

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

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**Summary & Background**

POUGHKEEPSIE CITY SD

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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.

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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.

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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**

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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	Mr. William Hogan	businessconsult@poughkeepsieschools.org	09/30/2021
LEA Board President	Dr. Felicia Watson	.Fwatson@poughkeepsieschools.org	09/30/2021

**ARP-ESSER Allocation - Construction-Related Costs**

- 3. **Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?**

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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

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

POUGHKEEPSIE CITY SD

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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 Poughkeepsie City School District engaged its community in informing the development of this plan by presenting each element of the plan:

- During various meetings of the Board of Education and encouraging stakeholders to submit comment,
- During meetings with school and community stakeholders,
- Staff meetings,
- Superintendent weekly communication sent to school and community stakeholders, and
- Posting the plans framework online for school and community stakeholders to provide comment, feedback and suggestion.
- The LEA provides several avenues of meaningful engagement through Fireside Chats on school building level as well as District-wide with the Superintendent and the Superintendent's Briefs. Parents and Community Stakeholders are provided with multiple surveys throughout the year for feedback purposes and program design. A presentation was given by the superintendent to the community outlining the American Recovery Plan and its use of funds. We will continue to engage stakeholders throughout implementation by the use of Fireside Chats, Presentations, and Surveys. Our Parent Empowerment Center will also provide information to parents, community members, and stakeholders and be a hub for communication and feedback.

**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.poughkeepsieschools.org](https://www.poughkeepsieschools.org)

Once approved, PCSD's plan will be made available, in hard copy form, at each PCSD building for any member of the community to view. Additionally, a brochure will be developed and provided to every PCSD parent.

**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 - 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 PCSD plan is multipronged approach that outlines the use of American Recovery Act funds to address various prevention and mitigation strategies designed to address student academic learning loss, student emotional and wellness needs, and the safety and health needs of the entire school community. Each element of the plan is detailed below:

**Academic Recovery Program**

The Academic Recovery Program (ARP) will provide evidence based personalized and collaborative academic support to all PCSD students. The goal is to provide students with standards focused enrichment while improving essential academic skills. Funding will be used to:

- Expand academic supports for students during the day by hiring Academic Instructional Support (AIS staff), additional instructional staff for students with exceptionalities, and English language learners and purchasing evidence based instructional materials for the delivery of high quality instruction.
- Create after school, summer, and Saturday credit recovery programming for high school students
- Create after school, summer, and Saturday academic enrichment programming to students grades K-8. Programming will also encompass positive youth development and health and wellness opportunities.
- Provide additional tutorial supports to English language learners, students with exceptionalities, and students in homeless situations during and afterschool
- Establish contractual partnerships with community based partners to provide academic supports to students, particularly those exhibiting extraordinary need.

**High Needs Student Supports**

High Needs Student Supports is the Poughkeepsie City School District's framework for providing all students, particularly those displaying extraordinary needs, with supports, services, and programming needed to find success as students and future citizens. The goal is to provide a comprehensive network of coordinated programs and interventions which support the academic, social, behavioral, and emotional development of all students. Funding will be used to:

- Expand student supports during the day by hiring full-time personnel to address the social emotional and wellness needs of students
- Expand student programming after school, summer school and on Saturdays by providing greater opportunities for positive youth development and social emotional supports for students
- Establish contractual partnerships with community based partners to provide social emotional supports to students, particularly those exhibiting extraordinary need.
- Pay remote learning tuition for students unable to participate in in-person instruction due to documented medical condition and pediatrician referral.
- Professionally develop staff, students, and parents on trauma informed care, teaching love and logic, restorative practices, mindfulness and de-escalation strategies.
- Produce social emotional and wellness materials for students and parents

**Districtwide Safety and Health**

Using ARP funding, the Poughkeepsie City School District will amplify its existing safety and health posture, ensuring that the learning environments are maintained at high safety levels so that school closure due to COVID-19 outbreaks is minimized. The funding will be used to:

- Hire additional building and facilities staff to more effectively and efficiently disinfect and clean all buildings.
- Invest in additional PPE and disinfecting supplies and equipment
- Acquire MERV-13 air purification systems and supplies for classrooms and other high traffic areas.
- Replace HVAC units (classroom ventilators) that are inoperable.
- Acquiring safety and security equipment to maintain the safety of all members of the school community as a deterrent to students experiencing trauma who may seek to harm others in the school environment.

