinstanceid=311&dataid=21343&FileName=Federal_Funding_Plan.pdf
The plans will be made available to indviduals via our website. We will also post our grant application with the specific details of spending once it is approved.

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 ARPA allocation is focused on student achievement and closing learning gaps. We plan to use these funds to offer robust summer learning opportunities for all students grades K-12 for three summers. We also plan to use the majority of this allocation to address learning loss throughout the school years by hiring additional teachers in Math, ELA, Reading, AIS, ENL, and special education. We feel giving our students more contact time with their teachers for multiple years will be the most impactful way to close learning gaps that may have been generated during the past 18 months of closures and hybrid learning. We also tried to remove as many barriers to extended learning as possible by offering summer transportation, wrap around child care services during the summer, and additional afterschool transportation during the regular school year. The plan for these funds also includes a targeted increase in social work and counseling services to all of our students and families to support mental health and well being. A portion of our CRRSA allocation was used for air purification units, cleaning supplies, and additional cleaning staff, allowing us the opportunity to focus the use of the ARPA dollars to student achievement, reducing learning loss, and offering extended summer school programming.

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.

Grades K-8: At grades K-8, we added AIS Math, AIS Reading, ENL and Special Education teachers to account for student learning loss. The additional faculty along with our current faculty will provide intensified and specially designed instruction for students, during the school year, after school and in the summer. The focus of students' instruction will be based on their identified learning gaps. Below is a description of some of the data that we will use to identify students' learning needs and monitor their progress.
Using our Multi-Tiered System of Supports we will identify students' needs and monitor student progress through the Fastbridge Assessment System for Math, ELA and Social and Emotional Behavior. In addition, a battery of diagnostic assessments will also be

used (e.g.,Eureka Math Equip is an adaptive diagnostic assessment that aligns with the Eureka Math Learning Modules; Early Literacy Profile for grades K-2) with the Fastbridge Suite. Based on the results of the assessments, instructional plans will be designed to meet students' learning needs. These data and instructional plans will inform instruction during the school year, in after school programming as well as during summer programming. These data will help us determine:

- students who are in need of Tier 2 (intensive supplemental small group instruction) and 3 (3 or less students daily supplemental instruction) interventions,
- Specific learning targets and progress toward meeting their targeted goals
- If supplement instruction is necessary (Tiers 2 & 3 during the school day, supplemental instruction after school and in the summer).

These data will inform Tier 1 (general classroom instruction), supplemental instruction during the school day (Tiers 2 & 3), after school and summer school instruction.

The AIS (ELA, Reading and Math), and ENL teachers will provide Tier 2 and 3 interventions. The additional special education teachers will provide Tiers 1, 2, and 3 levels of support dependent on students' needs. The interventions and assessments used will vary across grade levels and by student need. For example, we may pair a fluency intervention with a comprehension lesson. Below are some examples of targeted reading skills, potential interventions, and progress monitoring tools.

- Phonemic Awareness- Intervention- Heggerty Phonemic Awareness ProgramProgress Monitoring Tools- Heggerty Phonemic Awareness Assessments, Curriculum Based Measure (CBM) in Fastbridge earlyReading assessment and daily formative data (student responses/work)
- Phonics- Intervention Program- Phonics FIrstProgress Monitoring Tool-CBM in Fastbridge earlyReading, Phonics First Assessments, and daily formative data (student responses/work)
- Oral Reading Fluency- Interventions- Repeated Reading & Read NaturallyProgress Monitoring Tool-CBM for Oral Reading Fluency in Fastbridge; Grade-Level Oral Reading Fluency
- Comprehension- Interventions- Explicit Strategy Instruction, Self-Regulated Strategy Development, Leveled Literacy and Lexia Power Up Progress Monitoring- earlyReading (grades K & 1); aReading (grades 1-9); Fastbridge Autoreading or CBMComp, and daily formative data (student responses/work)

Below are several foundational math areas, intervention focus areas and progress monitoring tools for Tiers 2 and 3 interventions. We have not purchased commercial interventions for math, instead we rely on what research says about explicit instruction. Our interventions are teacher developed and teachers use

- Early Numeracy Skills: Numbers Relations, Operations Intervention Focus Areas- Based on students' needs the following areas may be the focus of the intervention: naming numerals, using the mental number line, counting with one-to-one correspondence, understanding the relation between numerals and quantities, composing and decomposing numbers, basic verbal fact fluency, an understanding of place value, and knowledge of symbols in story problems.Progress Monitoring Tools: FastBridge earlyMath & Didax Assessment Math Concepts
- Knowledge of Basic Math Facts and Operations, including fluency Intervention Focus Areas-Grade appropriate facts and operations (aligned with NYS Next Generation Math StandardsProgress Monitoring Tools- CBM Math Automaticity from Fastbridge & Didax Assessment Math Concepts.

