

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

Summary & Background

SOUTHERN CAYUGA 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

SOUTHERN CAYUGA 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

SOUTHERN CAYUGA CSD

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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	Loretta Van Horn	vanhornl@southern cayuga.org	August 25, 2021
LEA Board President	Kelsey Rossbach	kelsey.rossbach@gmail.com	August 25, 2021

ARP-ESSER Allocation - Construction-Related Costs

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

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

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

SOUTHERN CAYUGA 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(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

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

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

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

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

Southern Cayuga CSD contacted all Southern Cayuga families, faculty, and staff via email and school messenger to announce the funding to be received through the CRRSA ESSER II and ARP ESSER III legislation. Southern Cayuga requested input from all interested parties on April 22, 2021 and on May 14, 2021 regarding the needs of staff, students, and families impacted by the pandemic and how to allocate the funds. The district contacted community members, parents, guardians, faculty, and staff via written communication and all responses were forwarded to the Superintendent of Schools. The Superintendent shared all requests and suggestions with our shared-decision team, the Directions Committee, which includes BOE members, parents, administrators, teachers, mental health and support staff. The committee reached consensus on proposed recommendations which were then shared with the community, parents, and staff on our web page. The recommendations and cost analysis/budgeting/staffing details were presented at three public BOE meetings on May 23, 2021, July 1, 2021, and August 23, 2021. Community members and parents were provided the opportunity to provide verbal feedback at those meetings. All information on our webpage is current to date and reflects expenses reflected in our proposed FS 10 budget.

Every six months throughout the implementation of the grant, the district will present progress to date, the impact of increased staffing on student performance, and discuss any suggested changes to the allocation of funding. The district's first update to the Directions Committee will take place on November 3, 2021 and an update to the community and the full Board of Education is scheduled for November 22, 2021. The first update will focus on the funding directed at learning loss and steps taken by our math coaches who provide direct services to students. I plan to provide a comprehensive written report to the community in late January 2022 that will provide an opportunity for feedback and additional suggestions.

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.

<http://www.southern cayuga.org/1019>

The APR ESSER Plan is available on the district web page. Paper copies of the plan will be made available to community members, including parents and guardians, upon written request submitted to the district superintendent. Copies of the plan will be mailed to those persons who request.

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.

Current funding through the ARP Act will be used for class size reduction in two grade levels to allow for appropriate social distancing of three feet within the class room setting. In September 2021, precautions similar to those in-place in May and June will remain in place for the start of the school year. Current CDC guidance for schools includes face masks inside, even for those persons vaccinated, social distancing, daily temperature checks, and enhanced cleaning procedures. Updated COVID/Reopening information can be found on our webpage at <http://www.southern cayuga.org/1007>. Southern Cayuga will continue to work proactively with the Cayuga County Health Department to minimize the risk of infection and to identify individuals who require isolation or quarantine. I remain optimistic that our situation will improve as more folks are vaccinated.

1. Mask/Face Coverings: In order for a student to attend in-person instruction and school events at Southern Cayuga Central School District the student must wear an appropriate face covering/mask while inside the school building. In order for a student to ride a Southern Cayuga Central School District school bus, the student must wear a mask. The only exception to this rule will be if student is unable to medically tolerate a face covering, as wearing such would impair their physical or mental health. Families are asked to provide a note from your child's physician attesting to the medical necessity of not wearing a mask. Upon submission of such documentation to the student's school, the district will make every effort to accommodate the request. Students and staff are no longer required to wear masks outside if appropriately distant from peers.

2. Social Distancing: Classrooms will be set up to allow for social distancing; therefore students may remove their masks during meals and short breaks, when social distancing can be observed. The district has an ample supply of student face coverings, but students are welcome to bring their own from home, provided any images on the fabric are consistent with the Code of Conduct. Students and all other individuals are expected to wear their face coverings at all other times when traveling within the school building.

The Southern Cayuga Central School District will operate within a social distancing framework. This means to stay at least 3 feet away from people who are not from your household in both indoor and outdoor spaces. The use of physical barriers between individuals will be in place when in close proximity. Plexi-glass has been ordered for secretarial and nursing staff to provide an additional barrier for their protection in their office spaces.

Parent/teacher meetings and other home-school communication will be encouraged to take place via the phone or Zoom.

