

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

Page Last Modified: 08/02/2021

Summary & Background

UNION SPRINGS CSD

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

Page Last Modified: 08/02/2021

SUMMARY & BACKGROUND

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

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

- ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.
- ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

Page Last Modified: 08/02/2021

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

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

The federal ARP statute requires SEAs to reserve:

- not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

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

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Submission Instructions

Page Last Modified: 08/02/2021

Submission Instructions

UNION SPRINGS CSD

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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

Page Last Modified: 08/03/2021

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

UNION SPRINGS CSD

051901040000

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	Michael G. Wurster	mwurster@unionspringscsd.org	08/23/2021
LEA Board President	Ann Marie Daum	amdaum@unionspringscsd.org	08/23/2021

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

Page Last Modified: 11/03/2021

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

UNION SPRINGS 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.

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

Page Last Modified: 11/03/2021

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 held multiple school board meetings, presentations to community members, and posted the plan to the website for public review and comment. The school board meetings held on the evenings of ARP ESSER presentations were some of the district's most well attended meetings of the year. Further, the District collaborated with the teacher's union to identify positions directly related to student learning supports to compensate for learning loss and social emotional health. District administration met with representatives from the community and instructional staff at all levels to identify needs. The school principals called every family who had children that learned remotely during the 2020-2021 school year and surveyed their needs to assess a successful return to in person instruction and additional learning supports that might need to be implemented for them to be successful. The District collaborated with all collective bargaining units to gather input as well.

We will continue to provide regular updates to the school board regarding planning and how the funds will be used to close gaps based on identified needs due to the COVID-19 pandemic. Further, we will provide regular updates to PTOs, Site Based Teams, and other parental/community groups within the district over the course of the school year.

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.**

<http://www.unionspringscsd.org/tfiles/folder651/ESSER%20II%20-%20GEER%20II%20%20ARPA%20Plan%20-%20USCSD%20FINAL.pdf>

The plan is on the website. I am the FOIL officer and can provide the document at any time. Additionally, the public can contact the Union Springs District Office and request a copy of the plan or a discussion about the plan and its details.

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 will add teachers to reduce class size, purchase PPE to create multiple layers of mitigation. Additional facilities staff have been hired to address the immediate needs of sanitization and cleaning of school buildings, specifically during the summer months in preparation of return to full time in person learning. The District will also utilize funds for the purchase of technology devices and programs to aid in safely reopening and operating schools.

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

Page Last Modified: 11/03/2021

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.**

Progress reports, report cards, STAR Reading and Math results, anecdotal teacher and counselor feedback, fidelity and follow through to our school counseling plan, AIS plan, and special education plan.

The District will use collected data and review in team meetings to identify gaps in student learning. Once these gaps have been identified, the teams will develop data based interventions. These interventions can occur both in and out of the classroom. The District will hire teachers in both general and specific content areas to address these gaps and aid in minimizing the impact of instructional and learning loss.

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 devote instructional staff to students who require interventions in all academic areas, including core areas. Additionally, the District will allocate funds to hire instructional staff who work specifically on providing both in person and virtual instruction aimed at addressing learning loss. The District has developed summer enrichment programs that occur in the elementary, middle, and high school buildings. This summer program occurs over the course of 6 weeks and provides in person academic activities aimed at addressing specific student needs that were identified using data from the prior school year. Students are provided with interactive instructional work and data is collected to ensure that students can also start the school year off using the skills and interventions that were determined to be effective during the summer learning program. The same FTE that are budgeted for summer learning time will work in the District after school program as well. After school opportunities will be provided for students in grades 5-12. The FTE included in the FS10 will provide data driven academic interventions for our students in all buildings. These teachers will work with the regular day classroom teachers to determine specific skills and content areas that students need additional time to work. Once these deficits are identified, the after school teachers will provide individualized interventions to students and then work with classroom teachers to provide feedback and ensure student growth is occurring. The building leaders will meet regularly with these teachers to review data on the student growth.

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

Page Last Modified: 11/03/2021

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 District will purchase furniture and equipment that allows for proper social distancing based on NYSDOH and CDC guidelines. Additionally, the district will allocate funds to positions within the facilities department to ensure that ventilation and hygiene protocols are kept in place and preventive measures are implemented to decrease the spread of the COVID-19 virus.

The Director of Operations will oversee all hygienic, disinfecting, and social distancing requirements and implementation. This position will oversee all activities related to campus facilities and operations and ensure that proper inventory, staffing, and procedures exist to minimize the likelihood that the school day will be impacted by the Pandemic.

The included school nursing staff will work in all district buildings providing testing, contact tracing, data entry, and overflow. This position was become necessary due to the increase of demands on the nursing staff to meet with students, families, the health department and ensure that all protocols are followed in relation to the pandemic.

Mifi service fees, wifi enabled devices and remote internet devices are included to ensure that learning loss does not occur for students that are unable to attend school due to being quarantined or otherwise unable to attend school. Additionally, the district is located in a rural setting with many families unable to provide internet or devices for students that are capable of completing assignments during extended school hours or after school. In order to ensure equitable access to technology and education, it is necessary to provide mifis, wifi enabled devices, and remote internet devices to our students.

