

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

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**Summary & Background**

ROTTERDAM-MOHONASEN CSD

530515060000

**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.

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

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**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

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**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	Christopher Ruberti	cruberti@mohonasen.org	8/23/21
LEA Board President	Wade Abbott	wabbott@mohonasen.org	8/23/21

**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

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**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.

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

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- 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 Mohonasen Central School District convened a diverse group of stakeholders throughout the summer months to review and plan for the use of the ARP funds. As a plan for a safe opening of school was developed, public input was taken into consideration and ultimately the opening plan was developed in accordance with the directives of the NY State Governor's Office and NYS Department of Health.

The following are areas of focus that will be targeted for funding based on the overall district needs:

Academics, Technology, Athletics, Music, Health and Safety, Buildings and Grounds, Community Engagement

**ARP Development Meetings:**

**Community Outreach: Re-Opening Committee public input through email to reopening@mohonasen.org**

District and Building Administration, Teachers, Community Members, parents/students, Support Staff

**Full Administrative Meetings:**

8/24/21, 10/4/21

Members: Superintendent, Assistant Superintendent for Curriculum & Instruction, Assistant Superintendent for Business, Principals, Assistant Principals, Academic Administrators, Director of Special Education, Director of Athletics

**Principals Meetings:**

9/21/21, 10/12/21, 10/19/21

Superintendent, Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent for Business, Building Principals

**Academic Administrators Meetings:**

9/28/21

Members: Superintendent, Assistant Superintendent for Curriculum and Instruction, Academic Administrators

**Professional Development Committee:**

10/7/21

Members: Assistant Superintendent for Curriculum and Instruction, Academic Administrators, Teachers, Special Education Teachers, Building administrators, Support Staff, Director of Special Education

**Mohonasen Teachers Association** - Superintendent, Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent for Business, Teachers Association Leadership Team

September 22, 2021, October 13, 2021, November 10, 2021

**Non-Instructional Operations (Security, Facilities, IT, Food Service and Transportation):**

8/25/21, 10/26/21

Members: Assistant Superintendent for Business, Director of Technology, Director of Facilities, Director of Transportation, Head Mechanic, Director of Food Service

**District Safety Committee:**

11/16/21

Members: Assistant Superintendent for Business, Director of Technology, School Resource Officer (Rotterdam Police), Teachers, Building Administrators, Support Staff, Director of Facilities, Director of Transportation, Director of Food Service

Rotterdam-Mohonasen School District will continue to engage all stakeholders throughout the implementation of the plan. The district will also complete thought exchanges/surveys to gather thoughts and insights every six months during the grant cycle.

- 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 approved ARP Plan will be posted on our website at: <https://www.mohonasen.org/about-us/>

**ARP-ESSER LEA Base 90% Allocation - Program Information**

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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.**

Grant funding will be used for implementing prevention and mitigation strategies that are consistent with reopening of schools so that we can safely open and operate schools for inperson learning. Funding will be targeted for purchasing **building and grounds equipment** including: Plow and sanding trucks to clear snow during the winter months so that schools can open for in person learning in a timely fashion. This equipment will be used throughout the district at the five buildings to appropriately mitigate weather related closures.

A mower will be purchased for the athletic fields around the campus. A Tractor will also be purchased to complete jobs identified around the campus that support the normal operation of in person learning.

Floor cleaning equipment will be purchased to clean floors efficiently and effectively throughout the buildings in the school district.

**Increase need of School Nurses and Health Office Assistant:**

- Our school nurses have been advocating for an additional HOA so there will be one at every level (as there once was at Mohon). Right now there is a shared HOA between Pinewood Elementary and Draper Middle School. Nurses and HOA's have had increased responsibilities that require time and attention in the following areas:
- Increase in student diabetics
- Increased demands of parents and students
- Mental Health Needs
- COVID Screenings/Testing - increased testing requirements
- Field trip coverage
- Building coverage for nurses out sick

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 Mohonasen School District will use a number assessments both formative and summative to track and monitor student progress from an academic and a social emotional lens. Specifically the Partnerships in Education and Resilience (PEAR) offers assessments and will be administered to secondary students. The Holistic Student Assessment (HSA) is a data-driven tool to promote social-emotional development in young people in school and afterschool settings. The self-report tool provides teachers, program staff, and administrators with a social-emotional “portrait” of the unique strengths and challenges of each young person. Time will be allotted for Child Study Teams and Data teams to determine areas of need by monitoring academic progress, school attendance and well as other Social Emotional Learning (SEL) areas. Employment of additional staff to target ELA and math deficits meeting individual student needs will be a priority. We will continue to assess students using IXL, IXL's Real-Time Diagnostic is **an adaptive assessment tool** that provides an accurate, up-to-the-minute portrait of each and every student. As the Real-Time Diagnostic gathers insights, students receive personalized recommendations that help them figure out what actions to take for growth. STAR360 assessments. Star360 is as a diagnostic and benchmark assessment for students in Reading and Math, to determine if they are working at grade level performance, and/or making adequate growth over the course of the year.

