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Executive Summary

IMPORTANT UPDATE - The Grants Finance Office has *updated* its *FS-10* form with new certification language. The new form must be used when completing the *2026-27 Consolidated Application for ESSA-Funded Programs*. Failure to do so will result in applications being returned to the LEA. The new form may be found *here*.

The New York State Education Department (NYSED) has developed the online *2026-27 Consolidated Application for ESSA-Funded Programs* to support the timely administration of programs funded by the Every Student Succeeds Act (ESSA) to local educational agencies (LEAs) across the state. The application is streamlined to focus on the required assurances from Section 8306 of ESSA, as well as fiscal and programmatic information that staff have determined is necessary to properly administer each program. The additional information requested in the application will allow NYSED reviewers to ensure that all LEAs are fully prepared to effectively address key provisions of ESSA regulations. For example, the application includes a significant focus on consultation with required constituent groups in the design of ESSA-supported programs. Even though LEAs will provide assurances that consultation has occurred, NYSED has determined that evidence of that consultation should be provided as part of the application process. Toward that end, documentation of the constituent groups included in consultation, along with an *LEA Affirmation of Private School Consultation* form, will be required as part of the initial application.

The online format dramatically improves NYSED's capacity to collect and analyze district-provided data in a timely manner, and then utilize that data to provide targeted support to LEAs as part of shared continuous improvement efforts. For example, the format will allow NYSED to quickly review LEA-determined per pupil amounts for Title I, Part A programs to confirm that funds for services are appropriately distributed among eligible public and non-public schools. For LEAs whose calculation methodologies are not clear or are not consistent with ESSA requirements, NYSED program staff will be able to provide immediate technical assistance to ensure the proper distribution of funds.

The online application also supports better coordination among NYSED program offices – furthering the Department's capacity to support continuous improvement through technical assistance. For example, consultation forms and other data related to equitable services to private school students and teachers will be shared with the Ombudsman to help coordinate technical assistance and monitoring efforts between the Office of ESSA Funded Programs and the State Office of Religious and Independent Schools. Similarly, data about an LEA's use of Title II, Part A funds will be easily shared with District and School Review Teams from the Office of Accountability and the Office of Educator Quality and Professional Development to help LEAs maximize the use of evidence-based professional development strategies in identified schools.

WHAT'S NEW - ***Please*** click here ***to view a brief instructional video about this year's Consolidated Application for ESSA-Funded Programs.***

Questions about the *2026-27 Consolidated Application for ESSA-Funded Programs* may be directed to the Office of ESSA-Funded Programs at 518-473-0295 or via email at conappta@nysed.gov. Please visit our web-site for funding allocations, student counts, and technical assistance resources.

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Submission Instructions

The Grants Finance Office has *updated* its *FS-10* form with new certification language. The new form must be used when completing the *2026-27 Consolidated Application for ESSA-Funded Programs*. Failure to do so will result in applications being returned to the LEA. The new form may be found *here*.

Directions for Completing the Application:

- LEAs must complete all sections of the application and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be unable to submit the application to NYSED for final review if a required question remains unresolved.
- FS-10 Budgets and Budget Narrative forms should be completed in a manner that clearly identifies and aligns proposed expenses with program narratives and use of funds charts.
- Please click here to view a brief instructional video about completing an FS-10 for the Consolidated Application.
- Please click here to view a brief instructional video about completing the Budget Narrative.

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) or 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 rights necessary to successfully certify and submit 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 (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: 2026-27 Consolidated Application for ESSA-Funded Programs

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

- Applications cannot be fully approved without signed (blue ink) hard copies of the FS-10.

Deadline for Submitting the Applications:

- The *2026-27 Consolidated Application for ESSA-Funded Programs* is due by August 31, 2026.
- Signed Budget documents must be postmarked by no later than August 31, 2026.

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Point of Contact Information

HARRISON CSD - 660501060000

1. Please complete the following chart by providing up-to-date contact information for individuals within the LEA/charter school responsible for work being done in ESSA-funded program areas.

	Contact Person	Contact Phone Number	Contact Email Address
ESSA-Funded Programs Coordinator	Lisa Mulhall	914-630-3321	mulhalll@harrisoncsd.org
McKinney-Vento Homeless Liaison	Brian Seligman	914-630-3389	seligmanb@harrisoncsd.org
Neglected/Delinquent Transition Liaison	Brian Seligman	914-630-3389	seligmanb@harrisoncsd.org
Foster Care Student Point of Contact	Brian Seligman	914-630-3389	seligmanb@harrisoncsd.org
Migrant Student Data Point of Contact	Brian Seligman	914-630-3389	seligmanb@harrisoncsd.org

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Section 8306 Assurances

SEC. 8306 [20 U.S.C. 7846] – Any applicant, other than a state education agency that submits a plan or application under this Act, shall have on file with the state education agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides the following:

1. **The LEA assures that each program will be** administered **in accordance with all applicable statutes, regulations, program plans and applications. SEC. 8306. [20 U.S.C. 7846](a)(1)**

☑ YES, the LEA provides the above assurance.

2. **The LEA assures that the** control of funds **provided under such programs and title to property acquired with program funds will be in a public agency or in an eligible private agency, institution, organization, or Indian Tribe, if the law authorizing the program provides for assistance to those entities. SEC. 8306. [20 U.S.C. 7846](a)(2)(A)**

☑ YES, the LEA provides the above assurance.

3. **The public agency, eligible private agency, institution, or organization, or Indian Tribe will** administer **the funds and property to the extent required by authorizing statutes. SEC. 8306. [20 U.S.C. 7846](a)(2)(B)**

☑ YES, the LEA provides the above assurance.

4. **The applicant will adopt and use proper methods of administering each such program, including the** enforcement of any obligations **imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program. SEC. 8306. [20 U.S.C. 7846](a)(3)(A)**

☑ YES, the LEA provides the above assurance.

5. **The applicant will adopt and use proper methods of administering each such program, including the** correction of deficiencies **in program operations that are identified through audits, monitoring or evaluations. SEC. 8306. [20 U.S.C. 7846](a)(3)(B)**

☑ YES, the LEA provides the above assurance.

6. **The LEA assures that the applicant will cooperate in carrying out any** evaluations **of each such program conducted by or for the state education agency, the Secretary, or other federal officials. SEC. 8306. [20 U.S.C. 7846](a)(4)**

☑ YES, the LEA provides the above assurance.

7. **The LEA assures that the applicant will use fiscal control and fund accounting procedures as will ensure** proper disbursement **of, and accounting for, federal funds paid to the applicant under such program. SEC. 8306. [20 U.S.C. 7846](a)(5)**

☑ YES, the LEA provides the above assurance.

8. **The LEA assures that the applicant will** submit **such** reports **to the state education agency (which will make the reports available to the Governor) and the Secretary as the state educational agency and the Secretary may require to enable the state educational agency and the Secretary to perform their duties under each such program. SEC. 8306. [20 U.S.C. 7846](a)(6)(A)**

☑ YES, the LEA provides the above assurance.

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9. **The LEA assures that the applicant will** maintain **such** records**, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties. SEC. 8306. [20 U.S.C. 7846](a)(6)(B)**

☑ YES, the LEA provides the above assurance.

10. **The LEA assures that, before the application was submitted, the applicant afforded a reasonable opportunity for** public comment **on the application and considered such comment. SEC. 8306. [20 U.S.C. 7846](a)(7)**

☑ YES, the LEA provides the above assurance.

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State and Federal Assurances (Part 1 of 8)

1. **The following assurances and certifications are a component of your application. By responding "YES" to this item, you are ensuring accountability and compliance with applicable State and Federal laws, regulations, and grants management requirements.**

Federal Assurances and Certifications, General**:**

- Assurances – Non-Construction Programs
- **Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters**
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

Federal Assurances and Certifications, ESEA**:**

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act (ESEA).

- **ESEA Assurances**
- **School Prayer Certification**

Please refer to "*Application Assurances*" in the Supporting Documents section of this survey for a complete listing of assurances and certifications for Federal Program funds.

☑ YES, the LEA provides the above assurances.

Supplement Not Supplant (Part 2 of 8)

2. **ESSA Section 1118(b) requires that a local educational agency (LEA) use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.**

☑ Yes, the LEA provides the above assurance.

3. **ESSA Section 2301 requires that a local educational agency (LEA) use Federal funds made available under this subpart to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.**

☑ Yes, the LEA provides the above assurance.

4. **ESSA Section 3115(g) requires that a local educational agency (LEA) use Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.**

☑ Yes, the LEA provides the above assurance.

5. **ESSA Section 4110 requires that a local educational agency (LEA) use Federal funds made available under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.**

☑ Yes, the LEA provides the above assurance.

6. **ESSA Section 5232 requires that a local educational agency (LEA) use Federal funds made available under subpart 1 or subpart 2 shall be used to supplement, and not supplant, any other Federal, State, or local education funds.**

☑ Yes, the LEA provides the above assurance.

Title I Assurances (Part 3 of 8)

7. **ESSA Section 1112(c) requires each local educational agency plan shall provide assurances that the local educational agency will:**

(1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;

(2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;

(3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));

(4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

(5) collaborate with the State or local child welfare agency to—

(A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and

(B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—

(i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and

(ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—

(I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;

(II) the local educational agency agrees to pay for the cost of such transportation; or

(III) the local educational agency and the local child welfare agency agree to share the cost of such transportation;

(6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and

(7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

☑ YES, the LEA provides the above assurances.

8. ESSA Section 1115(b)(2)(G) requires that to assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards, each targeted assistance program under this section shall— serve participating students identified as eligible children under subsection (c), including by—providing to the local educational agency assurances that the school will—

(i) help provide an accelerated, high-quality curriculum;

(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and

(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

☑ YES, the LEA provides the above assurance.

9. ESSA Section 1116 requires that local educational agencies may receive Title I funds only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Each local educational agency that receives Title I funds must develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement.

☑ YES, the LEA assures that it has developed or is in the process of developing a Title I Parent and Family Engagement Policy consistent with Section 1116 of the Every Student Succeeds Act.

10. ESSA Section 1118(c)(2)(A) related to Comparability states that a local educational agency shall be considered to have met the requirements of paragraph (1) if such agency has filed with the State educational agency a written assurance that such agency has established and implemented—

(i) a local educational agency-wide salary schedule;

(ii) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and

(iii) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

☑ YES, the LEA provides the above assurance.

