

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

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Summary & Background

EDWARDS-KNOX 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

ARP-ESSER Application – Part 2

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.

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

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

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

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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

LEAs

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

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

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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?**

(No Response)

- 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	Glenda Morales-Hanley	gmoraleshanley@sllboces.org	08/24/2021
LEA Board President	Penny Allen	pinheadpmg@yahoo.com	08/25/2021

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 Response)

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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.

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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.**

Edwards-Knox CSD meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.

A survey was sent out to all staff and members of the E-K school community to gather input on recommendations for using the ARP funding. A committee of stakeholders met to review and discuss the recommendations and prioritize what items we would fund. We have a three-year implementation plan that we will review quarterly when the committee meets. An informational presentation was also given at a Board meeting. Information continues to be updated on the district website.

Edwards-Knox Central School District will gather continuous feedback regarding our ARP Plan from the community through an open online survey posted on our website. We will also elicit feedback from our reopening committee. Our reopening committee was formed and meets regularly (every 10 weeks, or as necessary) at the onset of the pandemic and this committee consists of stakeholders from the community, as well as, representatives from teachers, extended day partners, building and grounds, cafeteria, administrators, and transportation.

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.**

ARP Plan: <https://www.ekcsk12.org/Page/2663>

THE ARP Plan Narrative contains the links to the FS 10 and BN at the bottom. The ARP-ESSER Application: Part 2 will also be posted on website following SED Approval.

The ARP-ESSER Plan will be made available in the district office.

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.**

To continuously and safely reopen and operate schools, the district will use funds to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools. Funds will be used for the following:

To allow for learning spaces and activities to the greatest extent possible, the district will purchase new classroom student seating-desks and chairs;

Appoint cafeteria monitors to ensure and maintain student spacing, assist with sanitation of eating and overall safety of students; and

Provide for a substitute Licensed Practical Nurse (LPN) to assist with maintaining the health and safety of students- contact tracing, and temperature checks.

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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.

To identify student needs and monitor student progress as a result of planned interventions and supports, the district will continue to monitor student progress with i-Ready diagnostic testing, meet regularly to analyze diagnostic results, and develop and implement intervention strategies for struggling learners using a multi-tiered system of supports. In addition, we will utilize progress monitoring data and individual student data (formative and summative assessments and observations) from teachers. Other data we will collect and analyze is attendance, counseling records, and student/parent/teacher feedback surveys results.

Additional Schoolwide/Districtwide Supports the LEA will employ:

District Trauma Sensitive Team (DTST): team meets to determine supports for individualized students, as well as, supports and addresses school climate and SEL.

Positivity Project: supports character education and SEL; monthly assemblies.

Poverty Initiative: Staff participated in Poverty Simulation and received professional development on how to reach children- how to understand poverty and engage students with poverty in mind.

Liberty Partnership: supports struggling, low-income students academically and includes career counseling.

Additional counseling supports: provided by school counselor and school psychologist for students and families.

McKinney-Vento Mentoring Program: Title I Mentors work with identified homeless students to support social, emotional and academic achievement.

Migrant Program: communicates and supports identified students and families; 1:1 or small group tutoring, acts as liaison with staff and offers career/college information.

Strategy review teams and grade level teams: will use data analysis information to select, learn and implement intervention strategies to support struggling learners to determine specific student interventions and student goals.

Targeted tiered AIS interventions (Tiers I-III): for at risk and high-risk students with Flooding intervention schedule.

Inclusion of special education students into general education classes: providing additional staffing (TA's, Special education co-teaching, consultant services).

Enhance elementary literacy and math programming: for differentiation and individualized instruction- literacy block, leveled literacy instruction for reading groups, coaching, math running records with instructional component, additional software programming.

Continued implementation of Phonics for Reading Programs, such as Wilson Reading Foundations: for students with disabilities.

Continue to build on Reader's and Writer's Workshop and Units of Study in Phonics (K-2): to address student deficiencies.

Counseling Supports: To provide social-emotional supports to students individually or in small groups, collaborate with families to address student's needs and track attendance and student engagement.

After School Program: To address student learning- 1:1 tutoring, classroom instruction, differentiation, small group instruction, reteaching, learning loss, and addressing students' individual learning needs.

After School Enrichment Program: To enhance student engagement and interest, provide well-rounded educational activities and STEM.

Summer Learning Program: To provide academic intervention services to those students who struggle academically, SEL supports for cooperative learning activities, and project-based instruction/enrichment activities to increase student engagement and address learning

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loss.

Elementary Class Reduction Teachers: To allow for smaller class size and individual/small group instruction addressing the impact of learning loss at the elementary level.

