

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

Page Last Modified: 08/23/2021

Summary & Background

BRUSHTON-MOIRA 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.

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

Page Last Modified: 08/23/2021

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.

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

Page Last Modified: 08/23/2021

Submission Instructions

BRUSHTON-MOIRA CSD

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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

Page Last Modified: 09/13/2021

ARP-ESSER LEA Base 90% Allocation - Intent to Apply

BRUSHTON-MOIRA CSD

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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	Angela DeBeer	adebeer@bmcsd.org	09/13/2021
LEA Board President	Marice Bright	mjbright5@gmail.com	09/13/2021

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?**

Yes, the LEA does 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**

Page Last Modified: 12/01/2021

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

BRUSHTON-MOIRA 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.

In the beginning of May our school administration team with some stakeholders including teachers, school counselors, school nurse, transportation, cafeteria and facility staff, parents, and school board member representation had a meeting to discuss what our plan would be to involve all stakeholders. It was determined that we would have some in person meetings and also conduct a community survey to be distributed online via our website and facebook page. A survey was developed and meeting dates were established.

On May 19th, we had a meeting with multiple stakeholders (listed above) to identify areas of concern with loss learning and the social emotional needs of our school community. After we identified those areas of concerns, we asked stakeholders to brainstorm ideas of how to utilize the funds to rectify those concerns but also keeping in mind that these were a one time use and that ongoing recurring expenses past the grant timeline should be minimal. We then conducted a survey which was shared on our facebook page as well as our school webpage. We wanted to reach out to the community on a broader scope. We did have good participation on this survey with 145 responses. We had a second meeting on May 26th with our stakeholder group. That group also reviewed the community input from our surveys and established a baseline for ideas on use of funds and then set up priorities.

We will continue to meet with our stakeholder group as needed to update on our plan progress as well as any changes that may be needed. An updated plan will also be posted on the district website. We will send our surveys and seek feedback from stakeholder on our implementation of funding. We do monthly reports to our Board Of Education and Teachers Union on our implementation and progress.

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

Page Last Modified: 12/01/2021

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.

Our school website page -

<https://www.bmcsd.org> BMMCSO website

ARP-Plan

BMCSO ARP STATE APPLICATION

Our school facebook page -

[facebook.com/brushtonmoiracentral](https://www.facebook.com/brushtonmoiracentral)

A hard copy of the plan will also be available in the district office and can be requested to be reviewed during regular school hours.

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.

We are using funds to purchase PPE for staff and students. We will be educating and posting COVID-19 prevention strategies to our school community such as hand washing, covering coughs, wearing masks, staying home when sick and improved ventilation. Our staff will be doing routine cleaning and disinfection of our school and buses on a daily basis. We have screening testing procedures in place with our local BOCES and DOH. We have classrooms and common areas set up to maximize physical distancing while maintaining In-Person Instruction. We are requesting that if possible, parents drop off and pick up their children to reduce the number of students on the bus.

To address learning loss, we had school administrators, teachers and counselors identify the course areas where students struggled the most during the 1 1/2 years as well as review areas where we were unable to offer certain classes and electives due to staffing and class size restrictions. We identified in the elementary area the need for additional Math and Reading AIS supports so we are looking to add a AIS reading Teacher and AIS Math Teacher to the Elementary level. At the high school level, we were not able to offer as many Spanish classes so we added a few grade levels that do not even have the mandatory language requirement to we are adding a Spanish language teacher. We are also adding additional Teaching Assistant support to enable us to offer guided study halls and targeted intensive tutoring for students that have been identified as needing additional supports due to loss learning. One need identified by teachers and parents was the need for targeted Computer Systems instruction for students. We are an extremely poor district and many of our families lack the ability to afford computer devices and parents many not know how to use the chromebooks and IPADS that were sent home for remote instruction. Students also were not adequately prepared on basic computer skills that were needed to successfully participate in remote instruction. Therefore we are utilizing these funds to hire a Computer Systems Information Teacher to help develop training and classes that can be used over the next 3 years as well as after the grant funding. We will also be offering staff development time for teachers to expand on remote learning initiatives as well as planning time to address learning loss and teaching strategies.

Along with funds to be used from other sources, we offered a summer learning camp for grades K-8 this past summer and will be looking to offer learning loss as well as summer and afterschool enrichment programs for grades K-12 for the next 3 years.

Another item that was noted as a need was for better communication between the school and community. We have reached out to a few consultants and will be looking to re-do our website so that it is more user friendly. A Community School Outreach Coordinator will be hired to help bridge the gap of communications with the school and parents as well and to assist families with difficulties that may be facing and connect them with community resources that they may not know are available.

As part of our re-opening plan, we created a COVID isolation room and hired an additional RN to cover this area as well as to assist in handling the increase health demands.

