

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

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**Summary & Background**

KINDERHOOK CSD

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**SUMMARY & BACKGROUND**

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

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

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

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

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

**Project Period**

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

**Project Number**

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

**Submission Deadline**

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

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

**ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Submission Instructions

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**Submission Instructions**

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**Directions for Submitting the Application:**

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

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

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

*Office of ESSA-Funded Programs - Rm 320 EB*

*RE: ARP-ESSER Application – Part 2*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234.*

**Deadline for Submitting the Applications:**

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Michael Brennan	mbrennan@ichabodcrane.org	9/29/2021
LEA Board President	Matthew Nelson	mnelson@ichabodcrane.org	9/29/2021

**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

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

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

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

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

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

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

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; Program Information

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

The Ichabod Crane (Kinderhook) Central School District engaged our community in meaningful consultations, discussions, and input gathering activities about the use of our ARP ESSER funding. The following is a letter sent to all stakeholder groups including: students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions on 4 June 2021. Please see two communications released by the superintendent highlighting the same below. In addition our school principals worked with Teacher Leaders (department chairs) and departments to develop lists of priorities and needs. Lastly, our district-wide Reopening Task Force reviewed and gave input in two meetings on June 14 and August 11 of 2021 which informed our plan and spending proposal. Sitting on that group were our union leadership and union safety officer.

On-going stakeholder engagement will occur through Community Coalition meetings. This representative group of teachers, administrators, parents, community leaders, and school staff is a long-standing committee that meets three times annually to discuss/advise on topics relevant to the school district.

Community Feedback on Use of Federal Funds Due by June 13

Jun 4, 2021 | Uncategorized

Ichabod Crane Central School District is scheduled to receive one-time federal funding through the *American Rescue Plan (ARP)* and the *Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA)* in the following amounts:

**ARP:** \$2,113,938 to be spent between March 13, 2020 to September 30, 2024

**CRRSAA:** \$1,603,769 to be spent between March 13, 2020 to September 30, 2023

That's a total of \$3,717,707 that must be budgeted over the next two to three years.

These federal funds require a community engagement process and we want to give you an opportunity to provide feedback on how to best use these one-time funds, please click on the link below to fill out the survey. That feedback will ensure we are using it to address the impacts the pandemic has had on our students, faculty and staff in ways that align with school community priorities.

**Click here to quickly give us your feedback**

**Please complete this short survey by midnight on Sunday, June 13.** It asks you to prioritize potential uses of these allocated federal funds in a variety of categories including:

-Safety and Security of Facilities (including relevant facility improvements)

-Operating schools and meeting the needs of students

-Purchasing educational technology

-Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness

-Implementing evidence-based strategies to meet students' social, emotional and mental health needs

-Offering evidence-based summer, afterschool, and other extended learning and enrichment programs

-Supporting early childhood education

-HVAC (ventilation and air filtration)

For more information about the federal funding, please review the USDE fact sheet at: [https://oese.ed.gov/files/2021/03/FINAL\\_ARP-ESSER-FACT-SHEET.pdf](https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf)

We will share our plans for how these federal funds will be used as soon as possible during Summer 2021. Know that we truly value your input as we prepare to use this funding for the maximum benefit of our students going forward.

The District followed up after collecting feedback with the following letter:

Feedback on District Plan for Federal Stimulus Funds Due July 30

Jun 28, 2021 | District, High School, Middle School, Primary School

The following message from District Superintendent, Suzanne Guntlow, was emailed to all Ichabod Crane families on Monday, June 28.

All previous school reopening news and COVID-19 updates can be found on the district's Reopening Information page here.

Dear Ichabod Crane Families,

In May we shared a memo informing you that the district is scheduled to receive one-time federal funding through the *American Rescue Plan (ARP)* and the *Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA)*. In total the district will be receiving \$3,717,707 that then must be budgeted over the next two to three years. Since that time, we have been busy developing a spending plan based on stakeholder input. We have gone through an extensive process to ensure the use of these funds aligns with District goals as well as student, family and staff priorities.