Title II Assurances (Part 4 of 8)

11. ESSA Section 2102(b)(2) requires that each application submitted under paragraph (1) shall include the following:

(E) an assurance that the local educational agency will comply with section 8501 (regarding participation by private school children and teachers); and

(F) an assurance that the local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

☑ YES, the LEA provides the above assurances.

12. **The LEA assures that it will comply with all applicable laws and regulations regarding professional development, including but not limited to 20 U.S.C. 6612, 20 U.S.C. 6613, and 8 NYCRR §100.2(dd).**

☑ YES, the LEA provides the above assurance.

Title III Assurances (Part 5 of 8)

13. ESSA Section 3116(b)(4) requires that each plan submitted under subsection (a) shall contain assurances that—

(A) each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;

(B) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;

(C) the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and

(D) the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

☑ YES, the LEA provides the above assurances.

Title IV Assurances (Part 6 of 8)

14. **ESSA Section 4001(a)(1)(A) requires that an LEA obtain prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under this title and conducted in connection with an elementary school or secondary school under this title.**

☑ Yes, the LEA provides the above assurance.

15. **ESSA Section 4001(a)(1)(B) requires that an LEA, before obtaining the written consent described in the previous assurance (Item #14), has provided the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.**

☑ Yes, the LEA provides the above assurance.

16. **ESSA Section 4106(e)(2) requires the LEA to assure that it will:**

(A) prioritize the distribution of funds to schools served by the LEA that:

- **(i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;**

- **(ii) have the highest percentages or numbers of children counted under section 1124(c);**
- **(iii) are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i);**
- **(iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or**
- **(v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;**

(B) comply with section 8501 (regarding equitable participation by private school children and teachers);

(C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;

(D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;

(E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and

(F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

SPECIAL RULE **- Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than $30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2).**

☑ Yes, the LEA provides the above assurances.

McKinney-Vento Assurances (Part 7 of 8)

17. **The LEA assures that it will comply with all applicable laws and regulations regarding the rights of students experiencing homelessness, including but not limited to 42 U.S.C. 11431, et seq., Education Law §3209, and 8 NYCRR §100.2(x).**

☑ YES, the LEA provides the above assurance.

Migrant Education Program Assurances (Part 8 of 8)

18. The LEA assures that, to the extent that it has migrant-eligible students as evidenced by their Certificates of Eligibility (COEs) issued by the Statewide Identification & Recruitment/MIS2000/MSIX (ID&R) Program Center, the LEA will properly code such students in its Student Information Management System and that the LEA will timely respond to any request(s) for data and information from a regional Migrant Education Tutorial and Support Services (METS) Program Center in conformance with all applicable laws and regulations, including but not limited to the federal Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. §1232g; 34 CFR Part 99).

☑ YES, the LEA provides the above assurances.

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Consultation & Collaboration

HARRISON CSD - 660501060000

1. The Every Student Succeeds Act (ESSA) contains several provisions requiring local educational agencies (LEAs) to consult and/or collaborate with various groups in the development of the LEA's application/program with respect to each Title. Please identify individuals from the appropriate stakeholder groups listed below using the "***2026-27 Consultation and Collaboration Documentation Form"*** **and upload completed forms with original signatures. For individuals whose signatures are unobtainable, documentation of outreach must be maintained by the district (and made available upon request).**

In order to document that appropriate consultation/collaboration has occurred or was attempted with required stakeholder groups, this form, as well as supporting documentation (e.g., meeting agenda, minutes, and rosters), must be maintained on file by the district.

LEAs must**:**

- **Identify individuals from the required stakeholder group using the "*2026-27 Consultation and Collaboration Documentation Form*" and upload multiple forms as needed to accommodate all stakeholders involved; and**
- **Verify that** *all* **required stakeholder groups have been included for** *each* **program area - please clearly label the professional title and stakeholder group represented for each individual listed.**

The "*2026-27 Consultation and Collaboration Documentation Form*" may be found in the *Documents* panel to the left.

Consultation and Collaboration Documents 2026-2027.pdf

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Intent to Apply

HARRISON CSD - 660501060000

1. **Does the LEA intend to apply for** Title I, Part A **funding for the 2026-27 school year?**

Yes, the LEA intends to apply for Title I, Part A funding for the 2026-27 school year.

2. **Does the LEA intend to apply for Title I, Part D funding for the 2026-27 school year?**

No, the LEA did not receive an allocation for Title I, Part D funding for the 2026-27 school year.

3. **Does the LEA intend to apply for Title II, Part A funding for the 2026-27 school year?**

Yes, the LEA intends to apply for Title II, Part A funding for the 2026-27 school year.

4. **Does the LEA intend to apply for Title III, Part A - English Language Learners (ELL) funding for the 2026-27 school year?**

Yes, the LEA intends to apply for Title III, Part A - ELL funding for the 2026-27 school year.

5. **Does the LEA intend to apply for** Title III, Part A - Immigrant Education **funding for the 2026-27 school year?**

No, the LEA did not receive an allocation for Title III, Part A - Immigrant funding for the 2026-27 school year.

6. **Does the LEA intend to apply for Title IV, Part A funding for the 2026-27 school year?**

Yes, the LEA intends to apply for Title IV, Part A funding for the 2026-27 school year.

7. **Does the LEA intend to apply for Title V - Rural Low Income Student (RLIS) funding for the 2026-27 school year?**

No, the LEA did not receive an allocation for Title V, RLIS funding for the 2026-27 school year.

Transferability

Please refer to "*Transferability Guidance*" located in the *Documents* panel along the left of the application.

8. **Does the LEA intend to use** Transferability **for the 2026-27 school year?**

No, the LEA does not intend to use Transferability in 2026-27.

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Title I Part A - Program Information (Part 1 of 6)

PLEASE NOTE - All program activities supported by Title I, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

1. Did the LEA evaluate the progress made toward achieving the Title I, Part A program goals set for the previous school year?

- ☑ Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- ☐ No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1B. To what degree did the LEA make progress toward achieving the Title I, Part A goals from the previous school year?

- ☐ The LEA exceeded the goals it set for the previous school year.
- ☑ The LEA met the goals it set for the previous school year.
- ☐ The LEA did not meet the goals it set for the previous school year.

2. In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title I, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, include homeless and/or neglected youth as applicable, and provide the basis for coordinated efforts on the part of the LEA to address them.

HCSD is committed to supporting teachers and building principals in their work to improve overall instruction and ensure equity of educational opportunity for all students.

HCSD Title I program targets eligible students in Title I schools who are at-risk for not meeting NYS standards. Title I eligible schools are Preston Elementary School and Parsons Elementary School. The funds are used to support supplemental literacy services provided by reading teachers in Title I buildings. The district's needs analysis utilizes multiple measures of student performance as the basis for program development targeting at-risk students through a Response to Intervention (RTI) model including: (1) scores from NYS ELA exams in grades 3-5; (2) percentile scores from ELA Measures of Academic Progress (MAP) in grades K-5; (3) Foundational skill assessments in grades K-5; (4) classroom grades and/or ELA proficiency scales; and, (5) MTSS team recommendations.

The lowest performing K-5 students identified in Title I eligible schools are provided with MTSS Tier 3 ELA intervention services (targeted, research-based literacy interventions in phonics, academic language, comprehension strategies) in push-in or pull-out classes serviced by certified reading teachers and interventionists. The focus of this instruction is to develop pre-reading strategies, vocabulary, comprehension strategies and metacognitive skills.

3. In the space below, please describe the specific goals and/or outcomes the LEA has identified based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs impacting student achievement.

The goals of HCSD Title I program are: (1) to increase the number of students meeting grade level achievement levels based upon multiple measures of performance; (2) to meet ELA growth targets for individual students based upon MAP. Students will also learn to self-assess, and teachers will monitor progress at regular intervals, confer with students, and report to school/district leaders and parents.

4. An LEA with a Title I allocation (inlcuding any funds transferred into Title I) of more than $500,000, must reserve 1% of the allocation for Title I parent and family engagement activities. Please describe the Title I parent and family

engagement activities at your Title I schools. How are they designed to engage parents in the specific Title I program at each school?

(Please respond with “NA” if the LEA has a Title I allocation (inlcuding any funds transferred into Title I) of less than $500,000.)

N/A

Schoolwide Programs

PLEASE NOTE - Please select "No" for any schools which have fallen below the 40% poverty threshold if they have previously been designated a Schoolwide Program school and have been maintaining the Schoolwide Program Plan per ESSA sec. 1114. For more information about the requirements, please refer to the "*SWP Review Form*" in the *Documents* panel.

5. Is the LEA seeking a waiver to serve a school or schools under the 40% poverty threshold as a Schoolwide Program School?

NO, the LEA is not seeking a waiver to serve a school or schools under the 40% poverty threshold as a Schoolwide Program School.

6. If an LEA is seeking a waiver to serve a school or schools under the 40% poverty threshold as a Schoolwide Program School, does the school have a Schoolwide Program plan in place?

NO, the school does not have a Schoolwide Program plan in place.

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Title I Part A - Fiscal Information (Part 2 of 6)

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

1. Please provide the LEA allocation for Title I, Part A **funds for the 2026-27 school year. Do not include carryover funding from the previous year. (*Please* click here *to view a brief instructional video about this item.*)**

	Title I, Part A 2026-27 Allocation ($)	*Transferability* Funds to Title I, Part A ($)	TOTAL FUNDS for Title I, Part A Purposes (Allocation + Transferability) ($)
Title I, Part A Calculations	215,543	0.00	215,543.00

2. Please complete the following chart to determine Per Pupil Amount and Private School Proportionate Share Amount for Title I, Part A **funds. (*Please* click here *to view a brief instructional video about this item.*)**

	Amount (#)
Number of K-12 Resident Students Enrolled in PUBLIC Schools (in-district) (#)	3,785
Number of K-12 Resident Students Enrolled in PRIVATE Schools (in-district) (#)	307
Number of K-12 Resident Students Enrolled in PRIVATE Schools (out-of-district) (#)	598
Number of students from low-income families who reside in Title I attendance areas and who attend PUBLIC schools (in-district) + Number of students served in Neglected Facilities in the LEA (Child Count Oct. 2025) (#)	121
Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (in-district) (#)	0
Number of students from low-income families who reside in Title I attendance areas and who attend PARTICIPATING PRIVATE SCHOOLS (out-of-district) (#)	0

3. Based on the information provided above, please find below the *Per Pupil Amount*, *LEA Proportionate Share*, and *Private School Proportionate Share* for Title I, Part A**. (*Please* click here *to view a brief instructional video about this item.*)**

