

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

Summary & Background

HARRISVILLE CSD

230301040000

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

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

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LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

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

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- 1. Does the LEA intend to apply for American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding?**

Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

- 2. Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Rebecca Phillips	rphillips@sllboces.org	8/23/2021
LEA Board President	Jan Mosher	jmosher@hcsk12.org	8/23/2021

ARP-ESSER Allocation - Construction-Related Costs

- 3. Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?**

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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

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

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

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

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

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

1. In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.

The LEA engaged with a diverse group of stakeholders by sharing a document with questions aligned with evidence based programs, skills, strategies, and supports that would address the impact of COVID-19 pandemic on students through a survey shared through the District website, Social media (ex; Facebook), and the Remind App. The results of the questionnaire were then reviewed by a *shared decision making team including all stakeholder groups such as parents, teachers, other school personnel, administrators and students. This team included the above constituents associated with the populations who make up the school district community. For example, Harrisville has constituents associated with the following populations: migratory, students with disabilities, and children experiencing homelessness.* Based on the results, feedback was provided to the community indicating areas of which students struggled during the pandemic and the results were used to allocate money for ARP to:

- safely returning students to in-person instruction;
- maximizing in-person instruction time;
- operating schools and meeting the needs of students;
- purchasing educational technology;
- addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low income students, children with disabilities, English language learners, and students experiencing homelessness;
- implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs;
- offering evidence-based summer, afterschool, and other extended learning and enrichment programs; and
- supporting early childhood education.

Information continues to be updated on the district website. The district will gather continuous feedback regarding our ARP Plan from the community through an open online survey posted on our website.

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

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.

The URL is: <https://docs.google.com/document/d/1QXXtE7cEE082uUtw4JyB2xH2jrkVIs3MrQ8GrZN3c3o/edit?usp=sharing>

The LEA has

- Posted this URL on the district webpage
- Shared the information in a newsletter
- Shared the URL on Social Media

If requested electronically the person would be given the URL or would be able to view the document on the website. If a paper copy is requested it would be available in the district office.

ARP-ESSER LEA Base 90% Allocation - Program Information

3. In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

The 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 by:

- Purchasing Portable Ultraviolet Lights to be set up after school in order to kill germs (*prevention for health and wellness*)
 - Cafeteria furniture (seats and tables) for spacing out students to reduce the risk of infection and respecting CDC guidance (*prevention for health and wellness- social distancing*)
 - PPE (masks, scanner, hand sanitizer, and clean-up) to supply all students with the opportunity to attend school and maintaining a clean environment based on CDC guidance (*prevention for health and wellness- reducing exposure*)
 - Additional custodial staff to keep up with CDC guidelines in cleaning (*prevention-cleaning for reducing exposure*)
 - Additional nurse to support the increase in student visits and responsibilities placed to the nurse connected to CDC guidance (*reduction of transmission due to decrease student time and overlapping of students in the nurse's office and to increase contact tracing efficiency.*)
 - The ability to stream events from the auditorium for community members uncomfortable with attending in-person events (*prevention of increased stressful situations and anxiety, limiting face to face peer interaction, and fostering social-distancing virtual experiences for health and wellness.*)
- The funds above are used to provide social distancing through offering a remote option for outside of the school day, masking needs for reducing the spread of germs, and sanitizing practices and supplies to support clean up for the ability to have consistent in-person instruction time.*

ARP-ESSER Application: Part 2 - ARP Act

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

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 LEA will use their multi-tiered/student support system to collect data using:

IST: Instructional Support Team (whole student evaluation) to review:

- Classroom evaluations
- Parent meetings
- Data from benchmarking tool
- Progress monitoring feedback
- Formative assessments
- Attendance records
- SEL survey through Mountview
- Purchase and conduct a climate survey

To identify student needs and monitor student progress as a result of planned interventions and supports, the district will continue to monitor student progress with iReady diagnostic testing, meet regularly to analyze diagnostic results, and develop and implement intervention strategies for struggling learners using a multi-tiered system of supports. In addition, we will utilize progress monitoring data and individual student data (formative and summative assessments and observations) from teachers. Other data that will be collected to analyze is connected to attendance, counseling records, and student/parent/teacher feedback surveys results.

Interventions and Supports:

District Trauma Sensitive Team (DTST): team meets to determine supports for individualized students, as well as, supports and addresses school climate and SEL.

Character Education Program: supports building relationships, organization, self regulation and other attributes of the 5 SEL Core Competencies; with monthly assemblies.

