

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

Summary & Background

WYOMING 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.

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

WYOMING CSD

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

ARP-ESSER Application: Part 2 - ARP 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 | Joelle C. Stroud | jstroud@wyomingcsd.org | 10/29/21 |
| LEA Board President | Benjamin Chamberlain | chamberlain932@gmail.com | 10/29/21 |

ARP-ESSER Allocation - Construction-Related Costs

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

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

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information****ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination**

WYOMING CSD

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Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act, and section 2001(c) 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.

Stakeholder Meetings- July 27, 2021 • Description – Meeting with:

- Administrators • Elementary School grade level chairpersons
- Educators of students with special needs
- Related service providers -School Psychologist, School Nurse
- Parents/guardians

July 29, 2021- Public hearing for the draft ARP application

The various teams meet weekly to address student progress. This information is compiled and reported via student management services and is then reported out to families through district newsletters, parent portal, blackboard messages, remind messages, as well as updated with the board of education monthly.

The district will request teacher/student/ parent/community input and feedback via survey posted to our website (hard copies will be available upon request). This information will then be to discuss this information among small stakeholder groups and then at large via public forum. We also intend to utilize our District's social media (facebook and twitter) for input and networking efforts among families and school community members, and our students

This information will be utilized to determine if adjustments need to be made in after school learning lab opportunities, additions to professional development opportunities for staff as well as additional opportunities to address social and or emotional needs of our student population.

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

https://www.wyomingcsd.org/site/handlers/filedownload.ashx?moduleinstanceid=16&dataid=1013&FileName=Wyoming%20CSD%20_%20American%20Rescue%20Plan%20_%20July%202021.pdf

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 District will continue to prioritize the health and safety of all its family members, and the preservation of in-person instruction during the 2021 – 22 school year. The District's protocols have been developed in consultation with the Wyoming County Department of Health (WCDOH). Mandates, regulatory changes, data, and experiences may result in modifications to protocols. The District will utilize funds to purchase necessary supplies, materials, equipment, training and support additional human resource needs to implement the following layered 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 District will utilize funds to support Professional and support staff salaries :

- A portion of the grant allocation will be used to pay teacher stipends for after school academic labs which will provide the opportunity to have a smaller amount of students in an area thus allowing them to socially distance from their peers.
- A portion of the grant allocation will be used to pay costs for operations and maintenance employees which will provide the needed supports in the area of cleaning high-touch surfaces in densely populated areas to support the mitigation the spread of COVID-19

A portion of the grant allocation will be dedicated to purchasing supplies and materials to support learning loss interventions while providing students a place to learn that follows the social distance guidelines set forth by the Wyoming County Department of Health (WCDOH) through:

- Upgrading social emotional learning spaces to provide a learning space that follows the appropriate distancing guidelines set forth by the WCDOH
- Upgrading special education classrooms to provide a learning space that follows the appropriate distancing guidelines set forth by the WCDOH
- Purchasing additional Chromebooks to allow for the reporting COVID data to the necessary stakeholders
- Furniture associated with physical distancing, including but not limited furniture and storage space to provide a learning space that follows the appropriate distancing guidelines set forth by the WCDOH
- Removable/cleanable rugs to provide the opportunity to clean common student gathering areas that follows the appropriate distancing guidelines set forth by the WCDOH
- Flexible seating, movable furniture for classrooms to provide a learning space that follows the appropriate distancing guidelines set forth by the WCDOH
- Mobile seating for cafeteria that allows the district the opportunity to move student seating to appropriate distancing based upon the WCDOH guidelines
- Makerspace in the library media center to provide a learning space that follows the distancing guidelines set forth by the WCDOH
- Construction of outdoor classroom to provide a learning space that follows the distancing guidelines set forth by the WCDOH

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 District's utilizes outlines multiple data points to identify student needs and monitor student progress as a result of planned interventions and supports. This system is currently effective in identifying and monitoring students academic, social, and emotional wellbeing, however is subject to changes based upon efficiency of current practices.

