

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Summary & Background

Summary & Background

BARKER CSD

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SUMMARY & BACKGROUND

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

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Submission Instructions

Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Carol Heiligenthaler	cheiligenthaler@barkercsd.net	8/2/2021
LEA Board President	Randall Atwater	ratwater@barkercsd.net	8/2/2021

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?**

Yes, the LEA does intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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

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

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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 LEA held two community forums to get stakeholder input. Meetings were also held with the Teachers Union, the Support Staff and the Administrative Staff. All the information was then taken and used to create the implementation plan.

- 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.**

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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 plans to use funds to help with cleaning the building in order to stay compliant with CDC guidelines.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.

The district uses FastBridge for an SEL, Literacy, and Numeracy screener for all students K-12th grade. This data will be used to screen students and identify student needs. FastBridge, along with other diagnostic tests such as but not limited to the PAST, District created common formative assessments and running records will be used for progress monitoring.

Second Step SEL Curriculum is a research-based, evidenced based curriculum that address SEL concerns in students K-8. This curriculum provides lessons that support students social-emotional learning. This, combined with results from the SEL component of FastBridge will help the mental health team (including an additional school psychologist) address student needs through individual and group counseling, grade level skills groups or small groups that address specific concerns such as kids losing family members to COVID.

FastBridge will be used to progress monitor Reading and Math for all students K-8. FastBridge reports have identified areas of need for the district (phonics for reading). Hiring an additional reading specialist will allow the district to provide researched-based interventions such as Orton-Gillingham. The set aside professional development monies will be used to train teachers in Orton-Gillingham. Additional Math support at both the elementary and secondary levels allow us to address needs based on FastBridge scores (math fluency).

With the additional K-6 reading support we revamped our reading program. 7 teachers have been trained in Orton-Gillingham. The two reading teachers and one reading certified Teaching Assistant now push into every grade level to help deliver tier 2 classroom interventions alongside the classroom teacher. These three teachers are also providing tier 3 intensive intervention with students. Interventions include but are not limited to buddy reading, repeated readings, direct, explicit phonics instruction, and more play-based learning at the primary levels to reinforce phonological awareness. The Math AIS teacher and a TA also provide Tier 2 interventions in conjunction with the classroom teacher for each grade level and pull-out Tier 3 interventions.

At the secondary level, AIS is being provided for Math and ELA. Having an additional Math AIS teacher provides us more opportunities to schedule students for small group AIS.

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 district will run summer school each year in an attempt to combat the loss of instructional learning time throughout the COVID-19 pandemic. Busses will be provided for the summer programming, which has never happened before. After-school intensive literacy and numeracy tutoring will also be used to address concerns. Finally, the district has hired three additional staff, an Elementary teacher, a Secondary math teacher and a reading teaching, to address both literacy and numeracy learning loss. These teachers will be used to provide additional time to students to catch students up on literacy and numeracy skills that were missed since March 2020 when students were unable to be in school full time.

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.

This district will also use funds to purchase instructional materials such as workbooks, textbooks, online subscriptions, musical instruments (so kids don't have to share) and devices.

To facilitate transportation during this time, specifically during drop-off and pick-up, the district will use funds to enhance the safety of our students. Since COVID-19, fewer students have been riding the bus at a time, we have had an increase in the number of parental drop-offs and pick-ups, making our current procedure unsafe for students.

Our playground is also unsafe. As we are trying to use that for physical education purposes as well as safe recess options, we will need to update to make safe. This allows students to be outside with less risk of COVID-19 exposure.

We will also be purchasing supplies and equipment for cleaning the buildings (cleaning agents, rags, sanitizers).

The district also plans to update their network needed to provide wireless access and remote learning options including, but not limited to, network switches and augmentation of the sound system.

Finally, funds will be used for professional development to help teachers with topics such as remote learning and teaching, learning loss, assessing students and determining priority standards.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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

The district plans to add an additional 1.6 FTE of mental health staff to address the emotional and mental health needs of students. An additional reading teacher, additional math teacher and additional academic intervention support teacher will also be added to address academic concerns. Finally, the district is purchasing devices to help students who do not have access to devices but need them for remote learning. These tend to be our students from low income-families, migratory students and English Language Learners.

