

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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Summary & Background

PLATTSBURGH CITY SD

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

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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.

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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.

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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 ActLEA 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	John Lebrun (interim)	jlebrun@plattscsd.org	10/28/2021
LEA Board President	Amy Gervich	agervich@plattscsd.org	10/29/2021

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

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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.

- 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's initial development and engagement occurred through its District-Wide Improvement Committee (DWEIC) -- a representative committee comprised of all constituent-types (Board of Education, faculty, administration, support staff, parent, student, central administration). This committee approved the concepts and general program plans which the expenditures listed herein will support. This information was subsequently shared with the Board of Education, from which there is representation on the DWEIC. The DWEIC meets regularly and will continue to discuss, and where appropriate revise the plan throughout the implementation phase. The LEA will continue to use the DWEIC to provide guidance, evaluation and redirection of all federal grant funds. The following mechanisms are used to ensure continued engagement of all stakeholder groups: quarterly review of line item status, DWEIC liaison meets with other leadership teams who are responsible for execution of funds to ensure programming and spending are occurring (Administrative Council, District Technology Team, MTSS for Reading and Math Leadership Teams, and CSEA leadership).

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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.

www.plattscsd.org

Beyond being able to access the ARP-ESSER plan via the website, any interested constituent who requests such will be provided with an electronic copy.

The LEA is required to provide the ARP ESSER plan, including the FS10 and Budget Narrative to stakeholders as it was submitted to NYSED. The LEA is able to download a pdf copy with all attachments of this plan through the portal dashboard. Please reach out for assistance as needed.

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.

A portion of the proposed expenditures support training in the areas of best-practices for sanitizing educational spaces and minimizing the spread of the disease. The district has an impressive track record of providing in-person instruction whenever possible and safe.

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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.**

In the past five years, the district has utilized a broad reliance on data as a basis of making educational/instructional decisions. Pre-existing instruments in-place include measurement strategies include:

- student core-area academic benchmarking (3X/year) using EasyCBM
- student social/emotional benchmarking (2X/year) using TBD survey of internalizing and externalizing behaviors
- programmatic placement tests
- progress-monitoring using EasyCBM to gauge in-program effectiveness
- teacher-created interim assessments to gauge student comprehension (4X/year)
- standardized tests such as NYS 3-8 tests and Regents' exams
- Stanford 10 benchmark test (administered 2X/year as pre/post test to establish student academic baseline and gauge growth).
- Each data point referenced in the original response will be used to monitor and evaluate our intervention system. Our core benchmarking happens three times per year for math and ELA and our students' scores are reviewed and filtered based on cut scores that are part of our easyCBM platform. These scores are reviewed by each buildings data team after benchmarking is complete - we are looking to ensure that students are making proper progress towards and staying within their aim goal, students who are not in need of intervention are still making adequate yearly growth and students who have demonstrated need are being connected to intervention. The monitoring of this work is done monthly as our building level data teams hold progress review. Currently, we look at in programming assessment and progress monitoring to ensure that our students are making adequate growth commensurate with the level of service they are receiving. At monthly meetings we create action plans for those groups or individuals who are not achieving according to projected expectations as per our progress monitoring. In June, the district annually participates in a National Standardized Systems Test where we can use the adequate yearly progress of all our students and score our system on its effectiveness in comparison to thousands of other schools in the country. Our social and emotional work is also driven by a filtration system. Teachers use research validated externalizing and internalizing behavior characteristics to identify students who need support. Those students are then filtered by their grades, attendance, and behavioral referrals. This finalized list is used to complete a BERS 2 survey and then allow for classroom observation where we identify the function of the student's behavior. Universal social/emotional building level teams then meet to review the data information, identify research validated intervention and execute the intervention. Our system is just starting the work in Social/Emotional progress monitoring. We set goals for each student and review those interventions monthly looking for growth in each area.

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

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5. In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.

The entirety of the 15-code portion of this grant application (representing \$1,429,220 or approximately 38% of the maximum direct cost base is allocated for academic intervention and special education services, which directly address student academic deficits.

The AIS and SPED teachers conduct programming that is research validated to ensure that our students make the adequate growth each year. In Reading we use Reading Mastery, Corrective Reading, and Language! In Math we utilize Connecting Math Concepts. All these programs rank quite high in national research validation and when you review their status on WWC. More importantly these are all direct instruction programs that are related to the brain research that exists and illustrates for us that spiraling of information, repeated opportunities to practice, chorale response, and frequent and continuous student engagement are meaningful to struggling learners. All educators have been trained on the best practice techniques of direct instruction and continually are observed by administration using a consistent checklist of features that must be seen to demonstrate fidelity to the program.

The extended day teachers needed to ensure that they offering they are providing to students was connected to NYS standards, would provide extended learning to what they are already receiving in school, include an assessment/demonstrated knowledge component and provide an evaluation method for students to share their learning of the experience.

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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.