	Title I, Part A - *Per Pupil Amount* ($)	Title I, Part A - *LEA Share* ($)	Title I, Part A - *Private School Share* ($)
Proportionate Share Calculations	1,781.35	215,543.00	0.00

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Title I Part A - LEA Reserves (Part 3 of 6)

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

1. **The following chart should be used to assist the LEA in calculating appropriate** Homeless Reserve **figures for completing the chart below (Item #4).**
(*PLEASE NOTE* **- All LEAs are required to reserve funds for students experiencing homelessness. LEAs should consult with their McKinney-Vento Liaison to determine an appropriate set-aside amount based on the identified needs of homeless students in the district.)**

	Homeless Students (#)	*Best Practice* Reserve Amount (Per Pupil Am't x Student Count) ($)	*Minimum* Recommended Reserve Amount (Student Count x $100) ($)
Calculating Homeless Reserves	2	3,562.69	200.00

2. **The following chart should be used to assist the LEA in calculating appropriate** Neglected Youth Reserve **figures for completing the chart below (Item #4).**
(*PLEASE NOTE* **- When determining the amount of funds reserved for services to students in Neglected Facilities, the LEA must multiply the established per pupil amount by the student count.)**

	Neglected Youth (Child Count Oct. 2024) (#)	Neglected Youth Reserve (Per Pupil Am't x Student Count) ($)
Calculating Neglected Reserves	0	0.00

3. **Does the LEA have a Title I, Part A** allocation **(including *Transferability*)** greater than $500,000**?**

No, the LEA does not have a Title I, Part A allocation (including Transferability) greater than $500,000?

Title I Part A - LEA Reserves (Part 3 of 6) Cont.

4. **Please complete the following** Title I, Part A **Funding Reserve chart by indicating all reserves that will be made from the LEA Public School Share before funds are distributed to schools.** (Please respond with "0" as applicable to indicate no funds being reserved.) **(*Please*** click here ***to view a brief instructional video about this item.*)**
(PLEASE NOTE **- All reserves should be clearly labeled in the FS-10 budget and budget narrative documents.)**

	Amount ($)
Administration	0
Homeless Reserve (REQUIRED for All LEAs - See Item #1 Above)	600
Neglected Youth Reserve (See Item #2 Above)	0
Professional Development	0
Capital Expense	0
Pre-K Services	0

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	Amount ($)
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than $500,000) - Enter LEA SHARE only, as applicable (See Item #3a Above)	0
Improvement Reserve (OPTIONAL - funds reserved to support activities related to Targeted Support and Improvement and/or Comprehensive Support and Improvement schools)	0
Indirect Costs	0

5. **Based on the information provided above, please find the total amount of Title I, Part A funds** to be distributed **to eligible public school attendance areas.**

	Title I, Part A - *LEA Share* ($)	Title I, Part A - Funds Reserved ($)	Title I, Part A - *Funds to be Distributed to Title I Schools* (LEA Share minus Funds Reserved) ($)
Title I, Part A Funds to be Distributed	215,543.00	600.00	214,943.00

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Title I Part A - Distribution Processes (Part 4 of 6)

1. **Please identify the ranking system used by the district.**

- ☐ LEA-Wide (K-12)
- ☑ Grade Span Grouping
- ☐ K-12 Administrative Option (Applies only to LEAs with fewer than 1000 students)

1B. **The LEA has selected Grade Span Grouping. Please select the criteria used in determining this.**

Grade Span Poverty Average

2. **Are there any school building attendance areas with greater than 75 percent poverty rate?**

- ☐ Yes, there are school building attendance areas with greater than 75 percent poverty.
- ☑ No, there are not school building attendance areas with greater than 75 percent poverty.

3. **Will the LEA serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent?**

- ☐ Yes, the LEA will serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent.
- ☑ No, the LEA will not serve high schools with 50 percent or more poverty before it serves any elementary or middle schools with a poverty percentage at or below 75 percent.

4. Will the LEA “skip” over an eligible attendance area with a higher poverty percentage in order to serve a lower poverty school?

- ☐ Yes, the district will skip one or more eligible schools.
- ☑ No, the district will not skip any eligible schools.

5. **Will the "Feeder Pattern" option be used for determining the number of children from low-income families in one or more secondary schools?**

- ☐ Yes, the LEA does intend to use the Feeder Pattern option.
- ☑ No, the LEA does not intend to use the Feeder Pattern option.

6. **Will the LEA be using the "Grandfather" option in any of its schools?**

- ☐ Yes, the LEA does intend to use the Grandfather option.
- ☑ No, the LEA does not intend to use the Grandfather option.

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Title I Part A - Distribution of Funds to Eligible Public School Attendance Areas (Part 5 of 6)

1. **The following figure represents the *After Reserve* Title I, Part A *Per Pupil Amount*, based on the information provided in the previous section of the application. This figure may be used to assist the LEA in completing the chart below (Item #4).**

1,776.39

2. **Will any school attendance area be served with a poverty percent less than 35%?**

☑ Yes, a school attendance area with a poverty percent less than 35% will be served.

☐ No, a school attendance area with a poverty percent less than 35% will not be served.

2B. **Unless using the K-12 Administrative Option, any LEA planning to serve one or more attendance area with a poverty measure less than 35%** must **adjust its LEA per pupil allocation upward by 25% when distributing its allocation to all Title I schools (in descending order by poverty percent). Please use the *adjusted* per pupil amount when completing the chart below (Item #4).**

2,226.68

3. **The following student counts, indicated in *Title I Part A - Fiscal Information (Part 2 of 6)* of the application, should be used when completing the chart below (Item #4).**

	K-12 Students Enrolled in the District (#)	Low-Income Students Residing in Title I School Attendance Area (#)	District Poverty Rate (%)
Title I Enrollment Figures	3,785.00	121.00	14.45

Title I Part A - Distribution of Funds to Eligible Public School Attendance Areas (Part 5 of 6)

PLEASE NOTE - All expenditures must be reflected in the Title I budget. Within the FS-10, please identify the expenditures by school to reflect the dollar amount identified in the total School Building Allocation column in the chart below.

4. **In the chart below, please provide the requested information for** ALL PUBLIC SCHOOLS **in the LEA individually, regardless of Title I status.**

PLEASE NOTE **-**

- **If your school participates in the Community Eligibility Provision (CEP), your school is not automatically 100 percent FRPL. The school is still required to submit actual FRPL information. If no funds are allocated to a school, please indicate this with a response of "0". For more information on how to make within district allocations please see the documents titled "*Community Eligibility Provision*" and "*Within District Allocations*" in the *Documents* panel of the application.**

School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	School Bldg. Allocation ($)	School Bldg. Per Pupil Amount ($)
660501060002	HARRISON AVENUE	Elementary	Non-Title I	581	43	7.40	0	0.00

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School BEDS Code	School Name	Grade Type	Title I Status	Student Enrollment (#)	Low Income Students (#)	Poverty Rate (%)	School Bldg. Allocation ($)	School Bldg. Per Pupil Amount ($)
	ELEMENTARY							
660501060004	HARRISON HIGH SCHOOL	Senior High	Non-Title I	1,116	228	20.43	0	0.00
660501060009	LOUIS M KLEIN MIDDLE SCHOOL	Middle	Non-Title I	910	133	14.62	0	0.00
660501060003	PARSONS MEMORIAL SCHOOL	Elementary	Targeted Assistance (TA)	468	64	13.68	88,022	1,375.34
660501060005	PURCHASE SCHOOL	Elementary	Non-Title I	399	22	5.51	0	0.00
660501060008	SAMUEL J PRESTON SCHOOL	Elementary	Targeted Assistance (TA)	311	57	18.33	126,921	2,226.68

5. **As the LEA completes the school allocation chart above (Item #4), the *remaining balance* will be reflected in the chart below to indicate that all funds have been appropriately assigned. The remaining balance should not be in excess of $1,000.**

	Title I, Part A - *Funds to be Distributed* (LEA Share minus Funds Reserved) ($)	Amount Remaining to be Identified ($) - *Remaining Balance*
Title I, Part A Funds to be Distributed	214,943.00	0.00

6. **New York State has implemented universal free lunch for all schools. This measure requires that schools maximize federal reimbursements. Please indicate which of the following options for determining your Title I schools' poverty has been employed.**

Data obtained for reporting for Provision 2.

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Title I Part A - Neglected Facilities (Part 6 of 6)

Please refer to the *Documents* panel along the left of the application for the "*Neglected Affirmation of Proposed Expenditures"* form.

1. Identify by name each Neglected facility located in the district. Click on "*Add Row*" as needed to include additional facilities.

Name of Facility	Type of Facility	Child Count (Oct. 2025) (#)	Facility Allocation ($)	Does the LEA have a formal written agreement with this facility?	Neglected Affirmation of Proposed Expenditures Form
(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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Title I Part A - McKinney-Vento

PLEASE NOTE - All program activities and the associated expenditures that are recorded in the chart below should be explicitly aligned with proposed expenditures represented in the FS-10 budget and Budget Narrative.

Please click here ***for a brief instructional video about this section of the application - Title I Part A - McKinney-Vento.***

1. **Please complete the chart below by identifying the funds being used to support allowable** *Title I, Part A McKinney-Vento* **activities. Please respond with "0" to indicate that no funds are being assigned to a given activity.**

	Funding Amounts ($)
1. Clothing and footwear necessary for students to attend school and participate meaningfully in instructional activities.	300
2. Student fees required to participate fully in the general education program.	0
3. Essential school supplies, including backpacks, instructional materials, and technology necessary for learning (e.g., laptops, tablets, or internet access for instructional purposes).	0
4. Costs associated with obtaining or transferring required enrollment records, including birth certificates and immunization documentation.	0
5. Health related services or items necessary for school participation or learning, such as immunizations, eyeglasses, hearing aids, and limited medical or dental services when they directly support educational access.	0
6. Food provided to address an immediate barrier to school attendance or participation.	300
7. Counseling or supportive services that address the impacts of homelessness and are directly related to improving student engagement, attendance, or learning.	0
8. Outreach activities to identify students experiencing homelessness and connect them to educational services.	0
9. Extended learning opportunities, including before school, after school, weekend, or summer instructional programs.	0
10. Academic support services, such as tutoring, including services provided in shelters or other temporary living locations.	0
11. Participation fees for educationally related extracurricular activities when necessary to ensure equal access and inclusion.	0
12. Family or caregiver engagement activities that support student enrollment, attendance, or academic success.	0
13. Fees for required academic or postsecondary readiness assessments, including AP, IB, SAT/ACT, or GED testing, when fee waivers are unavailable or the student is ineligible.	0
14. All or a portion of the McKinney Vento liaison's salary, provided the funding supports the implementation of required liaison duties and services for students experiencing homelessness, consistent with Title I, Part A .	0
15. Transportation costs are allowable when they are reasonable, necessary, and directly connected to removing barriers to enrollment, attendance, or academic success resulting from a student's homeless status, and when such costs are not otherwise provided or reimbursed through federal, state, or local funding sources.	0
Other (Please specify below.)	0
Totals:	**600**

2. **If '*Other*' is selected in the table above, please specify.**

N/A

3. **As the LEA completes the school allocation chart above (Item #1), the** *remaining balance* **will be reflected in the chart below to indicate that all funds have been appropriately assigned. The remaining balance should not be in excess of $1,000.**

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	Title I, Part A McKinney-Vento - *Funds to be Distributed* (LEA Homeless Reserve) ($)	Title I, Part A McKinney-Vento - Use of Funds TOTAL ($)	Amount Remaining to be Identified ($) - *Remaining Balance*
Title I, Part A McKinney-Vento Funds to be Distributed	600.00	600.00	0.00

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Title II Part A Program Information

PLEASE NOTE - All program activities supported by Title II, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

1. Did the LEA evaluate the progress made toward achieving the Title II, Part A program goals set for the previous school year?

