

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

Summary & Background

BRADFORD CSD

570401040000

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.

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Submission Instructions

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

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	Ms. Lisa Kuhnel	lkuhnel@gstboces.org	August 26, 2021
LEA Board President	Ms. Jo Miller	jmillier@bradfordcsd.org	August 26, 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**

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

BRADFORD CSD

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Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act; and section 2001(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are fully addressed in the LEA's application, combined with a budget, and then publicly posted after being developed with public input.

An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

- 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 Superintendent convened a committee in the spring of 2021 to begin planning for the use of ARP funds. The committee, comprised of the building principal, school business official, staff, parents, and Board of Education members, reviewed student/district needs as assessed through surveys and other sources of data. The committee collaborated to develop an outline of how the funds might be used to address these needs. Background information on the ARP ESSER stimulus funds including the allocation amount, the purpose of the funds, and the grant's requirements as well as the outlined draft proposal were then posted to the Bradford CSD website--which the school and wider communities have accessed throughout the pandemic to keep informed of updates and news. The district requested feedback on the proposal through an online form, easily opened by clicking on the website link, providing stakeholders with ample time to respond. The final plan as presented in this application reflects the input received from stakeholders, both within the school and community. As the plan is implemented, district stakeholders will participate on data teams that evaluate the success of the planned interventions and adjust for ongoing improvement. Public stakeholders will continue to be engaged as the plan is implemented. Updates will be provided on the plan's progress at Board meetings, and there will be opportunities to deliver input to the Superintendent and other district administrators throughout the program period.

- 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.bradfordcsd.org/page/arp-esser>.

Upon request, the district will provide a print copy of the ARP ESSER plan.

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

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 Bradford CSD remained open for in-person learning throughout 2020-2021, apart from sporadic class quarantines, and consistently adhered to updated CDC guidance as it was released throughout the year. In 2021-2022, the district will continue to implement updated CDC guidelines, including those pertaining to mask-wearing, social distancing, and sanitizing of school spaces. The district has expended general fund monies to buy masks, barriers, and sanitizing supplies, and to pay for additional cleaning costs. The district has chosen to support these mitigation and prevention strategies through the general fund to increase the speed with which it can access funds to respond to student and staff need as well as changes in CDC protocols.

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 district will increase its capacity to deliver evidence-based interventions to elementary students through the hiring of an additional interventionist (Academic Intervention Services) teacher. This teacher will increase the district's ability to provide supplemental instruction to students during the day that are not meeting grade level benchmarks. The AIS teacher will work with students individually in the classroom and in separate small group settings to differentiate and scaffold instruction. All interventions will be aligned to student performance data and monitored using evidence-based tools. The data team will triangulate data from a variety of sources to identify student needs and to monitor their progress. In K to g8, the need for and effectiveness of interventions will be evaluated through the following: iReady diagnostic, growth monitoring instruments, and standards mastery assessments; curriculum aligned formative assessments; teacher observations; and state assessments. In grades 9-12, student needs and progress will be evaluated through the use of grade 8 state assessment scores; Regents scores; formative assessments tied to curriculum; quarterly grades; attendance; and teacher observations.

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

The district will increase its capacity to deliver evidence-based interventions to elementary students through the hiring of an additional interventionist (Academic Intervention Services) teacher. This teacher will increase the district's ability to provide supplemental instruction to students during the day that are not meeting grade level benchmarks. The AIS teacher will work with students individually in the classroom and in separate small group settings to differentiate and scaffold instruction. All interventions will be aligned to student performance data and monitored using evidence-based tools.

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.**

Bradford CSD is committed to maintaining essential services for all of its students. In addition to hiring an additional AIS teacher to support students' continued academic growth, the district will use the remaining ARP ESSER funds to retain staff in the following positions:

- Band teacher to increase students' access to well-rounded education;
- Guidance counselor to support the growth of students' self-management skills and learning strategies; provide college and career guidance; and work with students to develop and implement action plans that will help them achieve their academic and career goals;
- Social worker to support development of students' social-emotional skills and facilitate access to school and community resources for district families; and
- School Resource Officer to continue to support students' decision-making and conflict resolution skills, monitor the health and safety of students, and deliver consistent messaging about safe practices in and out of school.

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

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.**

In 2020-2021, to comply with social distancing requirements while maintaining in-person instruction for all students, the AIS teachers were moved into the classrooms to teach. This necessary change strained the capacity of the district to provide academic intervention to high-need students with the same intensity and frequency as in previous years. Additionally, the restricted access to the internet experienced by some of Bradford's rural families increased students' isolation and learning loss during the initial closure and subsequent periods of quarantine in 2020-2021. All components of Bradford CSD's ARP plan have been designed to provide the maximum support to each student that was disproportionately affected by the pandemic impact of lost learning time and isolation, including those from low-income families and students with disabilities. Critical staff positions such as the Guidance Counselor and Social Worker have been retained and an additional AIS position has been added to ensure that **all** students' academic, social, emotional, and mental health needs are fully met, including those in the subgroups listed above (students of color, English Learners, students experiencing homelessness, children in foster care, and migratory students) that are not currently served but may enroll in future.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction**

ARP-ESSER Return to In-Person Instruction

BRADFORD CSD

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Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

LEA plans must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).

