

ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Summary & Background**

Page Last Modified: 09/24/2021

Summary & Background

HOLLAND PATENT CSD

412201060000

SUMMARY & BACKGROUND

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund. The ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated by October 31, 2024.

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

This number should be used on the appropriate FS-10 budget form.

Submission Deadline

Completed applications are due by **August 31, 2021** (with extensions by request), and will be reviewed on a rolling basis.

ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Summary & Background**

Page Last Modified: 09/24/2021

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER allocation returned to the United States Department of Education.

APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS

The federal ARP statute requires SEAs to reserve:

not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the [SED Monitoring and Vendor Reporting System](#). This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Submission Instructions

Page Last Modified: 09/24/2021

Submission Instructions

HOLLAND PATENT CSD

412201060000

Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

Page Last Modified: 10/29/2021

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

HOLLAND PATENT CSD

412201060000

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

Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

2. **Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Dr. Cheryl J. Venettozzi	cvenettozzi@hpschools.org	10/30/2021
LEA Board President	Lydia Kelly	lkelly@hpschools.org	10/30/2021

ARP-ESSER Allocation - Construction-Related Costs

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

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

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

Page Last Modified: 01/20/2022

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

HOLLAND PATENT CSD

412201060000

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

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

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

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

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

The Holland Patent Central School District developed a plan based on feedback and recommendations from staff, district leadership, Board of Education and the general public. The general public was provided an opportunity to make recommendations at a Community Forum on August 23, 2021. An additional meeting will be held on December 15, 2021 targeting stakeholders who represent the interests of students with disabilities, English Language Learners, students who are struggling emotionally, as well as students who are struggling academically. An agenda and information regarding the use of funds was distributed which included summer programs targeted on intense tutoring in ELA and Math, as well as camps targeted at science, social studies and physical activities. Feedback was verbally given to the district from the attendees which was considered if it was an allowable expense as determined by New York State Education Department. In the future, the Holland Patent Central School District will keep the community abreast of learning opportunities via Board of Education meetings, district forums, district newsletters, school newsletters and other communications as appropriate. The district will encourage feedback from all stakeholders in these meetings and communications. In the future, the district will send updated information to the community and continue to ask for feedback from the Holland Patent community. A committee made up of community members, HPTA members, CSEA members, and HPAA members reviewed multiple factors, including COVID related concerns as well as meeting with the Oneida County Department of Health. The implementation of the plan will be coordinated with the administration, teachers and board members with input being received via Parent Square as well as being reviewed at each BOE meeting.. There is the ability for recommendations of change through the stakeholder review both in person meetings and committee level meetings of staff and administration.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

Page Last Modified: 01/20/2022

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

www.hpschools.org/cms/lib/NY01913715/Centricity/Domain/4/HPCSD%20Proposed%20Reopening%20Plan.pdf

Parents that have limited access to internet will be provided a hard copy of the plan that can either be sent home with their child or mailed to them.

ARP-ESSER LEA Base 90% Allocation - Program Information

3. In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

The Holland Patent Central School District has reopened school to five days per week in each of our buildings for our Prekindergarten to grade 12 students. The processes, procedures and strategies are in alignment with the most recent Center for Disease Control guidance on reopening schools for full in-person learning. The Holland Patent Central School District funds from this allocation will be utilized to support increasing student achievement as well as providing remediation and acceleration of learning in all content areas. These include:

- Professional learning for all HPCSD employees
- Increased technology
- Instructional Coaches
- Fine Arts and Music Programs
- Intramural Programs
- School Based Intervention Teams
- Extra-curricular clubs
- Reading, Writing and Math curriculum support
- After School Programs
- Summer School Programs
- Social Emotional Learning Programs

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

Page Last Modified: 01/20/2022

4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.

The Holland Patent Central School District will be analyzing the following to ensure we are utilizing multiple measures of data:

- STAR ELA and Math Assessments - these assessments are given 3 times a year to progress monitor student growth. The data is used to determine what interventions students need to ensure academic growth.
- Grade level/course benchmark assessments - these assessments are given quarterly to determine areas that need to be addressed regarding learning loss due to the pandemic. The data is analyzed by our School Based Intervention Teams (SBIT) to determine assistance students need in the classroom.
- Attendance trends - the HPCSD analyzes attendance of students in order to be able to address the type of assistance the students need. We are offering a 3-5 tutoring program so students can get extra help when missing school. Teachers are available every night in every subject.
- Social Emotional Learning referrals - social workers and guidance counselors work with teachers and principals to address student SEL issues. We have Connected Community Schools in every school to assist the school in addressing these issues.
- Behavioral disciplinary referral - discipline issues have risen since the pandemic hit - our social workers and guidance counselors analyze our data to assist student in dealing with the Social Emotional issues. We use community agencies when warranted.
- ESSA Subgroup data - we analyze our subgroup data (Economically Disadvantaged, SWD, etc.) during SBIT so we can determine what assistance is need to help our students.
- COVID Quarantine data per building - data is analyzed on a weekly basis to determine what assistance students need - we analyze absences along with classroom performance to identify students.
- Classroom Evaluations - building administrators observe classrooms to determine and analyze which students may be falling through the cracks, these students are discussed and plans developed at SBIT meetings.