Academic:

Screening assessments are administered to all students 3 times a year beginning in kindergarten. Universal screening is used to pinpoint early academic difficulties. Based upon the results from screening, baseline data will be used to formulate ongoing decision making. Frequent, multiple, and regular assessments of student performance will be administered and analyzed. Specific assessment tools include IReady, Fountas and Pinnell, classroom assessment, observations, attendance, and grades. Academic, social and behavioral data will be considered. In a Tier 1 model for academic intervention, student growth in all areas will determine future action plans. In a Tier 2 or Tier 3 model, regularly scheduled RtI meetings (at the very least every 6 weeks) will be held to analyze the success of intervention and guide further decision making.

The RTI Committee will maintain regular communication with families including but not limited to: • Regular contact from the classroom teacher: agenda, notes, phone calls, emails etc. • Notification of initial referral • Teacher/Parent Interview • Follow up from all meetings • Notification of movement between Tiers of Intervention. Additionally, families will be routinely informed of: • The amount and nature of data that will be collected and the general education services that will be provided • Strategies to increase the students' rate of learning • Ongoing RtI Team meetings. These meetings provide ample opportunity to discuss additional services that may be necessary as well as requesting additional testing to identify student needs.

Social emotional:

WCS also offers a counseling curriculum that is delivered through strategies such as: Classroom Instruction, Interdisciplinary Curriculum Development, and Group Activities. These services are provided quarterly, weekly, monthly, and on an as needed basis. Students are assessed and monitored at the very least every 5 weeks through grades, attendance, observation, self reflection, and parent input.

The district intends to utilize funding to provide opportunities for staff to attend professional development or planning meetings necessary to discuss and support the programs, such as Response to intervention strategies and the various performance assessments. The district intends to create safe spaces for educator feedback, including ways to receive anonymous feedback.

We will continue to monitor our students consistently every 5 weeks as well as at CSE meetings, and 504 meetings to address our students with special education needs.

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 following were developed during engagement sessions with the District's diverse stakeholder groups to address the 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.

Allocations will cover the cost of supplies, materials, equipment, human resources needs and collaborative partnerships to accommodate summer academics.

Learning Loss

Wyoming Central School will use allocations to address the academic impact of lost instruction: Allocations will cover supplies, materials, equipment, and human resources needs for the following:

- Assistive technologies
- Computer Applications
- Upgrading social-emotional learning spaces
- Upgrading executive functioning work spaces
- Literacy interventions
- Resources for special education classrooms

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

- 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 following were developed during engagement sessions with the District's diverse stakeholder groups to address the remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds of the ARP Act. Allocations will cover supplies, materials, equipment, and human resources needs for the following:

Program Expenditures

- Executive functioning curriculum
- Ice maker
- Outdoor classroom/garden- Providing an outdoor classroom with a garden incorporated allows the district to develop shared products that enrich their learning and accelerate their growth in the service of improved student outcomes while working together with our local stakeholders in our community. This classroom creates a learning space where our students can have a hands on experience to explore the outdoors as well as ;learning to harvest plants.
- Makerspaces in the library media centers- seating, storage, and the opportunity for 21 st century skill building experiences
- Flexible seating

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 Wyoming Central School District 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. Communication Strategy

The District will utilize a multi-prong approach to communicate American Rescue Plan matters of importance to all its students, parents/guardians, staff and visitors.

District Webpage: <https://www.wyomingcsd.org>

Facebook Page: <https://www.facebook.com/wyomingcsd/>

Twitter Page: <https://twitter.com/WyomingCSD>

Blackboard Connect automatic call, email and text system

District mailing

Meetings with translators

Translated documents

Discussions during committee on special education and 504 meetings.

Collaborations with community agencies

Targeted correspondence as recommended by: the Director of Student Services. Administration, pupil personal teams

Accommodations and supports will be implemented to ensure all may access and engage in the opportunities.

