

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

Summary & Background

ELLCOTTVILLE CSD

040901040000

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.

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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 ActIntroduction/Instructions - Submission Instructions

Submission Instructions

ELLCOTTVILLE CSD

040901040000

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 Act

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

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

ELLCOTTVILLE CSD

040901040000

- 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 | Aimee Kilby | akilby@ecsny.org | 12/21/2021 |
| LEA Board President | Bob Van Wicklin | vanwicklin@gmail.com | 12/21/2021 |

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

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

ELLCOTTVILLE CSD

040901040000

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.**

In May 2021 and June 2021 the District's Administrative Team started reviewing anticipated needs within the District to counter the impacts of COVID-19. In doing so, the District talked with teachers, counselors, students, the IT department, the school nurse, supervisors and other school personnel. A comprehensive plan was then created that addressed needs including, but not limited to: technology, learning loss, SEL, etc. A draft of the plan was shared with the Board of Education on June 22, 2021. A parent / community presentation took place on the evening of June 23, 2021. This presentation was in person and it was also broadcast for people that could not attend. Another presentation took place on for all staff on June 24, 2021, and this final presentation was also shared via e-mail with all Board of Education members. At the end of each presentation parents, staff and Board members were encouraged to offer suggestions, feedback, etc. via e-mail. Information was, indeed, received via e-mail, and adjustments were made accordingly when possible.

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

<https://www.ellicottvillecentral.com/Page/2228>

- The District will use the link above on the District website to post the LEA ARP ESSER plan as it was submitted to NYSED so that stakeholders have access to it.
- Updates to the plan will be posted via the same shortcut on the District Website.
- Should an individual not be able to access the LEA ARP ESSER plan through the website, we will provide the individual with a paper copy of the report.

ARP-ESSER Application: Part 2 - ARP Act

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

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 District plans on purchasing recurring PPE supplies with some of these funds. Otherwise, the District is addressing prevention and mitigation strategies through other funding sources.

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.**

For elementary students (K-5th Grade), the District will be using Fast Bridge to assess students' academic progress (initial and end of year) as well as the NYS Elementary Level Assessments. In addition, the District will use SAEBRS to assess students' SEL and well-being. Data from both Fast Bridge and SAEBRS will be considered together by the school psychologist and guidance department to determine and monitor needed intervention and supports as well. The District will pay for these through its general budget process.

For MS/HS students (6th grade - 12th grade), the District will purchase and utilize the Right Path software from Right Reason Technologies to assess student's initial academic progress. During the year, a variety of assessment tools may be used, including, but not limited to: Right Path Assessments, locally created assessments, the NYS Intermediate Level Assessments, and NYS Regents Exams. This District will also purchase and use the Holistic Student Assessment from the Partnerships in Education and Resilience (PEAR) Institute to assess students' SEL and well-being. Implementation of this assessment will be administered and monitored by our school psychologist and guidance department. RRT and PEAR have also "teamed" to coordinate both academic and SEL data into one report for students so that progress in both areas can be more easily used to determine and monitor needed interventions and supports. The software packages are new and will be purchased with ARP funds.

In addition, the District is looking to hire a social worker / school counselor with ARP funds to serve as a school-to- family liaison to ensure the we are meeting the needs of both students and families as we transition back to a 100% all in-person school model. This person may also work with families to help them seek out other available resurces / programs within the community as needed.

The LEA will use the data here to monitor and evaluate the interventions as follows:

- Intervention Specialist – We will hire a teacher that holds NYSED Certification to work with students that exhibit learning loss (i.e. low achievement scores, gaps pointed out via testing, teacher reports, etc.), to help them catch-up in learning.
- Part Time Teacher Assistant - We will use progress monitoring through Fastbridge, anecdotal notes, class grades to assess student growth.
- Extra Staff After School Instruction - Teachers will use progress monitoring through anecdotal notes, class grades to address learning loss and to assess student growth.
- Extra Staff Development:
- The Right Path Program component includes testing, videos, lessons, etc. that teachers will need to be trained to use. This package along with teacher created assessments and anecdotal notes will be used to monitor student growth.
- We will purchase “Sources of Strength” to further address students’ mental health needs. Student feedback through the program will allow the District to measure progress.
- Over the Summer of 2022, elementary teachers will review, evaluate and realign our reading curriculum to ensure a rigorous program that meets student needs. Student data from the 2021-22 school year will be compared with student data from 2022-23 school year over the summer of 2023 to evaluate the effectiveness of the realignment.

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.

- The District will utilize Right Reason Technology's (RRT) Right Path Program (6-12), as well as local assessments, and teacher input to identify areas of learning loss.
- RRT includes modules that will provide remediation lessons and assessments as needed.
- The school will utilize an expanded afterschool program for all students that ensure small group sizes and individualized attention for these students experiencing learning loss. This expanded afterschool program.

- The District is looking to hire a NYS Certified Secondary Teacher with ARP funds to serve as a transition specialist to assist MS/HS students with learning loss by assisting with academic assistance, homework monitoring, study guidance / skills, organization, etc.

