

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

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**Summary & Background**

OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CS

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**SUMMARY & BACKGROUND**

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

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

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

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

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

**Project Period**

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

**Project Number**

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

**Submission Deadline**

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

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

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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.

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

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

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

OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CS

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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	Billi Jo Stallman	billijo.stallman@oesj.org	08/03/2021
LEA Board President	Neil Clark	neil.clark@oesj.org	08/03/2021

**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**

OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CS

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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 Oppenheim-Ephratah-St.Johnsville School District, as the LEA, engaged, collaborated, and consulted with a variety of stakeholders, including students, families, school and district administrators, special education administrators, teachers, teacher-leaders, principals, transportation coordinators, buildings and grounds directors, technology directors and their respective unions, as appropriate, on a variety of occasions and through a variety of means to develop and implement a plan to use these funds. Multiple meetings, surveys, and outreach focus-groups were held/ distributed to determine the diverse needs of the students served by the LEA, including students with disabilities, students experiencing homelessness, students in foster care, and other students who are economically disadvantaged and who have been adversely affected by the COVID-19 pandemic. The result of these attempts resulted in an aggregation of data and information, which was used to drive the decision-making of our submitted plan, which we believe reflects and addresses the unique and prevalent needs of our diverse stakeholder population. As the needs of our stakeholders continue to evolve and change throughout the course of this plan, so will our plan to monitor its progress and effectiveness. The LEA will continue to meet and reach out regularly to various groups and the larger community who were consulted in the development of this plan through open-forum meetings, targeted focus groups, surveys, and assessment of data as a means to assess the plan's progress, implementation, and effect on student needs.

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

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

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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.

The LEA's ARP-ESSER Plan will be publicly posted on the district's website: [www.oesj.org](http://www.oesj.org). Additionally, students, parents, legal guardians, school staff, and other stakeholders will be made aware that the LEA's ARP-ESSER Plan is available at BOE meetings, via the schools' electronic communication tool, Parent Square, and in the school's printed newsletter. Should a stakeholder wish to request a copy of the plan, details regarding how they will be able to request it through the Superintendent's office, such as email and phone number of responsible personnel, will also be made available and noted on the district's website: [www.oesj.org](http://www.oesj.org).

**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 Oppenheim-Ephratah-St.Johnsville School District, as the LEA will use the funds to implement the following prevention and mitigation strategies, 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:

- Working with the Montgomery and Fulton County Departments of Health to ensure compliance with all health and safety protocols.
- Install updated desks and chairs for all K-12 students to allow for appropriate and safe social distancing to mitigate the spread of COVID-19, and other airborne diseases, and to allow for furniture that can withstand enhanced cleaning protocols and measures that have been implemented since the onset of the pandemic.
- Purchase additional moveable kitchen serving line stations to allow for the expansion of the Jr/Sr High School kitchen serving line in order to allow for safer social distancing, and additional use of spaces for students to eat will be more safely spaced in order to mitigate the spread of COVID-19, and other airborne diseases.
- The district's plan includes purchasing classroom furniture that will allow for reconfiguring classrooms to allow for social distancing. The new furniture also allows for easier cleaner of touch surfaces.A new rug shampooer will be purchased to facilitate better and more often cleaning in carpeted areas.The district will also purchase glass whiteboard for classrooms. These boards are easier to clean. The boards are also better for sharing information when teaching remotely. Funds will also be used to reconfigure the cafeteria serving line to allow for social distancing, better daily cleaning and changes in how food is served.Student lockers will also be purchased with the funds. Purchasing 100 lockers will allow for each student to have a locker. Currently some students share lockers. This purchase will allow for social distancing of students.
- The district will also use funds for a Custodian/Bus Driver. During the pandemic the district has enhanced its cleaning process. The addition of a custodian to clean during the days allows for better cleaning. In OESJ custodians can also drive district busses. Transporting students to our rural school district has been a challenge during COVID. Since the district single trips students into the building, the loss of driver due to sickness can cause major disturbance to the educational program.