- 1. In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

https://docs.google.com/document/d/1p2sHg1-iMBh4K_uWuHgpFx6gBiHEpBB/preview

Upon request, the district will provide a print copy of the board-approved re-opening plan.

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

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.

Bradford CSD will review its re-opening plan a minimum of twice per year with more reviews scheduled as the need arises due to updated CDC guidance or a change in the infection rates of Steuben County in which the district is located. To ensure that the public, in particular the families of students attending Bradford Central School, have input on the design of the plan, the district will schedule and publicize Q&A sessions at Board of Education meetings every six months. All comments from the public will be collected and considered by the Board of Education, and those suggestions aligned to the CDC guidance and NYS Education Law and posing no risk to other members of the school community will be reviewed for integration into revised versions of the plan.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution**

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

BRADFORD CSD

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

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 (\$)	655,524
Total Number of K-12 Resident Students Enrolled (#)	217
Total Number of Students from Low-Income Families (#)	139

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

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**

BRADFORD CSD

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

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.).	213,773
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.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	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.	0
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	138,146

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.	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.	303,605
Totals:	655,524

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget****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.**

Bradford CSD_ARP_FS10_2021_2024.pdf

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

Bradford CSD_ARP_Budget Narrative_2021_2024.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	431,479
16 - Support Staff Salaries	0
40 - Purchased Services	60,834
45 - Supplies and Materials	0
46 - Travel Expenses	0
80 - Employee Benefits	163,211
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	655,524

Local Agency Information

Funding Source: **American Rescue Plan ESSER Funds (Base 90%)**

Report Prepared By: **John Marshall, Superintendent**

Agency Name: **Bradford Central School District**

Mailing Address: **2820 Route 226**

Street		
Bradford	NY	14815
City	State	Zip Code

Telephone #: **607-583-4616** County: **Steuben**

E-Mail Address: jmarshall@bradfordcsd.org

Project Operation Dates: 03 / 13 / 20 09 / 30 / 24
Start End

INSTRUCTIONS

- ❖ **Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to the Grants Finance.**
- ❖ Enter whole dollar amounts only.
- ❖ Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
 - Personnel positions, number and type
 - Equipment items having a unit value of \$5,000 or more, number and type
 - Minor remodeling
 - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
 - Any increase in the total budget amount.
- ❖ Certification on page 8 must be signed by Chief Administrative Officer or properly authorized designee.
- ❖ High quality computer generated reproductions of this form may be used.
- ❖ For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at www.oms.nysed.gov/cafe/ or call Grants Finance at (518) 474-4815.

SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
2021-2022			
Band Teacher	1.0 FTE	\$52,046/year	\$52,046
Guidance Counselor	1.0 FTE	\$46,000/year	\$46,000
Social Worker	0.24 FTE	\$52,000/year	\$12,480
AIS (Academic Intervention Services) Elementary Teacher (Learning Loss 20% set aside)	0.60 FTE	\$48,451/year	\$29,071
2022-2023			
Band Teacher	1.0 FTE	\$53,607/year	\$53,607
Guidance Counselor	1.0 FTE	\$47,380/year	\$47,380
Social Worker	0.24 FTE	\$53,560/year	\$12,854
AIS Elementary Teacher (Learning Loss 20% set aside)	0.60 FTE	\$49,905/year	\$29,943
2023-2024			
Band Teacher	1.0 FTE	\$55,216/year	\$55,216
Guidance Counselor	1.0 FTE	\$48,801/year	\$48,801
Social Worker	0.24 FTE	\$55,167/year	\$13,240
AIS Elementary Teacher (Learning Loss 20% set aside)	0.60 FTE	\$51,402/year	\$30,841
Subtotal - Code 15			\$431,479

SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g., account clerks.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Subtotal - Code 16			\$0

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
2021-2024 School Resource Office	Schuyler County Sheriff's Office	Estimated 63.3687% of \$32,000 (full contract amount) per year x 3 years	\$60,834
Subtotal - Code 40			\$60,834

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under \$5,000 per unit.

For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Subtotal - Code 45			\$0

TRAVEL EXPENSES: Code 46

Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Subtotal - Code 46			\$0

EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

Benefits (2021-2023)		Proposed Expenditure
Social Security/Medicare		\$33,008
Retirement	New York State Teachers	\$42,285
	New York State Employees	
	Other	\$0
Health Insurance		\$84,810
Worker's Compensation		\$3,108
Unemployment Insurance		\$0
Subtotal – Code 80		\$163,211*

