

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

Summary & Background

NEWFANE CSD

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SUMMARY & BACKGROUND

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

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

ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated by October 31, 2024.

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

This number should be used on the appropriate FS-10 budget form.

Submission Deadline

Completed applications are due by **August 31, 2021** (with extensions by request), and will be reviewed on a rolling basis.

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER allocation returned to the United States Department of Education.

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APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS

The federal ARP statute requires SEAs to reserve:

not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the [SED Monitoring and Vendor Reporting System](#). This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

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

Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

ARP-ESSER Application: Part 2 - ARP Act

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	Mr. Kevin Klumpp	kklumpp@newfanecentralschools.org	8/27/2021
LEA Board President	Mrs. Margaux Lingle	mlingle@newfanecentralschools.org	8/27/2021

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 district drafted and sent a questionnaire to members of the community and received over two hundred responses regarding use of the American Recovery Plan funds. In addition, feedback was received from the administrative cabinet group which represents a diverse set of stakeholders including the Director of Special Education and Director of Curriculum who is the District's McKinney-Vento liaison. The Board of Education has had an opportunity to provide input. In sum, feedback was received from multiple sources and the spending plan reflects the interests of a very diverse set of community stakeholders. The process of engagement will follow the same pattern on six month intervals. The district will make a survey available to the community and send it out in multiple channels including town newsletters and website, receive feedback from a broad base of stakeholders, analyze the feedback, report findings, and make adjustments to the spending plan according to the data, and communicate the adjustments using the district website and Board meetings.

- 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: <https://www.newfane.wnyric.org/site/handlers/filedownload.ashx?moduleinstanceid=3316&dataid=6596&FileName=LEA%20ARP-ESSER%20PLANdoc.pdf>

This plan is available to anyone who wants to view it or print it as a public document. For anyone who needs assistance, they may request a copy from the district which will be provided for them at no cost.

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.**

First and foremost, the CDC acknowledges the importance of children returning to in-person learning at schools. Consistent with the guidance of the Center for Disease Control (CDC), Newfane's ARP spending plan envisions all students returning to in-person learning by creating a layered and strategic approach to maintaining safe schools. One layer involves comprehensive physical cleaning. Newfane's funds will be used to pay for cleaners to maintain the high standard of cleaning that was established during the pandemic and the district is committed to maintaining the same level of service for the next several years. In addition, the district plans to update its air filtration units as another layer of prevention. Together, the additional cleaners and upgraded air filtration systems represent two of the layers of the District's prevention strategy which is in full alignment with the CDC's recommendations.

- 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.**

Student progress will be monitored and appropriate supports will be provided at all levels. The district has a comprehensive Response To Intervention (RTI) program which will be the overarching support structure at all levels. Using validated testing three times a year, students in K-8 will be tested using STAR Math and ELA three times each year. At the high school level, students will receive both ongoing curriculum aligned formative assessments, unit assessments and state Regents exams. In all instances, performance on tests, in-class tasks, reading, writing and spelling inventories, attendance, behavior referrals will be used to monitor progress and determine appropriate interventions. The summer program utilizes this data at all three levels, elementary, middle and high school. In grades K-4, summer participants are placed in small group instruction based on their initial STAR scores. This allows for the teachers to work on similar skills math and ELA with small groups of students. In grades 5-8, students work in groups on identified focus standards of the grade in four content areas (e.g., social studies, math, science and ELA) and they are provided more background content exposure in those content areas to improve their understanding and their vocabulary development. We use the pre and post intervention STAR data to determine the overall effectiveness of the intervention. Students are formatively assessed throughout the program with the use of rubrics and feedback to the students in core area classes. At the High School level, grades 9-12, teachers use data from Regents exams to align their instruction to support students as they re-take the Regents exams to earn higher scores in the summer. While students are working to prepare for the summer exams, they are provided a series of curriculum aligned formative assessments. On those assessments, students can only proceed by demonstrating mastery on the assessments. If they struggle on the assessments, certified teachers intervene to provide support as necessary. At all three levels, data informs the instruction of the children and helps to monitor student progress throughout.

- 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 has reserved more than the required 20% of funds to address the academic impact of lost instructional time. A large component of that spending is the addition of a district-wide summer enrichment program which started during the summer of 2021. The evidenced-based intervention is a whole-child learning program that includes funds for food (breakfast and lunch), professional staff, and transportation for all participants.

- 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 District's planned use of funds is consistent with the ARP Act in the following manner. Indoor air quality will be improved with the purchase of new air filtration units in all buildings. In addition, funds will be used to plan and implement summer learning and after-school enrichment programs. The comprehensive K-12 whole-child summer program includes funds for twenty-three teachers, six instructional associates, and an on-campus nurse for student safety. Additional meals will be served and the grant funding includes monies to pay for the staff serving the meals. The summer program addresses a critical need for children to spend more time with teachers to make up for the time lost during the pandemic. To shift the instruction in the summer to more hands on activities, the grant includes funds for a farmshelf at each level for students to learn the basics of plant biology and care, the plant life cycle, closed ecosystems, life science principles, and sustainability.

Due to the pandemic, based on the observations of classroom teachers and the results of STAR Math and STAR ELA assessments, children have gaps in their learning progressions. The grant sets aside funds to provide for three academic intervention services (AIS) to help children by reducing foundational academic skill gaps during the school year. The district plans to use funds for an instructional support specialist in technology to offer job embedded coaching and professional development to the teaching staff to increase faculty capacity to use technology in effective, efficient and engaging ways. Funds are set aside for employee benefits including social security, New York State TRS and ERS and health insurance. Additionally, funds will be used to continue to employ existing or hiring new school staff cleaners to mitigate the spread of the virus. In all aspects, requested funds will be used in alignment with the allowable uses of the ARP Act.