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

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.**

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

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

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

The district will constantly review the plan. Every six months, or more, we will discuss in open session of Board meetings. The district will also seek the input of teachers, support staff, and administrators through in-district meetings. Finally, a community forum will be held to hear thoughts on the plan from parents, students, and community members.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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.

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	1,070,300
Total Number of K-12 Resident Students Enrolled (#)	669
Total Number of Students from Low-Income Families (#)	339

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	2
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	2

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	104,289
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.	23,000
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.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	8,000
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.	15,050
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.	175,000
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	37,768
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	0
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	253,632

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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.	350,000
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.	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.	103,561
Totals:	1,070,300

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs**

ARP-ESSER LEA Base 90% Allocation - Construction-Related Costs

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PLEASE NOTE:

The Office of Facilities Planning, in collaboration with NYSED's Chief Financial Officer and the Office of ESSA-Funded Programs, is developing guidance regarding capital construction projects based on the United States Department of Education (USDE) recently issued FAQs for this federal program. The Use of Funds FAQ (released May 26, 2021) may be of particular interest, since it discusses construction and combination of funds. Links to the federal program website are below:

<https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/>

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Local Educational Agencies (LEAs) which intend to do federally funded work using ARP-ESSER funds must first file FS-10s and other documents as required by the Office of ESSA-Funded Programs. If a project would normally require a building permit if supported by state/local funds, it must also have a building permit if supported by federal funds (or a combination of funding streams). Facilities Planning forms are under development at this time.

1. What is the amount of funds that the LEA plans to use for construction related projects?

350,000

2. In the space provided below, please described the planned construction activities and costs.

We are going to be refurbishing the school playground to make it safe for students and repairing the driveway for parent drop off/pick up. Costs include site demo, selected equipment demo, new equipment, as well as earthwork, grass, and seeding.

3. Will the planned construction impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places?

No, the planned construction will not impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places.

ARP-ESSER - Construction-Related ASSURANCES**4. The LEA assures it will have or obtain a full title or other interest in the site, including right of access, that is sufficient to insure the grantee's undisturbed use and possession of the facilities for 50 years or the useful life of the facilities, whichever is longer. § 75.603 (Authority: 20 U.S.C. 1221e-3 and 3474)**

YES, the LEA provides the above assurance.

5. The LEA assures it will ensure that sufficient funds are available to meet any non-Federal share of the cost of constructing the facility. § 75.604

YES, the LEA provides the above assurance.

6. The LEA assures work will begin on construction within a reasonable time after the grant for the construction is made. § 75.605 (Authority: 20 U.S.C. 1221e-3 and 3474)

YES, the LEA provides the above assurance.

7. The LEA assures the construction will be completed within a reasonable time and the LEA shall complete the construction in accordance with the application and approved drawings and specifications. § 75.606

YES, the LEA provides the above assurance.

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LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

8. The LEA assures that the construction is functional; economical; and not elaborate in design or extravagant in the use of materials, compared with facilities of a similar type constructed in the State or other applicable geographic area. § 75.607. Further, the LEA assures that it shall, in developing plans for the facilities, consider excellence of architecture and design and inclusion of works of art. The grantee may not spend more than one percent of the cost of the project on inclusion of works of art. § 75.607 Authority: 20 U.S.C. 1221e-3 and 3474)

YES, the LEA provides the above assurance.

9. In planning for and designing facilities, the LEA assures it shall observe the standards under the Occupational Safety and Health Act of 1970 (Pub. L. 91-576) (See 36 CFR part 1910); and State and local codes, to the extent that they are more stringent. § 75.609 Further, the LEA assures it will submit an application for a Building Permit to NYSED Office of Facilities Planning for review and approval prior to construction.

YES, the LEA provides the above assurance.

10. The LEA assures that it shall comply with the Federal regulations on access by the handicapped that apply to construction and alteration of facilities. These regulations are:

- For residential facilities - 24 CFR part 40; and
- For non-residential facilities - 41 CFR subpart 101-19.6. § 75.610

YES, the LEA provides the above assurance.