Input was obtained from stakeholders as indicated below:

1. Administrators have solicited input on the use of the funds with teacher leaders over each department/grade level in each school.
2. Our School Reopening Task Force reconvened in May and June along with its four Reopening Sub-Committees and discussed best uses and

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

priority needs for the funds.

3. The Board of Education Facilities Committee also met in June and discussed potential uses for the funds based on needs identified in the current building condition survey.
4. In May we sent out a survey to K-12 families to collect feedback on preferred uses of the funds. You can see a summary of the results from that family survey by clicking here.

**Period of Public Comment on Proposed Spending Plan**

The next step in the development of our spending plan is sharing it with the community and opening it up for a period of public comment. This plan was created based on the feedback from stakeholders as outlined above and is specifically for the proposed use of the federal funding over the next two – three years. See the full proposed plan for the use of the funds by clicking here.

If you wish to provide comments or give feedback on the district's proposed spending plan, please email **Mindy Potts (mpotts@ichabodcrane.org)** by **July 30** with the email subject "Use of Federal Funds Feedback".

**Key Areas of Funding Use:**

- **Ventilation Upgrades for Health/Safety:** Families expressed a very strong desire to improve/upgrade district HVAC (heating, ventilation & air conditioning) systems. Our HVAC upgrades will include short-term immediate improvements and long-term improvements that require extended planning. Short-term improvements include: increased ventilation for all mechanical systems, maximizing "merv" rating on compatible filters in existing equipment, increased AC for large spaced areas in all 3 schools such as gyms and cafeterias. Long term improvements include: Prioritized replacement of mechanical systems based on functionality and benefit analysis; Modify mechanical systems, in whole or part to increase their capacity to ventilate, filter, or both; Develop shorter-term capital improvements projects that can be accomplished over the next 18months; Develop capital improvement plan with a focus on ventilation, conditioning and filtration for all occupied spaces.
- **Food Services:** Additional staff/supplies to accommodate an increased number of serving locations for food preparation, delivery and supervision of more returning students in 21-22.
- **Educational Technology Improvements:** 1:1 Device allocation for students in grades 3 -12; enhanced teacher workstations; interactive classroom displays; live streaming equipment and more.
- **Addressing Impact of COVID-19 Academic Interruptions:** Enhanced/extended K-12 Summer School offerings; Summer enrichment programming; addition of HS/MS Academic Interventionist (AIS) Teachers; language translation services; after-school homework help expansion; tutoring program for struggling students and more.
- **Services for Student Social, Emotional & Mental Health:** Strengthening/building current Social Emotional K-12 Learning Curriculum; Addition of a full-time K-12 Social Worker and more.

As you review the proposed plan, keep in mind we anticipate and have planned for the need to make adjustments over the next two to three years to ensure we are being responsive to student and district needs as they arise.

Thank you for your input and assistance in the development of this federal stimulus spending plan. If you wish to provide further feedback, please do so no later than **July 30**.

Suzanne Guntlow

Superintendent of Schools

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.ichabodcrane.org/wp-content/uploads/2021/06/Copy-of-Ichabod-Crane-Federal-Stimulus-Spending-Plan-.pdf>

In addition to this plan being available on the website, any member of the district's constituency may request a hard copy including all relevant budget documents (FS10 and budget narrative) from the central office or from the District Clerk via phone (518) 758-7575, email: mpotts@ichabodcrane.org, or mail: 2910 Rte. 9, Valatie, NY 12184.

**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.**

Ichabod Crane CSD will use a portion of the funding to provide MERV-rated media for our univentilators to increase the filtering capacity of our existing infrastructure. In addition, we have purchased separate HEPA units for areas which are not capable of accepting the new media.

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

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- 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 will use the iReady platform for students in all three buildings to both identify student needs and to monitor student progress. This platform is both a universal screening tool and an instructional instrument designed to deliver targeted lessons in both ELA and Math depending on individual student needs. Additionally, each school in the district has developed a common assessment program which is designed to measure progress toward benchmarks as identified locally and through the State Education Department. Regular team meetings, child study team meetings, and weekly department meetings will incorporate data review for individual and group progress in order to modify content, delivery, and assessment as needed to ensure growth.

