

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

Summary & Background

MARLBORO CSD

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SUMMARY & BACKGROUND

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund. The ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

ARP-ESSER Application – Part 1: 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 Act

Introduction/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.

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LEA 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	Rosanne Mele	rosanne.mele@marlboroschools.org	12/09/2021
LEA Board President	John Cantone	john.cantone@marlboroschools.org	12/09/2021

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

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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 Superintendent of Schools created a schedule to meet with administrative staff, teaching staff, facilities staff, and Board of Education Trustees to discuss the needs of the students and staff in our district and gather data to create a plan to use our ARP/ESSER funds for the betterment of the district. All stakeholders were tasked with identifying areas of greatest need throughout the district, including learning loss, social-emotional well-being, and instructional technology/infrastructure needs to support academic success for all students. Surveys were created and shared with the community to gain their input in the development of our plan. Collaboration has occurred with our district's McKinney-Vento Liaison, Foster Care Liaison, Migrant Student Liaison, district English Language Learner providers, the Director of Special Education and the Assistant Superintendent of Curriculum and Instruction to determine how best to provide the resources and support for all students to be successful. In addition, time was scheduled to collaborate with our facilities staff to gain input on the methods and materials needed to institute appropriate health and safety protocols to keep our schools and community safe. Surveys will be created and distributed to stakeholders to gauge the success of the plan and identify areas of continued improvement. Presentation will be created to share at board of education meetings to apprise the public of needs and successes. Newsletters are sent home and made available electronically to share information that is helpful to families and provide contact information for family outreach. Educationally-focused subcommittees will meet throughout the school year to assess and discuss. Translators were employed to translate documents and surveys to increase community access.

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.marlborschools.org/page/mcsd-arp-esser-plan

ARP-ESSER Application: Part 2 - ARP ActLEA 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 District plans to continue with our rigorous cleaning and sanitizing of all our learning spaces. Additional sanitizing is routinely planned to keep our spaces clean. The Facilities department has increased the replacement of air filters throughout the district to maintain efficient and appropriate ventilation in all district buildings.. Additional PPE will be purchased so that all our constituents are safe. The District is planning to make a one time purchase of Skid Steer Skid - to help maintain school district grounds and parking lots to assure the safety of staff and students while entering and exiting district property. This will assure that access is available at all times for in-person learning. If remote learning is necessary, grounds will be maintained to assure access for staff during this time for disbursing educational technology or meals as needed. Additional funds from the MCSD general fund will be used to support these measures and to purchase PPE and air filters as needed. Translators' services were employed to translate documents and signage to increase access of information to students, families and the community.

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.**

Students will be identified for support using both formal and informal assessments. Formal assessments include STAR, iReady, ESGI, Fountas & Pinnell Benchmarks and midterm benchmarks. Informal assessments include but are not limited to common writing tasks, formative, interim and summative assessments. Students that meet the entrance criteria will receive additional ELA and Math support in a small group for thirty minutes daily. Student progress will be monitored through weekly data meetings as well as weekly RTI and AIS meetings with teachers. All data is shared via a common shared google living document that is shared and monitored by the AIS team as well as Administrators. Academic support is fluid and adjustments are made monthly to meet students' needs.

High school teachers use results from previous year's Regents Exams to inform their instruction for the upcoming school year, and engage in detailed data analysis in departments throughout the school year to ensure student needs are met. This detailed data analysis includes reviewing individual items from past Regents exams and determining areas of strength and need for future instruction, as well as the identification of global trends that exist among individual teachers and departments, as a whole.

Additional data includes attendance records, homework completion, social interactions, behavioral infractions, parent communication and information gathered at staff meetings.

Data meetings are being held at each grade level to review student progress and discuss needs, interventions and resources. The progress monitoring data is used to assess the students' past and present academic performance, quantify their improvement, measure their progress toward standards' outcomes and determine how they are responding to instruction and interventions. Teachers are focusing on short-cycle formative assessments to aid in monitoring of student progress throughout the course of the lesson and units of study. This will support teachers' decisions to assign additional help in the after school programs and the daily academic intervention programs to provide additional instruction in targeted areas. Data will provide a framework for teachers to differentiate instruction by adjusting whole-group instruction to meet the broad needs of the entire class, strategically group learners based on shared needs and create individual learning pathways to support the unique needs of each student. Additionally, students who are experiencing difficulties attending class, arriving on time and/or focusing on learning will have the opportunity to meet with a social worker in the after school programs.

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 is hiring additional staff to work with students during regular school hours to address learning loss during the COVID-19 pandemic shut down and Hybrid learning. These positions are listed under Professional Staff in this budget and also in the 5% Learning Loss State Level Reserve Grant budget. They are one year positions, fully funded by the grant (September, 2021 to June, 2022). Also budgeted in the 1% Comprehensive After School State Level Reserve Grant are funds for afterschool tutoring for elementary, Middle and High School students. Summer programs for July, 2022, August 2022, July 2023 & August 2023 are planned for all 1-12 students as needed. These programs will require teachers certified in general education, content specific material, special education, ENL, and social work. These expenses are budgeted in the 1% Summer Enrichment State Level Reserve Grant

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

- 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.**

The remaining funds will be spent on digital classroom technology to assure that our students have proper working equipment in the event of a future shut down, to avoid learning loss as best as we can. Funds will also be spent on meeting basic food needs for families affected by the COVID-19 pandemic. Part of these funds will be to upgrade some basic foodservice equipment to ensure that the district can provide for this need. Approximately \$693,675 will be spent on support for students and staffs social and emotional needs. The District will be hiring two Social Workers and two Psychologists to support our students' needs. Support will be given to 5th grade and 8th grade students to help them transition into thier new buildings. Summer orientations are planned for these grades.

