

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

Page Last Modified: 08/05/2021

Summary & Background

BROOKLYN PROSPECT CS -CSD 15.2

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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	Hillary Prince	hprince@prospectschools.org	11/22/2021
LEA Board President	Jill Inbar	bpcsboard@prospectschools.org	11/22/2021

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

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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.

Beginning with NYSED's initial allocation of CARES Act ESSER funding, BPCS's network finance and academic teams have been conducting periodic check-in meetings with the leadership of each school to assess the respective school's most acute needs and to help guide budget decisions tied to COVID relief funding. Principals and Directors of School Operations have, in turn, solicited feedback from school community stakeholders, including school social workers and DEI committees, which has informed and heavily influenced those discussions. All plans have been reviewed by the network Director of Student Support Services, who advocates for students with disabilities; the network McKinney-Vento coordinator, who advocates for students experiencing homelessness; and the network's Associate Director for Multilingual Learners.

In addition to this, BPCS has utilized staff and family surveys to solicit input on the community's most important needs, which helped to inform its funding priorities when drafting the plan. The surveys are a supplement to the regular opportunities for families and staff members to share feedback during monthly Parent Teacher Student Organization (PTSO) meetings, all-staff meetings, and public comment during Board meetings. As a member of the Diverse Coalition of Charter Schools, BPCS also engaged with non-profit and school leaders at traditional public schools to discuss potential issues and to align on mitigation strategies. BPCS sought the input and expertise of external partners as well, who offered insight on how best to leverage funding (e.g. advice from an educational consultant who specializes in overcoming racial inequity using Universal Design for Learning). BPCS has begun to build ARP and other COVID relief funding into the comprehensive consultation and collaboration process that it employs to satisfy ESSA requirements, and it intends to further refine its ARP funding plan on the basis of the input that it receives from stakeholders through that process.

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

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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.

BPCS's ARP-ESSER Plan will be posted to the following URL:

<https://www.brooklynprospect.org/esser/>

Notifications about the plan and information about how to find and access it will be included in family newsletters as well as staff and faculty updates. BPCS also intends to make hard copies available 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.

Given that a portion of BPCS's CRRSA ESSER funding was budgeted for additional operations and custodial staff and PPE to facilitate a safe return to in-person learning, there are limited remaining expenses tied to physical reopening that ARP funding will be directed toward. ARP funds are being used to hire a COVID Response Coordinator to monitor Federal (CDC) and local guidance and to translate that information into appropriate operational practices so that our schools can continue to operate safely for in-person learning. ARP funds will also be used to cover a portion of the COVID testing performed on-site, which is meant to identify potential positive cases and limit further spread among the student and staff population. The intent of the prevention and mitigation strategies implemented is to reduce the risk of spread among members of the school community to the extent possible, and to identify and isolate cases when they do arise so that the scale of any disruptions are limited and the rest of the school community can continue learning and interacting in-person.

BPCS estimates that an additional 20% of the amount it pays personnel in salaries and wages is needed to cover associated fringe benefit costs, which consist of FICA, unemployment insurance, workers compensation insurance, health insurance contributions, and retirement savings contributions. An amount equal to 20% of the total allocation for the COVID Response Coordinator's salary has been budgeted for fringe benefits.

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.

BPCS uses nationally normed tests, such as STAR360, three times a year to identify student needs and to track student progress tied to planned interventions. In addition, we use the STEP assessment at the elementary level to determine reading achievement and instructional needs, and to monitor growth. The assessments are used to create intervention groups for daily in-class interventions that take place during Guided Reading and Math blocks. Additionally, teachers collaborate to design individual intervention plans for students who are not making progress on these assessments, which can include: additional phonics or numeracy instruction; strategic grouping in ELA, Math, Guided Reading or Writing blocks; or scaffolded supports, such as graphic organizers or differentiated materials. Middle school and high school students who are not making progress despite these in-class interventions are pulled for Reading Intervention services or added to Literacy Intervention classes. The success of interventions is regularly monitored through ongoing assessments, and adjustments are made as appropriate.