The data points listed here will be used to monitor and evaluate interventions as described in question 5. Student progress toward proficiency in both ELA and Math is measured in iReady, and over-all progress toward district goals in other content areas is measured through the Common Assessment Program which has been in place in the District since 2018. Efficacy of our efforts to address the academic impact of lost instructional time through the use of intervention staff and expanded emotional wellness supports will be evaluated based on our progress toward proficiency and mastery rates across the district in each core content area.

- 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.**

Ichabod Crane will meet the 20% funding requirement towards addressing lost instructional time through hiring AIS staff and a school social worker; additionally we have requested funding to expand our summer programs, both enrichment and remedial, and are asking to increase extra help during our after school/extended day program and through a tutoring program targeted to at-risk students such as English Language Learners, students with disabilities, and students coming from low SES homes.

- 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 Ichabod Crane application seeks funding for textbooks, academic intervention supplies, video cameras and supplies to stream school events home (to both increase family engagement and to allow for quarantined students/parents to continue to participate), filter media for our HVAC system, and software that supports our educational program.

- 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 district is intensely focused on the needs of students with regard to academics, SEL needs, and lost learning opportunities and has requested to use funds to support each area. Specifically, the application allows for funding to serve our disproportionately impacted students including targeted interventions, additional after school help, tutoring hours, materials and supplies, increased access to software, free summer enrichment programs, and homework help. This is a responsibility that the District takes with the utmost gravity and which was already in process prior to this ARP application partially through funding in the Title III application. Our experience with that program which provided individualized tutoring and support for ELLs was very successful. By allowing teachers to focus on our most vulnerable students and to meet their needs, be they academic or social/emotional, we saw increased school success and family engagement. This strategy is planned again, but on an expanded basis to reach our low-income families, students of color, ELLs, SWDs, homeless and foster students and our migratory families.



**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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

KINDERHOOK 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.ichabodcrane.org/wp-content/uploads/2021/08/2021-2022-ICC-Fall-Opening-Plan-8272021.pdf>

In addition to this plan being available on the website, any member of the district's constituency may request a hard copy of the reopening plan from the central office or from the District Clerk via phone (518) 758-7575, email: mpotts@ichabodcrane.org, or mail: 2910 Rte. 9, Valatie, NY 12184.

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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

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

Planning for opening and re-opening of the district and all three schools has been an inclusive and on-going process since the summer of 2020. Here at Ichabod Crane there is a Task Force consisting of a team of 18 administrators, union leaders, communications specialists, board members, and parents. That group is further broken down into teams including: academics, health and safety, mental health and social and emotional wellness, operations, and athletics which all developed and continually monitor sections of the Opening/Reopening plans. The plans were posted on the district's website, were presented at board meetings, and opened for comment during public meetings. Additionally we have monitored the success of the plan and the on-going and changing needs of the community and students through several google-based surveys, the results of which were used to drive mid-year changes and shifts in resources. The district plans to reconvene the Task Force and several of the subcommittees twice yearly for the same purposes, to survey parents, to invite public comment and input on plans, and to make resources and support readily available through outreach and dissemination of relevant information through the District's communication platforms.

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

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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

KINDERHOOK 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 (\$)	1,413,437
Total Number of K-12 Resident Students Enrolled (#)	1,671
Total Number of Students from Low-Income Families (#)	591

**ARP-ESSER Schools Served**

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

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

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

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

KINDERHOOK CSD

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

- Please complete the 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.).	302,056
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.	100,000
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.	118,090
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	71,203
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.	385,000
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	0

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	80,045
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.	357,043
<b>Totals:</b>	<b>1,413,437</b>

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

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

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**ARP-ESSER LEA Base 90% Allocation - Budget**

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

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

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

scan\_1christensen\_2021-09-29-15-07-29.pdf

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

REVISED Budget Narriative - Kinderhook CSD.pdf

- 3. Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.**

	Total Funds (\$)
15 - Professional Salaries	853,246
16 - Support Staff Salaries	0
40 - Purchased Services	60,000
45 - Supplies and Materials	500,191
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
<b>Totals:</b>	<b>1,413,437</b>