Additionally, we will correlate students Grades 3-8 ELA and Math assessment scores and if the student is or is not receiving supplemental support to determine if the interventions resulted in increased academic achievement.

Grades 9-12:

At the High School Level we added an additional Math teacher, ELA teacher and special education teacher to reduce class or intervention group sizes. These teachers along with our current teachers will also assist with after school programming and summer

school, which will add more instructional time in the summer and after school over multiple years. With the increased number of teachers we can provide more services to our students.

At the middle and high school levels we will also administer the FastBridge Suite of assessments (EMath & CBMMath Automaticity and aReading, AutoReading). During each school year, summer session and for after school programs, a compilation of both formative and summative assessments will be administered. For the core subject areas in middle and high school, the Fastbridge assessment suite will be used along with course grades, formative and summative assessments from various subject areas. Additionally, all core content area teachers identified which New York State Learning Standards that they had the opportunity to comprehensively teach to and which standards might need to be revisited due to the interruption in instruction in the 2020-21 school year. As a result, over the next few years, teachers will pretest students' knowledge on critical concepts in the unit they are teaching to see if students are in need of additional background knowledge to be successful. The instructional units will be modified to meet the students' needs and close learning gaps.

Hiring people is not enough, the people hired need to identify student needs and be able to monitor students' responses to the interventions that are provided. We will collect any NYSED exam data (Regents Exams) and correlate student achievement on the NYS exam to their involvement in the supplemental support during or after the school day and over summer school.

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.

Our ARPA allocation is focused on student achievement and closing learning gaps. We plan to use these funds to reduce class sizes, increase supplemental instruction during the school day and after school and also offer robust summer learning opportunities for all students in incoming grades 1-12 and current seniors for three summers. We also plan to use a significant portion of this allocation to address learning loss throughout the school years by hiring additional teachers in Math, ELA, Reading, AIS, ENL, and special education. We feel giving our students more contact time with their teachers for multiple years will be the most impactful way to close learning gaps that may have been generated during the past 18 months of closures and hybrid learning. We also tried to remove as many barriers to extended learning as possible by offering summer transportation, wrap around child care services during the summer, and additional after school transportation during the regular school year.

Typical funding for public schools affords most schools the opportunity to intervene with approximately 10% of their students at the Tier 2 (small group targeted instruction beyond the core) level and approximately 5% at the Tier 3 level (intensive intervention beyond the core), meaning that 85% of the student populations academic and social emotional needs are met with Tier 1 (all students). Tier 1 is the grade level explicit and systematic standards based instruction that all students receive in their classroom. Given the pandemic that included moving through 3 instructional models (remote, hybrid, in-person) and interruption in students instruction, more students were not prepared to meet grade level expectations, thus our Tier 2 and 3 numbers were increased. Our goal in year one was to address students' learning gaps immediately by adding more teachers to reduce class sizes (Tier 1) and/or provide supplemental instruction that is intensified (Tiers 2 & 3) and specially designed for students based on their specific learning gaps. For those students whose gaps were even larger, we added more AIS Reading, AIS Math and ENL teachers so that we could service an increased number of students if needed. We increased the number of special education teachers K-12. By increasing the number of special education teachers we were able to move to a fully Integrated Coteaching Model, meaning our students with disabilities are with a highly qualified teacher for the entire school day. We reduced the number of paraprofessionals and increased our number of certified special education teachers.

To date (11/08/21), we have been able to modify our Tier 1 instruction to include some of the previous concepts that students did not

grasp and service all students who were identified as at-risk by our Fastbridge Screener. If we had not received this funding we would not have been able to service all of the students in need because we would have lacked the necessary monetary and human resources.

