

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

Summary & Background

ELBA CSD

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SUMMARY & BACKGROUND

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

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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 ActIntroduction/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

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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.

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

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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	Lisa Penna	lpenna@elbacsd.org	8/23/21
LEA Board President	Mike Augello	maugello@elbacsd.org	8/23/21

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 ActLEA 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.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information****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 Elba Central School District believes it is critical to have multiple stakeholders at the table. To accomplish this, the District used preexisting committees to tap into a diverse and representative set of stakeholders.

First, the core leadership team met, reviewed the guidelines, and developed a solid outline regarding different ways to use the funding. (Supt., Principals, Psych., Bus. Off.). From there, they each met with their own groups to brainstorm ideas.

- The Superintendent met with the Board of Education, the Technology Coordinator, the Health Office/Local Health Department, the BEST/PTA, and the Maintenance and Grounds Department.
- The Principals met with their School Improvement Teams, faculty, parents, and students.
- The School Psychologist met with the Special Education Department, the Counseling Department, parents, and students.
- The Business Official met with others from across the region to ensure we were on target with our planning.

After generating ideas, the core leadership team met again to combine ideas. Then we took those ideas to our Full Leadership Team, which included the core members along with members from Health Care, Transportation, Maintenance, Food Service, Technology, and Athletics.

In addition to the systematic process we used to engage a diverse and representative group of stakeholders, it is also important to note that Elba Central School District also conducted a needs assessment for our ENL population this past school year (20-21). We worked collaboratively with RBERN to conduct a Program Quality Review for our English Language Learners and their families to determine what our best next steps are. This process also included a variety of stakeholders and provided us with valuable feedback for planning. We incorporated this feedback into our planning on how to use ARP funds as well.

Throughout the course of implementation, ECS will continue to use its preexisting committees to engage various stakeholders. That process proved to be extremely successful in the development of the plan so we have no reason to doubt it will be the same with implementation. The ARP ESSER Plan will be a standing agenda item at our meetings so we can continue to monitor the progress of our actions and the success of the ARP ESSER plan. For committees that do not include parents and/or students, we will engage them in surveys and focus group interviews when necessary. Below is an outline of some meeting schedules.

District Admin - Weekly

School Improvement Teams - BiWeekly

Faculty Meetings - Monthly

Department Meetings - Weekly

Grade Level Team Meetings - Weekly

Full Leadership Teams - Monthly

Board of Education - Monthly/Weekly with Superintendent

BEST/PTA - Monthly

Special Education/Counseling - Monthly

ENL - Biweekly

Health and Wellness - Monthly

Student Leadership Team - Monthly

Student Council - Biweekly

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.elbacsd.org/domain/12>

In the event that a person requests a copy of our ARP ESSER Plan. They will be directed to our Grants Coordinator. She will then provide them with the following options.

1. The person making the request can access our plan on our website.
2. The Grants Coordinator will email the plan to the person making the request.
3. The Grants Coordinator will mail the plan to the person making the request.
4. The Grants Coordinator will leave a hard copy of the plan in our District Office to be picked up by the person making the request.

ARP-ESSER LEA Base 90% Allocation - Program Information

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & 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 Elba Central School District is confident that we will be able to continuously and safely provide in-person learning for our students. To ensure the safe return of our students, the District will use ARP funding to support the salary and benefits of a cleaner. The cleaner will be responsible for disinfecting high-touch surfaces, replenishing hand sanitizer, and providing teachers with a constant supply of Oxivir and wipes. He will also support the other cleaners when needed. Overall, the cleaner will play a critical role in maintaining a high level of cleanliness within the two school buildings on our central campus. (PK-6 and 7-12) Elba Central School also plans to use ARP funding to purchase supplies (wipes, disinfectants, sanitizers, etc.) for sanitizing and cleaning the two buildings. This will ensure that the health, safety, and well-being of our staff and students is of the utmost priority.

In addition to the increased focus on cleanliness and the development of a robust disinfection process, Elba Central School is also taking steps to ensure that our air filtration system is performing at its best. The District will use ARP funding to purchase new air filters.

- 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 Elba Central School District plans to use multiple data points to identify student needs and monitor student progress.

- NYS Assessment Data – All NYS Assessment data will be taken into consideration (3-8, Regents, NYSESLAT, etc.)
- iReady – All students in K-8 will be screened three times each year using the universal screening tool. Based on the results, students in need of intervention will be provided with those services and will participate in biweekly progress monitoring through iReady. Students in grades 9-12 who are performing within the K-8 level will also use iReady.
- Running Records – All students in grades K-6 perform running records three times each year.
- Quarterly Benchmarks – All students in grades K-12 engage in quarterly benchmark assessments.
- AP Exams
- RTI Reports
- Academic History and Progress
- Exit Tickets and other Formative Assessments
- Attendance Records
- Discipline Referrals
- Health Office Visits
- Counseling Office Visits

- 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.**

To address the impact of lost instructional time, the Elba Central School District will be using 20% of its allocation to purchase a 7-year subscription to the evidence-based intervention tool, iReady. This will be used as a diagnostic screening tool as well as a progress monitoring tool for all students in grades K-8. Not only will it provide teachers with a starting point and guide them in the right direction, but it will also provide tailored lessons for each student that can be completed independently through the online Learning Path... or that can be taught by the teacher. This system also comes with a Teacher Toolbox, which is a whole collection of supplemental lessons based on skill. (Students in grades 9-12 who are performing within the K-8 band will also use this program.)

With the implementation of iReady for K-8, we will have a consistent assessment system that anchors students and teachers in both ELA and math. Though it won't be the only component of data that we look at, it will certainly be a critical component to all programming throughout the year... academic year, afterschool program, and summer learning.

