

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

Summary & Background

DALTON-NUNDA CSD (KESHEQUA)

241101040000

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.

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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

DALTON-NUNDA CSD (KESHEQUA)

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Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

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

DALTON-NUNDA CSD (KESHEQUA)

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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	Tina Button	tbutton@keshequa.org	8/27/21
LEA Board President	Todd Galton	tgaltan@keshequa.org	8/27/21

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

DALTON-NUNDA CSD (KESHEQUA)

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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.

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

- 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 LEA shared with the Board of Education, a group composed of both men and women from various demographics; all of whom have children currently or in the past attended Keshequa. Further, the LEA distributed a survey to the community seeking its input regarding on how best to utilize the funds made available to the District as the LEA focuses, with laser like intensity, on how best to make up for lost learning time and return students to full time in-person instruction, as it strives to meet all the needs of the District's diverse student population in as equitable and inclusive fashion as possible. The administrative team along with the Director of Facilities and Safety met multiple times over the course of the summer of 2021 to make sure that all of the health and safety factors were addressed for the safe return of all students and staff to in-person instruction in September. The District consulted with the County Department of Health on the best health practices to employ to ensure that students and staff can remain in in-person instruction throughout the year. In fact, the District engages in weekly Zoom meetings with local health officials to stay current on new strategies that can and have been incorporated into our safe return to in-person and continuity of services plan. As new strategies are implemented into our plan the community is notified through email, website postings, and hard copy through mailings. The District has sent out two surveys to the community and two to the staff to ask for input on how best to utilize the funds that are to be allocated to the District. The community surveys have consistently demonstrated that the three highest priorities are before and after school programming, additional academic support and intervention services and mental health support and social emotional learning needs for our students. The surveys of our school staff indicate that priorities are to hire more staff to reduce class sizes, clean/repair/replace existing student chromebooks, offer more enrichment activities and programs, provide more mental health for students, continue free lunch/breakfast for all, provide speakers to motivate students and staff, create wellness days for students, and provide more excellent field trips for students. The District has also engaged staff in discussions on how best to utilize the funds through ongoing meetings with staff at the building and department/grade level. As ideas are shared with administrators they are incorporated into our ever evolving plan. The District will also create and distribute quarterly surveys to the community to elicit further input to both understand how programming that has been implemented is working and what new ideas community members may have to improve existing programming so as to create new programming.

Additionally, an LEA must engage in meaningful consultation with each of the following, as applicable, The District has no Tribes, civil rights organizations (including disability rights organizations), English learners, children in foster care, migratory students, children who are incarcerated, and other underserved students.

The District has plans to purchase a license for a multi-purpose, interactive platform such as a Thought Exchange so as to allow school and community members to provide input as how to best utilize funds.

- 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.keshequa.org

The Dalton-Nunda Central School District will post the ARP-ESSER plan on the District's website. Further, the ARP-ESSER plan will be provided to community members, in hard copy, when requested.

Keshequa ARP Plan (edl.io)

ARP-ESSER LEA Base 90% Allocation - Program Information

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & 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 Keshequa School District will utilize ARP ESSER funding to purchase supplies to sanitize and clean district and school facilities; make school facility improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs, and provide training and professional development for staff on sanitation and minimizing the spread of infectious diseases. The District will continue to implement protocols established by the New York State Department of Health, the Centers for Disease Control and Prevention, and the American Pediatrics Association to ensure the safety of students, staff, and community members.

The District may also use the funding to continue the implementation of COVID protocols, including the purchase of personal protective equipment, cleaning supplies, furniture, and storage.

The District has a plan to increase cleaning staff when needed, based on data, information, and guidance from our local health department.

The PPE, air purification, cleaning and sanitizing supplies being purchased will allow the District to prevent, prepare for and respond to incidents of COVID-19 or other illnesses that may be prevalent on our school busses or in our school buildings. This equipment is viewed as a vital component to maintaining the health and safety of all school stakeholders by minimizing Covid outbreaks and allowing the District to maintain in-person instruction for our students.

The Communications equipment allows us, as a geographically large, rural District, to maintain communications in our buildings and our school busses so that we have access to constant communications with these different entities. Immediate communication channels will allow us to identify and respond to any health or safety issues immediately. Immediate response will then dramatically increase our ability to isolate any issue and increase our ability to maintain in-person learning for our students.

- 4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.**

The District will be utilizing a multi-tiered system of data to identify students' needs and monitor progress. Data will be gathered through the use of several software systems that will support assessment development, diagnostic assessment, data collection, and the disaggregation of data. Through an MTSS model, the District will use data teams to monitor student progress, adjust interventions and provide timely support to students. The District will also increase its capacity for providing intervention by adding instructional support positions at each of its three buildings. These positions will provide targeted interventions to students and will also be tasked with monitoring data to assess student progress in skill deficit areas. The District will use multiple assessment tools (I-Ready, F & P Reading Levels, as well as other tools for phonics and phonemic awareness, and classroom-developed Curriculum-based assessments) to collect ELA and Math data for our Kindergarten through 8th-grade students. Students in 9th -12th grade will be monitored through their core classes' formative and summative unit assessments. We will monitor the Socio-emotional needs of all district students through the use of SEL survey tools specifically designed for each grade band. Through the use of regularly scheduled data team meetings, students would qualify for specific interventions to target their specific areas of deficit. These interventions will be progressed monitored regularly and the progress monitoring data in addition to other ongoing assessment measures will determine the continued need for remediation. The Instructional support staff hired through this grant will provide ELA and math intervention support at all 3 district buildings in order to meet the increased needs of our students. Our District and building counseling teams meet on a regularly scheduled basis to identify Tier 1 SEL needs that can be addressed through our Character Education and PBIS programs. Each building has a building-level team that meets weekly to review student needs identified through classroom observations, behavioral data, and attendance. This team develops tier II and III plans that include progress monitoring steps to support students when the data determines a need for it.