Poverty Initiative: Staff was able to participate in Poverty Simulation and received professional development on how to teach children- how to understand poverty and engage students with poverty in mind.

Additional counseling support: provided by school counselors and school psychologists for students and families.

Home-School Coordinator: to support students and families on attendance and community support.

McKinney-Vento Mentoring Program: Title I Mentors work with identified homeless students to support social, emotional and academic achievement.

Migrant Program: communicates and supports identified students and families; 1:1 or small group tutoring, acts as liaison with staff and offers career/college information.

Strategy review teams and grade level teams: will use data analysis information to select, learn and implement intervention strategies to support struggling learners to determine specific student interventions and student goals.

Targeted tiered AIS interventions (Tiers I-III): for at risk and high-risk students with an intervention schedule.

Inclusion of special education students into general education classes: providing additional staffing (TA's, Special education co-teaching, consultant services).

All teachers implement Effective Teaching Strategies: to maximize instruction and learning.

Enhance elementary literacy and math programming: for differentiation and individualized instruction with data driven priority standards, supplemental supports, and small group interventions.

Continue to build on the literacy curriculum to include new phonics programming for structured language.

After School Program: To address student learning- tutoring, classroom instruction, differentiation, small group instruction, reteaching, learning loss, and addressing students' individual learning needs. The program will also enhance student engagement and interest, provide well-rounded educational activities and STEM.

Summer Learning Program: To provide academic intervention services to those students who struggle academically, SEL supports cooperative learning activities, and project-based instruction/enrichment activities to increase student engagement and address learning loss.

Professional Development Groups (PLCs): To work on aligning curriculum, prioritizing standards, data analysis of assessments, integrating technology, effective teaching strategies, student engagement, and intervention planning.

Purchase additional classroom supplies to support programming, increase student engagement, enhance teacher instruction, and provide student activities.

Digital programs and technology assistance to support multiple groups of students including students with disabilities, ELL students, in order to differentiate instruction and help bridge learning gaps.

ARP-ESSER Application: Part 2 - ARP ActLEA 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 LEA will use the 20% required funds to:

- Implement elementary and middle school summer enrichment programs
- Offer an after school program that focuses on skills and strategies to build confidence in students as they transition back into in-person instruction
- Provide professional development in
 - Best reading and writing practices
 - Best ways to teach math skills and strategies
- Social emotional learning professional development for teachers
- After school sensory room staffing for high needs students
- Lego robotics supplies
- Roller coaster club with Clarkson staffing
- Provide instructional coaching and educational technology coaching to support staff and students in implementation of evidence based interventions
- Provide a data/curriculum coordinator to support staff and students
- Introduce how to implement culturally responsive practice (DEI) with the Positivity Project
- Additional staffing in each grade level to reduce class size to give more individualized attention and provide small group evidenced based instruction
- Assistive technology for students with disabilities
- Provide professional development on data collection tool
- A student mentoring program for at-risk students
- Chromebooks to provide 1:1 technology
- Author visits and books for students
- Hovercraft project educational enrichment
- Build hovercrafts
- Build car
- Build airplane

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 LEA will use the remaining funds to:

- Administrative training on leveraging leadership (ASA)
- Robotics
- Sound system
- Provide new fencing for the softball and baseball field for safety
- Branding the interior of the school to promote community involvement
- Instruments and uniforms for the music program
- Supplies for the Art program including 3d printer and Mac Books

Branding is connected to civics and community. Students learned about the voting process and how the majority, by a percentage, is victorious. This leads into the discussion of how complicated the democracy and voting process really is based on the United States Electoral System. In addition the winning emblem is branded throughout the building to establish a sense of pride and community after feeling isolated due to the global pandemic. In this district, the school is the center of the community. This branding helps to create a sense of belonging during events outside of the academic school day such as sports and musical performances.

ARP-ESSER Application: Part 2 - ARP Act

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

7. **In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The LEA will ensure that the interventions are implemented:

- Title 1 Supervisor, Superintendent and Business officer review budget
- Principal observation
- Collaboration with the Instructional coach
- Classroom visits
- Data chats
- Reviewing data collection from the student support team meetings based on periodic reviews of each student
- Meetings with the counselors
- Attendance records
- Climate survey

The community recognizes the pandemic has disproportionately impacted students from traditionally underserved communities, leading to significant learning loss and increasing the need for social-emotional support. In addition to data collection via pre and post-tests, benchmarking and progress monitoring, students' social emotional well-being will be monitored via teacher observations/reports, nurse, counseling and guidance services.