- ☑ Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- ☐ No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1B. To what degree did the LEA make progress toward achieving the Title II, Part A goals from the previous school year?

- ☐ The LEA exceeded the goals it set for the previous school year.
- ☑ The LEA met the goals it set for the previous school year.
- ☐ The LEA did not meet the goals it set for the previous school year.

2. In the space provided below, please describe (1) the specific student and/or teacher needs that impact academic achievement, and (2) how your Title II, Part A program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.

HCSD is committed to supporting teachers and building principals in their work to improve overall instruction and ensure equity of educational opportunity for all students. The district has implemented an instructional coaching model in our elementary schools to provide research-based, intensive, collaborative, and embedded professional development to teachers. To ensure high-quality instruction in every classroom and data-driven professional learning, the district utilizes a research-based, nationally recognized evaluation model for teaching, the Marzano Framework. District administrators collect classroom performance data through observations, conferences, and analysis of student data to determine the professional learning needs of teachers. Goals for instructional coaching will be based upon an analysis of observation report scores, prior student performance, and principal recommendations. Teachers will collaborate with the instructional coach to establish targets for improvement in instructional design, high-leverage strategies to improve achievement, and close gaps in student learning. An instructional coach is being supported through Title II in the highest need elementary building for the 26-27 school year.

2B. The LEA must prioritize Title II, Part A funds to schools that are implementing comprehensive support and improvement (CSI) activities and targeted support and improvement (TSI) activities under section 1111(d), and/or have the highest percentage of children counted under section 1124(c) (these include students from low-income households and those counted as part of Neglected and Delinquent student counts).

Please indicate below which of the following needs were prioritized for the use of Title II, Part A funds. (Click all that apply)

ESSA Section 2101 (b) (2) (c)

- ☐ Poverty Rate
- ☐ CSI/TSI
- ☑ Other (LEAs selecting this method must maintain documentation on file for review)

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3. **In the space below, please describe the specific goals and/or outcomes the LEA has identified based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting student achievement.**

The goals for Harrison's Title IIA funding are to increase student growth and achievement in literacy for students in grades K-5 through targeted instructional coaching. Teachers will be selected for instructional coaching based upon analysis of observation report scores, prior student performance, and principal recommendation. Teachers will collaborate with the instructional coach to establish targets for improvement.

Title II Part A - Fiscal Information

LEAs are requested to complete each item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. **Please provide the LEA allocation for** Title II, Part A **funds for the 2026-27 school year. Do not include carryover funding from the previous year.**

	Title II, Part A - 2026-27 *Allocation*	*Transferability* Funds (Funds *to* Title II added, Funds *from* Title II deducted) ($)	**TOTAL FUNDS** for Title II, Part A Purposes (Allocation +/- Transferability) ($)
Title II Calculations	65,982	0.00	65,982.00

5. **Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for** Title II, Part A **funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 students served by each private school, regardless of the student's district of residence. (*Please* click here *for a brief instructional video about this item.*)**

	Amount ($ or #)
Title II, Part A - Program Administration Costs (Public and Private Schools) AND/OR Indirect Costs ($)	0
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	3,785
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE Schools, Regardless of LEA of Residence (#)	381

6. **Based on the information provided above, please find in the chart below the *Per Pupil Amount*, *LEA Proportionate Share*, and *Private School Proportionate Share* for** Title II, Part A**.**

	Title II, Part A Per Pupil Amount ($)	Title II, Part A LEA Share ($)	Title II, Part A Private School Share ($)
Title II, Part A Calculations	15.84	59,947.64	6,034.36

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Title II Part A - Use of Funds

No direct action is required of the LEA for Item #1. The calculation chart below is for informational purposes only.

1. **As the LEA completes the questions on this page (Items #2 - #26), the** *remaining balance* **will be reflected in the chart below to indicate when all of the funds have been appropriately assigned.**
(*PLEASE NOTE* **- All expenditures must be reflected in the Title II budget. Within the FS-10, be sure to identify expenditures by Use of Funds category.)**

	Title II, Part A LEA Proportionate Share ($)	Amount Remaining to be Identified ($) - *Remaining Balance*
Title II, Part A Use of Funds	59,947.64	-0.36

Title II Part A - Use of Funds - Personalized Professional Development (Part 1 of 3)

PLEASE NOTE - All items in the following sections are required. If a question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. When completing fiscal charts, it may be necessary to click on either the 'Save' or '*Save & Continue*' button to complete automatic calculations.

2. **Is the LEA using Title IIA funds for** *Instructional Coaching***?**

CONDITIONS OF USE:

Coaching programs are broadly defined as in-service PD programs where coaches or peers observe teachers' instruction and provide feedback to help them improve. Coaching should be individualized, time-intensive, sustained over the course of a semester or year, context-specific, and focused on discrete skills.

Common roles for coaches include:

A) Instructional**: Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching;**

B) *Curriculum***: Excels at understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. The instructional coaches can ensure a consistent curriculum implementation throughout a school; and**

C) *Data***: Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction.**

☑ Yes, the LEA intends to allot funds to the above described use.

☐ No, the LEA does not intend to allot funds to the above described use.

2B. **Title II, Part A funding amount for the 2026-27 school year -** *Instructional Coaching***.**

59,948

3. **Is the LEA using Title IIA funds for** *Professional Learning Communities***?**

CONDITIONS OF USE: PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet consistently throughout the year to discuss issues around student learning, collect and analyze data, develop and try out instructional solutions, and assess the impact of these solutions. Research indicates that

well-implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

4. **Is the LEA using Title IIA funds for** Principal Leadership**?**

CONDITIONS OF USE: Leadership is second only to teaching among school related factors as an influence on learning. Effective pre-service and in-service principal training programs should be aligned with the 2015 Professional Standards for Educational Leaders (PSELs), and may include high-quality mentoring and coaching, peer observations, visits to other schools, principals' networks and conferences, participation in professional development with teachers, and guided “walk-throughs” of schools to look at particular practices in classrooms and consider how to evaluate/improve learning and teaching.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

5. **Is the LEA using Title IIA funds for** Teacher Leadership**?**

CONDITIONS OF USE: Teacher leadership career pathways enable individual teachers to extend the reach of their expertise beyond their own classrooms. The use of teacher leaders, rather than vendors, to perform coaching services related to instruction, curriculum, or data provides incentives for teachers, builds upon strengths, and fosters a more cohesive staff climate and culture while building LEA capacity to increase student learning and student achievement.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

6. **Is the LEA using Title IIA funds for** Induction and Mentoring**?**

CONDITIONS OF USE: High-quality mentoring (second year and beyond) and induction programs provide new and/or beginning teachers, mentors, and school leaders with professional development, research-based resources, and formative assessment tools, as well as technical assistance and capacity building. In successful models, full-time mentors are carefully selected and receive more than 100 hours of training annually. Teachers receive two years of coaching, meeting with their assigned mentors weekly for a minimum of 180 minutes per month. Mentors and teachers work through a system of formative assessments, including tools to guide observation cycles and to develop teachers’ skills in lesson planning and analyzing student work.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

7. **Is the LEA using Title IIA funds for** National Board Certification**?**

CONDITIONS OF USE: National Board Certification is a rigorous certification/professional development process, available in 25 certificate areas spanning disciplines from Pre-K through 12th grade, that has been shown to improve student performance. The National Board Certification process requires teachers to demonstrate standards-based evidence of the positive effect they have on student learning; exhibit a deep understanding of their students, content knowledge, use of data and assessments and teaching practice; and show that they participate in learning communities and provide evidence of ongoing reflection and continuous learning.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

8. **Is the LEA using Title IIA funds for** Other **personalized professional development activities?**

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen professional development practice, which will include providing citations and/or completing a logic model.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

Title II Part A - Use of Funds - Additional Professional Development Activities (Part 2 of 3)

9. **Is the LEA using Title IIA funds to support the integration of** Rigorous Academic Content**?**

CONDITIONS OF USE: ESSA supports training teachers, principals, or other school leaders on strategies to integrate rigorous academic content into curriculum and instruction. This may include professional development session(s) that result in collaborative work to align curriculum and instruction to updated State Learning Standards. It may also include, but is not limited to, sustained, job embedded professional development to increase teachers' content knowledge in dual or concurrent enrollment curriculum, Advanced Placement (AP) curriculum, and International Baccalaureate (IB) curriculum.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

10. **Is the LEA using Title IIA funds for** Recruiting & Retaining Effective Teachers**?**

CONDITIONS OF USE: ESSA supports the development and implementation of initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, such as: A) providing expert help in searching for and screening candidates and enabling early hiring; B) offering differential pay and recruitment incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas (including but not limited to performance-based pay systems, housing subsidies, travel costs, etc.); C) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on

leadership opportunities, multiple career paths, and pay differentiation; and D) new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement, and increase the retention of effective teachers, principals, or other school leaders.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

11. **Is the LEA using Title IIA funds for** Recruiting Individuals from Other Fields**?**

CONDITIONS OF USE: ESSA supports recruiting mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinctions who demonstrate potential to become effective teachers, principals, or other school leaders.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