In order to increase the air quality of our district facilities, air filters with higher merv ratings must be purchased and readily accessible for changeouts. Additionally, the amount of sanitizing and disinfecting that is required necessitates the use of non-chemical cleaning systems in schools. The germicidal UV systems are used to disinfect classrooms, killing the virus that causes COVID-19 in an efficient, non-harmful manner for staff and students.

The necessity of building summer programming, after school opportunities, remote learning, and programs aimed at reducing the impact of learning loss require the district to purchase new software programming for students and their devices. These programs provide the district with the resources to ensure that all students, from all subgroups, have equitable access to tools that meet their individual needs as we navigate learning in the pandemic.

While PPE needs have changed since the onset of the pandemic, the District must be able to meet these needs. PPE is considered to be any items that provide personal protection for our students in minimizing the transmission of COVID-19 in our schools. These items can include wearable PPE for students as well as items used in the classroom, cafeteria, and other instructional settings.

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

Page Last Modified: 11/03/2021

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.**

All students at Union Springs Central School District will have equitable access to learning spaces, internet, and electronic devices through the use of existing and ARP-ESSER funds. The ARP-ESSER funds will allow the District to acquire and use classroom, virtual, electronic, and instructional items that combat learning loss and provide opportunities for students to access high quality education. Through the use of these funds, this learning will ultimately occur in the classroom, virtually, after the regular school day and during the summer recess. By providing students with a systemically hygienic learning environment that is social distanced and staffed with personnel who can provide education in any environment, students and families will know that educational continuity is planned for, thus reducing stressors impacting our students.

1. English Learners - the District provides time for the ELL teacher to travel to student homes, work after school, and work during the summer to ensure continuity of learning for our English Learners. This occurs more frequently since the onset of the pandemic as the District works to maintain attendance of our English Learners. Additionally, all buildings translate materials to go home to families of English Learners in their home language. These items are not part of the FS10, but occur as part of the District's response to impacts of the COVID 19 pandemic.

2. low-income families - The FTE hired by the District to provide interventions (during the school day, summer, and after school) specifically review data of students who come from low-income families, as this subgroup has been hit especially hard in our community by socioeconomic issues stemming from the COVID 19 pandemic. In addition to providing academic interventions, our school counselors work with our low income families to ensure they are aware of and receiving community supports to sustain their household and provide for the well-being of their children. In addition to staffing, the District has included in the plan, wifi enabled devices to ensure that all students have equitable access both to devices and high speed internet.

3. Children with Disabilities - The District will ensure that funds allocated to software and hardware purchases are both accessible and properly designed for students with disabilities. This will ensure that our students with disabilities are able to access all of the same learning opportunities as our general education learners both in school and if there are periods of virtual learning. This includes procuring software programs and devices that allow our students with disabilities to remain in contact with their Special Education Teachers.

4. Students Experiencing Homelessness - the after school funds, summer learning, and supplies and materials allocated in the FS10 specifically aid in the care and instruction of our students facing homelessness. Because these students often do not have a fixed night time residence, it is imperative that their resources be mobile and able to be used in different locations. For this reason, the wifi enable devices (including internet hotspots) are available to our students dealing with homelessness.

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

Page Last Modified: 10/28/2021

ARP-ESSER Return to In-Person Instruction

UNION SPRINGS 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.**

<http://www.unionspringscsd.org/tfiles/folder651/Union%20Springs%20CSD%20REOPEN%20April%202021.pdf>

The plan is located on the website and hardcopies will be available in the district office and main offices of each school. Additionally, families and community members can contact their child's principal or the Superintendent to discuss the plan.

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

Page Last Modified: 10/28/2021

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 reviewed the plan at the annual administrative meeting (7/19/21 - 7/21/21). Additionally, the plan is discussed at public school board meetings as updates are made to the plan, including the 8/24/2020 meeting. The plan will also be discussed during the August 23, 2021 board meeting.

In addition to these meetings, the plan is reviewed with district staff and during monthly administrative team meetings to review materials and make updates to the plan as new guidance is released and the needs of the district stakeholders evolves. All board meetings where the plan is discussed allow for public comment on the plan. Additionally, the plan is posted on the district website and allows for the public to review and contact the district with feedback, suggestions, and comments.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

Page Last Modified: 11/03/2021

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

UNION SPRINGS 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 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 (\$)	955,508
Total Number of K-12 Resident Students Enrolled (#)	775
Total Number of Students from Low-Income Families (#)	319

ARP-ESSER Schools Served

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

	Number (#)
Total Number of Schools in the LEA	3
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	3

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 11/03/2021

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

UNION SPRINGS CSD

051901040000

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.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	392,920
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.	14,691
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.	68,528
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	58,827
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	51,205

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 11/03/2021

	FUNDING Amounts (\$)
students, students experiencing homelessness, and children and youth in foster care.	
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 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.	162,773
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.	78,384
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.	128,180
Totals:	955,508

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 11/03/2021

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 ESSER Signed FS-10 USCSD 2.pdf

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

BUDGET NARRATIVE ARP-ESSER2.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	396,543
16 - Support Staff Salaries	269,182
40 - Purchased Services	75,420
45 - Supplies and Materials	93,605
46 - Travel Expenses	0
80 - Employee Benefits	120,758
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	955,508