Comprehensive Afterschool

Collaborative partnerships will enhance experiences for all students.

Students requiring transportation may utilize the District's second bus run to engage in afterschool opportunities.

Accommodations and supports will be implemented to ensure all may access and engage in the opportunities.

Learning Loss

Allocations consider the diverse group of learners in the District.

Interventions are designed to meet the needs of students with:

individuals with education plans /504s

Low-income families, students of color, students experiencing homelessness, children in foster care and migratory students will be able to access the aforementioned opportunities with additional support if necessary.

Currently the district does not have ELL students, students experiencing homelessness, in foster care, or migratory status. However the district intends to use funding to provide students from low income families, students of color, and children with disabilities the opportunity to receive educational services that will be funded through ARP based upon screening materials.

Students will be identified utilizing a variety of screening materials including but not limited to: (ADOS-2, Kaufmann Test of Educational Achievement- 3, Wide Range Achievement Test 5th addition, Beck Youth Inventories Q Global Starter Kit, Revised children's Manifest Anxiety Scale). These identified students will be provided additional supports during our afterschool academic labs, as well as additional services provided in a covid safe setting such as an outdoor classroom that also provides a hands on garden center which will allow them the opportunity to be socially distanced.

Remaining ARP ESSER Funds

The supplies, materials, equipment and human resources needs included in these allocations are designed to:

- Promote safe learning environments for all.

Provide additional learning opportunities and resources for all.

Provide accommodations and supports for individuals with additional needs.

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

WYOMING CSD

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

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

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

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

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

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

<https://www.wyomingcsd.org/cms/lib/NY02204817/Centricity/ModuleInstance/704/Scanned%20from%20a%20Xerox%20Multifunction%20Printer.pdf>

ARP-ESSER Application: Part 2 - ARP Act

LEA 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) its plan for in-person instruction, including a description of how public comment will be collected.

Periodic Review

The District will utilize its local data sources to determine the efficacy of specific American Rescue Plan allocations.

The District will monitor student attendance in enrichment, and afterschool opportunities to assess engagement and areas of opportunity.

- The District will utilize its leadership structure to evaluate American Rescue Plan Allocations
- Grade level meetings
- Department meetings
- Committee on Special Education and 504 meetings
- Administrative Team meetings
- Board of Education meetings
- The District will collect information from other sources to determine the efficacy of American Rescue Plan programs.
- Student surveys
- Parent/guardian surveys
- Staff/faculty surveys
- The District will conduct public hearings if/when it is determined the District must update its plan.
- The Board of Education will review updates to the District's plan if/when it is determined revisions are necessary.

The various teams meet weekly to address student progress. This information is compiled and reported via student management services and is then reported out to families through district newsletters, parent portal, blackboard messages, remind messages, as well as updated with the board of education monthly.

The district will request teacher/student/ parent/community input and feedback via survey posted to our website (hard copies will be available upon request). This information will then be to discuss this information among small stakeholder groups and then at large via public forum.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

WYOMING CSD

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

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

| | Amount (\$ or #) |
|---|------------------|
| ARP-ESSER Fund Allocation (\$) | 238,696 |
| Total Number of K-12 Resident Students Enrolled (#) | 147 |
| Total Number of Students from Low-Income Families (#) | 68 |

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 | 1 |
| Number of Schools Served by ARP-ESSER LEA Base 90% Funding | 1 |

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

WYOMING CSD

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

1. Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity. PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.

| | FUNDING Amounts (\$) |
|---|----------------------|
| 1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.). | 0 |
| 2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.). | 6,376 |
| 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. | 400 |
| 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. | 12,714 |
| 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 | 52,570 |

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. | 96,186 |
| 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. | 70,450 |
| Totals: | 238,696 |

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.