12. **Is the LEA using Title IIA funds for** Evaluation/Support Systems**?**

CONDITIONS OF USE: ESSA supports the development or improvement of a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that is based on evidence of student achievement and may include student growth. It should also include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

13. **Is the LEA using Title IIA funds for** Effective Teaching of ELL/MLL Students**?**

CONDITIONS OF USE: ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach English language learners.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

14. **Is the LEA using Title IIA funds for** Effective Teaching of Children with Disabilities**?**

CONDITIONS OF USE: ESSA supports the development of programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities. This may include the use of multi-tier systems of support and positive behavioral intervention and supports so that children with disabilities can meet the challenging State academic standards.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

15. **Is the LEA using Title IIA funds for** Increased Knowledge/Ability to Teach Early Childhood**?**

CONDITIONS OF USE: ESSA promotes the development and use of programs and activities that may be geared toward increasing the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing. This may include increasing the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age eight, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

16. **Is the LEA using Title IIA funds for** High Quality Instruction of Science, Technology, Engineering and Math**?**

CONDITIONS OF USE: ESSA supports the development and provision of professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, mathematics, and computer science.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

17. **Is the LEA using Title IIA funds for** Implementation of Formative Assessments**?**

CONDITIONS OF USE: ESSA supports the training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

18. **Is the LEA using Title IIA funds for** Supporting Students Affected by Trauma and/or Mental Illness**?**

CONDITIONS OF USE: ESSA supports the provision of in-service training for school personnel in techniques and support related to identifying and supporting students affected by trauma or mental illness, including the use of referral mechanisms, partnerships with outside organizations, or addressing school conditions for learning such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

19. **Is the LEA using Title IIA funds for** Identification and Support of Gifted Students**?**

CONDITIONS OF USE: ESSA supports the provision of training to identify students who are gifted and talented,

including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as: A) early entrance into kindergarten; B) enrichment, acceleration, and curriculum compacting activities; and C) dual or concurrent enrollment programs in secondary school and post-secondary education.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

20. **Is the LEA using Title IIA funds for** Instructional Services Provided by Libraries**?**

CONDITIONS OF USE: ESSA supports professional development intended to improve the instructional services provided by effective school library programs.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

21. **Is the LEA using Title IIA funds for** Training to Recognize/Prevent Sexual Abuse**?**

CONDITIONS OF USE: ESSA supports the provision of training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

22. **Is the LEA using Title IIA funds for** Feedback Mechanisms to Improve Working Conditions**?**

CONDITIONS OF USE: ESSA supports the development of feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

23. **Is the LEA using Title IIA funds for** Career Readiness Education**?**

CONDITIONS OF USE: ESSA supports training teachers, principals, or other school leaders on strategies to provide effective career/technical education and work-based learning to help prepare students for post-secondary education and the workforce.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

Title II Part A - Use of Funds - Class Size Reduction (Part 3 of 3)

24. **Is the LEA using Title IIA funds for** *Early Grade Class Size Reduction*?

CONDITIONS OF USE:

Class size reduction programs must meet the following evidence-based criteria. The program must:

A) Extend for multiple years during the early grades, with a focus on low-income and minority students;

B) Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students); AND

C) Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded PD plan.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

25. **Is the LEA using Title IIA funds for** *Class Size Reduction for Special Populations*?

CONDITIONS OF USE:

ELL – Class size reduction programs may be utilized throughout K-12 to accommodate effective teaching of English language learners. Consideration should be given to the number of ELL speakers in one classroom, as well as the number of different languages spoken, whether languages are low incidence or predominate, and student proficiency levels; models may include teaching with certified ENL teachers, or co-teaching in specific content areas, instructional aides providing evidence-based supports (multimedia, visuals, graphic organizers, etc).

SWD – Class size reduction programs may be utilized throughout K-12 to accommodate the teaching of students with disabilities, through co-teaching or push-in programs with certified special education teachers beyond that which is required through an individual student's IEP. Such classrooms should be accompanied by a rigorous curriculum, ongoing professional development, and possibly tracking of data to determine the efficacy of the model.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

26. **Is the LEA using Title IIA funds for** Other **class size reduction programs?**

CONDITIONS OF USE: If LEAs do not select from the above, they will be asked to provide evidence (strong, moderate, promising, or demonstrating a rationale) for the chosen class size reduction model, which will include providing citations and/or completing a logic model.

- ☐ Yes, the LEA intends to allot funds to the above described use.
- ☑ No, the LEA does not intend to allot funds to the above described use.

Title II Part A - Use of Funds

No direct action is required of the LEA for Item #27. The calculation chart below is for informational purposes only.

27.

As the LEA completes the questions on this page (Items #2 - #26), the *remaining balance* **will be reflected in the**

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chart below to indicate when all of the funds have been appropriately assigned.

(*PLEASE NOTE* **- All expenditures must be reflected in the Title II budget. Within the FS-10, be sure to identify expenditures by Use of Funds category.)**

	Title II, Part A LEA Proportionate Share ($)	Amount Remaining to be Identified ($) - *Remaining Balance*
Title II, Part A Use of Funds	59,947.64	-0.36

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Title III ELL - Program Information

PLEASE NOTE - All program activities supported by Title III, Part A - ELL funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

1. Did the LEA evaluate the progress made toward achieving the Title III, Part A - ELL program goals set for the previous school year?

- ☑ Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- ☐ No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1B. To what degree did the LEA make progress toward achieving the Title III, Part A - ELL goals from the previous school year?

- ☐ The LEA exceeded the goals it set for the previous school year.
- ☑ The LEA met the goals it set for the previous school year.
- ☐ The LEA did not meet the goals it set for the previous school year.

2. In the space provided below, please describe (1) the specific student needs that impact academic achievement, and (2) how your Title III, Part A - ELL program is designed to address those needs. The needs should be identified through a recent needs assessment, and should provide the basis for coordinated efforts on the part of the LEA to address them.

Upon analysis of multiple measures of performance such as NYSESLAT, state assessments, and internal assessment data, it has been determined that many of our ELLs will benefit from additional services after school to complete assignments. Summer months also provide an excellent opportunity to provide continuity of learning for our students. These two areas will remain the primary focus for these funds. Translation services, as needed, will also be provided.

3. In the space below, please describe the specific goals and/or outcomes the LEA has identified for ELLs based on the information provided above. The goals/outcomes should be measurable and aligned directly to the above identified needs/obstacles impacting ELL student achievement.

The LEA intends to continue to fund our summer programs at the elementary, middle, and high school levels, which will be conducted in person to help ELLs maintain and/or further develop language and literacy skills acquired during the school year. During the summer programs, students have access to enrichment activities that also give them practice in foundational skills. Funds are also dedicated to providing translation services, both written and in-person, for families that are not English-speaking. These services include translation of documents from school, assistance in communicating with teachers and administrators, translation of CSE meetings and documents and whatever other needs may present. It is anticipated that the LEA will see increased growth among our ELL students, as evidenced by a comparison of assessment measures from one administration to the next.

Title III ELL - Fiscal Information

LEAs are requested to complete each item fully and completely. Please respond with “0” as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. Please provide the LEA allocation for Title III, Part A - ELL funds for the 2026-27 school year.

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	Title III, ELL - 2026-27 *Allocation*	*Transferability* Funds to Title III, ELL ($)	TOTAL FUNDS for Title III, ELL Purposes (Allocation + Transferability) ($)
Title III, ELL Calculations	48,384	0.00	48,384.00

5. **Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for** Title III, Part A - ELL **funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 ELL students served by each private school, regardless of the student's district of residence.**

	Amount (#)
Total Number of K-12 ELL Students Enrolled in PUBLIC Schools (#)	385
Total Number of K-12 ELL Students Enrolled in In-District PARTICIPATING PRIVATE SCHOOLS, Regardless of LEA of Residence (#)	0

6. **Based on the information provided above, please find below the *Per Pupil Amount*, *LEA Proportionate Share*, and *Private School Proportionate Share* for** Title III, Part A - ELL**.**

	Title III, ELL Per Pupil Amount ($)	Title III, ELL - LEA Share ($)	Title III, ELL - Private Share ($)
Title III ELL Calculations	125.67	48,384.00	0.00

Title III ELL - Intent to Apply

7. **How does the LEA intend to access its** Title III, Part A - ELL **funds?**

- ☑ The LEA receives an allocation greater than or equal to $10,000 and intends to apply for its Title III funds as a SINGLE APPLICANT.
- ☐ The LEA intends to apply for its Title III funds as a MEMBER of a consortium.
- ☐ The LEA intends to apply as the LEAD APPLICANT of a consortium.

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Title IV Part A - Program Information

PLEASE NOTE - All program activities supported by Title IV, Part A funding should be explicitly aligned with proposed expenditures represented in the FS-10 budget.

1. Did the LEA evaluate the progress made toward achieving the Title IV, Part A program goals set for the previous school year?

- ☑ Yes, the LEA evaluated the progress made toward achieving the goals from the previous school year.
- ☐ No, the LEA did not evaluate the progress made toward achieving the goals from the previous school year.

1B. To what degree did the LEA make progress toward achieving the Title IV, Part A goals from the previous school year?

- ☐ The LEA exceeded the goals it set for the previous school year.
- ☑ The LEA met the goals it set for the previous school year.
- ☐ The LEA did not meet the goals it set for the previous school year.

2. Does the LEA have a Title IV, Part A allocation equal to or greater than $30,000 prior to transferability?

- ☑ Yes, the LEA has a Title IV, Part A allocation equal to or greater than $30,000 prior to transferability.
- ☐ No, the LEA does not have a Title IV, Part A allocation equal to or greater than $30,000 prior to transferability.

2B. In the space provided below, please describe:

1. Areas for improvement related to students' access to well-rounded educational opportunities, learning conditions that cultivate a safe and healthy environment for students, and effective use of technology, and
2. **How your Title IV, Part A program is designed to address those needs.**

All LEAs that receive an allocation of $30,000 or greater must conduct a comprehensive needs assessment at least once every three years***. Documentation of the comprehensive needs assessment must be maintained on file by the district (and made available upon request).***

Conducting a needs assessment is an important and required aspect of the Title IV, Part A program. The needs assessment must be comprehensive and examine areas for improvement related to students' access to well-rounded educational opportunities, learning conditions that cultivate a safe and healthy environment for students, and effective use of technology.