Despite being located in a village town, there are no continuous sidewalks for students in the village to walk to school. However, the school owns land that connects to a sidewalk in the village and we are planning on using our funding to install and improve the walking path for students to have more walking access to our school in order to reduce the number of students on the bus.

We are planning to create some outside classrooms for instructional areas as well as developing outside eating areas to reduce our student numbers in the cafeteria.

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

Page Last Modified: 12/01/2021

- 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.**

Our team will look at a multi-tiered approach for identifying student needs. We will look at student data of classwork, IREADY scores, behaviors, NYSED testing grade 3-8 (almost all In-Person students took the exams), parent input, office referrals, attendance records and counselor recommendations. We will have ongoing monitoring throughout the school year in which grade level chairs will meet monthly to discuss student progress. At anytime, parents or staff can communicate concerns to thier building administrator and a meeting of those stakeholders will be called to discuss an intervention plan.

Students identified will be provided with opportunities for additional AIS services, targeted tutoring either during school or after school by teachers and teacher assistants. These students will also be encouraged to participate in afterschool and summer enrichment programs. Students indentified will continue to be monitored to determine in additional supports may be needed to be provided in school or through support from community agencies.

- 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.**

We just finished a 6 week long Summer Learning Camp for students in grades K-8. We plan to run this Summer Learning Camp for the next three years as well as offering after-school enrichment programs for K-12. These programs will address loss learning as well as enrichment. We have a plan for areas such as Music and the Arts because we identified that students really missed out is these areas.

We have added additional teaching staff to focus on Reading and Math at the Elementary level as that was identified as an area of loss by elementary teachers

At the high school level, we are adding a Spanish teacher because we noticed in the past year that students were falling behind in Spanish because of Remote Instruction as well as not being able to offer as many classes in Spanish due to class size restrictions. At the high school level we are also adding additional teaching assistants to enable us to offer guided study halls and targeted intensive tutoring for students that have been identified as needing additional supports due to loss learning.

- 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.**

In our survey of the community 52% felt the highest need for our community was social and emotional needs of our youngest students. They feel we need to have more play based options for students. We are exploring the construction of a new playground and walking area. Our current playground is over 25 years old and is a wooded structure which limits the amount of classrooms that can utilize it. A new playground would allow all students to use it (ADA approved). The new play area will be constructed of materials that would allow for disinfecting on a regular basis. Our community has a poverty rate of above 60% so many familes do not have their own play area and our community does not have a community rec area. This would allow the community to use our playground after school hours. Research has shown that children learn social skills by play and this would help with those skills. Playground activities allow students to take mental breaks and help them to re-focus while relieving stress and anxiety. Outside play also allows students to get additional Vitamin D that is vital in maintaining and regulating mutiple mental health processes.

In addition as previously noted, we want to connect walking pathways from the community to school to allow older students walking access to school so they would not have to ride the bus. Currently our town no continious sidewalks that goes to the school. A proposed walkway would connect our school property to the sidewalks in the village. The walking path/trail would also be used by our PE teachers and other classroom to promote physical and social and mental health well-being during school. The trail would have fitness stations that could be used to target various fitness skills and muscle groups. Bringing students outside to play and learn in a natural and relaxing environment while allowing them to explore will create opportunities for them to explore better ways to manage emotions, rec-center their thoughts, and practive self-reflection. The walking trail will also provide opportunities for outside mask free group activiities and relays which will allow students to explore new relationships, and strengthen others. It will support relationship building, teamwork, empathy and respect for others.

The playground and walking path are one time sustainable uses of these funds to enhance to social, mental and physical health of our students that has been impacted due to the COVID.

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

Page Last Modified: 12/01/2021

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.**

We will ensure that our intervention include all aspect of our school community population through community surveys and contact with our families. We have added a Community School Outreach Coordinator to reach out to families in need. We will have a multi-tiered system of supports in which we will review the data of all students and address concerns as they come forth. We have start a Summer Learning Camp for 6 weeks during the summer. We have additional staff added to address academic, social, emotional, and mental health needs of all our our school community. All of our students are included in all of our interventions despite their diverse needs. Our district has close to 65% of our students population qualifying for free and reduced meals. We have included all stakeholders from all backgrounds in our input and feedback surveys and forums. We are allocating much of our funding for students who live in poverty and special needs. We are building a new play area because children raised in poverty often times do not have a play area. Our community does not have a community playground and our funding will provide one here at school that all students can use during and after school hours. This playground will meet ADA requirements. This will allow our younger children to learn from play-based learning. Our play area will enable students to gain social/emtional skills by playing with their peers. We are providing an after school program which includes transportation home for students. This eliminates translortion as an issue for familes for afterschool programs. We have provided students with 1:1 devices for learning and internet access. We are hoping this will reduce our digital devide. We added a School Community Outreach person and a School Social Worker to reach out to families. This school Community Outreach Worker will also work with our student register to identify our district foster care students and migratory students to ensure that we are meeting their needs for 1:1 devices as well as any additional identified needs for academic and social/emontional. In addition, students with disabilities who need additional supports will be identified by the special education teachers with assistance from classroom teachers who also work with these students. Supports will include additional in school and after school tutoring as well as inclusion in summer programs for those students with disabilities that do not qualify for the regular Summer ESY program.