A number of the priorities outlined in ARP Section 2001(e)(2) are addressed in this proposal. Subsection (F) invites "activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youths...". Each of these student cohorts will benefit from increased access to technology and the development of skills which support connectivity. The introduction of digital panels will facilitate Teachers' integration of technology into the classroom, and thereby increase student comfort with emergent technologies and facilitate the explicit instruction of the use of technological tools, platforms, etc.. Subsection (H) allows for "training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases", as is specifically targeted through the proposed professional training for custodial staff included in this application. The acquisition of additional food preparation materials will support the first component of subsection (J), "planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students...". The acquisition of the digital panels, the technology peripherals such as headphones/mics, and the various software applications all address subsection (K), which allows for "purchasing educational technology (including hardware, software, and connectivity) for students...". Finally, as is also captured in item 5 of this application, the funding of Academic Intervention Service Teachers and a Special Education Teacher directly relate to subsection (N), which supports "addressing learning loss among students...".

The LEA will specifically utilize the remainder of the funds to provide equity, differentiation, and access to learning from a technological perspective. Specifically, students of low income, children with disabilities, ELL, and racial and ethnic minorities will benefit from this technology. The interactive panels we will be installing in every instructional room will allow for deeper collaboration between students, access to volumes of resources, meet all learning styles, provide different opportunities to meet students at their entry levels for learning, and improve the overall engagement of students. Teachers will build customized interactive lessons and be able to connect with a vibrant online community.

In addition, to ensure that all our students have access to the necessary tools and accessories for remote and in person learning with their 1:1 device headphones and microphones will be purchased for all students. This will provide equity of access for all our students. *The proposed allocation will fund 0.5 FTE secretarial support in this office, for each of the three years of this grant (2021-22, 2022-23, and 2023-24).*

. An allocation for professional training for the district's Literacy/AIS Teachers has also been included, and a providers for such are currently being researched and vetted.

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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.

As a district which is committed to data-driven decision making, numerous student evaluations are used. These are summarized in section 4. For the next three years, the foremost indicator of the effectiveness of the district's planned interventions will be the Stanford 10 test, which will be administered to students on a pre/post test basis so as to establish an academic baseline, and then to gauge academic growth.

Our core benchmarking happens three times per year for math and ELA and our students' scores are reviewed and filtered based on cut scores that are part of our easyCBM platform. These scores are reviewed by each buildings data team after benchmarking is complete - we are looking to ensure that students are making proper progress towards and staying within their aim goal, students who are not in need of intervention are still making adequate yearly growth and students who have demonstrated need are being connected to intervention. The monitoring of this work is done monthly as our building level data teams hold progress review. Currently, we look at in programming assessment and progress monitoring to ensure that our students are making adequate growth commensurate with the level of service they are receiving. At monthly meetings we create action plans for those groups or individuals who are not achieving according to projected expectations as per our progress monitoring. In June, the district annually participates in a National Standardized Systems Test where we can use the adequate yearly progress of all our students and score our system on its effectiveness in comparison to thousands of other schools in the country.

Our social and emotional work is also driven by a filtration system. Teachers use research validated externalizing and internalizing behavior characteristics to identify students who need support. Those students are then filtered by their grades, attendance, and behavioral referrals. This finalized list is used to complete a BERS 2 survey and then allow for classroom observation where we identify the function of the student's behavior. Universal social/emotional building level teams then meet to review the data information, identify research validated intervention and execute the intervention. Our system is just starting the work in Social/Emotional progress monitoring. We set goals for each student and review those interventions monthly looking for growth in each area.

Both our academic and social/emotional systems consider the needs of our low-income students, children with disabilities, students of color and ELL learners. The data and statistics we identify from our system data is cross referenced with other services that are provided to these same subgroups including: food backpacks for the weekend, before and after school counseling, mentorship programming, and DEI work.

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).

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

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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.

<https://www.plattscsd.org/wp-content/uploads/2021/08/Reopening-Plan-Summary-2021.pdf>

Beyond being able to access the ARP-ESSER plan via the website, any interested constituent who requests such will be provided with an electronic copy.

The LEA is required to provide the ARP ESSER plan, including the FS10 and Budget Narrative to stakeholders as it was submitted to NYSED. The LEA is able to download a pdf copy with all attachments of this plan through the portal dashboard. Please reach out for assistance as needed.

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.

The portion of the district's website wherein the reopening plan is posted will feature a feedback mechanism where constituents (including parents) may submit email commentary directly to the Superintendent of Schools.

The district's reopening plan is subject to annual re-approval by BOE and is reviewed periodically, at minimum every 6 months by the district's re-opening committee as state and local protocols change, which could necessitate additional board of ed approvals, thereby allowing additional public input.

ARP-ESSER Application: Part 2 - ARP ActLEA 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.

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 (\$)	3,931,975
Total Number of K-12 Resident Students Enrolled (#)	1,765
Total Number of Students from Low-Income Families (#)	780

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	5
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	5

ARP-ESSER Application: Part 2 - ARP Act

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.).	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.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	20,000
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.	1,186,982
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	121,801

ARP-ESSER Application: Part 2 - ARP Act

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

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	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.	2,463,192
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	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.	140,000
Totals:	3,931,975

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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.pdf
ARPA.pdf

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

ARPA Narrative 2021.docx
ARPA_Narrative_2021 1.docx

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	1,551,021
16 - Support Staff Salaries	46,134
40 - Purchased Services	26,000
45 - Supplies and Materials	1,712,982
46 - Travel Expenses	0
80 - Employee Benefits	595,838
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	3,931,975