Our needs assessment identified three priority areas:
Well-Rounded Educational Opportunities: Data indicate that while many students pursue postsecondary education, application rates to four-year colleges lag behind our aspirations. Students benefit from greater exposure to college pathways and direct experiences that build confidence in pursuing higher education.
Safe and Healthy Students: Anecdotal evidence collected from teachers, along with the results of a small pilot, suggest that students would benefit from earlier and more consistent instruction in skills to cultivate well-being and mental health.
Effective Use of Technology: Although access to devices and tools is in place, professional learning is needed to help teachers continue to integrate technology in ways that promote engagement, creativity, and deeper learning.

2C. In the space provided below, please describe the goals, objectives and intended outcomes of the Well-Rounded Educational Opportunities content area of the Title IV, Part A program based on the results of a comprehensive needs assessment.

Expanding College Readiness: Funds will support student participation in a college tour to increase awareness of postsecondary opportunities and encourage applications to four-year colleges.

2D. **In the space provided below, please describe the goals, objectives and intended outcomes of the** Safe and Healthy Students **content area of the** Title IV, Part A **program based on the results of a comprehensive needs assessment.**

Promoting Healthy Students: Counselors will provide direct instruction in four K-5 elementary schools focused on well being and mental health.

Teacher Professional Learning: In-service courses will be provided for teachers to support students with well-being and mental health.

2E. **In the space provided below, please describe the goals, objectives and intended outcomes of the** Effective Use of Technology **content area of the** Title IV, Part A **program based on the results of a comprehensive needs assessment.**

Enhancing Technology Integration: Teachers will engage in professional learning to strengthen the integration of technology into instruction, ensuring tools are used effectively to enrich student learning.

3. **The LEA must prioritize the distribution of Title IV, Part A funds to its schools. Please indicate below which of the following needs were prioritized for the use of Title IV, Part A funds. (Select all that apply)**

- ☑ Schools with the greatest needs as determined by such local educational agency;
- ☐ Schools with the highest percentages or numbers of children counted under Section 1124(c);
- ☐ Schools identified for Comprehensive Support and Improvement (CSI) under Section 1111(c)(4)(D)(i);
- ☐ Schools implementing Targeted Support and Improvement (TSI) plans as described in Section 1111(d)(2); or
- ☐ Schools identified as a persistently dangerous public elementary school or secondary school under Section 8532.

Title IV Part A - Calculation of Proportionate Shares

LEAs are requested to complete each item fully and completely. Please respond with “0” as applicable to indicate no funds or if an individual field does not apply to the LEA.

4. **Please provide the LEA allocation for** Title IV, Part A **funds for the 2026-27 school year. Do not include carryover funding from the previous year.**

	Title IV, Part A - 2026-27 *Allocation*	*Transferability* Funds (Funds *to* Title IV added, Funds *from* Title IV deducted) ($)	**TOTAL FUNDS** for Title IV, Part A Purposes (Allocation +/- Transferability) ($)
Title IV, Part A Calculations	31,689	0.00	31,689.00

5. **Please complete the following chart to determine Per Pupil Amount and Proportionate Share Amounts for** Title IV, Part A **funds. The LEA must consult with each private school located in their geographic catchment area to determine the total number of K-12 students served by each private school, regardless of the student's district of residence. (*Please* click here *for a brief instructional video about this item.*)**

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	Amount ($ or #)
Title IV, Part A Program Administration Costs (Public and Private Schools - no more than 2%) ($)	0
Total Number of K-12 Students Enrolled in PUBLIC Schools (in-district) (#)	3,785
Total Number of K-12 Students Enrolled in In-District PARTICIPATING PRIVATE Schools, Regardless of LEA of Residence (#)	381
Indirect Costs ($)	0

6. **Based on the information provided above, please find in the chart below the *Per Pupil Amount*, *LEA Proportionate Share*, and *Private School Proportionate Share* for** Title IV, Part A**.**

	Title IV, Part A Per Pupil Amount ($)	Title IV, Part A LEA Share ($)	Title IV, Part A Private School Share ($)
Title IV, Part A Calculations	7.61	28,790.89	2,898.11

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Title IV Part A - Balance

PLEASE NOTE - LEAs with greater than $30,000 in funds used for Title IV, Part A purposes are required to allot:

- A minimum of 20% of its total funds to *Well-Rounded Educational Opportunities;*
- A minimum of 20% of its total funds to *Safe and Healthy Students*; AND
- *Some* portion of its total funds to support *Effective Use of Technology*.

1. **No direct action is required of the LEA for Item #1. The calculation chart below is for informational purposes only. As the LEA completes the items below (Items #2 - #4), the** *remaining balance* **will be reflected in the chart below to indicate when all of the funds have been appropriately assigned.**

	TOTAL FUNDS for Title IV, Part A Purposes (Public and Private Shares) ($)	Amount Remaining to be Identified ($) - *Remaining Balance*
Title IV, Part A Use of Funds	31,689.00	0.00

Title IV Part A - Use of Funds

Please reference the “Title IV, Part A Allowable/Unallowable Expenditures” document for allowable activities, which can be found in the *Documents* panel along the left side of the application. (*PLEASE NOTE* - All expenditures must be reflected in the Title IV budget. Within the FS-10, be sure to identify expenditures by Use of Funds category.)

2. **Please complete the chart below by identifying the funds being used to support allowable activities associated with** *Well-Rounded Educational Opportunities***. Please respond with "0" to indicate that no funds are being assigned to a given activity.**

The figures in this chart should represent *BOTH* *public* and *private school* funds.

	Funding Amounts ($)	LEA and/or Private School Activities
Science, Technology, Engineering, and Mathematics	2,898	☐ LEA Activity ☑ Private School Activity ☐ N/A - Not Applicable
Music and Arts	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
World Language Instruction	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Programs to Support Student Access to, and Success in, a Variety of Well-Rounded Education Experiences	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Accelerated Learning Programs and HS		

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	Funding Amounts ($)	LEA and/or Private School Activities
Redesign with Dual/Concurrent Enrollment and/or Early College High Schools	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Civics Instruction	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
College and Career Counseling	4,000	☑ LEA Activity ☐ Private School Activity ☐ N/A - Not Applicable
Social Emotional Learning	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Environmental Education	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable

3. **Please complete the chart below by identifying the funds being used to support allowable activities associated with *Safe and Healthy Students*. Please respond with "0" to indicate that no funds are being assigned to a given activity. The figures in this chart should represent *BOTH* *public* and *private school* funds.**

	Funding Amounts ($)	LEA and/or Private School Activities
Preventing Bullying and Harassment	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Relationship-Building Skills	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
School Dropout Prevention	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Re-Entry Programs and Transition Services for Justice Involved Youth	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
School Readiness and Academic Success	0	☐ LEA Activity ☐ Private School Activity

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	Funding Amounts ($)	LEA and/or Private School Activities
		☑ N/A - Not Applicable
Child Sexual Abuse Awareness and Prevention	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Suicide Prevention	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Violence Prevention, Crisis Management and Conflict Resolution	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Preventing Human Trafficking	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Building School and Community Relationships	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Culturally Responsive Teaching and Professional Development of Implicit Bias	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Drug and Violence Prevention	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Health and Safety Practices in School or Athletic Programs	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
School-Based Mental Health Services	20,000	☑ LEA Activity ☐ Private School Activity ☐ N/A - Not Applicable
Healthy, Active Lifestyle, Nutritional Education	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable

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	Funding Amounts ($)	LEA and/or Private School Activities
Physical Education Activities	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Trauma-Informed Classroom Management	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Preventing Use of Alcohol, Tobacco, Marijuana, Smokeless Tobacco, Electronic Cigarettes	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Chronic Disease Management Instruction	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable

4. **Please complete the chart below by identifying the funds being used to support allowable activities associated with *Effective Use of Technology*. Please respond with "0" to indicate that no funds are being assigned to a given activity. The figures in this chart should represent *BOTH* *public* and *private school* funds.**

	Funding Amounts ($)	LEA and/or Private School Activities
Provide Personalized Learning to Improve Academic Achievement	4,791	☑ LEA Activity ☐ Private School Activity ☐ N/A - Not Applicable
Discover, Adapt, and Share High-Quality Resources	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Implement Online and Blended Learning Strategies	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable
Implement School-wide and District-wide Approaches to Inform Instruction, Support Teacher Collaboration, and Personalize Learning	0	☐ LEA Activity ☐ Private School Activity ☑ N/A - Not Applicable

Title IV Part A - Use of Funds CALCULATIONS

No direct action is required of the LEA for Items #5 and #6. The calculation charts below are for informational purposes only.

5. **Please find** total amounts **allocated to each of the** Title IV, Part A **content areas - *Well-Rounded Educational Opportunities*, *Safe and Healthy Students*, and/or *Effective Use of Technology*.**

Additionally, the chart provides the maximum **of 15% of funds allotted to the *Effective Use of Technology* content**

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area for equipment and infrastructure.

	Well-Rounded Educational Opportunities ***TOTAL*** ($)	Safe & Healthy Students ***TOTAL*** ($)	Effective Use of Technology ***TOTAL*** ($)	***Maximum*** for Technology Infrastructure (Max. 15% of Ed. Tech. Funding) ($)
Content Area Use of Funds	6,898.00	20,000.00	4,791.00	718.65

6. **For LEAs with an allocation (including Transferability)** greater than $30,000 **- the following chart provides the** minimum **Title IV, Part A funding amounts of 20% that an LEA is required to allot to both *Well-Rounded Educational Opportunities* AND *Safe and Healthy Students* content areas.**

	Well-Rounded Educational Opportunities *minimum* (20% of *total* Title IV Allocation) ($)	Safe & Healthy Students *minimum* (20% of *total* Title IV Allocation) ($)
Content Area Minimum/Maximum	6,337.80	6,337.80

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Equitable Services

LEAs should utilize the "2026-27 *Private School Equitable Services Consultation Resource*" in the *Documents* panel to determine private schools that served resident students during the 2026-27 school year.

PLEASE NOTE - The equitable services requirement does not apply to *Charter LEAs* or *Special Act LEAs*, as these types of LEAs do not have a defined geographic catchment area for determining a student's residency.

1. Does the LEA have any resident students attending private schools that are located either within the district's geographic boundaries or in another LEA?

- ☑ Yes, the LEA does have students being served by private schools in or out of its district boundaries.
- ☐ No, the LEA does not have any students being served by private schools in or out of its district boundaries.
- ☐ Not Applicable, the applicant is a Charter LEA.
- ☐ Not Applicable, the applicant is a Special Act LEA.