We have added COVID testing for screening and testing here at school. This allows families access to services closer to their homes and free of charge. E-Sports is something new we added this year. Students practice after-school and take our after-school bus home. This allows students a safe social/emotional activity.

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

Page Last Modified: 10/14/2021

ARP-ESSER Return to In-Person Instruction

BRUSHTON-MOIRA 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.**

Our website is:

<https://www.bmcscsd.org>

Facebook:

[facebook.com/brushtonmoiracentral](https://www.facebook.com/brushtonmoiracentral)

Our plan will be posted to our webpage. If anyone would like a hard copy of our plan they can contact our district office at (518) 529-7342 ext.1104 and ask for our district plan to be mailed to them.

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

Page Last Modified: 10/14/2021

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.

We will conduct parent/community/stakeholder surveys on our website and facebook page in regards to our modality of instruction. We will also seek input from all of these stakeholder groups by having open forums/meetings and ongoing conversations about our instructional models with our re-opening team which consists of administrators, teachers, support staff, lunch manager, transportation, nurses, and parent representation. At this forums, we will review what is working and what is not in each of the sections of our plan. The plan will then be updated to reflect feedback and changes that occur due to the feedback. At this current time, we are returning to full In-Person Instruction for all students pre-k-12 for five days a week. We will have ongoing conversation at our monthly Board of Education meetings about Instruction modality in consideration with our community spread of COVID-19. Our top priority is to have In-Person Instruction for all students unless NYSDOH and our community spread dictates we need to change our methods for instruction.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

Page Last Modified: 12/01/2021

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

BRUSHTON-MOIRA 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 (\$)	3,105,794
Total Number of K-12 Resident Students Enrolled (#)	761
Total Number of Students from Low-Income Families (#)	486

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	2
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	2

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/01/2021

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

BRUSHTON-MOIRA 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.).	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.	104,444
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	249,985
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.	30,000
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	11,000
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.	137,520
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	1,012,268

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/01/2021

	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.	1,300,000
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.	80,000
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.	180,577
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:	3,105,794

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs**

Page Last Modified: 12/01/2021

ARP-ESSER LEA Base 90% Allocation - Construction-Related Costs

BRUSHTON-MOIRA CSD

161601040000

PLEASE NOTE:

The Office of Facilities Planning, in collaboration with NYSED's Chief Financial Officer and the Office of ESSA-Funded Programs, is developing guidance regarding capital construction projects based on the United States Department of Education (USDE) recently issued FAQs for this federal program. The Use of Funds FAQ (released May 26, 2021) may be of particular interest, since it discusses construction and combination of funds. Links to the federal program website are below:

<https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/>

ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99

Local Educational Agencies (LEAs) which intend to do federally funded work using ARP-ESSER funds must first file FS-10s and other documents as required by the Office of ESSA-Funded Programs. If a project would normally require a building permit if supported by state/local funds, it must also have a building permit if supported by federal funds (or a combination of funding streams). Facilities Planning forms are under development at this time.

1. What is the amount of funds that the LEA plans to use for construction related projects?

1,384,140

2. In the space provided below, please described the planned construction activities and costs.

Outdoor Classroom/Eating Space- 2 areas at approx. \$120,000 each to include seating, tables and coverings. -- \$241,500 total
 Walking/ Fitness Trail- Approx. 5,260 Linear feet to include removal of topsoil, compacted stone base, tree and brush removal and paved surface.- \$652,240
 Playground/Outdoor Learning Area-ADA compliant playground with ADA and site access and site preparation- \$410,400
 Exterior Door replacement- 4 exterior door replacements @ \$20,000 each to improve air quality- Total \$80,000

3. Will the planned construction impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places?

No, the planned construction will not impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places.

ARP-ESSER - Construction-Related ASSURANCES**4. The LEA assures it will have or obtain a full title or other interest in the site, including right of access, that is sufficient to insure the grantee's undisturbed use and possession of the facilities for 50 years or the useful life of the facilities, whichever is longer. § 75.603 (Authority: 20 U.S.C. 1221e-3 and 3474)**

☒ YES, the LEA provides the above assurance.