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

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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.**

The Poughkeepsie City School District plans to use the following data to help identify student need and provide preventative and intervention supports:

- Student academic diagnostic data
- Subject area course success data
- Student attendance
- MTSS referrals
- Student behavioral infraction data
- Self and parent referral

The LEA will use IREADY District-wide to monitor student progress as a result of planned interventions. The AIS teachers are our main support for AIS. The planned interventions include direct instruction, leveled grouping of students, pull-out and push-in models of co-teaching, and Voyager Passport and Wilson Language System.

**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.****Academic Recovery Program**

The Academic Recovery Program (ARP) will provide evidence based personalized and collaborative academic support to all PCSD students. The goal is to provide students with standards focused enrichment while improving essential academic skills. Funding will be used to:

- Create after school, summer, and Saturday credit recovery programming for high school students
- Create after school, summer, and Saturday academic enrichment programming to students grades K-8. Programming will also encompass positive youth development and health and wellness opportunities.
- Expand extended learning academic supports for students by hiring extended learning staff to support all students including students with exceptionalities, English language learners, students experiencing homelessness, and purchasing evidence based instructional materials for the delivery of high quality extended learning instruction.
- Provide additional tutorial supports to English language learners, students with exceptionalities, and students in homeless situations during and afterschool
- Establish contractual partnerships with community based partners to provide academic supports to students, particularly those exhibiting extraordinary need.

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

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

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**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.**

**High Needs Student Supports**

High Needs Student Supports is the Poughkeepsie City School District’s framework for providing all students, particularly those displaying extraordinary needs, with supports, services, and programming needed to find success as students and future citizens. The goal is to provide a comprehensive network of coordinated programs and interventions which support the academic, social, behavioral, and emotional development of all students. Funding will be used to:

- Expand student supports during the day by hiring full-time personnel to address the social emotional and wellness needs of students
- Expand student programming after school and on Saturdays by providing greater opportunities for positive youth development and social emotional supports for students
- Establish contractual partnerships with community based partners to provide social emotional supports to students, particularly those exhibiting extraordinary need.
- Pay remote learning tuition for students unable to participate in in-person instruction due to documented medical condition and pediatrician referral.
- Professionally develop staff, students, and parents on trauma informed care, teaching love and logic, restorative practices, mindfulness and de-escalation strategies.
- Produce social emotional and wellness materials for students and parents.

**Districtwide Safety and Health**

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- Hire additional building and facilities staff to more effectively and efficiently disinfect and clean all buildings.
- Invest in additional PPE and disinfecting supplies and equipment
- Acquire MERV-13 air purification systems and supplies for classrooms and other high traffic areas.
- Replace HVAC units (classroom ventilators) that are inoperable.
- Acquiring safety and security equipment to maintain the safety of all members of the school community as a deterrent to students experiencing trauma who may seek to harm others in the school environment.

**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.**

Under the Poughkeepsie City School District’s continuous improvement model, the superintendent of schools provides quarterly updates to the Board of Education and community on the status of all major projects, district goals, and performance objectives. The Poughkeepsie City School district will expand its continuous improvement model of monitoring and adjusting to meet project goals to also include the programming under ARP.

There will also be many entry points for students to receive the services, programming, and supports described in the district’s plan which include: referral, academic monitoring, social emotional monitoring, and student interest.