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Private School Details

No direct action is required of the LEA for Item #1 and Item #2. These charts are for informational purposes only and may be used to assist the LEA in completing this portion of the application.

1.

The figures below, based on information provided in *Title I Part A - Fiscal Information (Part 2 of 6)* of the application, may be used when completing the sections below.

	Low Income Students (Participating In-District Private Schools) (#)	Low Income Students (Participating Out-of-District Private Schools) (#)	Title I, Part A Per Pupil Amount ($)
Private School Details	0.00	0.00	1,781.35

2. **The figures below, based on information provided in other sections of the application, may be used when completing the sections below.**

	Title II, Part A Participating Private School Students (#)	Title II, Part A Per Pupil Amount ($)	Title III, Part A Participating Private School Students (#)	Title III, Part A Per Pupil Amount ($)	Title IV, Part A Participating Private School Students (#)	Title IV, Part A Per Pupil Amount ($)
Private School Details (cont.)	381.00	15.84	0.00	125.67	381.00	7.61

Private School Consultation

HARRISON CSD - 660501060000

3. **For** EACH **private school listed below (located *inside* of the district, serving district resident students), please indicate whether the private school is participating in one or more ESSA-Funded programs (participating or declining). Additionally, please indicate the funding amount for each program area, and upload a completed "*LEA Affirmation of Private School Consultation* 2026-27" form. If a private school was not responsive to the LEA's attempts to consult, please provide dated evidence of outreach conducted by the LEA.**

(*PLEASE NOTE* - The column titled "Title I Private Sch ($)" should reflect the total proportionate share of the Title I, Part A allocation and the Title I, Part A Parent and Family Engagement allocation.)

Private School BEDS Code	Private School Name	Private School Participation	Title I Private Sch ($)	Title II Private Sch ($)	Title III Private Sch ($)	Title IV Private Sch ($)	Upload Written Affirmation of Consultation Form
660501999283	KEIO ACADEMY OF NEW YORK	Declining	0	0	0	0	KEIO.pdf
660501145118	SCHOOL OF THE HOLY CHILD	Accepting	0	6,034	0	2,898	School of the Holy

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Private School BEDS Code	Private School Name	Private School Participation	Title I Private Sch ($)	Title II Private Sch ($)	Title III Private Sch ($)	Title IV Private Sch ($)	Upload Written Affirmation of Consultation Form
							Child.pdf
			0	**6,034**	**0**	**2,898**	

4. **Please complete the chart below detailing:**

1. **Private schools located *outside* of the district serving district resident students;**
2. **Approved 853 schools and 4201 schools serving district resident students;**
3. **Private schools located within the district that do not have a BEDS code; and/or**
4. **Any other private school otherwise not included in the chart above.**

Please indicate whether the private school is participating in one or more ESSA-Funded program, and indicate the funding amount for each program area. Upload a completed "*LEA Affirmation of Private School Consultation* 2026-27" form. If a private school was not responsive to the LEA's attempts to consult, please provide dated evidence of outreach conducted by the LEA.

Private School BEDS Code (Optional)	Private School Name	Private School Participation	Title I Private Sch ($)	Title II Private Sch ($)	Title III Private Sch ($)	Title IV Private Sch ($)	Upload Written Affirmation of Consultation Form
(No Response)	Blue Rock School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Blue Rock School 2026 2027.pdf
(No Response)	French American School of New York	Declining	(No Response)	(No Response)	(No Response)	(No Response)	French American School of New York.pdf
(No Response)	The Center for Discovery Cafe Bld	Declining	(No Response)	(No Response)	(No Response)	(No Response)	The Center for Discovery Cafe Building.pdf
(No Response)	The Center for Discovery Tank Building	Declining	(No Response)	(No Response)	(No Response)	(No Response)	The Center for Discovery Tank Building.pdf
(No Response)	The Center for Discovery Ridge 2	Declining	(No Response)	(No Response)	(No Response)	(No Response)	The Center for Discovery Ridge 2.pdf
(No Response)	Elmwood Country Day School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Elmwood Country Day

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Private School BEDS Code (Optional)	Private School Name	Private School Participation	Title I Private Sch ($)	Title II Private Sch ($)	Title III Private Sch ($)	Title IV Private Sch ($)	Upload Written Affirmation of Consultation Form
							School.pdf
(No Response)	Harvey School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Harvey School.pdf
(No Response)	German International School NY	Declining	(No Response)	(No Response)	(No Response)	(No Response)	German International School NY.pdf
(No Response)	IHM	Declining	(No Response)	(No Response)	(No Response)	(No Response)	IHM.pdf
(No Response)	Iona Prep Lower School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Iona Prep Lower School.pdf
(No Response)	Ridgeway Nursery School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Ridgeway.pdf
(No Response)	Iona Prep	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Iona Prep.pdf
(No Response)	John Cardinal O'Connor	Declining	(No Response)	(No Response)	(No Response)	(No Response)	John Cardial OConnor.pdf
(No Response)	Kodomono Kuni	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Kodomono Kuni.pdf
(No Response)	Mohawk Country Day School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Mohawk Country Day School.pdf
(No Response)	Our Lady of Mont Carmel	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Our Lady of Mount Carmel.pdf
(No Response)	Rye Country Day School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Rye Country Day School 2026-27 .pdf
(No Response)	Saints John and Paul School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Saints John and Paul School .pdf
(No Response)	The Leffell School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	The Leffell School.pdf
(No Response)	The Masters School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	The Masters School.pdf
(No Response)	The Ursuline School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	The Ursuline School.pdf

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Private School BEDS Code (Optional)	Private School Name	Private School Participation	Title I Private Sch ($)	Title II Private Sch ($)	Title III Private Sch ($)	Title IV Private Sch ($)	Upload Written Affirmation of Consultation Form
(No Response)	Hudson Country Montessori School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	Hudson Country Montessori School.pdf
(No Response)	The Windward School	Declining	(No Response)	(No Response)	(No Response)	(No Response)	The Windward School.pdf
			0	**0**	**0**	**0**	

Equitable Services - Pooling Funds

5. **Pooling** *within an LEA***: Is the LEA providing equitable services to eligible children attending a private school that is part of a group of private schools (such as a group of schools under the authority of a single organization) by pooling the Title I funds generated by children from low-income families who reside in participating Title I public school attendance areas and attend a private school in the group?**
If yes, please complete the chart below.

- ☐ YES, the LEA is providing equitable services to eligible children by pooling funds WITHIN an LEA.
- ☑ NO, the LEA is not providing equitable services to eligible children by pooling funds WITHIN an LEA.

6. **As applicable based on the response to the item above, please complete the following chart identifying the nonpublic schools that are participating in pooling funds** within an LEA**.**

School Name	BEDS Code
(No Response)	(No Response)

7. **Pooling** *across LEAs***: Is the LEA providing equitable services to children attending private schools in coordination with multiple LEAs by pooling their Title I funds generated by their private school children from low-income families who reside in a participating Title I public school attendance area to serve eligible low-achieving private school children who reside in those LEAs?**
If yes, please complete the chart below.

- ☐ YES, the LEA is providing equitable services to eligible children by pooling funds ACROSS LEAs.
- ☑ NO, the LEA is not providing equitable services to eligible children by pooling funds ACROSS LEAs.

8. **As applicable based on the response to the item above, please complete the following chart identifying the LEAs that are participating in pooling funds** across LEAs**.**

LEA Name	BEDS Code
(No Response)	(No Response)

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Private School Use of Funds - Title I Part A

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

9. **For LEAs with an** allocation **(including *Transferability*)** greater than $500,000**, the following figure represents the minimum 1% Parent and Family Engagement reserve for its participating** *private schools***. Please use this to assist in completing the chart below (Item #10).**

0.00

10. **Please complete the following** Title I, Part A **Use of Funds chart by indicating the aggregate use of funds for all *PRIVATE SCHOOLS*.**

	Amount ($)
Administration	0
Professional Development	0
Pre-K Services	0
Parent and Family Engagement (REQUIRED for LEAs with an allocation greater than $500,000)	0
Direct Instructional Services to Students	0
Other	0
Totals:	**0**

11. **As the LEA completes the use of funds chart above (Item #10), the** *remaining balance* **of** Title I, Part A **funds for *Private Schools* will be reflected below to indicate that all funds have been appropriately identified. (***PLEASE NOTE* **- All expenditures must be reflected in the Title I, Part A budget. Within the FS-10, be sure to identify expenditures by participating private school.)**

	Title I, Part A - *Private School Share* ($)	Amount Remaining to be Identified ($) - *Remaining Balance*
Title I, Part A Private School Use of Funds	0.00	0.00

Private School Use of Funds - Title II Part A

LEAs are requested to complete EACH item fully and completely. Please respond with "0" as applicable to indicate no funds or if an individual field does not apply to the LEA.

12. **Please complete the following** Title II, Part A **Use of Funds chart by indicating the aggregate use of funds for all *PRIVATE SCHOOLS*.**

	Amount ($)
Professional Development for Teachers	6,034
Professional Development for Administrators	0
Professional Development for Other School Leaders	0
Totals:	**6,034**

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13. **As the LEA completes the chart above (Item #12), the** *remaining balance* **of** Title II, Part A **funds for *Private Schools* will be reflected in the chart below to indicate that all funds have been appropriately identified.**
(*PLEASE NOTE* **- All expenditures must be reflected in the Title II, Part A budget. Within the FS-10 be sure to identify expenditures by participating private school.)**

	Title II, Part A Private School Share	Amount Remaining to be Identified ($) - *Remaining Balance*
Title II, Part A Private School Use of Funds	6,034.36	0.36

Private School Use of Funds - Title IV Part A

LEAs are requested to complete EACH item fully and completely. Please respond with “0” as applicable to indicate no funds or if an individual field does not apply to the LEA.