ARP-ESSER Application: Part 2 - ARP Act

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

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

The Oppenheim-Ephratah-St.Johnsville School District, as the LEA will be monitoring the following sources of data in order to continuously identify student needs and monitor student progress as a result of planned interventions and supports, which will be funded through the grant:

- Regular benchmark assessments (given in fall, winter, and spring), in reading and math using the following assessments: DIBELS, iReady, Quick Phonics Screener (QPS), Phonological Awareness Screening Test (PAST), and internally developed summative, interim assessments.
- Regular social-emotional screeners (given in fall, winter, and spring)

Using the data from the above-listed sources, the LEA will identify and address student needs and monitor student progress will the following planned interventions and supports in order to address the academic impact of lost instructional time:

- Development and implementation of an aligned, research-based core curriculum in ELA and Math, grades K-8.
- Development and implementation of a research/ evidence-based approach to RTI/MTSS. K-12, to support academic, behavioral, and social-emotional interventions to address the academic and mental-health impacts of lost instructional time.
- Implementation of a Curriculum Coordinator, who will coordinate the district's efforts to address the academic and mental-health impacts of lost instructional time and will monitor student benchmark data and work in conjunction with district staff and outside consultants to implement programmatic supports to address the LEA's determining needs in the areas of curriculum, attendance, RTI/ MTSS, AIS, diversity-equity and inclusion, social-emotional/ behavioral supports.

**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 Oppenheim-Ephratah-St.Johnsville School District, as the LEA will use the funds it reserces to address the academic impact of lost instructional time through the implementation of the following evidence-based interventions, as outlined in the FS-10:

- "Beyond the Bell" afterschool programs to offer both enrichment and academic interventions in core subject areas, K-12 to address learning loss throughout the course of the school year.
- Development and implementation of an "extended school year" program offered during the summer months for identified students in need of both enrichment and academic intervention in order to address learning loss.
- Development and implementation of evidence-based "community/team" building activities within the elementary and JR/SR high school buildings to assist with addressing the increased social emotional learning needs of students, as a result of lost instructional time during the pandemic.
- Development and implementation of evidence-based professional development opportunities for staff, K-12, to support staff in implementing the prescribed interventions in order to address learning loss and the growing social emotional needs of our students.
- Additional professional and support staff are supported in the grant to provide smaller class sizes, so that teachers can spend additional time with students that need instructional time.The Elementary Teachers positions allow for smaller class size in the early grades.The special education teacher supported by the grant also allows for smaller class size for our special education students. This allows for students to receive individualized services and education.In the secondary grades the long term substitute for English / Social Studies will allow for small class size and small group work sessions for students.The district has created a part time position for a curriculum coordinator, by temporarily moving the CSE director who has a strong curriculum background into the position. The curriculum coordinator will monitor learning loss and implement programs to address learning needs of students.Several part time aides have been added in both building to support the instructional staff, This allows for instructional staff to provide small group or 1:1 instruction to students.
- The district has engaged the Reading League to review and align the district's reading program. The students reading levels will be accessed to determine needs of students. Staff developments and coaching is part of the Reading League services.Social and emotional behavior counseling will be provided to all students through additional services purchased through BOCES.The district has purchased additional psychological services that will provide parent support, mental heath diagnosis and behavioral management services to students along with professional development for staff to identify and assist students with mental health concerns.
- The implementation of remote learning in response to the pandemic has required our staff and students to use technology in different ways. The district has engaged a technology specialist that will assist students and staff during the school year with technology. The Technology Specialist will run a summer program for staff and administrator on technology in the classroom and remotely.