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

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

BPCS will use ARP funds to provide free, comprehensive afterschool programming to elementary and middle school families with demonstrated need as well as free summer camp to all interested families (both will include a mix of academic and enrichment programs). Afterschool programming runs from 3:45pm - 6:00pm daily (1:30pm - 6:00pm on Wednesdays), and it offers varied academic options (including Drama, Reader's Theater and STEM electives) as well as a broad range of enrichment activities (including Sports/Movement, Dance, Arts and Music). Summer programming runs from 8:30am - 3:00pm on weekdays and includes 2 hours of literacy for 1st-, 2nd- and 3rd-graders (phonics and guided reading); 2.5 hours of ELA and Math for 4th- and 5th-graders; and 1.5 hours of ELA or Math (based on need) for 6th-, 7th- and 8th-graders. At the high school level, afterschool programming will run from 3:45pm - 5:00pm during the 2021-22 school year and 3:45pm - 6:00pm in 2022-23. High school summer programming runs from 9:00am - 3:00pm, and all students in need of credit recovery are invited to participate.

ARP funds will be used to fund the salary of an elementary school Intervention Specialist, who will deliver individualized academic interventions and facilitate targeted small groups that utilize Foundations and the University of Chicago's STEP program. ARP ESSER funds will also cover the salaries of Tutors, who will deliver individualized academic support to middle school students. BPCS will use a portion of its ESSER allocation for the salaries of a Social Worker, a College Counselor, and School Culture Aides, who will deliver evidence-based socio-emotional supports and interventions to students. Reading curriculum resources that were developed by Amplify and specifically designed to target phonics instruction will be utilized to support student development and to facilitate interventions for students needing more personalized attention. The University of Chicago will provide professional development and ongoing technical assistance to elementary school faculty on the effective use of its STEP program, which will be utilized to assess and provide remediation to students reading below grade level. The high school also plans to offer supplemental afterschool tutoring and SAT preparation to students.

BPCS estimates that an additional 20% of the amount it pays personnel in salaries and wages is needed to cover associated fringe benefit costs, which consist of FICA, unemployment insurance, workers compensation insurance, health insurance contributions, and retirement savings contributions. For the positions identified above, an amount equal to 20% of total budgeted salaries and wages has been allocated for fringe benefits.

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.**

BPCS will use the balance of ARP funds (i.e. those not explicitly intended to safely reopen schools or to address learning loss) to help resolve a variety of unanticipated issues that have arisen as a direct consequence of COVID, and to cover the cost of a limited number of items not directly stemming from COVID. Specifically, ARP ESSER funding will be utilized for the following expenses:

- One high school student has a medical condition that prevented the student from attending school in-person until student vaccination levels were high enough to avoid the risk of infection. BPCS set up a personalized remote instruction program for its homebound students for the fall of 2021, which was delivered by an outside provider (Future Leaders Incubator). Students in the homebound program take the same assessments as students on-site to allow for ongoing monitoring of their academic progress, and the program is overseen by a BPCS administrator.
- Like many other schools across the country, BPCS is having difficulty attracting qualified teachers. BPCS is offering recruitment bonuses to incentivize hard-to-fill positions to ensure that students do not experience further unnecessary disruptions to their learning.
- BPCS intends to continue delivering professional development on issues pertaining to DEI in an instructional setting in order to reduce inequity across subgroups, especially given the substantial evidence that low-income families and families of color have been more deeply affected by the pandemic.
- Teacher vacancies, quarantines, and various other factors have caused BPCS's high school to depend heavily on Substitute Teachers during the 2021-22 school year. The high school uses a staffing agency to provide full-day Substitute Teachers on an as-needed basis, and its expenditures on Substitutes exceeded the amount budgeted early in the school year. BPCS will continue to rely on Substitutes to fill gaps until appropriate faculty levels are restored in key subjects and the need becomes less frequent.
- BPCS's middle school operates out of a space that is rented from another school, and it is scheduled to move into its own building for the 2022-23 school year. Prior to moving into its own space, the middle school will have to buy a substantial number of items that it currently depends on the other school to provide. A one-time purchase of lockers, student desks, and student chairs will be made to help prepare the space and ensure that students have a suitable environment for learning.
- BPCS's elementary school and high school are currently located in the same building. Enrollment at both schools is scheduled to expand for the 2022-23 school year, and the elementary school will move into its own building before the new school year. The high school will then take over the elementary school's current space and occupy the building in its entirety. BPCS plans to "refresh" the space for the high school by repainting all interior walls of the building during the summer of 2022, which is intended to create a consistent environment for students that is more conducive to learning.