In comparison with surrounding districts, the Poughkeepsie CSD population has been disproportionately impacted by the COVID-19 pandemic. The Poughkeepsie CSD is 80% Low Income, 19% SWD, 12% ENL, and at least 75% students of color. Our main targets are

Students with Disabilities (SWD): whose disability significantly impedes their success in school are being provided supports with ARP funds by providing extended learning time programs and Saturday programs. We are hiring full-time personnel (Social Workers, Counselors, and Parent Liaisons) to address the social emotional, wellness needs, as well as at risk attendance issues and provide positive youth development.

ELL students: With ARP funds the District providing an ENL extended learning program and hiring Parent Liaisons to assist with collaborating agencies to provide additional services to our ELLS.

Students experiencing homelessness, foster care, or are migratory: With ARP funds the District is providing programming after school and on Saturdays by providing greater opportunities for positive youth development and social emotional supports for students. In addition, we are collaborating with multiple vendors to provide trainings and/or supports such as mental health services and trauma informed training. The District is hiring Parent Liaisons that will collaborate with local agencies to provide supports such as housing, meals, personal needs, as well as mediating with the migrant workers program.



**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**

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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).**

- 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.**

[poughkeepsieschools.org](https://poughkeepsieschools.org)

The current reopening/return to in-person learning plan is on our website at:

Our District web address is: [poughkeepsieschools.org](https://poughkeepsieschools.org)

Opening of Schools: [https://go.boarddocs.com/ny/pcsny/Board.nsf/files/C68SCR704A43/\\$file/2022%20Opening%20School%20Update%20v.1.pdf](https://go.boarddocs.com/ny/pcsny/Board.nsf/files/C68SCR704A43/$file/2022%20Opening%20School%20Update%20v.1.pdf)

If asked for a copy of the plan, plan can be given by web, pdf and paper copy,

**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 Poughkeepsie City School District (PCSD) will expand its continuous improvement model of monitoring and adjusting to meet project goals to also include the programming under ARP. District level staff will review this plan quarterly and make adjustments as needed. PCSD will provide a platform for public comment to be collected throughout the implementation of the plan and will review feedback quarterly.

The Poughkeepsie City School District intends to regularly review and update the district's reopening plan to guarantee that the language within is consistent to local, state, and federal COVID-19 guidance. Through regularly scheduled meetings with the public, the superintendent of schools will acquire information during these meetings, which will be incorporated within any revision of the district's reopening plan.

The dates for the regularly scheduled meetings with the public are as follows: November 10, November 15, November 20, January 11, 2022, February 7, 2022, & April 2, 2022 and will continue review through September 30, 2023. Future dates to be determined.

**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**

POUGHKEEPSIE CITY SD

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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 (\$)	15,095,973
Total Number of K-12 Resident Students Enrolled (#)	4,564
Total Number of Students from Low-Income Families (#)	3,651

**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	7
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	7

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

- Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity. PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.**

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	403,200
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.	200,000
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.	315,000
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.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	1,163,433
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	9,211,006

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.	669,900
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.	3,133,434
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.	0
<b>Totals:</b>	<b>15,095,973</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.**

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

ARP ESSER and Learning Loss Reserve Updated 12 14 21.pdf  
 ARP ESSER2 FS10.pdf  
 ARP ESSER FS10 Final evr.pdf  
 ARP - ESSER Learning Loss Poughkeepsie CSD FS10 Updated 12 29 21.pdf

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

ARP ESSER Budget\_Narrative Updated 12 14 21.pdf  
 ARP ESSER Budget\_Narrative 1.pdf  
 ARP ESSER Budget\_Narrative final evr.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	5,944,628
16 - Support Staff Salaries	705,396
40 - Purchased Services	1,368,500
45 - Supplies and Materials	1,296,867
46 - Travel Expenses	6,600
80 - Employee Benefits	2,560,982
90 - Indirect Cost	0
49 - BOCES Services	213,000
30 - Minor Remodeling	0
20 - Equipment	3,000,000
<b>Totals:</b>	<b>15,095,973</b>