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

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

**6. In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.**

Based on data, the following activities/ programs will be implemented by the district with the use of its funds:

- Hiring and retention staff in order to provide smaller class sizes and offer more enrichment and intervention programs, K-12 in the content areas with the intent to mitigate the identified growing learning gaps as a result of learning loss through the COVID-19 pandemic. The effectiveness of this approach will be monitored through frequent and regular assessment of benchmark data in math and ELA.
- Purchasing a new reading program/ curriculum, K-8, which is aligned to the science of reading, to address growing reading deficits as a result of learning loss from the COVID-19 pandemic. The effectiveness of this new curriculum will be monitored through frequent and regular assessment of benchmark data using DIBELs and iReady assessments.
- Funding of reading coaches through The Reading League will be used to support the implementation of our new reading program, curriculum, and interventions to ensure evidence-based practices are being consistently implemented with fidelity and as designed.
- Contracting with Chelsea Psychological Services, an outside mental health provider, to support families and children with mental health and behavioral issues, which are adversely impacting them in the classroom. Chelsea Psychological Services will also work with all of our classroom teachers to develop and implement Tier 1 classroom behavior supports, as well as consult with the district's RTI/ MTSS team to develop evidence-based Tier 2 and Tier 3 academic and behavior supports.

The interim part time CSE Chairperson allows for the current staff member to serve as the curriculum coordinator during the enhance education services being provided to during COVID-19 pandemic.

Funds also will be used to by the district for professional development to address the change to block scheduling in the Jr/Sr High School, the implementing of Right to Intervention in all grade levels and implementing co teaching with teaching assistants.

The implementation of remote learning in response to the pandemic has required our staff and students to use technology in different ways. The district has engaged a technology specialist that will assist student and staff during the school year with technology. The Technology Specialist will run a summer program for staff and administrator on technology in the classroom and remotely.

**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 Oppenheim-Ephratah-St.Johnsville School District, as the LEA, serves a diverse group of students, including students from low-income families, students of color, children with disabilities, students experiencing homelessness, children in foster care, and migratory children. As a result, the LEA will ensure that the interventions implemented to address the academic impact of lost instructional time, and the work provided by outside agencies to support the diverse academic, social, emotional, and mental health needs of all students will be regularly monitored through data, and by the coordination of such efforts with regular assessment by the district's administration to assess the effectiveness of programs and efforts to address the academic and mental-health impacts of lost instructional time in the areas of curriculum, attendance, RTI/ MTSS, AIS, diversity-equity and inclusion, social-emotional/ behavioral supports.

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

LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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

OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CS

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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).**

- 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.**

The LEA's most current re-opening/ return to in-person plan is currently publicly posted on the district's website: [www.oesj.org](http://www.oesj.org). Additionally, students, parents, legal guardians, school staff, and other stakeholders were made aware that the LEA's most current re-opening/ return to in-person plan was available at BOE meetings, via the schools' electronic communication tool, Parent Square, and in the school's printed newsletter. Should a stakeholder wish to request a copy of the plan, details regarding how they will be able to request it through the Superintendent's office, such as email and phone number of responsible personnel (ie the Superintendent), is also available and noted on the district's website: [www.oesj.org](http://www.oesj.org).

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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

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

The LEA will review and regularly update, at least every six months through September 30, 2023, it's plan for in-person instruction by reviewing current CDC and state guidelines on a regular basis, and making changes in the plan to reflect current guidance from these agencies. The district's administrative team currently meets bi-weekly to review and implement any changes in reopening protocols and policies as needed. Any changes in policy or procedures that need to be reflected in the re-opening plan are, and will continue to be discussed with BOE in a public session. Changes and updates to the plan will also be communicated on the district's website, as well as through the district's electronic communication platform, Parent Square, to assist parent and the community in adapting to and meeting the changes to safety protocol or instructional implementation as necessary.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CS

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

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

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

ARP-ESSER Schools Served

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CS

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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.).	910,417
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	30,000
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	6,940
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.	67,485
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	40,000
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 students, students experiencing homelessness, and children and youth in foster care.	0
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	1,239,586

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	128,570
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.	12,594
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.	113,579
<b>Totals:</b>	<b>2,549,171</b>

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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

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

fs10 arpa 2.pdf  
arpa 2.pdf

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

Budget\_Narrative\_OESJ.docx  
budget narrative.pdf

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

	Total Funds (\$)
15 - Professional Salaries	813,193
16 - Support Staff Salaries	218,258
40 - Purchased Services	460,033
45 - Supplies and Materials	692,187
46 - Travel Expenses	10,500
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	355,000
20 - Equipment	0
<b>Totals:</b>	<b>2,549,171</b>