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LEA 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.

As a result of the Covid loss of learning we have implemented a myriad of programs targeted to meet and support students' educational, social, emotional and family needs. Each department created smaller professional learning teams focused on delving deeper into qualitative and quantitative data points already in place. Resources purchased will be used to gain immediate feedback on students' status, progress and ongoing instructional needs.

The ENL department is meeting with administration and developing individualized language development plans for each student with academic and social emotional goals with targeted data points to assist students in moving through the continuum of learning. ENL staff are sharing a new tool, called a Language Development Plan (LDP) to help faculty to better understand and meet the needs of the English Language Learners in the classroom. The LDP will provide information about a student's home language, whether or not the family requires translation services, how their English Language Learning is progressing and which modifications and accommodations for which a student is entitled. Translators were employed to translate documents and surveys to increase community access and support meetings and Family Fun Nights.

The Academic Intervention program was expanded to include support at each tier, each subject and grade. Each tier of support has been provided an individualized intervention instructional program to compliment tier one good first teaching in the classroom. These additional staff members allow for tier two assistance in the class as well as, tier three small group intervention out of the classroom. RTI teams have been expanded to include a more comprehensive focus on students' social, emotional needs. The teams meet weekly to share data on all students. The entrance and exit criteria for AIS has been expanded with the extra teacher support. Two additional literacy programs have been implemented and expanded to support tiered instruction; adding additional levels to address the identified need for specific learning recovery.

The addition of a literacy coach will support K-5 teachers who will work with teachers to improve their skills in teaching reading, writing, and comprehension. The literacy coach supports teachers' collaboration, reflection, and decision making. Above all, the goal of the literacy coaching is to contribute to increased student achievement through ongoing collaborative review of student diagnostics and work samples. This is accomplished through weekly coaching days, professional development time, review and revising program initiatives based on identified learning loss and examining curriculum maps with a new lens.

Technology supports are in place along with parent workshops to assist students with the school, home connection. With 1:1 devices in the classroom and available for each student to take home, each student is able to work at their own pace, allowing each student to actively learn and participate in the classroom. Platforms have been purchased to allow teachers to edit in real time and provide individual support. also enhanced students' 21st-century skills – skills needed in an information age – such as the ability to locate and use internet resources. It is a goal for K-12 students to also improve their collaborative learning skills and support the abilities of working collaboratively with others; a skill which waned during the pandemic.

With the addition of school counselors and psychologists the Social Emotional team is now able to support students in the classrooms with a literacy based character education program aligned to the SEL standards in addition to providing 1-1 and group support. The social emotional team is onsite during lunch and recess to intervene and teach students to interact in a positive and productive manner. The SEW team is able to expand at home support for students through backpack, holiday, and food drives. The team is able to assist parents with all facets of the educational process. The success of this program is measurable through parent requests for support, number of behavioral referrals, attendance records, increased focus of students on academics, increased participation in afterschool programming.

The additional Speech and Language support staff afforded the opportunity to provide speech improvement to students identified through diagnostic testing. Instructional Council teams have been expanded to include additional resources for teachers. Additional funding also provided for after school programming for students identified as teachers monitored through RTI data meetings. The program will assist students in completing classwork, homework, studying for tests and having time to work with the SEW team when necessary.

The special education department expanded to include all day Integrated co-teaching at every grade as well as, offer targeted support for reading and math. This department is immersed in a tier four multisensory approach to reading. The team meets before and after school with certified trainers to support each student's needs. This additional support is being measured through baseline individualized formative, interim and summative assessments to be used to develop IEP goals and drive daily instruction. Additional materials were purchased for each level and each genre to support learning in the classroom.

Technology has expanded to include one to one devices for all students as well as iPads for ENL, SPED, Temporarily displaced students, students of Migrant families and all other students in need of additional support. The district has expanded the tech support staff to ensure parents have access to real time support. All new programs were purchased with digital access with parent and teacher workshops to assist with smooth transition. Hotspots were provided to students in need as well as home visits from the tech dept to support devices in the home.

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

Technology programs allow translation of documents to reach all households.

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

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.**

Our current plans will be documented on our website @ Re-opening/ Return to In-person Learning Plan
Anyone needing a hard copy can request one through the Office of the Superintendent of Schools

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LEA 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.

Under the direction of the District Superintendent, input from students, staff and community members will be used to periodically review our plan and modify accordingly. Currently, administrative staff review and submit input on our plan on a monthly basis at our cabinet meetings. The Superintendent seeks out Board and public comments at our Board of Education Meetings as he presents our Return to Learn plan and progress. Additionally, utilizing a student representative on the BOE, ensures that the student voice is heard.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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 (\$)	1,750,436
Total Number of K-12 Resident Students Enrolled (#)	2,024
Total Number of Students from Low-Income Families (#)	575

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	3
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	3

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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.	135,864
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.	166,796
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.	453,182
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	693,671
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	93,439

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.	142,484
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.	65,000
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	0
Totals:	1,750,436

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.**

ARP-ESSER Funds FS-10 - signed.pdf

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

Budget Narrative 12-8-2021.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	609,725
16 - Support Staff Salaries	87,531
40 - Purchased Services	191,042
45 - Supplies and Materials	344,507
46 - Travel Expenses	0
80 - Employee Benefits	230,147
90 - Indirect Cost	0
49 - BOCES Services	60,000
30 - Minor Remodeling	0
20 - Equipment	227,484
Totals:	1,750,436