11. The LEA assures that, in planning the construction, the LEA shall, in accordance with the provisions of Executive Order 11988 of February 10, 1978 (43 FR 6030) and rules and regulations that may be issued by the Secretary to carry out those provisions: Evaluate flood hazards in connection with the construction; and as far as practicable, avoid uneconomic, hazardous, or unnecessary use of flood plains in connection with the construction. § 75.611

YES, the LEA provides the above assurance.

12. The LEA assures that it shall maintain competent architectural engineering supervision and inspection at the construction site to insure that the work conforms to the approved drawings and specifications. § 75.612

YES, the LEA provides the above assurance.

13. The LEA assures that it will comply with the regulations on relocation assistance and real property acquisition in 34 CFR part 15. § 75.613

YES, the LEA provides the above assurance.

14. The LEA assures that, when construction is completed, sufficient funds will be available for effective operation and maintenance of the facilities. § 75.614

YES, the LEA provides the above assurance.

15. The LEA assures that it shall operate and maintain the facilities in accordance with applicable Federal, State, and local requirements. § 75.615

YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

16. The LEA assures that, to the extent feasible, it shall design and construct facilities to maximize the efficient use of energy. § 75.616 Further, the LEA shall comply with ASHRAE standards in designing and constructing facilities built with project funds. § 75.616 The following standards of the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) are incorporated by reference in this section:

- ASHRAE-90 A-1980 (Sections 1-9).
- ASHRAE-90 B-1975 (Sections 10-11).
- ASHRAE-90 C-1977 (Section 12)

Incorporation by reference of these provisions has been approved by the Director of the Office of the Federal Register pursuant to the Director's authority under 5 U.S.C. 552 (a) and 1 CFR part 51. The incorporated document is on file at the Department of Education, Grants and Contracts Service, rm. 3636 ROB-3, 400 Maryland Avenue, SW., Washington, DC 20202-4700 or at the National Archives and Records Administration (NARA). For information on the availability of this material at NARA, call 202-741-6030, or go to:

http://www.archives.gov/federal_register/code_of_federal_regulations/ibr_locations.html. These standards may be obtained from the publication sales department at the American Society of Heating, Refrigerating, and Air Conditioning Engineers, Inc., 1791 Tullie Circle, NE., Atlanta, Georgia 30329. § 75.616

YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget****ARP-ESSER LEA Base 90% Allocation - Budget**

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

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

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

ARP-ESSER Part 2 FS10.xls
DOC121021-12102021160201.pdf

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

ARP-ESSER Part 2 Budget Narrative.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	247,389
16 - Support Staff Salaries	0
40 - Purchased Services	406,217
45 - Supplies and Materials	160,158
46 - Travel Expenses	0
80 - Employee Benefits	47,522
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	209,014
Totals:	1,070,300

BUDGET NARRATIVE

LEA: Barker Central School District	FOR TITLE: ARP-ESSER Application: Part 2
BEDSCODE: 40130104000	