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

FS10 - ARP - 10.29.21.pdf
 FS10 - ARP - Signed 12.16.21.pdf

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

APR_Budget_Narrative_2021 4.docx
 APR_Budget_Narrative_2021.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 | 32,270 |
| 16 - Support Staff Salaries | 68,000 |
| 40 - Purchased Services | 20,300 |
| 45 - Supplies and Materials | 118,126 |
| 46 - Travel Expenses | 0 |
| 80 - Employee Benefits | 0 |
| 90 - Indirect Cost | 0 |
| 49 - BOCES Services | 0 |
| 30 - Minor Remodeling | 0 |
| 20 - Equipment | 0 |
| Totals: | 238,696 |

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

**PROPOSED BUDGET FOR A
 FEDERAL OR STATE PROJECT
 FS-10 (03/15)**

= Required Field

| Local Agency Information | | | |
|--|------------------------------------|------------------------|------------|
| Funding Source: | American Rescue Plan (ARP) - ESSER | | |
| Report Prepared By: | Joelle C. Stroud | | |
| Agency Name: | Wyoming Central School District | | |
| Mailing Address: | P.O. Box 244, 1225 State Route 19 | | |
| | Street | | |
| | Wyoming | NY | 14591-0244 |
| | City | State | Zip Code |
| Telephone # of Report Preparer: | (585) 495-6222 ext 434 | County: Wyoming | |
| E-mail Address: | jstroud@wyomingcsd.org | | |
| Project Funding Dates: | 3/13/2020 Start | 9/30/2024 End | |

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

| SALARIES FOR PROFESSIONAL STAFF | | | |
|---|----------------------|------------------------|-----------------|
| Subtotal - Code 15 | | | \$32,270 |
| Specific Position Title | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
| Teacher stipends for afterschool academic labs, 2 years | 424 hours | \$42.50 per hour | \$18,020 |
| Professional development stipends for teachers, administrators, and professional staff, 3 years | 475 hours | \$30.00 per hour | \$14,250 |

| SALARIES FOR SUPPORT STAFF | | | |
|-----------------------------------|----------------------|------------------------|-----------------|
| Subtotal - Code 16 | | | \$68,000 |
| Specific Position Title | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
| Senior Custodial Worker (2022-23) | 0.85 | \$40,000.00 | \$34,000 |
| Senior Custodial Worker (2023-24) | 0.85 | \$40,000.00 | \$34,000 |
| | | | |
| | | | |
| | | | |
| | | | |

| PURCHASED SERVICES | | | |
|---|-------------------------------------|---------------------|----------------------|
| Subtotal - Code 40 | | | \$20,300 |
| Description of Item | Provider of Services | Calculation of Cost | Proposed Expenditure |
| IEP Direct start-up/installation fees | IEP Direct/EduTech | 1 x \$9,000 | \$9,000 |
| ADOS-2 Software Kit (Psychological Testing) | WPS - Western Psychological Studies | 1 x \$2,495 | \$2,495 |
| Kaufmann Test of Educational Achievement-3 (KTEA-3) | Pearson Assessments | 1 x \$485 | \$485 |
| KTEA-3 Scoring (3-Year) | Pearson Assessments | 1 x \$125 | \$125 |
| Wide Range Achievement Test 5th Edition (WRAT-5) | Pearson Assessments | 1 x \$435 | \$435 |
| Beck Youth Inventories Q Global Starter Kit | Pearson Assessments | 1 x \$98 | \$98 |
| Revised Children's Manifest Anxiety Scale (RCMAS-2) | PARiConnect | 1 x \$162 | \$162 |
| Tools of the Mind Program (Pre-K & K) | Tools of the Mind | 2 x \$3,750 | \$7,500 |

