

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Summary & Background

Summary & Background

SOUTH BRONX COMMUNITY CHARTER HIGH S

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SUMMARY & BACKGROUND

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

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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.

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

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Introduction/Instructions - Submission Instructions

Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

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LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	John Clemente	john.clemente@southbronxcommunity.org	9/30/21
LEA Board President	Alvarez Symonette	asymonette1@gmail.com	9/30/21

ARP-ESSER Allocation - Construction-Related Costs

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

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

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

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

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

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

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

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

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

SBC provides regular and frequent communication to families through periodic letters from school leadership, a monthly newsletter for families and frequent communication between advisors and the parents of their advisees. With all the uncertainty surrounding COVID's spread and its impact on our community, we have significantly increased communication and family engagement.

Stakeholder Engagement

Over the last several months, SBC leaders have collected data and engaged school stakeholders and community members in developing our plans.

- *Parent/Family Engagement* - SBC has distributed a parent survey and newsletter to collect input and share information about critical needs in our community. In addition, the SBC Parent Committee has met to review elements of the plan while in development. SBC has also held virtual meetings with parents each month from June through October to provide information about health and safety protocols, remote learning, and academic and social and emotional learning needs and plans.
- *Staff Engagement* - SBC has collected input from teachers about academic and social/emotional learning needs through meetings in July and August. SBC leaders conducted a Q&A/presentation with staff during staff orientation to discuss and receive input on the plans and to share input provided by families about the plans.

Community Engagement - SBC has also received guidance and support from its Board of Trustees, the community of school leaders across NYC affiliated with the NYC Charter Center and the NY State Charter Schools Association. In addition, SBC has collected student input through surveys and focus groups with student government and special education students.

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

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

<https://southbronxcommunity.org/governance/>

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.

SBC staff and students will be trained on recognizing potential symptoms and screening thresholds.

Cleaning and Disinfection

The CDC provides reopening guidance for cleaning and disinfection with specific guidance for schools along with the cleaning and disinfection decision tool to aid in determining what level of cleaning and/or disinfection is necessary. Funds will be used to enhance custodial plans. School wide cleaning must include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses. The guidance provides a general framework for cleaning and disinfection practices. The framework is based on doing the following:

- Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure;
- Disinfection using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19. Where disinfectants are used, products should be registered with EPA and the NYS Department of Environmental Conservation (DEC). Frequent disinfection of surfaces and objects touched by multiple people is important;
- When EPA-approved disinfectants are not available, alternative disinfectants will be used (e.g., 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions).
- Cleaning and disinfection will be performed daily
- School custodians will maintain logs that include the date, time, and scope of cleaning and disinfection

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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.

Social, Emotional and Mental Health Data Collection: SBC uses periodic feedback surveys of all students to gauge key social, emotional and mental health indicators. The survey instrument aligns closely with the annual survey the NYC Department of Education uses as part of the School Quality Review Process. The categories include cultural awareness and inclusive classroom instruction, guidance, personal attention and support, bullying, safety and trust. SBC implements this survey 3 times a year and conducts data analysis through a rigorous Improvement Cycle process that identifies change ideas to improve school performance in these areas, with the explicit goal of improving positive responses on these surveys. In addition, staff have two advising touchpoints with students daily during remote learning - a morning check-in and afternoon check-out. This allows staff to get a sense of where their advisee's emotions are before entering virtual classrooms. It also helps students debrief their day and organize what they need to work on until classes resume. The data collected helps to identify students who may need additional support (counseling, technology, etc.).

Diagnostics and Interim Assessment: SBC uses computer based assessment systems that provide critical diagnostic and formative assessment data about student learning and growth. SBC students use their chromebooks to engage with these programs as a component of selective courses that provide differentiated guidance with essential literacy and numeracy skills. Computer-based programs are used that adhere to the following key criteria:

- Alignment to Common Core Standards and NYS assessments
- Capacity to provide baseline diagnostic data about students reading comprehension and math skills
- Capacity to deliver interim assessments to students at least three times per year and provide staff with immediate access to student performance in an actionable format
- Quality of learning resources to engage and support students at a range of levels
- Ability to track and sort data relevant to student performance

SBC has used several technological platforms to meet students' needs and personalize learning. Programs that meet the stated criteria above include: Think Through Math (TTM), Achieve 3000, IXL, and Castle Learning. For example, Achieve 3000 provides *College/Career Readiness Reports* that forecast student ability to read and comprehend complex text, and thus their readiness for college and career, based on current Lexile and Common Core quantitative guidelines. Additionally, in alignment with our competency based system, IXL provides a diagnostic that informs teachers and students of their strengths and gaps by skill. IXL and Castle Learning are platforms that are consistently used to formatively assess student performance and growth.

The Academic Director and Lead Teachers facilitate improvement cycles with staff in which they analyze student performance data and develop goals, interventions, and benchmarks. All teachers are expected to assess baseline performance levels for the attainments in each course. This will be used to create Individualized Learning Plans, measure student growth, and evaluate curriculum and instruction. Team meetings are held weekly to engage in collaborative discussion of student learning and the development and implementation of our academic and socio-emotional curriculum. Staff has the flexibility to research, adapt, develop, and implement diagnostic and formative assessments to gain data to make informed decisions. Teachers formatively assess students through the use of projects, quizzes, essays, presentations and different uses of media. Formative assessments are often implemented with different pathways for students to demonstrate their understanding while using a predetermined rubric stating criteria for success. SBC engages in mock regents and practice exams for major summative assessments 3 times a year for students to prepare for the content and structure of the exam.

