

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

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Page Last Modified: 08/27/2021

**Summary & Background**

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## SUMMARY &amp; 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

- ARP-ESSER Application – Part 2

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.

## 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

- LEAs

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:

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**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	Karen Henry	khenry@solvayschools.org	10/18/21
LEA Board President	Kristen Sunser-King	ksunserking@solvayschools.org	10/18/21

**ARP-ESSER Allocation - Construction-Related Costs**

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

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

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

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

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

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

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

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

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

The district has been actively working for several months to engage the community in discussion to develop a plan for the use of the ARP funds. The district had various meetings with the administrative team, teachers union, teacher leaders, and board of education. The district made two public presentations at the board of education meetings to inform the public of the available funds and solicit feedback on how best to use the funds. Additionally, the district created and made publically available a Google Form to elicit feedback from the public.

Moving forward the district will continue to update the public at BOE meetings at least twice a year. The district will continue to elicit feedback throughout the year during administrative cabinet meetings as well as collaborative union meetings. Specifically, the original group that met to support the development of the ARP plan will meet in spring 2022 to evaluate the use of ARP funds throughout the year, review plans for summer 2022 and fall of 2022. This group will meet at least twice a year moving forward (fall and spring). The district will also engage with stakeholders through collaboration with the PTO meetings and seeking feedback through surveys and various discussions with parents in multiple venues.

**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.solvayschools.org/districtpage.cfm?pageid=2077>

Hard copies of the plan will be distributed to anyone that requests one. Additionally, hard copies will be placed in the main office of each of our buildings.

**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 - 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 also purchase 150 air purifiers to place in classrooms throughout the district.

The funds will also be used to purchase various instructional supplies such as math manipulatives and manipulation to support Road to Reading and Road to the Code so that students do not have to share materials. This will allow the district to maintain appropriate physical distancing and not have students sharing hands-on materials.

The district will hire a part-time nurse to coordinate COVID. This person will focus on ensuring that the COVID safety measures included in the re-opening plan are followed with fidelity. This person will also support the overseeing of contact tracing and other measures related to preventing the spread of COVID.

A person will be hired to conduct regular testing each week for unvaccinated staff. This will provide a convenient way for staff who are not vaccinated to comply with the NYSDOH mandate.

An additional cafeteria aid at the elementary school will be hired. This will allow meals to be delivered to each students' individual desk to maintain appropriate physical distancing. This person will also support the proper cleaning of desks and other areas of the cafeteria between groups.

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 engages in various methods of data collection and evaluation to support the assessment of student progress and the identification of further supports needed for students.

Academically the district uses AIMSweb (K-6) and IXL (5-8) for universal benchmarking assessments and progress monitoring in ELA and math three times a year. This data is used to measure specific student growth to assess the efficacy of interventions for specific students as well as for assessment of how grade levels as a whole are doing to identify broad supports that are needed in tier 1 instruction. Additionally, various curriculum-based assessments are used at each grade level in each content area K-12. Teachers meet in grade-level teams to review these curriculum assessments to reflect on previous instruction and plan for future instruction.

The district also uses BIMAS three times a year K-12 for social-emotional and mental wellness universal benchmarking assessment. This data is reviewed promptly by a diverse team in each building to identify specific students in need of more support and to identify board areas in which students need support. This data is also used to progress monitor specific interventions that are in place for individual students.

In ELA Road to Reading, Road to the Code, and Read 180 are used as evidence-based tier II interventions. Based on progress and benchmarking assessments students are placed in groups based on their needs. Student progress is tracked regularly as well three times a year through universal benchmarking.

In 6-8 IXL is also used to support individualized student academic support in math and ELA.

Additionally, in math students are placed in like groups based on the progress monitoring data so teachers can provide targeted instruction and support in small groups.

Data meetings are held regularly to assess student progress in ELA and math. Adjustments to intervention placements are adjusted in accordance with the data and information on student progress.

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

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5. **In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.**

The required 20% use for learning loss will be used as follows:

1. The addition of a special education teacher. We know that learning loss was often more impactful for special education services because of the disruption of in-person services during COVID. This will allow the district to provide more services to special education students to support overcoming learning loss from the pandemic. (total of \$220,500)
2. The addition of an ENL teacher at the elementary school will support learning loss for our ENL students. The elementary school has our highest percent of ENL students and during the COVID-19 school closer, ENL students were among the group of students most impacted. The additional teacher will allow more sections of ENL and provide co-teaching in some classrooms to better support ENL students. (total of \$220,500)
3. An AIS committee will be formed and facilitated using these funds for the middle school. Academic progress for our most struggling students was significantly impacted by COVID. This impact was greater for our students that are classified as economically disadvantaged. The AIS committee will review and select a new ELA and math screener to specifically progress monitor skills and knowledge at the middle school level. Additionally, this data will help the building place students more appropriately in small groups based on specific needs. This will allow AIS teachers to strategically target specific skills and knowledge in small group instruction. The purchase of the program IXL is also included in this. (total \$44,200)
4. The district will use the money to support the purchasing of various technologies to support in-person and distance learning instruction. The district will specifically purchase laptops with cameras and docking stations for each teacher. This will allow the teachers to easily use it for in-person, distance, or hybrid instruction. The district will purchase Chromebooks to complete and support the district's inability to provide every student a Chromebook to support in-person and distance learning. Considering the percentage of our student population this is identified as economically disadvantaged providing 1-1 devices will support the recovery of learning loss and prevent further disproportional learning loss if the chance the school has to transition to fully remote learning in the future. The district will also purchase some software to support distance learning. Interactive whiteboards will also be purchased. (total for Chromebook purchase \$316,875)
5. LETS is a scientifically based method for teaching students how to read. Money will be spent to train more teachers in this instructional practice and to provide teachers who already took the training a refresher on the science behind reading. This training will provide teachers with the back group of the science behind reading and provide specific instructional strategies and activities that can be embedded into the core curriculum and in AIS intervention services. (total \$20,000)
6. Second Step is an evidence-based social-emotional learning curriculum. The impact of COVID on students' mental wellness and social-emotional learning was significant, specifically for many identified sub-populations. This curriculum will be purchased for the middle school to support the inclusion of social-emotional learning systematically to support students. SEL is the foundation for supporting academic learning. (total \$6,000)

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

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**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 remainder of the funds will be spent in the following ways.

1. Math curriculum identification and implementation: The district state assessment scores indicate a need to improve student learning outcomes in mathematics K-8. To support this improvement funds will be spent to support the identification of a high-quality and equitable math curriculum for K-8. The district will first work for K-5 and in the second year add 6-8 to the work. The funds will be used to support teacher learning related to equitable math curriculum and instruction to support the selection of a high-quality set of curriculum materials. Upon the identification of a new math curriculum, K-8 money will be spent to deploy significant professional learning to support teacher implementation. The goal of this is to increase the access students have to equitable and ambitious math learning with the end result of increasing achievement scores.

2. The district will use the money to support the purchasing of various technologies to support in-person and distance learning instruction. The district will specifically purchase laptops with cameras and docking stations for each teacher. This will allow the teachers to easily use it for in-person, distance, or hybrid instruction. The district will also purchase some software to support distance learning. Interactive whiteboards will also be purchased.

3. The district will use the money to support the Positivity Project rollout occurring at the middle school. Specifically, money will be used to send a teacher to the Showcase to bring back learning from other districts to support our implementation. This will improve the implementation of the P2 project to support character education.

4. COVID-19 had a significant impact on students' mental health. Thus the district will use the money to pay for our two in-district-trained trainers to train staff members in the 8 hour Youth Mental Health First Aid. The money will also be used to pay teachers to addend this training in the summer, outside of their contractual work. Having more teachers trained will increase the likelihood that if a student is struggling, it will be recognized by a trained staff member. Additionally, the trained staff member will know how to make a proper referral to get the student more help.

5. As a result of COVID-19 we are seeing a significant struggle in getting enough daily substitute teachers to cover staff absences. This results in classes being covered by other teachers during their free periods, administration, or by teaching assistants. This is causing a disruption to students and increasing the demand on the teachers and administrators that are present in the buildings. Thus, money will be used to hire a permanently stationed sub in each building. This will increase the guaranteed coverage for staff who are out and decrease the burden placed on staff who are present. This will improve student learning. The goal is to decrease or eliminate uncovered classes for staff that are out.

6. The district serves a high portion of economically disadvantaged students. Money will be used to purchase more TI Inspire calculators. This will allow the district to individually assign each student a calculator to support math instruction. Each student has their own calculator will decrease sharing (sharing could increase the likelihood of COVID spreading). Furthermore, should we need to transition to remote learning or if students are in isolation or quarantine as a result of COVID they will have full access to a calculator to engage in mathematics learning at the high school level.

7. With the transition to 1-1 Chromebooks and the increase in the use of various password-protected online learning supports as well as the EdLaw 2D requirements the district will purchase Classlink to facilitate single sign-in for all students and teachers. This will increase the instructional and learning time by decreasing the time taken for teachers to help students log in and/or wait time for teacher of student passwords to be reset.

8. With the purchase of touch screen Chromebooks for students to further support instructional technology and the potential to transition to remote instruction the district is purchasing Kami. This will improve interactive learning with technology both in school and out of school.