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

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

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)																												
Code 15 <i>Professional Salaries</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Reading Interventionist</td> <td style="width: 10%; text-align: center;">1.00</td> <td style="width: 15%; text-align: right;">\$47,161</td> <td style="width: 15%; text-align: right;">\$47,161</td> </tr> <tr> <td>HS Math Interventionist</td> <td style="text-align: center;">1.00</td> <td style="text-align: right;">\$45,718</td> <td style="text-align: right;">\$45,718</td> </tr> <tr> <td>ES Math Interventionist</td> <td style="text-align: center;">1.00</td> <td style="text-align: right;">\$68,678</td> <td style="text-align: right;">\$68,678</td> </tr> <tr> <td>School Psychologist</td> <td style="text-align: center;">1.00</td> <td style="text-align: right;">\$37,768</td> <td style="text-align: right;">\$47,451</td> </tr> <tr> <td>1:1 Aide</td> <td style="text-align: center;">2.00</td> <td style="text-align: right;">\$17,532</td> <td style="text-align: right;">\$35,064</td> </tr> <tr> <td>Professional Development Pay in hours</td> <td style="text-align: center;">419.00</td> <td style="text-align: right;">\$31</td> <td style="text-align: right;">\$13,000</td> </tr> <tr> <td>Part time nurse to help with contract tracing, test to stay and COVID protocols</td> <td style="text-align: center;">.625</td> <td style="text-align: right;">\$30,000</td> <td style="text-align: right;">\$30,000</td> </tr> </table>	Reading Interventionist	1.00	\$47,161	\$47,161	HS Math Interventionist	1.00	\$45,718	\$45,718	ES Math Interventionist	1.00	\$68,678	\$68,678	School Psychologist	1.00	\$37,768	\$47,451	1:1 Aide	2.00	\$17,532	\$35,064	Professional Development Pay in hours	419.00	\$31	\$13,000	Part time nurse to help with contract tracing, test to stay and COVID protocols	.625	\$30,000	\$30,000
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Code 16 <i>Support Staff Salaries</i>																													
Code 40 <i>Purchased Services</i>	<p>\$10,000 Costs associated with refurbishing the school playground to make it safe for students. This playground is used during recess and, during COVID-19, for physical education classes. The playground is wooden and is difficult to clean and sanitize. These costs would include site demo and selected equipment demo. As well as earthwork, grass and seeding.</p> <p>\$10,000 Costs associated with driveway repair for parent drop off/pick up. Since fewer students are riding the bus during the COVID-19 pandemic, more parents are driving their children to and from school. This was never a problem before, so it was not a concern. Now, however, there are safety issues. Fixing and changing the driveway entrance will alleviate these safety concerns.</p>																												