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.

Our plans include additional counselors and social workers for multiple years to help support our students and families who may be dealing with social emotional struggles due to the pandemic by addressing mental health services and suports.ï¿¯ï¾¾ï¾ Additionally, we allocated funds to add a Health Services Coordinator for three years.ï¿¯ï¾¾ï¾ This person will be responsible to oversee contact tracing, immunization tracking, return to school protocols, etc., all within the recommended guidance provided by the CDC, NYSDOH, and Erie County DOH.ï¿¯ï¾¾ï¾ Our materials and supplies allocation allows for the purchase of a thermal temperature scanning camera.ï¿¯ï¾¾ï¾ This will supplement the cameras we already have an allow us to take students temperatures as they enter the building at every entry point in every building.ï¿¯ï¾¾ï¾ These inititatives will help us improve our responses to any symptomatic students to reduce potential exposure to other students.

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.

Our ARPA allocation is focused on student achievement and closing learning gaps for all students.ï¿¯ï¾¾ï¾ We have one Title I building which has a diverse student population as well has the highest socio-economic needs of all of the buildings in our district.ï¿¯ï¾¾ï¾ Our plans allocate additional funds to this building to address the needs of these students and families.ï¿¯ï¾¾ï¾ We plan to use these funds to offer robust summer learning opportunities for all students grades K-12 for three summers.ï¿¯ï¾¾ï¾ Our largest summer program is in our Title I building, in which we also provided wrap around child care to families who required full day care.ï¿¯ï¾¾ï¾ Our plan includes a large allocation of funds to address learning loss throughout the school years by hiring additional teachers in Math, ELA, Reading, AIS, ENL, and special education, many of whom are assigned to our Title I building. We feel giving our students more contact time with their teachers for multiple years will be the most impactful way to close learning gaps that may have been generated during the past 18 months of closures and hybrid learning. The plan for these funds also includes a targeted increase in social work and counseling services to all of our students and families to support mental health and well being, with one full time counselor being assigned to our Title I building.ï¿¯ï¾¾ï¾ A portion of our CRRSA allocation was used for air purification units, cleaning supplies, and additional cleaning staff, allowing us the opportunity to focus the use of theï¿¯ï¾¾ï¾ ARPA dollars to student achievement, reducing learning loss, and offering extended summer school programming.

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ARP-ESSER Return to In-Person Instruction

AMHERST CSD

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

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

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

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

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

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

https://www.amherstschools.org/Page/8757

The link provided is an active document. As we make changes to our plan, the revisions are automatically updated in the link. This ensures families and community members always have access to the most up to date information in one central location. If changes are

made to the plan, we message our families through our school communication platform to make them aware. Copies will be provided in translated languages or in paper format as requested by contacting the telephone number provided on the website.

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.

Amherst CSD has multiple methods to revise and update the reopening plan, now referred to as the "COVID-19 Safety Plan" as needed. We have multiple teams developed who meet frequently to review our current plans and compare with any updated guidance received. The teams consist of one for each building as well as district-wide teams including Teaching & Learning and Social Emotional Learning. Each team is comprised of administrators, teachers, staff, board members, and community members. Team work is then compiled into our District plan to ensure we are not only adhering to the current guidance related to health and safety, but that we are adapting our plans to the needs of our student and the successes of our initiatives. Our plan is shared with the public both online via our website and in public during open board meetings. We also hold virtual Town Hall meetings specific to each building to give our parents an overview of our plans and answer any additional questions they may have.

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

AMHERST 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 ($)	3,149,398
Total Number of K-12 Resident Students Enrolled (#)	2,939
Total Number of Students from Low-Income Families (#)	787

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	4
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	4

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

AMHERST CSD

140201060000

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.	39,230
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.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	265,205
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	1,314,864

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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.	1,530,099
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.	0
Totals:	**3,149,398**

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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.

ACSD ARP Act FS10 - ESSER 3.pdf

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

ACSD ARPA ESSER 3 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	2,299,480
16 - Support Staff Salaries	0
40 - Purchased Services	407,040
45 - Supplies and Materials	41,621
46 - Travel Expenses	0
80 - Employee Benefits	401,257
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	**3,149,398**