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

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

The District will increase its capacity for providing intervention by adding instructional support positions(tutors) at each of its three buildings. These positions will provide targeted tutoring and intervention to students based on the determination of need at data meeting reviews and will also be tasked with monitoring data to assess student progress as a result of this tutoring alongside classroom instruction. The District will use current researched-based programs some of which include: Leveled Literacy Intervention, I-Ready Instruction (math and ELA), Science of Reading practices, Science of Learning Practices, and guided reading. In addition, the Instructional Support Specialists will support classroom teachers in becoming more proficient in identifying learning gaps that students may have through the use of high-quality standards-based assessments. The District will focus on standards-based instructional learning progressions to fill in the learning gaps identified for our students.

While the District has an established summer intervention program already for our 1st through 6th graders, it will look at an expansion of grade levels, duration, and types of programs that it will offer in this program. The District is continuing to research additional programs that would provide increased instructional and socio-emotional benefits to its students. The District will also be developing additional afterschool programming to support students in the upper elementary and secondary schools to provide academic support as well as clubs and enrichment opportunities.

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 Keshequa Central School District may use the funding to support the following programs to maximize in-person instructional time: summer instructional programming, enrichment activities, additional staff for Response to Intervention support and coordination, use of teachers on special assignment, provide professional development on researched-based best practices for instruction in in-person and virtual learning environments, continued employment of staff who support instructional technology, and implementation of after school tutoring/instructional programs.

The Keshequa Central School District may use the following programs to operate its schools and meet the needs of students: purchase chromebooks/ipads, continue to employ staff who support instructional technology, continue implementation of COVID protocols, including purchase of personal protective equipment, cleaning supplies, furniture, and storage, costs to restructure instructional space, fund subscriptions for WiFi hotspots, and to deliver meals and instructional materials.

The remaining funds in our grant will be used to provide a daily District substitute to cover faculty absences for either illness or professional development. Mentors will support newly hired teachers in their development into highly effective teachers who are able to not only teach in the classroom but manage the additional responsibilities that Covid has added to teaching positions.

In order to support learning loss, we will add additional paraprofessional support to our afterschool and summer learning and enrichment programs. The District will continue to invest in technology that will be up to date and able to support teachers and students in in-person, hybrid, or remote learning. Software purchases will be vetted through our BOCES to ensure that it is in compliance with EDLaw2d and the recommendations of the NIST framework. We will continue to purchase software that will enhance learning and optimize instruction for all learners, prioritizing tools that support students who may need accommodations or adapted modalities. The hardware purchases of Chromebooks, laptops, and Viewsonics will allow the district to maintain an up-to-date fleet of devices for all faculty, staff, and students that can be utilized in school or at home each day.

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.**

The Keshequa Central School District may use funds to address the impact of the COVID-19 pandemic on all students, including low-income students, students with disabilities, English language learners, and students experiencing homelessness by securing subscriptions for WiFi hotspots, offering tutoring-on-request programs, coordinating field trips and promoting/implementing school-to-work programs.

The District is purchasing Panorama software to assist with monitoring and data tracking of all student interventions. This system will allow us to view all student information related to academics, attendance, interventions, intervention response, and socio-emotional data in one dashboard. We are expanding our MTSS programs to build a robust, comprehensive program that will allow us to regularly monitor student progress and needs through data tracking and regularly scheduled meetings. This platform also provides us with surveys to utilize with students, families, and staff to keep a pulse on the socio-emotional needs of all. The implementation of this software platform will allow us to monitor the effectiveness of the strategies and interventions that we are putting in place through the use of this funding. Our MTSS process will guide us in ensuring that all students' needs are being met and allow us to build a sustainable program that will be able to continue past the life of this grant funding.

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

ARP-ESSER Return to In-Person Instruction

DALTON-NUNDA CSD (KESHEQUA)

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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.**

www.keshequa.org

Anyone requesting a copy of the plan will be provided one. Requests can be for an electronic PDF version or a printed hard copy. This information will be posted with the link on our website.

Grant Plans

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

2. An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.

The District will prepare and distribute to the community periodically, but no less frequently than every six months, a survey that seeks community input as to how the plan is working and how the plan may be improved. Periodically, but no less frequently than every six months, the plan will be a topic of discussion during the open forum time of a Board of Education meeting held in public. At this time input will be sought from community members as to the effectiveness of the plan and how the plan may be revised to improve its effectiveness for all students.

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

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

DALTON-NUNDA CSD (KESHEQUA)

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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 (\$)	1,175,966
Total Number of K-12 Resident Students Enrolled (#)	610
Total Number of Students from Low-Income Families (#)	263

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

DALTON-NUNDA CSD (KESHEQUA)

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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.	10,000
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	55,124
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.	20,843
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.	218,000
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	5,000
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	866,999

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	0
Totals:	1,175,966

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.

FS 10 ARP ESSER3 revised.pdf
 FS 10 ARP ESSER3-08272021094708.pdf
 FS10 ESSER3 Revised 12-2021.pdf

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

Budget_Narrative ARP ESSER 3.docx.pdf
 Budget_Narrative ARP ESSER 3.docx.pdf
 Budget_Narrative ARP ESSER 3 12-2021.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	627,969
16 - Support Staff Salaries	5,000
40 - Purchased Services	0
45 - Supplies and Materials	68,059
46 - Travel Expenses	0
80 - Employee Benefits	239,030
90 - Indirect Cost	0
49 - BOCES Services	218,000
30 - Minor Remodeling	0
20 - Equipment	17,908
Totals:	1,175,966