| SUPPLIES AND MATERIALS | | | |
|--|---------------|------------------|----------------------|
| Subtotal - Code 45 | | | \$118,126 |
| Description of Item | Quantity | Unit Cost | Proposed Expenditure |
| Chromebooks | 7.00 | \$350.00 | \$2,450 |
| Ice Maker | 1.00 | \$400.00 | \$400 |
| Outdoor Picnic Tables | 4.00 | \$1,500.00 | \$6,000 |
| Area Rugs for Primary Rooms | 5.00 | \$400.00 | \$2,000 |
| Movable/Rearrangeable Classroom Furniture | 18 classrooms | \$4,000 per room | \$72,000 |
| Cafeteria Tables | 7.00 | \$1,700.00 | \$11,900 |
| Modern Ball Chair (SPED) | 2.00 | \$150.00 | \$300 |
| Classroom Light Filters - 4 Pack (SPED) | 2.00 | \$40.00 | \$80 |
| Gel Wave Pad (SPED) | 2.00 | \$30.00 | \$60 |
| Cotton Rope Hammock Swing Chair With Spreader Bar (SPED) | 1.00 | \$42.00 | \$42 |
| Sensory Kit (SPED) | 1.00 | \$48.00 | \$48 |
| Gel Floor Tiles (SPED) | 1.00 | \$530.00 | \$530 |
| Senseez Pillow - Plushy Jelly (SPED) | 1.00 | \$40.00 | \$40 |
| Jumping Board (SPED) | 1.00 | \$180.00 | \$180 |

| | | | |
|---|------|------------|---------|
| Hammock Swing (SPED) | 1.00 | \$350.00 | \$350 |
| Swivel for Swings (SPED) | 1.00 | \$64.00 | \$64 |
| Cozy Canoe (SPED) | 1.00 | \$139.00 | \$139 |
| Crash Mat (SPED) | 1.00 | \$600.00 | \$600 |
| Concentration Rocker (SPED) | 1.00 | \$170.00 | \$170 |
| Jaxx Lounger Jr (SPED) | 1.00 | \$125.00 | \$125 |
| Sensory Mini Mats (SPED) | 1.00 | \$63.00 | \$63 |
| Sensory Gel ABC's (SPED) | 1.00 | \$46.00 | \$46 |
| Busy Fingers Weighted Sensory Pillow (SPED) | 1.00 | \$76.00 | \$76 |
| Balance Blocks (SPED) | 1.00 | \$47.00 | \$47 |
| LimeLite LED Ball (SPED) | 1.00 | \$100.00 | \$100 |
| Fiber Optic Jellyfish (SPED) | 1.00 | \$1,589.00 | \$1,589 |
| LimeLite LED Stool (SPED) | 1.00 | \$220.00 | \$220 |
| Sensory Canopy (SPED) | 4.00 | \$26.00 | \$104 |
| Teen Break Box (SPED) | 1.00 | \$391.00 | \$391 |
| b-Calm Headphones (SPED) | 2.00 | \$139.00 | \$278 |

| | | | |
|--------------------------------------|------|------------|---------|
| Weighted Snake Stuffed Animal (SPED) | 1.00 | \$50.00 | \$50 |
| Sensory Pillow (SPED) | 2.00 | \$42.00 | \$84 |
| 20" x 20" Gel Tiles (SPED) | 1.00 | \$600.00 | \$600 |
| Seating (Maker Space) | 8.00 | \$258.00 | \$2,064 |
| Seating (Maker Space) | 3.00 | \$525.00 | \$1,575 |
| Seating (Maker Space) | 1.00 | \$926.00 | \$926 |
| Tables (Maker Space) | 4.00 | \$931.00 | \$3,724 |
| Legos (Maker Space) | 1.00 | \$275.00 | \$275 |
| Legos (Maker Space) | 1.00 | \$99.00 | \$99 |
| Legos (Maker Space) | 1.00 | \$340.00 | \$340 |
| Legos (Maker Space) | 1.00 | \$96.00 | \$96 |
| Storage (Maker Space) | 1.00 | \$2,650.00 | \$2,650 |
| Desk (Maker Space) | 1.00 | \$965.00 | \$965 |
| Storage Shed (Outdoor Classroom) | 1.00 | \$1,700.00 | \$1,700 |
| Outdoor Covering (Outdoor Classroom) | 2.00 | \$300.00 | \$600 |
| Hand Tool Sets (Outdoor Classroom) | 2.00 | \$30.00 | \$60 |