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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.**

BPCS has created strategic intervention blocks throughout the day and added weekly progress monitoring meetings that bring together academic, mental health, and special education professionals. In addition, we are delivering professional development that is geared toward supporting students' sense of belonging at school and are hiring additional staff to support the socio-emotional needs of students. We will ensure that funds for afterschool and summer programming and enrichment prioritize MLL students, students with disabilities, students from low-income families, and students who are experiencing homelessness or are in the foster care system. Although students of color were not specifically prioritized for enrollment in afterschool or summer programming, the program was designed utilizing feedback from families of color to ensure that the academic needs and interests of all students would be met.

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).

- 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.**

Prospect Schools developed a reopening plan for all of its network schools in the 2020-21 school year. That plan was an internal document, and it is being used as the basis for BPCS's formal public-facing return to in-person learning plan. The plan is still in the process of being adapted so that it can be shared with the broader BPCS community, and the original version can be found at the following URL:

<https://drive.google.com/file/d/1H6cOEojO9oeLo1e5d790AIlvm2sUKcPx/view?usp=sharing>

The public version of BPCS's return to in-person learning plan will be completed shortly and will be posted to the following URL within 30 days of receiving ARP ESSER funds:

<https://www.brooklynprospect.org/coronavirus/>

Notifications about any changes and reminders about how to find and access pertinent information will be included in family newsletters as well as staff and faculty updates. BPCS will also make hard copies of the resources available as needed.

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

BPCS's Operations team monitors CDC and local guidance on an ongoing basis as well as current data on the spread of COVID-19 within its schools. It uses that information to gauge the effectiveness of the safety measures and prevention procedures that it has implemented as part of its in-person learning plan and to make appropriate adjustments to the plan. Any and all adjustments made are communicated to staff and families through regular newsletters and other periodic communications.

BPCS also offers many opportunities for feedback from the broader school community. Every BPCS school has its own Parent Teacher Student Organization (PTSO) that meets monthly, and those meetings are attended by school leadership. In addition, BPCS schools host monthly all-staff meetings where faculty are encouraged to share opinions on a range of pertinent topics. Stakeholders will have an opportunity to provide public comment in PTSO meetings, all-staff meetings, or in writing (by sending an e-mail to info@brooklynprospect.org), and will be informed of their ability to do so through the communication channels mentioned above. At a minimum of every six months, Prospect Schools administers a survey to all families that asks them to provide feedback on physical safety within its schools as well as suggestions for improvements.

Prospect Schools is also creating a network-level, cross-functional steering committee that will meet at least monthly to review BPCS's in-person learning plan, related feedback from the broader school community, and COVID-specific compliance requirements. That team will include network Operations leadership, members of school leadership (instructional, Operations, and School Culture), and network-level Communications, HR/employee relations, and compliance staff. When meeting, the committee will evaluate the inputs that it receives from stakeholders and whether further changes to the in-person learning plan are warranted. Any adjustments to the plan will then be disseminated to the broader school community through the channels described above.

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 (\$)	1,400,873
Total Number of K-12 Resident Students Enrolled (#)	1,031
Total Number of Students from Low-Income Families (#)	427

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	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

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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.).	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.	28,800
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	303,460
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.	8,750
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.	18,000
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	191,706
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.	479,640
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	292,984

ARP-ESSER Application: Part 2 - ARP Act

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

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	FUNDING Amounts (\$)
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.	
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.	33,500
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.	44,033
Totals:	1,400,873

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.

REVISED ARP Funding CSD15.2 - FS-10 Budget SIGNED.pdf
 ARP Funding CSD15.2 - FS-10 Budget SIGNED.pdf

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

REVISED ARP Funding CSD15.2 - FS-10 Budget Narrative.pdf
 ARP Funding CSD15.2 - FS-10 Budget Narrative.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	577,108
16 - Support Staff Salaries	288,400
40 - Purchased Services	117,283
45 - Supplies and Materials	149,410
46 - Travel Expenses	0
80 - Employee Benefits	141,622
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	127,050
20 - Equipment	0
Totals:	1,400,873