9. A well-rounded education is important for student engagement and well-being. We are lucky to have a strong musical instrument program with significant participation. However, we serve a large percentage of students who come from an economically disadvantaged situations. In order to provide all students equitable access to our instrumental music program, we will use some money to purchase more instruments to allow each of our students to have a musical instrument to play and take home to practice at no cost.

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

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

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10. Increased mental wellness has been linked to increases in a person's exercise and fitness. The district's fitness centers in the middle and high schools are actively used by students and staff. However, some of the equipment is outdated. Furthermore, more diverse equipment would allow more access for more students. Increasing students' access to exercise will support academic learning by increasing their mental wellness.

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.**

Sub Group: English Learners

- An additional ENL teacher will be hired to support the elementary school. This teacher will provide small-group language instruction and provide classroom co-teaching support. The focus of the co-teaching support will be to provide students with integrated language and academic learning support. The ENL teacher will work with classroom teachers to incorporate high-quality instructional practices to support English language learners. This directly supports the academic needs of ELL students.

Subgroup: Special Education Students

- A special education teacher will be added and split between the middle and high school level. This will directly support the academic needs of special education students by allowing the district to provide smaller groups and more services to students who have experienced negative impacts related to interrupted in-person learning as a result of the COVID-19 pandemic.

Subgroup: All students including all subgroups

- Sending a teacher to the Positivity Project Showcase will support the greater implementation of the Positivity Project at the middle school. This program supports character education and will positively impact all students with regard to academics and SEL.

Subgroup: Low-income

- LETRS is an evidence-based instructional approach to teaching reading based on the science of how kids learn to read. Increasing the number of teachers that are trained in this practice will support all students, but specifically, low-income students that have been inequitably affected negatively by COVID-19 pandemic as a result of interrupted in-person school. This is especially true in the lower elementary grades where learning to read is specifically taught.

- Road to reading is an evidence-based reading intervention. Increasing the number of teachers trained in this intervention will allow the district to provide more targeted intervention to students who are not achieving on grade level in reading. This is focused on our elementary school which has our highest percentage of low-income students, ELLs, and SWDs.

Subgroup: Students of color and low-income students

- Math curriculum identification, development, and implementation for grades K-5 - Reveal math is a new common core aligned math curriculum that is focused on equity. The work included in the Reveal curriculum and associated implementation work including teacher professional development aligns with NCTM's Catalyzing Change in Mathematics which outlines core instructional and curriculum for providing an equitable math learning experience with all students. This math instruction and curriculum works to help all students develop a conceptual understanding of mathematics and allow access to such understanding through multiple pathways. This will directly address the academic needs of all K-5 students including low-income and students of color.

Sub groups: All students

- The district is purchasing an evidence-based SEL curriculum and character education curriculum for the middle school. This program will be implemented at all grade levels to support all students with SEL. Thus, it will impact low-income students, ELLs, and students of color.

The purchase of Chromebooks and associated instructional technology supports will specifically help students who are economically disadvantaged as all students will have to access to the same technology. Additionally, this will support students who are experiencing homelessness as we have portable MyFi devices for students who do not have access to the internet outside of school.

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

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

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

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

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

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

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

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

<http://www.solvayschools.org/tfiles/folder392/Solvay%20COVID%20Plan%202021-2022.pdf>

A hard copy of the plan will be available upon request. Additionally, each building's main office will have a hard copy for people.

**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.**

The district will publically review and ask for comments on the review of its COVID plan at a board meeting at least every 6 months. If at anytime the COVID situation or new related information is received the district will incorporate it as necessary into the plan. If this occurs the revision will be shared and opened for comment at a board of education meeting.

**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**

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

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	2,642,612
Total Number of K-12 Resident Students Enrolled (#)	1,368
Total Number of Students from Low-Income Families (#)	605

**ARP-ESSER Schools Served**

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

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

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

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

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

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420702030000

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

- Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.**

**PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.**

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	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.	700,432
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

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

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

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	FUNDING Amounts (\$)
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 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.	1,544,220
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.	60,000
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.	132,960
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.	205,000
<b>Totals:</b>	<b>2,642,612</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.**

FS10-ESSER ARP2 updated Code 40 02.18.22.pdf  
 FS-10 ARP2- ESSER Budget 1.7.22.pdf

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

ARP-ESSR.docx

- 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	1,183,220
16 - Support Staff Salaries	102,960
40 - Purchased Services	61,000
45 - Supplies and Materials	776,167
46 - Travel Expenses	0
80 - Employee Benefits	300,000
90 - Indirect Cost	0
49 - BOCES Services	14,265
30 - Minor Remodeling	0
20 - Equipment	205,000
<b>Totals:</b>	<b>2,642,612</b>