Summer Professional Development Groups (PLCs): To work on aligning curriculum, prioritizing standards, data analysis of assessments, integrating technology, effective teaching strategies, student engagement, and intervention planning.

Licensed Practical Nurse (LPN): To allow for health and safety of students, parent contacts for home-school communication and attendance issues, contact tracing, temperature checks, etc.

Cafeteria Monitors: To maintain student spacing, assist with sanitation of eating space and overall safety of students.

Professional Development Workshops (Julie Causten): Enhancing district's growth toward a more inclusive environment- principles and practices of inclusion for special education students. This will provide a framework and collaboration between general education teachers and special education teachers to support SWD in the general education classroom.

Community School Counselor (United Way Mental Health Counselor): Providing mental health services and supports, including through the implementation of evidence based full-service community schools; To collaborate with and provide supports to students and families and provide resources and community supports to families.

Virtual conferences and workshops (Bureau of Education & Research): Professional development for staff Providing practical ideas, strategies and activities to address academic impact of lost instruction: differentiated instruction, supporting developmental delays, student engagement, behaviors, flipped and blended learning, literacy and math, STEM and enrichment.

Education consultant (Dr. Nicki Newton): To provide professional development on K-8 curriculum- Running Records to collect and analyze student data on math fluency, incorporate running records into curriculum, and implement evidence-based, research-driven instruction.

Increase the number of books for K-6 classroom libraries: Fiction and nonfiction books, leveled readers, books for differentiation, thematic and student engagement interest.

Independent Reading Assessment and Instruction (IRA) Kits: (Next Step Reading Assessment and Information in Action for Instruction).

Student adjustable-height desks & school chair set to allow student movement.

Outdoor Framed Tent (American Tent Company): to allow for outdoor educational classroom space, effectively maintaining the health and safety of students.

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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.**

We recognize that we will see an increased need in the area of academic intervention services as students return to full in-person learning five days a week beginning in the fall of 2021. To address the academic impact of lost instructional time through the implementation of evidence-based interventions, the required reserve of 20% of funds will be used to:

Offer afterschool programming for elementary and middle school students to address student learning- 1:1 tutoring, classroom instruction, differentiation, small group instruction, reteaching, learning loss, and addressing students' individual learning needs;
Offer After School Enrichment programming grades K-12 to enhance student engagement and interest, provide well-rounded educational activities and STEM;

Offer all students grades K-12 Summer Learning Program to provide academic intervention services to those students who struggle academically, SEL supports for cooperative learning activities, and project-based instruction/enrichment activities to increase student engagement and address learning loss:

Purchase materials and supplies for After School Program and After School Enrichment Program- snacks, crafting supplies, environmental education supplies, STEM, and physical activity supplies and materials;

Purchase materials and supplies for Summer Learning Program- snacks, academic supplies, enrichment supplies, environmental education supplies, STEM, and physical activity supplies and materials;

Appoint a School Counselor to provide social-emotional supports to students, collaborate with families to address student's needs and track attendance and student engagement;

Appoint two elementary class reduction teachers to allow for smaller class size and individual/small group instruction addressing the impact of learning loss at the elementary level;

Support classroom instruction by purchasing books for K-6 classroom libraries to include student non-fiction and fiction books, leveled readers, books for differentiation and student engagement, and other teacher requested materials;

Offer staff stipends will allow grade/subject level staff to work in professional learning communities (PLCs) on curriculum, prioritizing standards, data analysis of assessments, integrating technology, effective teaching strategies, student engagement, and intervention planning;

Purchase Independent Reading Assessment and Instruction (IRA) Kits, Next Step Reading Assessment and Information in Action for Instruction, to assess student skills and learning;

Partner with Education consultant, Dr. Nicki Newton, to provide professional development on K-8 curriculum- Running Records to collect and analyze student data on math fluency, incorporate running records into curriculum, and implement evidence-based, research-driven instruction;

Provide professional development conferences and workshops, Bureau of Education & Research that provide practical ideas, strategies and activities to address academic impact of lost instruction: differentiated instruction, supporting developmental delays, student engagement, behaviors, flipped and blended learning, literacy and math, STEM and enrichment;

Provide professional development on co-teaching programs and strategies for special education programming with Julie Causten,
Purchase services and collaborate with Community School Counselor, United Way Mental Health Counselor, to provide supports to students and families.

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.**

Edwards-Knox CSD will utilize remaining ARP funds for other allowable uses. The district will:

Purchase outdoor framed tent to allow for concerts, celebrations, and graduation, as well as, outdoor educational classroom space, effectively maintaining health and safety of students.