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<p>\$2,115.32 Costs associated with freight for music chairs and music chair holders.</p> <p>\$15,000 Costs associated with accessibility improvements to the playground including improved impact rating, excavation of existing material, new 12” sub-base and rubber impact.</p> <p>\$125,000 Costs associated with resurfacing the 8,500 square foot playground</p> <p>\$70,000 Costs associated with new playground equipment that includes better inclusivity and accessibility. It also upgrades safely compliance of existing equipment to reduce costs.</p> <p>\$10,000 Costs associated with additional perimeter fencing</p> <p>\$35,000 Costs associated with restoration of existing playground equipment</p> <p>\$35,000 Incidental costs associated with fixing the playground</p> <p>\$10,000 Costs associated with sidewalk repair for the driveway repair.</p> <p>\$20,000 Costs associated with paving the driveway</p> <p>\$5,000 Costs associated with stripping for the driveway</p> <p>\$5,000 Incidental costs associated with fixing the driveway</p> <p>\$28,900 Costs associated with Day Automation technical services. This is a SED energy improvement project to work on HVAC and other things. This will help keep students in school and safe from COVID. These costs are additional costs to the initial proposal.</p> <p>22,903 Costs associated with Day Automation subcontractor fees.</p> <p>\$2,299 Costs associated with installing fitness equipment into the weight room.</p> <p>* Does not involve construction for anything listed in this code</p>
<p>Code 45 <i>Supplies and Materials</i></p>	<p>\$9,500 Costs associated with new music chairs needed to provide music programming while maintaining social distancing.</p> <p>\$2,252 Costs associated with storage carts for the new music chairs.</p> <p>\$2,062 Costs associated with a new saxophone. This will enable students to have their own saxophone to use instead of having to share and clean the instrument between students.</p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<p>\$2,816 Costs associated with a new tuba. This will enable students to have their own saxophone to use instead of having to share and clean the instrument between students.</p> <p>\$6,000 Costs associated with Sound field devices used to help special education students hear instruction more clearly. These devices amplify the teacher's voice and minimize background noise.</p> <p>\$8,000 Costs associated with radios/walkie talkies that will allow school personnel easier methods of communication. This will help with cleaning protocols within the buildings as well as help ease the facilitation of emergencies.</p> <p>\$21,000 Costs associate with K-5th grade mathematics workbooks, enabling each student to have their own consumable and not have to share.</p> <p>\$20,000 Costs associate with K-4th grade literacy workbooks, enabling each student to have their own consumable and not have to share.</p> <p>\$5,000 Costs associated with consumable science supplies. This will allow each student to have their own supplies and reduce the amount of sharing necessary during COVID-19.</p> <p>\$16,413 Costs associated with online subscriptions for math and literacy activities. This will allow students to learn while remote. This includes K-4th grade Wonders Literacy subscriptions, K-5th grade MyMath subscriptions and 6th-8th grade Online Math subscriptions.</p> <p>\$3,900 Costs associated with new vacuums that will help the staff keep the school clean.</p> <p>\$1,000 Costs associated with new wet/dry vacuum that will help the staff keep the school clean.</p> <p>\$850 Costs associated with new cleaner carts that will help staff keep the school clean and sanitized.</p> <p>\$5,083 Costs associated with 2 licenses (1 per school) for Second Step Social and Emotional Learning Curriculum, Grades K-8. This will help our students transition back to school and provide support for those who experienced extra stress during the last 18 months. The second-step curriculum addresses different needs for all students. There is a lot of focus on empathy skills, conflict resolution, and listening skills.</p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<p>\$2,553 Costs associated with Screencast-o-matic district licenses to allow teachers to create videos and upload to different platforms. These videos will make remote teaching easier for both staff and students.</p> <p>\$4,823 Costs associated with a Life Fitness Squat Rack Rig</p> <p>\$1,280 Costs associated with HD Athletic Bar Support Pair</p> <p>\$2,473 Costs associated with HD Athletic Bar Catch Pair</p> <p>\$980 Costs associated with Hammer Strength Athletic Power Pivot</p> <p>\$84 Costs associated with Hammer Strength Athletic Band Pegs</p> <p>\$3,183 Costs associated with Hammer Multi Angle Bench Free Weight</p> <p>\$2,150 Costs associated with a Rower</p> <p>\$80 Costs associated with 10 Bumper Plate</p> <p>\$88 Costs associated with 15lb Rubber Bumper</p> <p>\$126 Costs associated with 25lb Bumper Plates</p> <p>\$196 Costs associated with 45lb Bumper Plates</p> <p>\$158 Costs associated with 35lb Rubber Bumper</p> <p>\$742 Costs associated with Hammer Olympic Bar</p> <p>\$32,283 Costs associated with Day Automation HVAC equipment replacement.</p> <p>* Does not involve construction for anything listed in this code</p>
<p>Code 46 <i>Travel Expenses</i></p>	
CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)	
Code 80 <i>Employee Benefits</i>	Social Security	\$15,041
		New York State Teachers
	Retirement	New York State Employees
		Other - Pension
	Health Insurance	\$2,481
Code 90 <i>Indirect Cost</i>		
Code 49 <i>BOCES Services</i>		
Code 30 <i>Minor Remodeling</i>		
Code 20 <i>Equipment</i>	<p>\$9,300 Costs associated with an auto scrubber for the floors in the school. This will clean the floors faster so they can be cleaned more frequently</p> <p>\$100,000 Costs associated with replacing the climate controls for wireless closets. The current climate controls are old and malfunction frequently. When this happens, servers become overheated and shut down. As a result, we lose wifi connectivity, necessary for remote learning. These costs are for the actual items, not installation.</p> <p>\$75,000 Costs associated with replacing network switches for the district's wireless network. This network is essential for teaching and learning.</p> <p>\$10,000 Costs associated with a stereo system in the HS Cafeteria. In order to provide instruction in some larger classes, the cafeteria was utilized for social distancing purposes. However, the lack of a stereo system made it difficult for students to hear the instructor. This will alleviate that concern and will allow the cafeteria to double as a large group instruction space during non-COVID times.</p> <p>\$9,683 Costs associated with the purchase of a John Deere Gator to allow for the continued operation of the district. This will replace an existing golf cart that is used to transport supplies across the campus, facilitate athletic equipment movement and help maintain trails and the property.</p>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	\$5,031 Costs associated with a Life Fitness Activate Series Treadmill * Does not involve construction for anything listed in this code

Finance: Logged _____

Approved _____

MIR _____