

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

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**Summary & Background**

SCHOHARIE 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 Act**Introduction/Instructions - Summary & Background

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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.

**ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Submission Instructions

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**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

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

SCHOHARIE CSD

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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	Robert Bonaker	rbonaker@schoharieschools.org	08/26/21
LEA Board President	Terry Burton	tburton@schoharieschools.org	08/26/21

**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

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

SCHOHARIE CSD

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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.**

The district has surveyed the community and staff (07/01/21), scheduled meetings with each academic and special area department (occurred at the building administrator level, and created an ARP Grants committee following the collaboration and consultation parameters of the ESSA Grants (as a guide) composed of BOE members, Teacher and Civil Service Unit members, School Administration, Parents, Students, Community Business Leaders, and Local Government representatives. This committee will meet regularly as the application process proceeds and through the funding rollout (over the next few years). As of the submission of the application, the district has held 3 stakeholder meetings and presented to the BOE in the public session. Additionally as required the information will be kept up to date electronically through school messenger and the website. Stakeholder meetings will continue to be scheduled every other month and the BOE will receive another presentation as the grant process continues to evolve and we move forward with the current plan and the next application (when NYSED releases it). The district is also maintaining google sheets from each department so that ideas around ways to utilize funds can be updated in real time as needs change through the grant process.

- 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.schoharieschools.org/2021-22-reopening/>

<https://www.schoharieschools.org/budget/>

**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

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- 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 has maintained a fluid and flexible reopening plan through an understanding of CDC, NYS, and DOH guidance throughout the COVID19 pandemic. Through this work and vigilance of our staff, students, and families, Schoharie CSD was only closed (shift to remote learning) from March-June 2020. We returned for the 2020 2021 school year with K-8 Fully inperson and 7-12 in a hybrid. By October of 2020, all students (except those whose families opted out (approximately 75/838) were in person. We are confident that we will be able to offer our students a safe environment for in person learning this year in a similar fashion to last school year. We are using funds to complete our 1:1 chromebook rollout, fund our mifi devices for staff and families, and will monitor our supply of fabric and disposable masks which can be replenished if needed. Additional funds are being allocated to fund our shift into a more technology integrated Math curriculum, opportunities for acceleration and remediation in reading and improvements on how we utilize assessment to allow for more flexibility with regards to the use of technology (helping with instructional delivery if we have to shift instructional modalities due to the pandemic). Additional funds have been set aside across grants this year to support students who may miss time due to COVID19 or other illness (tutoring).

We are using the funds (with regards to prevention and mitigation strategies for the following) Masks and PPE, continued resupply and availability of appropriate PPE for staff and students. The additional of building climate control (rooftop controls for increased airflow and filtered ventilation). Additionally our purchase of mifi (data access), chromebooks (support for instruction if students have to be quarantined or classes need to be split based on CDC guidance on transmission rates in our area. All new curriculum purchases are equipped with a digital footprint to allow for a more seamless shift to remote instruction if COVID19 protocols dictate such a more. The district considers all of this mitigation, we made these choices because it puts the district in the proper position to seamlessly continue instruction regardless of the spread of the pandemic and its effects.

- 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 district will utilize its MTSS system and associated building level meetings (IST Instructional Support Team, PST Pupil Support Team, FBA Functional Behavioral Analysis) to work with staff and families to identify students at risk for social, emotional, behavioral, or academic issues. All assessments will tie to individualized student goals and be progress monitored to track overall student performance as they work to achieve grade level mastery (and beyond). Each of these building level teams will also accept direct referrals from families or community agencies (as applicable) to ensure that there is a holistic approach to ensuring students are given every opportunity to make adequate progress across Social, Emotional, Behavioral, and Academic facets of the school curriculum. Students who progress through these meetings and their interventions and are identified as not making adequate progress will be referred to the CSE and / or 504 committees for eligibility determinations (as appropriate).

The district will continue to utilize its existing data models to assess the impact of interventions on student learning. Students are assessed 3x each year across their core academics (in conjunction with NYS assessments). Data will be analyzed using the existing IST and PST (Instructional and Pupil Support teams) as well as the recently created FBA Behavioral Committee. The SEL committee will use attendance, discipline, and survey data (parents, teachers, students) to assess the effectiveness of Social Emotional Supports and professional development within the district.

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

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- 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 Schoharie CSD has tried to focus the majority of the grants this cycle to ensure we are addressing the struggles that students have encountered as a result of the COVID19 pandemic. The district did not have as much lost instructional time as others in the State (we were K-8 fully in person for 2020-2021 and 9-12 was fully in person from October 2020-June2021 with the exception of Opt out). We did experience difficulties with students in the split classroom model, it was difficult for all students to see success in that model. As a result our grant proposal includes Certified Floating Subs (2) District wide to ensure certified teachers are available to cover if staff are absent and to have staggered schedules to allow for tutoring support throughout the school year, the continuation of the K-8 Schoharie Summer Program (Teachers, TAs, Nursing) to provide remediation and enrichment opportunities locally over the summer. (2) instructional coaches district wide to assist Faculty with best practice in instruction, differentiation, assessment, and data review, Continued participation in the BOCES regional summer program for grades 9-12 to ensure students have an opportunity to receive academic remediation if needed (in order to continue to progress towards graduation, Increase in admin (assistant principal), school social work and behavior support to help address other factors (in school and in the community) that are preventing our students from making adequate progress (to include the impact of the COVID19 pandemic), creation of a family engagement coordinator to assist families with how to help their students succeed socially and academically, hiring of a literacy teacher at the secondary level to address ongoing concerns about literacy in the district, continuation of academic intervention program in literacy (read180/system44, accelerated reader), science (labaides kits for more accessible middle school science instruction), boardworks subscription (standards based and aligned resources for faculty across the K-12 curriculum), updated elementary school classroom libraries (leveled, differentiated, culturally responsive), tutoring hours for staff to be available for students who miss instructional time or need remediation.

