

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

Introduction/Instructions - Summary & Background

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**Summary & Background**

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

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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.

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

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

The federal ARP statute requires SEAs to reserve:

- not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

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

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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.

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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	Philene Hudson	philene.hudson@fortplain.org	08/15/2021
LEA Board President	MaryBeth Hudyncia	marybeth.hudyncia@fortplain.org	08/18/2021

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 & Program Information**

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- 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 Fort Plain School District is committed to ensuring every student has the opportunity to develop intellectually, socially, emotionally and physically in a safe, orderly and positive environment. Our goal remains to prepare every student for success beyond graduation. For the purpose of developing this plan, stakeholder feedback was collected from parents and caregivers, faculty, department supervisors, technology leaders, athletics and administration. Through the use of community surveys and discussions at BOE meetings members of the community were involved in the development of our plan. A community forum was also held to discuss the direction for the district as the plan developed. Meetings were held with the building principals and Director of Special Education to identify areas of need in each building/department to address the needs of the students as we return to in-person learning. Additionally, meetings were held in each building with teacher leadership and members of the support staff to further identify and clarify how the funds can be used to meet the needs of all students in Fort Plain.

The district will continue to keep all stakeholder groups informed of how the plan is being further developed and implemented through updates on the webpage, in discussions at upcoming BOE meetings, and meetings with building administrators and the Director of Special Education. Once the plan has been approved the district will post the finalized version of the plan and copies of the FS-10. Additionally, several community roundtable discussions are planned for the coming school year with topics covering the re-opening plan, how the district is working to close the gaps on student learning, how to increase community engagement, the current Superintendent Search Process, and updates on the district's use of ARP funds.

- 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.fortplain.org/american-rescue-plan-arp-esser-funding-plan/>

Community and district residents can contact the Superintendent of Schools, the Board of Education Clerk to receive a copy of the plan if unable to access through the website. Copies are also available in each school building main office and the district office.

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

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3. In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

The health and safety of students, staff and their families remain the district's top priorities for all in-person instruction and school-based activities. The district will follow recommendations and guidance from the New York State Department of Health (NYSDOH), New York State Education Department (NYSED), Montgomery County Public Health Department, and the Centers for Disease Control and Prevention (CDC).

- Implement Covid-19 testing protocols for all unvaccinated staff
- Implement Covid-19 testing protocols for all athletes participating in high risks sports
- Limit the number of spectators for inside athletics based on capacity of our gyms
- Offer screening for Covid-19 related symptoms to students with parental request
- Require everyone who comes to our campus to be masked at all times with the exception of outside activities although social distancing will be maintained
- Implement health screening protocols
- Safely transport students, requiring masked at all time while on school transportation, enhancing the cleaning of busses between bus runs, keeping ventilation hatches open to increase air flow
- Provide food service and retrofit areas for eating.
- Ensure social distance
- Cohort students according to guidance
- Provide personal protective equipment
- Hire a COVID Nurse Corrdinator
- Hire additional cleaning staff

To the extent possible, students will remain in small cohorts. Upon reopening, class sizes will be reduced to ensure proper social distancing as directed by NYSED and the Departments of Health. Class sizes will reflect the need to ensure that students are positioned at an adequate social distance. To help support social distancing procedures, our schools will minimize the amount of travel throughout the school buildings to the greatest extent possible. Whenever possible, students will utilize outside space for physical education instruction.

- Maintain low student to teacher contact ratios
- Reduce class sizes as needed
- Increase social emotional learning supports
- Provide tutoring
- Increase afterschool enrichment opportunities
- Invest in supplies and materials



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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 assess incoming students to identify weakness and gaps in their learning. The primary focus will be in reading and math instruction for the elementary school and content area support in writing and critical thinking at the middle and secondary level. Formative and summative assessments will be used to identify progress or address areas of additional need for each student. Students will be taking benchmark assessments at the beginning of the school year using STAR Reading and STAR Math at the elementary level and Castle Learning and Delta Math at the secondary level to identify what levels they are at to determine what interventions are needed to address areas of weakness. These programs are also used to remediate and support students to close the gaps and meet the standards. Math and ELA workshops are built into the students schedules in grades 7 & 8 to provide small group interventions to bridge the gaps in learning.