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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 will ensure that the interventions it implements, including but not limited to the interventions implemented under 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. Data will be collected on students' academic progress via pre and post-tests and i-Ready benchmarking and progress monitoring. Students' social emotional well-being will be monitored via classroom teacher observations and reports, school nurse, counseling services and guidance meetings. Students will be referred to the Instructional Support Team to determine additional needed support to be provided either in school or through support from community agencies.

Edwards-Knox community recognizes the pandemic has disproportionately impacted students from traditionally underserved communities, leading to significant learning loss and increasing the need for social-emotional supports. In addition to data collection via pre and post-tests, i-Ready benchmarking and progress monitoring, students' social emotional well-being will be monitored via teacher observations/ reports, nurse, counseling and guidance services. Students will be referred to each school's Instructional Support Team (IST) to determine needed supports/interventions. The ISTs meet at least bi-weekly to discuss individual students' needs and collaborates, suggests, and implements interventions/supports. Oftentimes, parents are invited to meetings supporting home-school communication and family needs. The supports are provided either in school or through support from community agencies. In addition, emphasis on utilizing small-group, differentiated instruction for every student allows us to identify at-risk students most significantly impacted, and target data-driven interventions to support academic success. The district also supports the following programs, interventions, and initiatives:-Targeted tiered AIS interventions for at-risk and high-risk students by flooding intervention. Struggling students are provided individualized/small group instruction and literacy and math programming for differentiation- literacy block, leveled literacy instruction for reading, coaching, math running records with instructional component, and additional software programming. Strategy review/grade level teams use data analysis information to select, learn and implement intervention strategies to support struggling learners and determine student interventions and goals.-Staff participate in PLC groups to prioritize curriculum maximizing learning time on-task on core subjects, student intervention planning, and effective teaching strategies on differentiation and engagement.-Additional counseling supports are provided by counselor and psychologist for students and families. Counseling provides social-emotional supports to students and collaborates with families to address needs, attendance, and student engagement. All underserved students will be assessed to determine needs and social-emotional supports.-The District Trauma Sensitive Team (DTST) meets to determine supports, as well as, community supports and addresses school climate and SEL. -The Positivity Project supports character education and SEL with monthly assemblies.-Staff participated in Poverty Simulation and received professional development on how to reach children, understand poverty and engage students with poverty in mind.-Liberty Partnership supports struggling, low-income students academically and includes career counseling. -McKinney-Vento Program has Title I Mentors work with identified homeless students to support social, emotional and academic achievement. Identified MV students are assigned a Mentor to weekly "check and connect" with them to determine supports. The Mentors provide personalized attention to students by providing guidance and support. Additionally, through the McKinney-Vento grant, the LEA has developed partnerships with various community service providers, such as clinics, housing shelters, social service agencies, etc. to support students and families experiencing homelessness.-The district participates in the Migrant Program. The migrant tutor communicates and supports identified students and families; provides 1:1 or small group tutoring, acts as liaison, and offers career/college information.-Inclusion of special education students into general education classes providing additional staffing. Staff will receive professional development on inclusion and how to meet students' needs within the classroom. This includes co-teaching, consultant teaching, additional staff supports, and related services staff working collaboratively.

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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).

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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.**

Covid 19 Resources: <https://www.ekcsk12.org/domain/246>

Reopening Plan: <https://www.ekcsk12.org/Page/2662>

The Re-Opening/Return to In-Person Learning Plan will be made available in the district office.

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) its plan for in-person instruction, including a description of how public comment will be collected.

Edwards-Knox CSD will review and regularly update the plan for in-person instruction. The district will:

Survey staff, students and community via link on webpage;

Review survey responses on Reopening Plan;

Review updated CDC guidelines;

Allow community input at BOE meetings;

Collaborate with other local districts within the BOCES to have a streamlined approach;

Meet with a safety team in the district to review the plan and adjust the plan as needed;

The updated plan will be shared with the community and BOE, as well as, posted on the district's webpage; and

Paper copies of the plan will be made available in the district office.

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LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	1,548,504
Total Number of K-12 Resident Students Enrolled (#)	459
Total Number of Students from Low-Income Families (#)	258

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

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

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

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

1. **Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.**

PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	36,000
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.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	60,000
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students,	353,100

ARP-ESSER Application: Part 2 - ARP Act

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

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	FUNDING Amounts (\$)
students with disabilities, English learners, migrant 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.	888,684
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.	90,000
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	120,720
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:	1,548,504

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.

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

Edwards-Knox CSD ARP ACT FS-10.pdf

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

Edwards-Knox CSD ARP ACT BN.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	985,500
16 - Support Staff Salaries	90,720
40 - Purchased Services	156,000
45 - Supplies and Materials	151,284
46 - Travel Expenses	0
80 - Employee Benefits	135,000
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	30,000
Totals:	1,548,504