3. Mandatory Health Screenings: All visitors, staff, and students are subject to mandatory health screenings upon arrival to the building. All individuals must have their temperature checked each day. If a visitor, staff member, or student presents with a temperature greater than 100°F, they will be denied entry and sent directly to a dedicated area prior to being picked up or otherwise sent home. Students will have their temperature checked prior to getting on district provided transportation. If a student presents with a temperature greater than 100°F, they will be denied entry to the bus.

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.**

Eighty-five percent of the ARP Funding will target at-risk students who lack fundamental literacy, math, and social skills. Students at risk are identified through universal screenings, benchmark assessment, and progress monitoring utilizing the AimsWeb Plus Assessment Program, which take place three times per year. In addition, the district utilizes NYS assessments, online assessment tools, mental health surveys, and other local measures. Assessments can occur on a daily, weekly, and monthly basis. Students typically lack basic literacy skills and receive direct reading instruction focused on phonemic awareness, grammar, spelling, comprehension, and reading skills. Progress reports are provided on a monthly basis. A team of math intervention coaches assess student progress in grades 1-8 on a weekly basis and provide direct services to all at-risk students immediately. A team of reading intervention coaches will assess student progress in grades 1-8 on a weekly basis and provide direct services to all at-risk students. Overall progress of all interventions is documented monthly and reported to the administrative team. Updates to the Board and community will take place on a quarterly basis.

At the secondary level, the district will utilize benchmark and progress monitoring assessments developed in collaboration with a neighboring district that identify priority standards of student performance for each grade 9-12 course. The Tier 1 team which consists of teachers and support staff evaluate student performance based on those results to make instructional and staffing adjustments on a weekly basis. Students that are not successful at Tier 1 interventions will be recommended to receive Tier 2 AIS services. Progress will then be monitored and adjusted every 2-3 weeks. The MTSS system will be used to analyze overall student progress and be reported to student families every 6 weeks to ensure each student is showing growth.

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 School Southern Cayuga CSD recognizes the need for course/credit recovery for high school students and skill development for students in grades 6-11. During our initial summer, the program will be limited in scope due to program design, staffing needs, and the completion of a major capital project on our campus. If proven effective, the program will expand the following summer to include more and perhaps younger students.

Before/After School Academic, Extra-Curricular, & Intramural Activities Southern Cayuga CSD recognizes the importance of athletics and extra-curricular activities in the lives of students. We will expand tutoring and academic services for struggling students which will take place before and after school. We will create new opportunities for students in the arts and athletics. Participation in the arts encourages self-expression, creativity, and builds confidence. Participation in athletics leads to stronger connections between students, peers, and the school resulting in better academic results, the development of work ethic, and an increased motivation to succeed. A challenge for many families is the lack of community-based programming in the late primary grades, prior to students having the opportunity to participate in modified sports. Southern Cayuga CSD proposes creating multiple short-term athletic, academic, and art opportunities (4-8 weeks) for students in grades 4-6 that will take place before and after the regular school day.

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.

Social Worker (1 FTE) Southern Cayuga CSD recognizes ELL & low-income students and families were disproportionately and adversely impacted during the pandemic. School social workers are trained mental health professionals who assist students and families with mental health and behavioral concerns, provide positive behavioral supports, along with academic and classroom support. Southern Cayuga CSD seeks a Spanish speaking social worker to assist our English language learners and students from low-income families.

Social Emotional Learning - Southern Cayuga recognizes the emotional and social challenges facing students due to the loss of socialization and support services during the pandemic. The Second Step program offers a social-emotional learning curriculum that supports the whole child. It teaches skills for resolving conflicts, working with others, forming healthy relationships, and making good decisions.

ELL Teacher (1 FTE) & ELL Teaching Assistant (1 FTE) Southern Cayuga CSD anticipates an increased need for ELL/ESL services as many students had limited interaction with the school during the pandemic. Enrollment of ELL students has increased over several years without a corresponding staffing increase. During the past year, Southern Cayuga welcomed all ELL students to return to in-person instruction five days per week. Unfortunately, local farms were hit particularly hard with COVID infections which kept many of our youngest learners at home. If the need persists, the ELL teaching & TA position would shift from grant funding to the general budget after three years.