5. The LEA assures it will ensure that sufficient funds are available to meet any non-Federal share of the cost of constructing the facility. § 75.604

☒ YES, the LEA provides the above assurance.

6. The LEA assures work will begin on construction within a reasonable time after the grant for the construction is made. § 75.605 (Authority: 20 U.S.C. 1221e-3 and 3474)

☒ YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

Page Last Modified: 12/01/2021

7. The LEA assures the construction will be completed within a reasonable time and the LEA shall complete the construction in accordance with the application and approved drawings and specifications. § 75.606
- ☒ YES, the LEA provides the above assurance.
8. The LEA assures that the construction is functional; economical; and not elaborate in design or extravagant in the use of materials, compared with facilities of a similar type constructed in the State or other applicable geographic area. § 75.607. Further, the LEA assures that it shall, in developing plans for the facilities, consider excellence of architecture and design and inclusion of works of art. The grantee may not spend more than one percent of the cost of the project on inclusion of works of art. § 75.607 Authority: 20 U.S.C. 1221e-3 and 3474)
- ☒ YES, the LEA provides the above assurance.
9. In planning for and designing facilities, the LEA assures it shall observe the standards under the Occupational Safety and Health Act of 1970 (Pub. L. 91-576) (See 36 CFR part 1910); and State and local codes, to the extent that they are more stringent. § 75.609 Further, the LEA assures it will submit an application for a Building Permit to NYSED Office of Facilities Planning for review and approval prior to construction.
- ☒ YES, the LEA provides the above assurance.
10. The LEA assures that it shall comply with the Federal regulations on access by the handicapped that apply to construction and alteration of facilities. These regulations are:
- For residential facilities - 24 CFR part 40; and
 - For non-residential facilities - 41 CFR subpart 101-19.6. § 75.610
- ☒ YES, the LEA provides the above assurance.
11. The LEA assures that, in planning the construction, the LEA shall, in accordance with the provisions of Executive Order 11988 of February 10, 1978 (43 FR 6030) and rules and regulations that may be issued by the Secretary to carry out those provisions: Evaluate flood hazards in connection with the construction; and as far as practicable, avoid uneconomic, hazardous, or unnecessary use of flood plains in connection with the construction. § 75.611
- ☒ YES, the LEA provides the above assurance.
12. The LEA assures that it shall maintain competent architectural engineering supervision and inspection at the construction site to insure that the work conforms to the approved drawings and specifications. § 75.612
- ☒ YES, the LEA provides the above assurance.
13. The LEA assures that it will comply with the regulations on relocation assistance and real property acquisition in 34 CFR part 15. § 75.613
- ☒ YES, the LEA provides the above assurance.
14. The LEA assures that, when construction is completed, sufficient funds will be available for effective operation and maintenance of the facilities. § 75.614
- ☒ YES, the LEA provides the above assurance.
15. The LEA assures that it shall operate and maintain the facilities in accordance with applicable Federal, State, and local requirements. § 75.615
- ☒ YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

Page Last Modified: 12/01/2021

16. The LEA assures that, to the extent feasible, it shall design and construct facilities to maximize the efficient use of energy. § 75.616 Further, the LEA shall comply with ASHRAE standards in designing and constructing facilities built with project funds. § 75.616 The following standards of the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) are incorporated by reference in this section:

- ASHRAE-90 A-1980 (Sections 1-9).
- ASHRAE-90 B-1975 (Sections 10-11).
- ASHRAE-90 C-1977 (Section 12)

Incorporation by reference of these provisions has been approved by the Director of the Office of the Federal Register pursuant to the Director's authority under 5 U.S.C. 552 (a) and 1 CFR part 51. The incorporated document is on file at the Department of Education, Grants and Contracts Service, rm. 3636 ROB-3, 400 Maryland Avenue, SW., Washington, DC 20202-4700 or at the National Archives and Records Administration (NARA). For information on the availability of this material at NARA, call 202-741-6030, or go to:

http://www.archives.gov/federal_register/code_of_federal_regulations/ibr_locations.html. These standards may be obtained from the publication sales department at the American Society of Heating, Refrigerating, and Air Conditioning Engineers, Inc., 1791 Tullie Circle, NE., Atlanta, Georgia 30329. § 75.616

☒ YES, the LEA provides the above assurance.

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

Page Last Modified: 12/01/2021

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.**

FS-10 Brushton-Moira CSD ARP-ESSER-90revised 12.1.21.pdf

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

Budget_Narrative 2020-2023 updated 12.1.21- ARP.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	966,317
16 - Support Staff Salaries	199,606
40 - Purchased Services	1,406,000
45 - Supplies and Materials	34,939
46 - Travel Expenses	0
80 - Employee Benefits	498,932
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	3,105,794