Summer curriculum work was focused on Social Emotional Learning, reviewing curriculum maps and assessment to prepare for the schools reopening, and development of a writing center at the high school.

Specifically the Special Education Department will begin to use **AIMSweb** screens and monitors the reading and math skills of PreK–12 students. With its robust set of standards-aligned measures, Aimsweb Plus is proven to uncover learning gaps quickly, identify at-risk students, and assess individual and classroom growth. aimsweb Plus also has add-on screeners for behavior and dyslexia for a comprehensive, all in one system.

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**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.**

- **Summer Programming:** At each level elementary, middle and high school, summer programming was either in-person or hybrid. At the secondary level teachers in content areas provide direct instruction as well as the use of APEX software to work with individuals and address the learning gaps. At the elementary level in person summer programming is offered.

- **Summer Enrichment:** Summer Stars program is an elementary summer enrichment program that has learning targets geared toward enforcing concepts and skills to address learning loss. At the middle level, Summer academy is a project based learning program focused on learning loss and skill building throughout the summer.

- **After School Tutoring:** A clearly defined after school tutoring program has been put in place and a MOA with the teachers union has been ratified to ensure that there are enough tutors to work with students throughout the school year. This tutoring service will be for students that are either quarantined due to COVID or have been out of school due to a positive COVID test.

- **After School Interventions:** After school interventions will be available at the elementary and secondary level during the school year. Specific students will be targeted to attend academic support after school and transportation will be provided to these students.

- **AIS Services:** Increased AIS services and supports are available at the elementary and secondary level during the school day. Increased FTE was hired to support the learning loss and close the achievement gaps due to the pandemic.

- **School Supports:** At the direction of our teaching staff, Teaching Assistants (TA) work with small group or individual students to support and reinforce learning. As part of the reopening plan, additional TAs were hired at the elementary, middle and high school to support students learning. In order to address different learning needs of students due to lost instructional time and historical inequities, one area for transformation is to change the one teacher per classroom model. Utilizing more adults (TAs) in classrooms allows for prioritizing educator strengths and usage of break-out sessions so that educators can better facilitate the differentiated instruction students need. We have increased Teaching Assistant supports across the district to be able to provide small group and one to one assistance to students.

**6. In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.**

The remaining ARP ESSER funds will be allocated for allowable expenditures outlined by NYSED. More specifically these expenditures will include; upgrades to the athletics, music department equipment, upgrades that support the daily operations of the physical plant including a hydraulic lift plow and sand truck as well as equipment for the kitchen in order to meet the nutritional needs of the school community.

**Athletic** upgrades will include: Physical Education classes as well as sports teams and the community will be impacted with these upgrades. Updates to the athletic facility will include replacing scoreboards in the pool, on the football field, softball field, and in the high school gymnasium that have been refurbished several times. In addition funding for swim starting blocks, track hurdles and PE equipment at each building throughout the district will help to support student engagement, participation and overall safety of the athletic facilities.

**Music:** Participation in music and the arts is a hallmark of the school district. With student safety in mind it has become essential to adjust the configuration of ensembles as well as provide an alternative instrument for beginning students from the recorder to the ukulele. Funding will support these innovative changes in the music department that will include the purchase of ukuleles, more risers to distance the various ensembles and purchase of additional wind instruments supporting the growth of the program and ability to safely use the instruments.

**Kitchen:** Meeting the nutritional needs of the students is a priority. Some the kitchen equipment is in need of replacement. There are also items that will support the efficient operation of the food service department.

Cafeteria tables will be purchased to support appropriate spacing of students in the cafeteria.

An industrial dishwasher will be purchased to be used by our food service

Heated food serving carts will be purchased that are in compliance with safety specifications

A milk cooler will also be purchased to be used by our food service.



ARP-ESSER Application: Part 2 - ARP Act

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

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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.**

With regard to returning to in person learning, the district has made great efforts to keep the entire school community informed about the plans to safely welcome all of the students back to school for the fall of 2021. Mohonasen CSD has waited for official requirements from NYS Department of Health and will follow all of the requirements. In addition to the state requirements, school personnel have worked diligently to ensure each of our buildings along with our outdoor facilities are safe and welcoming to our students and community. Prior to the pandemic, the district delivered a Climate Survey to the entire school community. We utilized those responses to help us develop improvements to achieve the goal of safe inclusive learning environments that certainly include the physical environment.