Summative Assessment: The SBC learning model has a robust emphasis on challenging, higher order thinking and complex problem solving, consistent with the Common Core Standards. SBC employs a strategy for summative assessments with multiple strands. SBC uses an external validation tool, the College and Work Readiness Assessment (CWRA+), which is administered twice, as a baseline at the beginning of 9th grade and then again at the end of 10th grade.

SBC continuously tunes teachers' assessments of competencies in relationship to the interim and summative data strategy described above. In addition to creating and norming attainment rubrics, teachers tune rubrics with the support of the leadership team of SBC. Lead Teachers curate exemplary student work as anchors associated with each attainment. These resources serve multiple purposes as:

- Guides to developing appropriate lessons, learning activities and assessment tasks that will produce appropriate levels of proficiency;
- Examples that students can use to grasp what is being asked of them and on which to model their own work; and
- Measures against which student work and demonstrations can be measured.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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.**

Targeted Support: Mid-Year Intensive and Mastery Intensive

While SBC employs real time data analysis to ensure that the learning program is attuned to meet the needs of students, SBC will also provide additional structures to ensure the students that are behind pace receive customized supports to accelerate their learning and acquisition of attainments.

Mid-Year Intensive is a week of differentiated supports for students. For accelerated students, SBC provides additional career and college exposure opportunities. For students behind pace, SBC provides small group instruction in the classes of need for each student.

Mastery Intensive is a three week program at the end of the school year, in July, for students behind pace. Students receive small group instruction customized to their learning deficits. Students in these programs are able to focus on attainments they were not able to acquire during the regular school year with more personalized attention to surface the skill gaps and other barriers to their success.

SBC's After School Program will provide academic enrichment for students. Advisors are in charge of monitoring the grades of their advisees. They are the first to refer students to after-school support, which is held on Tuesdays, Wednesdays, and Thursdays, with different subjects on certain days. After-school sessions allow students to receive direct support from their content teacher. Advisors document all meetings in a spreadsheet, noting progress or any issues. These are reviewed by team leads and brought to school leadership when needed. Because ALL academic and youth development staff are advisors, the school regularly covers professional development in a 4 week cycle on culturally relevant learning and relating to students. Depending on what the feedback is from the advising documents, the school will tailor the professional development to the student body's current needs.

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.**

SBC plans to spend the remaining funds on Learning Coaches, Social Workers and training in Healing Centered Engagement.

Throughout the school, SBC will bolster it's instructional program with two adults are in every classroom: an academic teacher and a learning coach. Learning coaches are tasked with supporting students toward social-emotional skill development, conducting one-on-one conferencing, and leading small group tutoring. They have expertise in youth development and work closely with teachers to provide support in academic classes as necessary. Learning coaches collaborate with teachers very closely on all aspects of their work since students bring similar strengths—and challenges—to all their classes, be it math, science, or CORE.

Healing Centered Engagement was coined by Dr. Shawn Ginwright in 2018 to advance a new and effective way to support young people of color and their adult allies with an asset based, and cultural rooted approach to healing and well-being. Healing Centered Practitioner Certification teaches school and youth development professionals how to address trauma by using healing centered practices and principles in afterschool settings, schools and classrooms.

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.**

Adding learning coaches will reduce the advising load for each staff member, meaning that each learning coach and each academic teacher is an advisor to 8-10 students from their advisory group. Advisors will meet with each of their students every two weeks to check in on goals, progress, and social and emotional competencies. The advisors will log their check-ins in a central advising tracker for all staff and school leaders to assess the emotional and mental state of the student body.

SBC will fortify it's personalized, competency-based model to provide all students with personalized learning plans. SBC uses a rigorous Response To Intervention (RTI) model and all students have access to differentiated supports including assistive technology, Learning Coaches, and tutoring. Support from Learning Coaches and a Lead Teacher certified in Special Education will ensure that students receive timely and thoughtfully developed personalized support, and necessary specialized services. Additionally, SBC will employ additional full-time mental health counselors to provide additional services for students in need of mental health support.

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

ARP-ESSER Return to In-Person Instruction

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

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

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

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

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

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

https://docs.google.com/document/d/e/2PACX-1vTAvm-1V-A_ppR9T9P7KvTYoqc_rklRutpBeBE4xmofQnUh_rogCgWTi-Tw9OUIT5MmsJPJnKKH20j/pub

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

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.

SBC has a Safety Team, which includes representation from the Board of Trustees, leadership team, staff, parents and students. The team meets quarterly to review policies and determine if any updates are needed based on new health information. The Safety Team convenes weekly when there are changes to the community conditions that may prompt an update to SBC's policies between quarterly meetings. The group provides input on key decisions and uses a consensus protocol when issues arise where there are strong opposing positions.

As we examine the current landscape around health and safety considerations, we recognize that there are no easy answers. The best way forward will be to work in partnership with our community to ensure we are considering all perspectives, and that we maintain, and continue to build, communal trust.

Plans are shared with the broader SBC community and all are invited to provide feedback directly to the members of the Safety Team, who are tasked with responding to feedback and updating the plan as needed.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	1,259,313
Total Number of K-12 Resident Students Enrolled (#)	330
Total Number of Students from Low-Income Families (#)	290

ARP-ESSER Schools Served

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

	Number (#)
Total Number of Schools in the LEA	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

1. Please complete the 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.	400,000
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.	400,000
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	120,000
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	300,000

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
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.	39,313
Totals:	1,259,313

ARP-ESSER Application: Part 2 - ARP Act

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

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.

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

FS10_Budget_Excel_SBC_ESSER_ARP 1.pdf

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

Budget_Narrative_SBC_ARP_ESSER.docx

- 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	1,259,313
16 - Support Staff Salaries	0
40 - Purchased Services	0
45 - Supplies and Materials	0
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,259,313