ARP-ESSER Application: Part 2 - ARP Act

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

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.

In addition to using ARP ESSER funding to support the salary of a cleaner, cleaning supplies, air filters, and iReady/Teacher Toolbox, the Elba Central School District plans to dedicate the remaining ARP funds to the following items.

- Teacher Chromebooks – During the pandemic, it became clear how much our teachers needed better devices. If we expect them to deliver 21st century instruction, they need to be equipped with the proper tools. All teachers will receive an upgraded Chromebook. (one-time purchase)
- Regents Exam Scanning through BOCES – Each school is required to scan their Regents exams and upload the results into a database. From there, administrators can generate data, run reports, etc. Elba Central School has never owned its own scanning system and has always had to rely on other schools to scan our materials and send them to us. This wastes valuable time when planning the next steps. As a result, ECS is planning to use ARP funds to purchase the software for the Regents scanning. This will allow us to continue our emphasis on using data to drive instruction.

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.

Regarding the required reserve of 20% of funds, our data teams will specifically look at the growth our students make in math and ELA using iReady. This evidence-based program was purchased with the intention of supporting those students who have been disproportionately impacted by the COVID 19 pandemic. In particular, we are focused on low-income students, students with disabilities, and English language learners, as those are the most affected populations in our school district. iReady is adaptive in nature, meeting each child where they're at and developing a Learning Path specific to his/her needs. By requiring a minimum of 45 minutes of the My Learning Path each week, in each subject, students are expected to show significant growth as based on research. If they are engaged for more than 45 minutes, they will show even more growth. Teachers and data teams will be monitoring the data closely to determine if ALL groups of students are making progress with the iReady intervention program as they work to complete the assigned lessons in their My Learning Path.

In addition to providing students who have been disproportionately impacted by the pandemic with an evidence-based intervention, iReady also provides teachers with meaningful and relevant data. It provides a synopsis of known skills, an action plan for areas of growth, and a plethora of resources to use. As data teams continue to review the iReady student data, they identify trends regarding our students' acquisition of skills and they share it with the appropriate people. This is absolutely critical because they support all teachers (classroom, interventionists, special education, and ENL). Teachers work together as grade-level teams, departments, etc. to use this information to develop their lessons and inform their decision-making when planning for the students who have been disproportionately impacted. The result is a more intensive focus on a specific set of skills that will enhance the students' learning experience and accelerate the rate of learning.

Many times, the information that comes out of these data analysis meetings is shared with parents. This is particularly true for our subgroups that have been disproportionately affected. Since iReady offers so many resources to help parents too, teachers often share the reports and the resources so parents can be successful at home. If needed, we involve the district translator in our ENL meetings to ensure that our parents who speak Spanish understand what the data is telling us and what steps they can take to support their children at home. Many of the iReady resources are also available in Spanish.

Another purpose for using our set-aside to purchase a subscription to iReady is to provide specific subgroups of students (SWD, ENL, low-income) with a resource they can access during quarantine or closure. In a time when remote learning is a possibility at any given time, having these built-in resources will ensure that students don't lose even more instructional time than they already have, especially for these subgroups. Instead, they (and their parents) will have access to their My Learning Path, video lessons, tutorials, and online support.

It is important to note that Elba Central School District is also providing interventions targeted at students' social, emotional, and mental health needs. However, these are accounted for in the state reserve funding.

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

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

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

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

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

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

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

<https://www.elbacsd.org/>

In the event that a person requests a copy of our Re-Opening Plan. They will be directed to the Secretary to the Superintendent. She will then provide them with the following options.

1. The person making the request can access our plan on our website.
2. The Secretary to the Superintendent will email the plan to the person making the request.
3. The Secretary to the Superintendent will mail the plan to the person making the request.
4. The Secretary to the Superintendent will leave a hard copy of the plan in our District Office to be picked up by the person making the request.

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 Elba Central School District is committed to maintaining an up-to-date plan for in-person instruction. Just as it did with the ARP ESSER plan, the District will use preexisting committees to gain input from multiple stakeholders and will use that input to adjust the reopening plan on an ongoing basis. This process will begin with the full leadership team. The full leadership team meets monthly and then updates their individual staff and student groups in between the monthly meetings. The reopening plan is a standing agenda item that gets revisited at the full leadership meeting every month.

When necessary, public comment will be gathered in several ways. Electronic parent surveys will be the primary method of collecting feedback, but we will also filter information through committees with community representatives on them.... Health and Wellness, School Safety, BEST/PTA, etc. There will also be a link on our website for community members to provide feedback. (As public comment and feedback are received, that information will be shared with the full leadership team each month.)

The Superintendent will work with the Board of Education to ensure they're part of the process as well and will update the full leadership team each month.

Adjusting the reopening plan will be a monthly topic of discussion throughout the next several years. We plan to continue using our preexisting committees for this work through September 30, 2023. We will follow the same process outlined in question #1 of the ARP ESSER plan with our full leadership team carrying the brunt of the discussion/work.

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.

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 (\$)	397,829
Total Number of K-12 Resident Students Enrolled (#)	385
Total Number of Students from Low-Income Families (#)	161

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

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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 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.	11,939
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.	116,115
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.	35,685
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 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	85,516

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.	148,574
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	0
Totals:	397,829

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.**

ARP signed FS10 updated- Elba.pdf

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

Budget_Narrative ARP ESSER Plan updated.pdf

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

	Total Funds (\$)
15 - Professional Salaries	0
16 - Support Staff Salaries	93,600
40 - Purchased Services	0
45 - Supplies and Materials	116,115
46 - Travel Expenses	0
80 - Employee Benefits	54,974
90 - Indirect Cost	0
49 - BOCES Services	133,140
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	397,829