We will continue to use **PBIS** at the elementary level including: PBIS Coaches will continue to train cafeteria and bus drivers, monthly reteaching for targeted students, PBIS refreshers following long school breaks or when trends have been established in data sets, continue to be accredited at the secondary level as **No Place for Hate Schools** through the Anti-Defamation League. No Place for Hate is a self-directed program helping all members of our school community do just that, helps our school create a more equitable and inclusive climate. Providing enriching opportunities to the school community rooted in cultural awareness.

In addition, the districts physical environment has increased **signage** throughout the campuses inside and out that shows the districts' pride and attention to detail and welcomes all Mohonasen students and families.

With regard to Social Emotional Learning: The district began to train and certify administration, faculty and staff in the **National Council for Behavioral Health, Youth Mental Health First AID USA**. This program trains adults to support children and youth in need. Those trained help students feel less distressed and are a resource for them to seek further assistance.

**BRYT Program** salary and implementation - The BRYT Program: Mohonasen High School students with a significant mental health diagnosis and/or are returning from hospitalization do not have a comprehensive research based framework/program to support their return to general education classes. Traditional mental health school-based supports are not sufficient enough to address the needs of students with significant mental health or medical issues often requiring hospitalization. These students typically have a large amount of school work to complete and have substantial difficulty regulating their behavior and implementing coping strategies independently. Students with this level of mental health/medical issues often consistently require a significant amount of support throughout the school day including a supervised space to de-escalate and calm, counseling, case management, parent communication/collaboration, and at times crisis assessment and intervention. As such, these students require a higher level of support to transition back to school from a mental health crisis, hospitalization or placement. A "bridge" program like BRYT would provide a higher level of support for Tier III students. This level of school-based support has been proven to lead to improved attendance, reduced re-hospitalization rates, and overall academic success as indicated by their course completion.

**Support Services:** Throughout the summer, School Social Workers and School Counselors targeted students that did not engage throughout the pandemic and held individual meetings. These students and families engaged with the counselors to set up individualized plans to reengage from the first day of school. These social emotional supports are a vitally important component to meet every students needs including ENL students, homeless students, minority students and students with disabilities. These supports will be ongoing throughout the school year. It will be a combination of social emotional support as well as academic interventions to support students as they reengage and sustain these newly formed connections.

**ARP-ESSER Application: Part 2 - ARP Act**

LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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**ARP-ESSER Return to In-Person Instruction**

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

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

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

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

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

- 1. In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

The reopening plan will be made available on the Distrcit’s website: <https://www.mohonasen.org/about-us/mohonasen-reopening-plan/>  
 A printed copy of the district's re-opening/return to in-person learning plan will be made available in the District Office or can be mailed to those that request it from the District Office.

**ARP-ESSER Application: Part 2 - ARP Act**

LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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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.**

Review and updates will be ongoing. The District's executive leadership team has clearly defined meetings scheduled with all stakeholder groups throughout the school year. These meetings will be designed to review the plans and make adjustments as necessary. The superintendent will solicit feedback via written updates provided to the entire school community. A thought exchange and or surveys will be administered to gether feedback from the school community every six months during the grant cycle.

**ARP-ESSER Application: Part 2 - ARP Act**

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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**ARP-ESSER LEA Base 90% Allocation - Funding Distribution**

ROTTERDAM-MOHONASEN CSD

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

- 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 (\$)	2,697,216
Total Number of K-12 Resident Students Enrolled (#)	2,793
Total Number of Students from Low-Income Families (#)	1,140

**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	4
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	4

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

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

ROTTERDAM-MOHONASEN CSD

530515060000

**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.	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.	404,343
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.	10,990
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.	390,978
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster	1,074,798

ARP-ESSER Application: Part 2 - ARP Act

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

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	FUNDING Amounts (\$)
care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	81,522
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.	734,583
<b>Totals:</b>	<b>2,697,214</b>

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

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**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.

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- Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER LEA Base 90% Funds.**

ARP ESSER 2 Rotterdam Mohonasen CSD.pdf  
 FS-10 Mohonasen ARP ESSER Part 2.pdf

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

Budget\_Narrative\_ARP\_-\_ESSER\_Part\_2.docx  
 Budget\_Narrative ARP - ESSER Part 2.docx

- 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	1,129,541
16 - Support Staff Salaries	624,840
40 - Purchased Services	55,262
45 - Supplies and Materials	83,904
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	803,667
<b>Totals:</b>	<b>2,697,214</b>