| | | | |
|---|------|----------|-------|
| Planter/Seed Sets (Outdoor Classroom) | 2.00 | \$40.00 | \$80 |
| Weather Tools - thermometer, rain gauge, weather station, wind vane, wind meter (Outdoor Classroom) | 1.00 | \$271.00 | \$271 |
| Gravel/Mulch/Rubber (Outdoor Classroom) | 1.00 | \$450.00 | \$450 |
| Assorted STEM Activities (Outdoor Classroom) | 4.00 | \$70.00 | \$280 |
| Lumber/Building Supplies (Outdoor Classroom) | 1.00 | \$845.00 | \$845 |

Finance: Logged _____

Approved _____

MIR _____

| | |
|---|-----------------------------|
| LEA: Wyoming Central School District | FOR TITLE: ARP-ESSER |
| BEDSCODE: 671002040000 | |

BUDGET NARRATIVE

**** MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title) |
|---|---|
| <i>Code 15 Professional Salaries</i> | <p><i>Learning Loss:</i></p> <ul style="list-style-type: none"> ● <i>A portion of the grant allocation will be used to pay teacher stipends for after school academic labs</i> ● <i>A portion of the grant allocation will be used to pay professional salaries for professional development to address learning loss.</i> |
| <i>Code 16 Support Staff Salaries</i> | <p><i>Cleaning and Disinfection:</i></p> <ul style="list-style-type: none"> ● <i>A portion of the grant allocation will be used to pay costs for operations and maintenance employees</i> |
| <i>Code 40 Purchased Services</i> | <p><i>Learning Loss:</i></p> <p><i>A portion of the grant allocation will be dedicated to engage in subscriptions for the following interventions to address learning loss:</i></p> <p><i>following learning loss interventions:</i></p> <ul style="list-style-type: none"> ● <i>Special Education Management System</i> ● <i>Executive Functioning Curriculum/Testing</i> ● <i>Research-based Early Childhood Comprehensive Innovative Curriculum</i> |

| | |
|---|--|
| <p>Code 45 <i>Supplies and Materials</i></p> | <p><i>Learning Loss:</i> A portion of the grant allocation will be dedicated to supplies and materials to support the following learning loss interventions:</p> <ul style="list-style-type: none"> ● <i>Upgrading social emotional learning spaces</i> ● <i>Upgrading special education classrooms</i> ● <i>Upgrading classrooms to enhance executive functioning skills</i> <p><i>Remaining Uses:</i> A portion of the grant allocation will be dedicated to supplies and materials to support the following:</p> <ul style="list-style-type: none"> ● <i>Purchasing additional Chromebooks</i> <p><i>Facilities</i></p> <ul style="list-style-type: none"> ● <i>Refrigeration station for storage of food</i> ● <i>furniture associated with physical distancing, including but not limited furniture and storage space</i> ● <i>Removable/cleanable rugs</i> ● <i>Flexible seating, movable furniture for classrooms</i> ● <i>Mobile seating for cafeteria</i> ● <i>Makerspace in the library media center</i> ● <i>Construction of outdoor classroom</i> |
| <p>Code 46 <i>Travel Expenses</i></p> | |

| <p>CODE/ BUDGET CATEGORY</p> | <p>EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this title)</i></p> |
|--|---|
| <p>Code 80 <i>Employee Benefits</i></p> | |
| <p>Code 90 <i>Indirect Cost</i></p> | |
| <p>Code 49 <i>BOCES Services</i></p> | |
| <p>Code 30 <i>Minor Remodeling</i></p> | |
| <p>Code 20 <i>Equipment</i></p> | |