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

The remainder of our funds look to address our technology needs (complete the 1:1 rollout of chromebooks K-12, update of desktops in the technology and ag science programs), updating of our Agriculture Science and Technology / Manufacturing programs (integrating updated technology and techniques to prepare students for CTE programming and higher level study) through additional equipment and software purchases with an emphasis on technology and integrating science, art and design into the curriculum, Creation of a STEAM Teacher / Elementary Science coordinator position to better integrate science and STEAM into the elementary curriculum, CTLE committee chair stipend to assist with the rollout of PLC's district wide ensuring best practice in terms of assessment, data analysis, and student remediation, % of transportation department wages that allowed the district to continue meal delivery and maintain staff during the COVID19 closure / shift to remote learning (May-June 2020), continued support of Verizon MiFi support for district families, creation of a SEL multidisciplinary committee to assist with the roll out of more comprehensive SEL education, awareness, and supports. Creation of Teacher - Student mentoring, Peer Mediation, and Community Circles programs to provide additional avenues for students to have their social emotional needs met within the school setting.

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

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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.**

The district is taking a number of steps to ensure that we are able to address the academic impact of lost instructional time along with the needs of our students across academic, social emotional, mental health, and behavioral realms. As discussed above, Certified Floating Subs (2) District wide to ensure certified teachers are available to cover if staff are absent, the continuation of the K-8 Schoharie Summer Program (Teachers, TAs, Nursing) to provide remediation and enrichment opportunities locally over the summer. (2) instructional coaches district wide to assist Faculty with best practice in instruction, differentiation, assessment, and data review, Continued participation in the BOCES regional summer program for grades 9-12 to ensure students have an opportunity to receive academic remediation if needed (in order to continue to progress towards graduation, Increase in admin (assistant principal), school social work and behavior support to help address other factors (in school and in the community) that are preventing our students from making adequate progress (to include the impact of the COVID19 pandemic), creation of a family engagement coordinator to assist all families with how to help their students succeed socially and academically, hiring of a literacy teacher at the secondary level to address ongoing concerns about literacy in the district, continuation of academic intervention program in literacy (read180/system44, accelerated reader), science (labaides kits for more accessible middle school science instruction), boardworks subscription (standards based and aligned resources for faculty across the K-12 curriculum), updated elementary school classroom libraries (leveled, differentiated, culturally responsive), tutoring hours for staff to be available for students who miss instructional time or need remediation, creation of a SEL multidisciplinary committee to assist with the roll out of more comprehensive SEL education, awareness, and supports. Creation of Teacher - Student mentoring, Peer Mediation, and Community Circles programs to provide additional avenues for students to have their social emotional needs met within the school setting.

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

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**ARP-ESSER Return to In-Person Instruction**

SCHOHARIE CSD

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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.schoharieschools.org/2021-22-reopening/>

The district has posted its reopening plan and all ongoing updates to the website in an accessible format. This information also goes out to all district stakeholders via school messenger for families to be able to access it on their computer or mobile device. Additionally all interested parties can request a copy by emailing their child's school building at which time a copy will be sent out via their delivery method of choice (us mail, electronic, parent pickup, backback mail).

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

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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 has held regular meetings (every two weeks, which will shift to monthly meetings Fall 2021) and community forums since the beginning of the COVID19 pandemic to review and revise its reopening guidance. In addition to community forums (held virtually) we have utilized our message board at the front of the property, school messenger service (email and text based service), and website to communicate out to stakeholders regarding reopening and COVID safety guidance. The district will continue to utilize these methods to ensure stakeholders are aware of current guidance and are invited / encouraged to participate in forums to discuss and offer revisions to the current district plan. Additional feedback has been collected via phone communication, emails, survey data, monitored chat rooms (during community forums), and from district BOE public comment. We will continue to utilize every method at our disposal, to include in person meetings if allowable under COVID19 restrictions, to seek out input and public comment / feedback regarding our plans for continued school operation during the pandemic and the use of all grant related funds.

**ARP-ESSER Application: Part 2 - ARP Act**

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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**ARP-ESSER LEA Base 90% Allocation - Funding Distribution**

SCHOHARIE CSD

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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 (\$)	1,582,626
Total Number of K-12 Resident Students Enrolled (#)	838
Total Number of Students from Low-Income Families (#)	419

**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**

SCHOHARIE CSD

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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.).	180,470
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.	145,731
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.	84,647
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.	218,131
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	63,211
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.	449,610
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	339,807

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.	26,945
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.	74,074
<b>Totals:</b>	<b>1,582,626</b>

**ARP-ESSER Application: Part 2 - ARP Act**

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

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**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.**

ARP FS10 with Markup for 20percent Academic loss 102021.pdf  
Signed FS10 ARP Grant Application1 083121.pdf

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

ARP Narrative 083121.pdf

- 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	841,250
16 - Support Staff Salaries	73,789
40 - Purchased Services	90,437
45 - Supplies and Materials	362,049
46 - Travel Expenses	0
80 - Employee Benefits	1,059
90 - Indirect Cost	0
49 - BOCES Services	89,200
30 - Minor Remodeling	26,945
20 - Equipment	97,897
<b>Totals:</b>	<b>1,582,626</b>