Math / Reading Coaches & AIS Teacher (7 FTE) Southern Cayuga CSD anticipates an increased need for research-based interventions to address student learning loss. The district will hire seven (7) reading and math coaches to provide direct services to students in grades 1-8. The intervention specialists/ coaches will utilize a proven strategy, Real-Time Response, to identify and resolve skill deficits. Our goal is to make these positions obsolete as students will perform at grade level by the end of three years. Math coaches will focus on grade-appropriate skill development to ensure a solid foundation for higher-order thinking. The reading coaches will focus on phonemic awareness in order to increase reading fluency and comprehension.

IST/AIS/Coach Coordination - Southern Cayuga recognizes the need for coordination of our reading and math coaching teams to ensure the integrity of the program and the success of all students. The coordinator will train each coach to set instructional priorities, design effective interventions, and monitor the progress of all participants on a daily basis. The coordinator will monitor the progress of all students and meet weekly with all coaches to review the impact of the program. The coordinator will ensure the reliability and validity of all performance data and develop a reporting tool for parents.

Teacher Professional Development - Southern Cayuga CSD recognizes that effective professional development enables educators to develop the knowledge and skills they need to address students learning challenges. Professional development would specifically focus on early primary literacy skills and include LTRS training for all elementary teachers who teach English language arts. Language Essentials for Teachers of Reading and Spelling (LTRS) training teaches skills to master the fundamentals of reading instruction, phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

Professional development would focus on the implementation of a proven intervention model to address learning loss during the pandemic. Each of the math & reading coaches would receive professional development prior to starting in their new roles to ensure effective implementation and the integrity of this data-driven program. Coaches would then meet monthly to monitor the progress of students and the program as a whole.

Student Technology Devices - Southern Cayuga recognizes the benefits of 1:1 technology as students are more motivated to learn and are better connected to their peers and teachers. 1:1 technology increased access to instructional materials and has proven to be a critical tool to maintain instruction during the pandemic. Southern Cayuga will purchase 275 Chromebooks in year two of the grant and 275 Chromebooks.

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.

As eighty-five percent of our ARP funding will be directed to services for students, we recognize the importance of ongoing evaluation of staff and their direct and positive impact on student learning. All positions funded through this grant require daily documentation of all academic and mental health interventions and progress will be shared on a weekly and monthly basis with their direct supervisor. Targeted skills will be clearly defined with mastery of skills and concepts paramount. Interventions are available to all students as Tier 1 services and will include all low-income, students of color, English learners, children with disabilities, students experiencing homelessness, foster care, and migratory students.

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

SOUTHERN CAYUGA 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.**

<http://www.southerncayuga.org/1007>

<http://www.southerncayuga.org/tfiles/folder1007/SCCS%20Reopening%20Plan%20August%2027.%202021.pdf>

Reopening Plan information is available on the district webpage and upon request. Written requests should be sent to the Superintendent and the district office will send a photocopy/email copy of the plan to the requestor.

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

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

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

Southern Cayuga CSD will continue to seek feedback from the community, parents, and staff on a quarterly basis. Throughout the pandemic, Southern Cayuga has provided weekly and monthly updates to all parties who have the means to reply directly to the administrative team with any questions or concerns they may have. All changes to school reopening protocols are shared in advance through the school messenger email system which also auto translates all messages for parents and families whose primary language is not English. In regards to ARP funding changes, all suggested changes will be announced prior to taking place and shared during open community meetings such as BOE and school-based meetings.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

SOUTHERN CAYUGA 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.

Table with 2 columns: Description, Amount (\$ or #). Rows include ARP-ESSER Fund Allocation (\$), Total Number of K-12 Resident Students Enrolled (#), and Total Number of Students from Low-Income Families (#).

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.

Table with 2 columns: Description, Number (#). Rows include Total Number of Schools in the LEA and Number of Schools Served by ARP-ESSER LEA Base 90% Funding.

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

SOUTHERN CAYUGA 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.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	225,200
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.	0
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	1,254,985

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	0
Totals:	1,480,185

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.**

ARP FS 10 Budget.pdf

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

ARP Budget Narrative.pdf

- 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	919,462
16 - Support Staff Salaries	23,000
40 - Purchased Services	0
45 - Supplies and Materials	225,200
46 - Travel Expenses	0
80 - Employee Benefits	312,523
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,480,185