Students will be referred to each school's Instructional Support Team (IST) to determine needed supports/interventions. The IST meets to discuss individual students' needs focusing on academics, behaviors, and attendance. The team proceeds to collaborate, suggest, and implement interventions/supports. Oftentimes, parents are invited to meetings supporting home-school communication and family needs. The supports are provided either in school or through support from community agencies. In addition, emphasis on utilizing small-group, differentiated instruction for every student allows us to identify at-risk students most significantly impacted, and target data-driven interventions to support academic success. The district also supports the following programs, interventions, and initiatives:

-Targeted tiered AIS interventions for at-risk and high-risk students by flooding intervention. Struggling students are provided individualized/small group instruction and literacy and math programming for differentiation- literacy block, leveled literacy instruction for reading, coaching, math running records with instructional component, and additional software programming. Strategy review/grade level teams use data analysis information to select, learn and implement intervention strategies to support struggling learners and determine student interventions and goals.

-All staff are trained and use Effective Teaching strategies to maximize instruction and learning. A mentoring program is being implemented for new teachers focusing on topics of DEI, teaching with SEL, equity and poverty in mind.

-Staff participate in PLC groups to prioritize curriculum maximizing learning time on-task on core subjects, student intervention planning, and effective teaching strategies on differentiation and engagement.

-Additional counseling supports are provided by counselors and psychologists for students and families. Counseling provides social-emotional support to students and collaborates with families to address needs, attendance, and student engagement. All underserved students will be assessed to determine needs and social-emotional supports.

-The District Trauma Sensitive Team (DTST) meets to determine supports, as well as, community support and addresses school climate and SEL.

-The Character Education Program, Core Essentials, supports character education and SEL with assemblies.

The Student Assistance Team (SAT) supports SEL to identify barriers and concerns, track attendance and provide interventions and supports.

-Staff had an opportunity in Poverty Simulation and received professional development on how to reach children, understand poverty and engage students with poverty in mind.

-McKinney-Vento Program has Title I Mentors work with identified homeless students to support social, emotional and academic achievement.

Identified MV students are assigned a Mentor to weekly "check and connect" with them to determine support. The Mentors provide personalized attention to students by providing guidance and support. Additionally, through the McKinney-Vento grant, the LEA has developed partnerships with various community service providers, such as clinics, housing shelters, social service agencies, etc. to support students and families experiencing homelessness.

-The district participates in the Migrant Program. The migrant tutor communicates and supports identified students and families; provides 1:1 or small group tutoring, acts as liaison, and offers career/college information.

-Inclusion of special education students into general education classes providing additional staffing. Staff will receive professional development on inclusion and how to meet students' needs within the classroom. This includes co-teaching, consultant teaching, additional staff support, and related services staff working collaboratively.

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

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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).

- 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.**

The URL is: <https://www.hcsk12.org/Page/1998>

The LEA has

- Posted this URL on the district webpage
- Shared the URL on Social media

A paper copy of the reopening plan is available in the district office for community members who do not have internet access and can be mailed upon request.

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.

Every six months or earlier if necessary the LEA will update its reopening plan by:

- Reviewing updated CDC guidelines
- Meeting with the BOCES communication officer to update the plan
- Collaborating with other local districts within the consortium/county to have a streamlined approach
- Meeting with a safety committee in the district to review the plan and adjust the plan as needed

Public comments from a Google Form attached to the ARP Plan online will be reviewed with the safety committee quarterly to implement any changes necessary to support the needs of the community within the guidelines of the CDC.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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

- 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 (\$)	874,167
Total Number of K-12 Resident Students Enrolled (#)	324
Total Number of Students from Low-Income Families (#)	194

ARP-ESSER Schools Served

- 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

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

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

- 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.	137,056
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	41,777
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.	96,990
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	3,000
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.	117,000
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	278,359

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.	122,185
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.	77,800
Totals:	874,167

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.**

Harrisville ESSER 3 FS-10 REVISED 11-18 signed.pdf

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

Harrisville ESSER 3 BN REVISED 11-18.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	249,065
16 - Support Staff Salaries	108,932
40 - Purchased Services	55,632
45 - Supplies and Materials	360,111
46 - Travel Expenses	0
80 - Employee Benefits	73,074
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	27,353
Totals:	874,167