The needs of all learners including students from low-income households, students with disabilities, English language learners and students experiencing homelessness will be addressed to the extent possible by targeting funds to these areas. Every effort will be made to ensure all students have the necessary support and resources to meet with academic success and ensure social emotional support is provided. The district's services to support English language learners will continue to be specific to their individual needs. More specifically, this will include outreach to families to ensure students and families have the necessary resources to ensure success. More specifically, we will ensure students have access to technology, a reliable and stable internet connection, supplies and materials and the necessary tutoring to facilitate success.

- Purchase WIFI hotspots
- Laptop and Chromebooks replacement plan
- Outdoor WIFI project (Wiles Park and Fields)
- Expand academic coaching centers and the use of APEX credit recovery to support students
- Incorporate research based trauma skilled approaches through partnerships with local mental health providers
- Expand learning labs and academic support centers to increase Academic Intervention Services for all students
- Offer afterschool tutoring
- Hire retired teachers with specialized training in reading intervention strategies for primary grades to support students that are identified below grade level in reading
- Hire retired teachers with specialized training in math intervention strategies for primary grades to support students that are identified below grade level in mathematics

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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.

To the extent possible, students will remain in small cohorts. Upon reopening, class sizes will be reduced to ensure proper social distancing as directed by NYSED and the Departments of Health. Class sizes will reflect the need to ensure that students are positioned at an adequate social distance. To help support social distancing procedures, our schools will minimize the amount of travel throughout the school buildings to the greatest extent possible. Whenever possible, students will utilize outside space for physical education instruction.

- Maintain low student to teacher contact ratios
- Reduce class sizes as needed
- Increase social emotional learning supports
- Provide tutoring
- Increase afterschool enrichment opportunities
- Invest in supplies and materials
- Increase academic support lab opportunities for reading and math
- Provide departmental/content labs in the Jr/Sr High
- Provide summer catch-up and enrichment opportunities for elementary school

Beginning in the summer of 2021, we are offering enrichment opportunities for students in kindergarten through grade 12. In future years, the Fort Plain School District will preserve equity through expansion of services and ensure access for all.

- Offer summer learning opportunities
- Expand Coaching Center at Jr./Sr. High School
- Field trips
- Assemblies
- Guest speakers

Our initial plan to support early childhood education is to provide a summer enrichment program to students in grade kindergarten through grade 2. The intensive summer enrichment program will address learning loss that resulted from uneven instructional opportunities resulting from the pandemic. Grade level teachers will provide standards-based remediation and targeted interventions.

Beginning in September, targeted students in grades 3 through 6 will be provided with remediation and enrichment through an afterschool program.

- Maintain lower class sizes
- Benchmarking
- K-6 ELA and Math remediation
- K-6 Enrichment in Art, Music and World Languages

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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 needs of all learners including students from low-income households, students with disabilities, English language learners and students experiencing homelessness will be addressed to the extent possible by targeting funds to these areas. Every effort will be made to ensure all students have the necessary support and resources to meet with academic success and ensure social emotional support is provided. The district's services to support English language learners will continue to be specific to their individual needs. More specifically, this will include outreach to families to ensure students and families have the necessary resources to ensure success. More specifically, we will ensure students have access to technology, a reliable and stable internet connection, supplies and materials and the necessary tutoring to facilitate success.

- Purchase WiFi hotspots
- Laptop and Chromebooks replacement plan
- Outdoor WiFi project (Wiles Park and Fields)
- Expand academic coaching centers
- Incorporate research based trauma skilled approaches
- Expand learning labs and academic support centers
- Offer afterschool tutoring

The district will make computer devices available to students and teachers who need them. Fort Plain schools has adopted Google Classroom as a primary platform for students/families to access instructional materials and lessons. The district has also adopted Gmail as a universal communication system for both students and teachers. ParentSquare unifies all communication tools from the classroom to the district level, featuring texts, emails and a mobile app to reach families in their preferred method. The district will continue to use ParentSquare to notify staff, students and families/caregivers about school operations to best meet the needs of students. The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their children.

- Enhance student to teacher connections
- Purchase musical instruments for music program
- Re-purpose existing learning spaces
- Improve ventilation (explore adding A/C units at high school)
- Increase access to technology
- Assislive technology
- Update PE and fitness equipment
- Halo Vape Detectors
- Tele-Med Helath Services
- Professional Development for teachers and administrators through various organizations such as CASADA, NYSAPHERD, and SUNY Oswego

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7. In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The needs of all learners including students from low-income households, students with disabilities, English language learners and students experiencing homelessness will be addressed to the extent possible by targeting funds to these areas. Every effort will be made to ensure all students have the necessary support and resources to meet with academic success and ensure social emotional support is provided. The district's services to support English language learners will continue to be specific to their individual needs. More specifically, this will include outreach to families to ensure students and families have the necessary resources to ensure success. More specifically, we will ensure students have access to technology, a reliable and stable internet connection, supplies and materials and the necessary tutoring to facilitate success.

