

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

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Summary & Background

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SUMMARY & BACKGROUND

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

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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Introduction/Instructions - Submission Instructions

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Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Anne Marie Marrone Caliendo	acaliendo@hhh.k12.ny.us	8/31/2021
LEA Board President	David Kaston	dkaston@hhh.k12.ny.us	8/31/2021

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.

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

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

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

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

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

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

On June 14, 2021, the Half Hollow Hills School District engaged stakeholders in planning for the use of ARP-ESSER funding through a detailed public presentation on the Federal government's support of States in recovering and rebuilding from the COVID-19 pandemic. Through this presentation, stakeholders were made aware of the various funding streams which the District was eligible for and what the District's plans were with those funds. The presentation went through the rules behind each funding source as well as what the various types of permissible expenses were. After laying all this out for stakeholders, the District then took them through the planned use of funds and how each of those planned uses hit upon a specific grant objective as indicated by the Federal and State governments. A copy of that presentation can be found at the District's website here <http://go.boarddocs.com/ny/hhcsd/Board.nsf/goto?open&id=C3PE8D7101BF> and here <https://www.hhh.k12.ny.us/district/budget-information/american-rescue-plan-funds>. Additionally, in compliance with the grant requirements, the District's use of funding plan - after stakeholder input was acquired - was also posted publicly on the District's website effective July 1, 2021. That public information can be found here: <https://www.hhh.k12.ny.us/district/budget-information/american-rescue-plan-funds>

The diverse group of stakeholders who were engaged in the development of the plan include:

1. Parent/Teacher Association
2. General public/community members
3. Board of Education
4. Building level administrators
5. Central Office administrators
6. Coordinators and Directors for the various disciplines (i.e. Special Education, Math, ELA, ENL, World Language, Science, etc...)
7. Teacher representatives
8. Non-instructional supervisors (i.e. Facilities Supervisor, Transportation Supervisor, Food Services Supervisor, Purchasing Agent, etc.)

Through dialogue with these various stakeholders, many ideas were brought forward as to how the available funding can be used. These ideas were pared down - some were assigned to be funded through other sources - and those that met the conditions of the grant and were widely supported were brought forward in the draft plan at the public hearing. Roughly every six months after grant approval, sooner if needed, the same stakeholder groups will be engaged in conversations again to assess the plan is going; with adjustments to be made as necessary. Further, at least once a month the Board of Education hosts a public meeting wherein many of these stakeholder groups are present and able to ask questions and the board or administration can report out on progress. Additionally, routine meetings are held by the Superintendent and Assistant Superintendents with various stakeholder groups inclusive of the PTA, students, building level administrators, coordinators/directors to obtain feedback, evaluate programs and discuss new initiatives.

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

<https://www.hhh.k12.ny.us/district/budget-information/american-rescue-plan-funds>

ARP-ESSER LEA Base 90% Allocation - Program Information

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

As described in the District's plan, the funds will be targeted to address the following grant objectives as set forth in the grant guidance documents:

1. Grant objective: Maximize in-person instruction time. Plan details: Maintain 2020-2021 staffing levels to ensure low class sizes and proper social distancing.
2. Grant objective: Evidence based social, emotional, mental health and academic needs. Plan details: (a) Job coaching supervision during the summer for special education students, (b) summer work by the out-of-district placements liaison regarding securing more restrictive environmental placements for certain special education students, (c) offering a credit recovery program for high school students, (d) hiring a new elementary level guidance counselor.
3. Grant objective: Evidence based summer enrichment. Plan details: (a) intramural and fine arts modules added to the four-week regular education summer school program, (b) college essay writing workshops for seniors, and (c) middle school interventions for return-to-school for at-risk and struggling students.
4. Grant objective: Support early childhood education. Plan details: Hiring eight five-hour paraprofessionals to complement the teaching staff in the District's Universal Pre-Kindergarten classrooms.
5. Grant objective: Purchase of educational technology. Plan details: (a) purchase smart tvs and interactive white boards, (b) purchase one-to-one student devices, and (c) upgrade and further secure the email platform.
6. Grant objective: Support the learning loss experienced by English Language Learners. Plan details: Provide a virtual summer program which focuses on English Language Arts.
7. Grant objective: Safely return students to in-person learning. Plan details: (a) Contract with a professional services firm to provide a district-wide ventilation assessment, (b) Purchase stand-alone air purification units for nurses offices, and (c) purchase new roof-top exhausts to replace old units district-wide.