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

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

The NCS D summer whole-child program is open to all children in the district. The district sought as many students as possible to fill the summer program during the first summer in 2021. As such, the representative turnout for the whole-child program was reflective proportionately of the whole district student population. For instance, the district has approximately seventeen percent of children who are identified as special education. The summer program had a similar percentage enrollment. Several outreach efforts to all students and parents included phone calls from counselors, emails to families and meetings with parents to recruit them to the summer program.

Children from low-income families represent a sub-group that will benefit from the features of our comprehensive plan. Academically, the children will have more time with teachers in ELA and math in both the summer programs and during the school year with academic intervention services. In addition, our plan keeps our summer class sizes very small with ratios not to exceed 8:1 which favors more social interaction and a safe emotional climate for all students. Our additional summer programming comes at no cost to children or their families. The meals and transportation are provided intentionally so as to avoid adding any additional stress to families who, in some instances, have suffered tremendously already.

Children with special needs represent a sub-group population that will benefit from the features of our comprehensive plan. In the summer, identified children will continue to receive the interventions outlined in their individual education plans. The comprehensive plan is designed to provide more academic interventions and work with faculty individually or in small groups. The buildings will be cleaned and sanitized at high levels and the air handling units will also provide a safe atmosphere with which to learn. Working in small groups, students will have more opportunities to socialize with their peers and teachers will explicitly include instructional strategies such as think-pair-share as a way to increase the social and emotional development of the children. In the summer school at the middle school level, students will work in small groups to enhance the social and emotional aspects of their growth. All faculty are trained to recognize signs of mental illness and how to report these signs to provide warm handoffs to our school counselors. During the school year and in the summer program, counselors are available for consultation, support, guidance, and communications with families with respect to any sign of mental health struggles.

The district has a very small population of students experiencing homelessness. Students experiencing homelessness rely on the school district for academic, social, emotional and mental health support and this spending plan addresses their unique needs. First, the summer program offers a full experience at no cost (e.g., meals, transportation) which removes a potential barrier to access for children experiencing homelessness. For those children showing gaps in their learning, the district stands ready to identify those gaps through STAR ELA and math and other curriculum based measures and this grant funds academic intervention services to support identified children. As such, the academic needs of children experiencing homelessness will be supported and addressed. During the school year and the extended summer session, the District's McKinney-Vento Liaison will work closely with counselors, principals, and faculty to ensure children who are experiencing homelessness are confidentially supported with a full array of social-emotional services from counseling, outreach to community resources, and ongoing monitoring. Students will also be under the careful supervision of trained faculty who are able to identify signs of mental health issues and, when necessary, report these signs to trained on-site counselors and school psychologists.

Children in foster care will benefit academically, socially, and emotionally with the comprehensive plan. Many foster children have experienced disruptions in their lives. This plan is designed to seamlessly extend the school year by a month for three summers at no extra cost to the families. The summer program features small learning groups, socially engaging instructional strategies, emotional supports by trained faculty and on-site counselors and ongoing monitoring of mental health by trained faculty and expert counselors. In addition, the plan includes safe and clean inviting spaces for children to feel welcomed to learn and grow.

The growth of subgroups and individuals will be recorded using the district student management system (eSchool), STAR data and observations of faculty and counselors. Quarterly data meetings will be scheduled to review their progress and determine whether or not the interventions are helping students to demonstrate growth. Annually, principals and coordinators will report their findings on the growth of students to the District Curriculum Committee (meets every other month) and to the Board of Education.

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

ARP-ESSER Return to In-Person Instruction

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

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

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

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

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

- 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 re-opening plan is available for public viewing on the District's website. Individuals who contact the district may receive a printed copy to be sent to them upon request.

Re-opening plan

URL: <https://www.newfane.wnyric.org/site/handlers/filedownload.ashx?moduleinstanceid=3316&dataid=6597&FileName=reopening%20plan.pdf>

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 share the plan publicly by posting it on the district website. Minimally, on six month intervals, the district will seek broad and diverse stakeholder feedback on the plan and use that feedback to make timely and necessary adjustments to the plan. All updated plans will be publicly posted to the district website and all visitors will be alerted to the update through an alert embedded in the website which will draw visitor's attention to the update. In addition, each quarterly Town newsletter will contain a link for readers to access the survey and another link to the most recent iteration of the spending plan. In an effort to reach the largest community audience possible, the annual district budget newsletter and calendar will also include the two links (latest survey and most recent iteration of the plan).

Through the use of a survey instrument which will be posted on the district website and sent out to district stakeholders and made available in community newsletters, the district will receive public comments on the plan and make adjustments according to the feedback as necessary. The cycle of requesting feedback, analyzing results of surveys, sharing the results publicly via the district website and newsletters, and making adjustments according to the feedback and communicating the changes will be repeatedly done on six month intervals through the entire life of the grant.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	2,173,225
Total Number of K-12 Resident Students Enrolled (#)	1,329
Total Number of Students from Low-Income Families (#)	636

ARP-ESSER Schools Served

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number (#)
Total Number of Schools in the LEA	3
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	3

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

- 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.).	136,464
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	780,548
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	0

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.	830,000
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.	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.	426,213
Totals:	2,173,225

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.

Signed FS10v4 NCSD.pdf
 FS10 NCSD.pdf
 FS10 v2 NCSD.pdf
 Signed FS10v3 NCSD.pdf

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

ARP Budget Narrative 2.pdf
 ARP Budget Narrative.pdf
 ARP Budget Narrative 3.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	391,961
16 - Support Staff Salaries	334,994
40 - Purchased Services	0
45 - Supplies and Materials	0
46 - Travel Expenses	0
80 - Employee Benefits	419,806
90 - Indirect Cost	136,464
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	890,000
Totals:	2,173,225