The district will make computer devices available to students and teachers who need them. Fort Plain schools has adopted Google Classroom as a primary platform for students/families to access instructional materials and lessons. The district has also adopted Gmail as a universal communication system for both students and teachers. ParentSquare unifies all communication tools from the classroom to the district level, featuring texts, emails and a mobile app to reach families in their preferred method. The district will continue to use ParentSquare to notify staff, students and families/caregivers about school operations to best meet the needs of students. The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their children.

- Enhance student to teacher connections
- Purchase musical instruments for music program
- Re-purpose existing learning spaces
- Improve ventilation (explore adding A/C units at high school)
- Increase access to technology
- Assistive technology
- Update PE and fitness equipment

Fort Plain will work to become a Trauma Skilled School in order to reduce the effects of stress and trauma associated with the pandemic. The focus will be to train the entire workforce to provide the needed support and services to positively impact the daily lives and well being of our students. By helping students to develop personal connections in school and instilling a sense of belonging, regardless of circumstance, this effort is designed to:

- Increase focus on meeting addressing the social emotional needs of students
- Employ an Educational Technology Specialist
- Increase outreach to families
- Enrich curriculum and instructional materials
- Support staff training and professional development
- Wellness Topper survey to all secondary students and staff to identify areas to address social, emotional and mental health needs of students and staff
- Partner with Catholic Charities, Berkshire Farms, St. Mary's Hospital and Family Counseling Center to provide mental health support to our school community

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- Weekly guidance meetings to discuss students social, emotional and mental health needs
- Psychological school based counseling
- School Based Intervention teams reviews of student's particular needs regarding social, emotional, and mental health needs
- Second STEPS program is fully implemented in grades K-5

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**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.**

<https://www.fortplain.org/updated-school-reopening-layered-mitigation-plan-is-posted/>  
 Community and district residents can contact the Superintendent of Schools, the Board of Education Clerk to receive a copy of the plan if unable to access through the website. Copies are also available in each school building main office and the district office.

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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.

ParentSquare unifies all communication tools from the classroom to the district level, featuring texts, emails and a mobile app to reach families in their preferred method. The district will continue to use ParentSquare to notify staff, students and families/caregivers about school operations to best meet the needs of students. The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their children.

The website also has a place for parents/community members to send questions or comments to the Superintendent of Schools regarding the constant revisions of the district reopening plan.

The existing plan is a fluid document and will undergo appropriate changes as defined by NYSED, NYSDOH, and in collaboration with Montgomery Department of Health. The plan will be updated as needed and any updates will be shared through Parent Square and also through Superintendent updates at BOE meetings. Weekly meetings are held with the HFM BOCES area Superintendents along with members of the appropriate county health departments to review present strategies and discuss appropriate changes that are needed or required to the districts plan. The plan will reflect all changes that have been determined to be appropriate by the Montgomery Department of Health or based on any changes in regulation by NYSED or NYSDOH. Parent Square messages will be sent when the plan has been updated.

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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.

- 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.



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

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

FORT PLAIN CSD  
270701040000

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.).	406,870
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.	120,000
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	20,000
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.	150,000
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.	20,000
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	30,000
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.	382,030
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.	415,125
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	255,000
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	150,000

ARP-ESSER Application: Part 2 - ARP Act

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	FUNDING Amounts (\$)
students, students experiencing homelessness, and children and youth in foster care.	
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.	2,168,428
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.	25,776
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.	91,859
<b>Totals:</b>	<b>4,235,088</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.

ARP Grant.pdf

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

121721 revBudget\_Narrative ARPESSER.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	1,635,000
16 - Support Staff Salaries	304,064
40 - Purchased Services	250,000
45 - Supplies and Materials	113,695
46 - Travel Expenses	0
80 - Employee Benefits	1,433,428
90 - Indirect Cost	0
49 - BOCES Services	25,776
30 - Minor Remodeling	0
20 - Equipment	473,125
<b>Totals:</b>	<b>4,235,088</b>