HPCSD Proposed Reopening Plan.pdf (hpschools.org)

www.hpschools.org/cms/lib/NY01913715/Centricity/Domain/4/HPCSD%20Proposed%20Reopening%20Plan.pdf

5. In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.

The Holland Patent Central School District will be utilizing the required reserve 20% funds to address the impact of loss of instruction. The district will focus on the following to ensure learning loss is addressed: Instructional Coaches for ELA and Math, a teacher on special assignment will be coordinating and aggregating data for administration, teacher review of student performance and growth. The district will continue to monitor student progress and collaboratively review and re-calibrate student programming as needed which includes after-school programming, remediation, acceleration, Response to Intervention, differentiation, vocabulary acquisition. Tier one will be a focus as well. After school programming will be after school from 3-5 to assist students with targeted instruction provided by certified teachers to address learning loss and any continued loss of instruction due to quarantines. This will be a continued process with constant review for improvement to help all students in need of additional support.

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

Page Last Modified: 01/20/2022

6. In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.

The remaining funds will be utilized to provide supports to our instructional staff with professional learning on continued implementation of Reading in the Content Area, as well as best practices and instructional strategies in the classrooms. We will be contracting with the Tovani group - site visits will be conducted where the Tovani group will be observing teachers and then conduct lab days where Cris Tovani and Sam Bennett will be modeling for our teachers how to engage all students in the classroom as well as teaching them how to teach reading in the individual content areas. Best practices will be modeled for our teachers with the purpose of increasing the amount of time students read as well as how to engage every student in the classroom. Instructional coaches will be working with teachers in the classroom to improve instruction to address student deficits. In addition, class sizes have been reduced so the teacher to student ratio is below 18-20 students per section. Additional technology will be purchased in order to support our grade level/content teachers integrating technology in the classroom. Monies will also be dedicated to after school and summer programming in order to address Social Emotional needs as well as academic needs. The Registered Nurse will be used to assist with paperwork, as a result of the COVID 19 pandemic, in each of our 4 buildings which will allow our nurses to attend to children that have other health issues. The COVID Coordinator will work with Oneida County Health Department as well as the New York State Department of Health developing Test to Stay protocols, developing permission slips, assisting principals with contact tracing and keeping abreast of the daily changes coming from the CDC. The Library Media Specialist will assist all students with reading instruction in order to enhance the growth of ELA skills to address learning loss they have experienced these past 2 years as a result of the pandemic.

7. In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

With the implementation of our Instructional Coaches and Reading in the Content Area Framework, we will be collaboratively reviewing our district, individual school, grade level, course, and individual/group data to revise programming and offerings as needed to best support our students and increase achievement. The data will assist us in determining what student support is needed as a result of the COVID-19 pandemic which will focus on students with disabilities, ELLs, low-income students and our students in foster care. The SEL teachers will be focusing on these students in the following subgroups which are identified using ESSA data. Programs will focus on additional interventions needed in small groups and individual settings where students will have additional access to certified teachers, social workers, counselors, related services and outside agencies. In addition, mixed groups of these students will be set up by the SEL teacher to address any deficits they have focusing on mental health needs. The data will be continuously analyzed so that we can make informed decisions in the best interest of children. We will implement the Positivity Project to train our students in need with coping skills as we move forward in addressing their Social Emotional Learning.

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

Page Last Modified: 01/20/2022

ARP-ESSER Return to In-Person Instruction

HOLLAND PATENT CSD

412201060000

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

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

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

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

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

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

www.hpschools.org/cms/lib/NY01913715/Centricity/Domain/4/HPCSD%20Proposed%20Reopening%20Plan.pdf

Parents that have limited access to internet will be provided a hard copy of the plan that can either be sent home with their child or mailed to them.

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

Page Last Modified: 01/20/2022

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

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

The Holland Patent Central School District will continue to review and revise our plan by continuing to seek input from our stakeholders. This will be achieved through continued committee meetings, surveys, team meetings, and review of our data with all the programs being implemented with these funds. The plan includes:

- Committee meetings with reports to district level administrators
- Administrative cabinet meetings
- BOCES Regional meetings
- Meetings with outside agencies
- Board of Education meetings
- Surveys given to the community and parents - these surveys will be sent out to the public/community for the purpose of eliciting feedback about the plan.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

Page Last Modified: 10/30/2021

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

HOLLAND PATENT CSD

412201060000

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

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	2,277,171
Total Number of K-12 Resident Students Enrolled (#)	1,341
Total Number of Students from Low-Income Families (#)	539

ARP-ESSER Schools Served

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

	Number (#)
Total Number of Schools in the LEA	4
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	4

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 10/30/2021

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

HOLLAND PATENT CSD

412201060000

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

1. Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.
- PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.**

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	0
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster	0

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 10/30/2021

	FUNDING Amounts (\$)
care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	2,277,171
Totals:	2,277,171

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget**

Page Last Modified: 01/20/2022

ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

FS-10 ARP ESSER-90.pdf
2020-23 ARP GRANT.xlsx

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

Budget Narrative ESSER-90.pdf
Budget_Narrative ARP ESSER 90.docx

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

	Total Funds (\$)
15 - Professional Salaries	1,575,941
16 - Support Staff Salaries	0
40 - Purchased Services	383,200
45 - Supplies and Materials	0
46 - Travel Expenses	0
80 - Employee Benefits	318,030
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	2,277,171