**includes \$48,291 in benefits associated with new AIS position to meet 20% Learning Loss set aside*

INDIRECT COST: Code 90

A. Modified Direct Cost Base – Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)

\$	N/A	(A)
----	-----	-----

B. Approved Restricted Indirect Cost Rate

	%	(B)
--	---	-----

C. (A) x (B) = Total Indirect Cost

Subtotal – Code 90

\$	N/A*	(C)
----	------	-----

***The district declines Indirect Cost.**

PURCHASED SERVICES WITH BOCES: Code 49

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Subtotal – Code 49			\$0

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
Subtotal – Code 30		\$0

EQUIPMENT: Code 20

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of \$5,000 or more should be itemized in this category. Equipment items under \$5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

For earlier years the threshold for reporting equipment purchases was \$1,000 or more. Equipment items under \$1,000 should be budgeted under Supplies and Materials.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Subtotal – Code 20			\$0

BUDGET SUMMARY

FS-10 Page 7

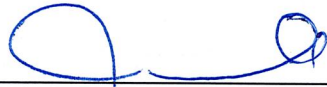
SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$431,479
Support Staff Salaries	16	\$0
Purchased Services	40	\$60,834
Supplies and Materials	45	\$0
Travel Expenses	46	\$0
Employee Benefits	80	\$163,211
Indirect Cost	90	\$0
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		\$655,524

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

8/19/21

Date



Signature

John Marshall, Superintendent

Name and Title of Chief Administrative Officer

Agency
Code:

5 7 0 4 0 1

0 4

0 0 0 0

Project #:
(If pre-assigned)

5 8 8 0

2 1

2 8 5 5

Contract #:

Federal Employer ID #:
(New non-municipal agencies only)

Agency Name: Bradford Central School District

FOR DEPARTMENT USE ONLY

Funding Dates:

From

To

Program

Approval: _____ Date: _____

Fiscal Year

Amount Budgeted

First Payment

Voucher #

First Payment

Finance:

Log

Approved

MIR

BUDGET NARRATIVE

LEA: Bradford Central School District	FOR: American Rescue Plan ESSER Funds (Base 90%)
BEDSCODE: 570401040000	

**** MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 <i>Professional Salaries</i>	<p>American Rescue Plan (ARP) ESSER funds will be used to support the following instructional positions, all of which will address students' academic, social, emotional, and mental health needs:</p> <p>Activity 1 (\$160,869) Band Teacher 2021-2022: 1.0 FTE x \$52,046/year=\$52,046 2022-2023: 1.0 FTE x \$53,607/year=\$53,607 2023-2024: 1.0 FTE x \$55,216/year=\$55,216</p> <p>Activity 16 (\$89,855) <i>Learning Loss set aside</i> Academic Intervention Services Teacher (Elementary) 2021-2022: 0.60 FTE x \$48,451/year=\$29,071 2022-2023: 0.60 FTE x \$49,905/year=\$29,943 2023-2024: 0.60 FTE x \$51,402/year=\$30,841</p> <p>Activity 20 (\$180,755) Guidance Counselor 2021-2022: 1.0 FTE x \$46,000/year=\$46,000 2022-2023: 1.0 FTE x \$47,380/year=\$47,380 2023-2024: 1.0 FTE x \$48,801/year=\$48,801</p> <p>Social Worker 2021-2022: 0.24 FTE x \$52,000/year=\$12,480 2022-2023: 0.24 FTE x \$53,560/year=\$12,854 2023-2024: 0.24 FTE x \$55,167/year=\$13,240</p> <p style="text-align: right;">TOTAL: \$431,479</p>
Code 16 <i>Support Staff Salaries</i>	Not applicable
Code 40 <i>Purchased Services</i>	<p>Activity 20 (\$60,834) ARP ESSER funds will support the retention of the School Resource Officer to support students in the building of healthy relationships with peers and adults, promote</p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<p>good decision-making and conflict resolution skills, monitor the health and safety of students, and deliver consistent messaging about safe practices in and out of school. The annual cost of the contract with the Schuyler County Sheriff's Office is \$32,000 annually. ARP funds will defray 63.3687% of this cost each year for three years.</p> <p>2021-2024: \$20,278/year x 3 years=\$60,834</p> <p style="text-align: right;">TOTAL: \$60,834</p>
Code 45 <i>Supplies and Materials</i>	<i>Not applicable</i>
Code 46 <i>Travel Expenses</i>	<i>Not applicable</i>
Code 80 <i>Employee Benefits</i>	<p>2021-2024</p> <p>ARP ESSER funds will support the following benefits attached to salaries:</p> <ul style="list-style-type: none"> • Social Security/Medicare (\$33,008) • NYS Teachers' Retirement (\$42,285) • Health Insurance (\$84,810) • Worker's Compensation (\$3,108) <p style="text-align: right;">TOTAL: \$163,211*</p> <p><i>*See breakdown of benefits by activity below:</i></p> <p>Activity 1: \$52,904</p> <p>Activity 16: \$48,291 (<i>Learning Loss set aside</i>)</p> <p>Activity 20: \$62,016</p>
Code 90 <i>Indirect Cost</i>	<i>Not applicable</i>
Code 49 <i>BOCES Services</i>	<i>Not applicable</i>
Code 30 <i>Minor Remodeling</i>	<i>Not applicable</i>
Code 20 <i>Equipment</i>	<i>Not applicable</i>