14. **Please complete the following** Title IV, Part A **Use of Funds chart by indicating the aggregate use of funds for all *PRIVATE SCHOOLS*.**

	Amount ($)
Well-Rounded Educational Opportunities	2,898
Safe and Healthy Students	0
Effective Use of Technology	0
Totals:	**2,898**

15. **As the LEA completes the chart above (Item #14), the** *remaining balance* **of** Title IV, Part A **funds for *Private Schools* will be reflected in the chart below to indicate that all funds have been appropriately identified.**
(*PLEASE NOTE* **- All expenditures must be reflected in the Title IV, Part A budget. Within the FS-10, be sure to identify expenditures by participating private school.)**

	Title IV, Part A Private School Share	Amount Remaining to be Identified ($) - *Remaining Balance*
Title IV, Part A Private School Use of Funds	2,898.11	0.11

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Budget/Narrative - Title I, Part A

PLEASE NOTE -

1. The FS-10 for each program area should reflect only the program area allocation for the 2026-27 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by school, as applicable, to reflect appropriately prioritized distribution of funds amounts.
6. 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 as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

1. **The amount of funds shown in the space below reflects the LEA's 2026-27 Title I, Part A allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #2 and #3.**

215,543.00

2. **Upload a completed and signed copy of the *FS-10 Budget* for Title I, Part A. The FS-10 should represent the 2026-27 allocation only. *(Carryover may be accessed by way of an amendment, separate from this application process; and funds subject to Transferability should not be included in the FS-10 of another program area.)***

Title I FS-10.pdf

3. **Upload a completed copy of the *Budget Narrative* for** Title I, Part A.

(*Please Note* **- an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**

Title I Budget_Narrative 26_27.docx 1.pdf

Budget/Narrative - Title I, Part D

PLEASE NOTE -

1. The FS-10 for each program area should reflect only the program area allocation for the 2026-27 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. 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 as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

4. **The amount of funds shown in the space below reflects the LEA's 2026-27 Title I, Part D allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #5 and #6.**

0.00

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5. **Upload a completed and signed copy of the *FS-10 Budget* for** Title I, Part D.

(Please Note **- a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).**

(No Response)

6. **Upload a completed copy of the *Budget Narrative* for** Title I, Part D.

(Please Note **- an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**

(No Response)

Budget/Narrative - Title II, Part A

PLEASE NOTE -

1. The FS-10 for each program area should reflect only the program area allocation for the 2026-27 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. 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 as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.
6. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by Title II, Part A Use Funds category to align with the Title II, Part A Use of Funds Chart.

7. **The amount of funds shown in the space below reflects the LEA's 2026-27 Title II, Part A** allocation**, as identified previously in the application. This is the amount to be used as the LEA completes Items #8 and #9.**

65,982.00

8. **Upload a completed and signed copy of the *FS-10 Budget* for** Title II, Part A.

(Please Note **- a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).**

Title II FS-10.pdf

9. **Upload a completed copy of the *Budget Narrative* for** Title II, Part A.

(Please Note **- an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**

Title II Budget_Narrative 26_27.docx.pdf

Budget/Narrative - Title III, Part A - English Language Learners (ELL)

PLEASE NOTE -

1. Only SINGLE APPLICANTS and LEAD APPLICANTS of a consortium should upload Title III, Part A - ELL budget information.

2. LEAs applying as a MEMBER of consortium do not upload budget documents.
3. The FS-10 for each program area should reflect only the program area allocation for the 2026-27 school year.
4. Carryover funds should not be included in the FS-10.
5. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
6. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
7. 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 as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

10. **The amount of funds shown in the space below reflects the LEA's 2026-27 Title III, Part A English Language Learner allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #11 and #12.**

48,384.00

11. **Upload a completed and signed copy of the *FS-10 Budget* for** Title III, Part A English Language Learners (ELL).

(Please Note **- a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).**

Title III FS-10.pdf

12. **Upload a completed copy of the *Budget Narrative* for** Title III, Part A English Language Learners (ELL).

(Please Note **- an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**

Title III ELL Budget_Narrative 26_27.docx.pdf

Budget/Narative - Title III - Immigrant Education

13. **The amount of funds shown in the space below reflects the LEA's 2026-27 Title III, Immigrant Education allocation, as identified previously in the application. This is the amount to be used as the LEA completes Items #14 and #15.**

0.00

14. **Upload a completed and signed copy of the *FS-10 Budget* for** Title III, Immigrant Education.

(Please Note **- a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).**

(No Response)

15. **Upload a completed copy of the *Budget Narrative* for** Title III, Immigrant Education.

(Please Note **- an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**

(No Response)

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Budget/Narrative - Title IV, Part A

PLEASE NOTE -

1. The FS-10 for each program area should reflect only the program area allocation for the 2026-27 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. 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 as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.
6. All program activities should be explicitly aligned with proposed expenditures represented in the FS-10 budget. Please identify the expenditures by Title IV, Part A Use Funds category to align with the Title IV, Part A Use of Funds Chart.

Please click here ***to view an instructional video about completing the FS-10 and budget narrative for Title IV Part A.***

16. **The amount of funds shown in the space below reflects the LEA's 2026-27 Title IV, Part A** allocation**, as identified previously in the application. This is the amount to be used as the LEA completes Items #17 and #18.**

31,689.00

17. **Upload a completed and signed copy of the *FS-10 Budget* for** Title IV, Part A.

(Please Note **- a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).**

Title IV FS-10.pdf

18. **Upload a completed copy of the *Budget Narrative* for** Title IV, Part A.

(Please Note **- an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**

Title IV Budget_Narrative 26_27.docx.pdf

Budget/Narrative - Title V Rural Low Income Students (RLIS)

PLEASE NOTE -

1. The FS-10 for each program area should reflect only the program area allocation for the 2026-27 school year.
2. Carryover funds should not be included in the FS-10.
3. Funds being transferred must be reflected in the program budget to which they are originally allocated, not be included in the FS-10 to the program to which the use is being transferred.
4. LEAs must clearly identify the specific use of Transferability Funding in the FS-10 and Budget Narrative for the fund source from which the use of funds are being transferred.
5. 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 as "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

19. **The amount of funds shown in the space below reflects the LEA's 2026-27 Title V, Rural Low Income Students (RLIS)** allocation**, as identified previously in the application. This is the amount to be used as the LEA completes**

Items #20 and #21.

0.00

20. **Upload a completed and signed copy of the *FS-10 Budget* for** Title V Rural Low Income Students (RLIS).

(Please Note **- a signed original and two copies must be mailed to NYSED as part of the LEA's application submission).**

(No Response)

21. **Upload a completed copy of the *Budget Narrative* for** Title V Rural Low Income Students (RLIS).

(Please Note **- an original budget narrative must be mailed to NYSED as part of the LEA's application submission).**

(No Response)

Funded Administrator

Please refer to the *Documents* panel along the left of the application for additional information and access to the "*Funded Administrative Position*" form.

22. **Does the LEA have any professional-level administrative or supervisory positions included in the FS-10 Budget forms submitted for the federal Titles?**

☐ Yes, the LEA does have professional-level administrative or supervisory positions included in the FS-10s submitted for one or more of the federal Titles.

☑ No, the LEA does not have professional-level administrative or supervisory positions included in the FS-10s submitted for any of the federal Titles.

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Submission Summary - Title I, Part A

HARRISON CSD - 660501060000

1. **The following represents a summary of Title I, Part A funding figures based on the information provided in previous sections of the application.**

	Title I, Part A Allocation ($)	Total Funds for Title I, Part A Purposes (Allocation + Transferability) ($)	Title I, Part A Per Pupil Amount ($)	Title I, Part A LEA Share ($)	Title I, Part A Private School Share ($)
Title I, Part A - Summary	215,543.00	215,543.00	1,781.35	215,543.00	0.00

2. **The following represents *additional* Title I, Part A summary figures based on information provided in earlier sections.**

	Title I, Part A LEA Reserves ($)	Title I, Part A LEA Funds Distributed to Public Schools (LEA Share minus Funds Reserved) ($)
Title I, Part A - Summary (Cont.)	600.00	214,943.00

Submission Summary - Title I, Part D

3. **The following represents a summary of Title I, Part D funding based on information provided in previous sections.**

	Title I, Part D Allocation ($)	Total Funds for Title I, Part D Purposes (Allocation +/- Transferability) ($)
Title I, Part D - Summary	0.00	0.00

Submission Summary - Title II, Part A

4. **The following represents a summary of Title II, Part A funding based on information provided in previous sections.**

	Title II, Part A Allocation ($)	Total Funds for Title II, Part A Purposes (Allocation +/- Transferability) ($)	Title II, Part A Per Pupil Amount ($)	Title II, Part A LEA Share ($)	Title II, Part A Private School Share ($)
Title II, Part A - Summary	65,982.00	65,982.00	15.84	59,947.64	6,034.36

Submission Summary - Title III ELL/Immigrant

5. **The following represents a summary of Title III, Part A - ELL funding figures based on the information provided in previous sections.**

	Title III - ELL Allocation ($)	Total Funds for Title III - ELL Purposes (Allocation + Transferability) ($)	Title III - ELL Per Pupil Amount ($)	Title III - ELL LEA Share ($)	Title III - ELL Private School Share ($)
Title III - ELL Summary	48,384.00	48,384.00	125.67	48,384.00	0.00

6.

The following represents a summary of Title III, Immigrant Education funding figures based on the information provided in previous sections.

	Title III - Immigrant Allocation ($)	Title III - Immigrant Per Pupil Amount ($)	Title III - Immigrant LEA Share ($)	Title III - Immigrant Private School Share ($)
Title III - Immigrant Summary	0.00	0.00	0.00	0.00

Submission Summary - Title IV, Part A

7. **The following represents a summary of Title IV, Part A funding figures based on the information provided in previous sections of the application.**

	Title IV, Part A Allocation ($)	Total Funds for Title IV, Part A Purposes (Allocation +/- Transferability) ($)	Title IV, Part A - Per Pupil Amount ($)	Title IV, Part A - LEA Share ($)	Title IV, Part A - Private School Share ($)
Title IV, Part A - Summary	31,689.00	31,689.00	7.61	28,790.89	2,898.11

8. **The following represents a summary of the *total* Title IV, Part A allocation - BOTH public and private school shares -** use of funds **by content area based on the information provided in previous sections of the application.**

	Well Rounded Educational Opportunities Total	Safe and Healthy Students Total	Effective Use of Technology Total
Title IV Use of Funds - LEA Share	6,898.00	20,000.00	4,791.00

9. **The following represents a summary of Title IV, Part A - Private School Share** use of funds **by content area based on the information provided in previous sections of the application.**

	Well Rounded Educational Opportunities Total	Safe and Healthy Students Total	Effective Use of Technology Total
Title IV Use of Funds - Private School Share	2,898.00	0.00	0.00

Submission Summary - Title V Rural Low Income Students (RLIS)

10. **The following represents a summary of Title V Rural Low Income Students (RLIS) funding based on information provided in previous sections.**

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	Title V - RLIS Allocation ($)	Total Funds for Title V - RLIS Purposes (Allocation + Transferability) ($)
Title V RLIS - Summary	0.00	0.00