The LEA will use the data here to monitor and evaluate the interventions as follows:

- Intervention Specialist – We will hire a teacher that holds NYSED Certification to work with students that exhibit learning loss (i.e. low achievement scores, gaps pointed out via testing, teacher reports, etc.), to help them catch-up in learning.
- Part Time Teacher Assistant - We will use progress monitoring through Fastbridge, anecdotal notes, class grades to assess student growth.
- Extra Staff After School Instruction - Teachers will use progress monitoring through anecdotal notes, class grades to address learning loss and to assess student growth.
- Extra Staff Development:
 - The RRT component includes testing, videos, lessons, etc. that teachers will need to be trained to use. This package along with teacher created assessments and anecdotal notes will be used to monitor student growth. This program will be purchased through BOCES and the portion not covered by BOCES Aid will be claimed under ESSER funding.
 - We will purchase "Sources of Strength" to further address students' mental health needs. Student feedback through the program will allow the District to measure progress.
 - Over the Summer of 2022, elementary teachers will review, evaluate and realign our reading curriculum to ensure a rigorous program that meets student needs. Student data from the 2021-22 school year will be compared with student data from 2022-23 school year over the summer of 2023 to evaluate the effectiveness of the realignment.

The RRT will be funded using both District and ARP ESSER Fund. The RRT program / package is being purchased through CA BOCES.

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.

- Expanded staff development to incorporate new technology and software related to (but not limited to): remote instruction, addressing the emotional well-being of students, learning loss, etc.
- Providing for a student summer leadership summit.
- Providing additional afterschool counseling.
- Expansion of STEM programs / materials.
- Implementation of the "Sources of Strength" program (mentoring/leadership/suicide prevention) in MS/HS.
- Expanded training and implementation of "Restorative Practices" through Extra Staff Development.
- Student assemblies.
- Sensory Integration Pathways (elementary)
- Technology purchase / repair / replacement to ensure device accessibility for remote instruction.
- Physical accommodations (i.e. furniture) / space for reluctant learners.

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

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.**

As a small rural school of under 600 students, all of the programs and interventions that are implemented will be offered and available to ALL students as needed. We make this statement as we do not have: English learners, students experiencing homelessness, or migratory students. In addition, we only have 2 foster children in the entire District, only 7% of students are considered students of color and 16% are student with disabilities. Given these small numbers of students in each of these subgroups, we firmly believe that we will be able to equitably use these funds and provide services for **ALL** students as needed, as opposed to target just a small number of students.

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

ARP-ESSER Return to In-Person Instruction

ELLCOTTVILLE CSD

040901040000

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).

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

<https://www.ellicottvillecentral.com/Page/2221>

- The District will create a shortcut to a URL on the District website to post it's Re-Opening and subsequent revisions so that stakeholders have access to it.
- Updates to the plan will be posted via the same shortcut on the District Website.
- Should an individual not be able to access the Re-Opening plan through the website, we will provide the individual with a paper copy of the plan.

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.

The District will prepare progress reports on the current implementation of its Re-Opening Plan which will be shared with the public at least one time approximately every six months via the District Newsletter. Feedback / suggestions / etc. will be encouraged and collected via e-mail. All feedback / suggestions from all stakeholders will be considered via a team meeting of District officials including, but not limited to: Superintendent, Principals, School Business Official, Student Support Services (counselors/psychologist), IT (as necessary), and Union Leadership (as necessary). If revisions are necessary, they will be made accordingly and the revised copy of the Re-Opening Plan will be shared via the District Website. In the event an individual cannot access the Website, a paper copy of the plan may be requested via District Offices.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

ELLCOTTVILLE CSD

040901040000

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 (\$) | 645,423 |
| Total Number of K-12 Resident Students Enrolled (#) | 565 |
| Total Number of Students from Low-Income Families (#) | 181 |

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 | 2 |
| Number of Schools Served by ARP-ESSER LEA Base 90% Funding | 2 |

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

ELLCOTTVILLE CSD

040901040000

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 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. | 41,500 |
| 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. | 16,000 |
| 14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools. | 236,000 |
| 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. | 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 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 | 272,500 |

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. | 18,000 |
| 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. | 61,423 |
| Totals: | 645,423 |

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.

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

Ellicottville 2nd Update FS-10 for ARP - Dec 2021.pdf

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

ARP-ESSER Budget Narrative for Ellicottville Central School - Updated Dec 2021.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 | 524,423 |
| 16 - Support Staff Salaries | 0 |
| 40 - Purchased Services | 28,000 |
| 45 - Supplies and Materials | 81,500 |
| 46 - Travel Expenses | 0 |
| 80 - Employee Benefits | 0 |
| 90 - Indirect Cost | 0 |
| 49 - BOCES Services | 11,500 |
| 30 - Minor Remodeling | 0 |
| 20 - Equipment | 0 |
| Totals: | 645,423 |