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

The District will utilize various data points to identify student needs and monitor student progress as a result of the above referenced plans:

- Review of the master schedule for class size and teacher: student ratios
- Review of individual student IEPs for transition services regarding college and career readiness
- Review of student participation in activities to measure interest; compare attendance rates on activity days
- Increased to two paraprofessionals for each UPK classroom, expanding the number of students who could participate and decreasing the adult : child ratio
- Review of attendance records for participation rate, teacher assessments of student summer learning loss
- Credit recovery program is complete with over 200 students receiving credit after initially failing a course. This need was identified through course completion / failure data reports.
- Need for college essay writing workshops was determined by teacher, student and community feedback regarding the college application process and the increasing importance of college essays due to extenuating circumstances (no standardized tests, score optional schools, etc.).
- Need was determined by data driven by the tech inventory, equipment refresh cycle, breakage due to increased usage and various cyber-threat recommendations by the federal, state and local government. Progress will be monitored through purchase orders, successfully assigning a device to each student and completing the upgrade / transition to new email server.
- ELA benchmarks, Grade K-5, Mathematics Diagnostic, K-5, and NWEA assessments K-2
- Elementary Instructional Support Teams will monitor student progress/growth
- Summer School Entry based upon: Spring assessments in ELA and Math/Classroom Teacher Recommendations/Reading Specialist and Math Specialist Recommendations
- Teaching Strategies GOLD Developmental Continuum in Universal Pre-Kindergarten, DIAL Screening and BOEHM administration in Kindergarten
- Elementary students are assessed with trimester technology projects

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

As described in the District's plan, the funds will be targeted to specifically address the "academic impact of lost instructional time " through the following initiatives:

1. Maintain 2020-2021 staffing levels to ensure low class sizes and proper social distancing.
2. Job coaching supervision during the summer for special education students
3. Summer work by the out-of-district placements liaison regarding securing more restrictive environmental placements for certain special education students
4. Offering a credit recovery program for high school students
5. Hiring a new elementary level guidance counselor
6. intramural and fine arts modules added to the four-week regular education summer school program
7. College essay writing workshops for seniors
8. Middle school interventions for return-to-school for at-risk and struggling students
9. Hire eight five-hour paraprofessionals to complement the teaching staff in the District's Universal Pre-Kindergarten classrooms
10. Provide a virtual summer program for English Language Learners which focuses on English Language Arts

- 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.**

As described in the District's plan, the remainder of the funds will be focused on:

1. Purchase smart tvs and interactive white boards
2. Purchase one-to-one student devices
3. Upgrade and further secure the email platform
4. Contract with a professional services firm to provide a district-wide ventilation assessment
5. Purchase stand-alone air purification units for nurses' offices
6. Purchase new roof-top exhausts to replace old units district-wide

- 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.**

Programs which have already and/or are to be implemented through this funding already do - by design - specifically target certain populations. For example:

- The virtual summer school program for English Language Learners was/is exclusively available to this population
- For students with disabilities, our work towards finding proper out-of-district placements which are more restrictive are - by design - focused on this population exclusively.
- Adding a brand new position of Guidance Counselor at the elementary level will enable us to focus our efforts on direct outreach to these "at risk" populations.
- The addition of one more paraprofessional to our UPK classrooms will enable specialized/targeted academic, social, emotional and mental health needs of all students to be better met.
- Technology purchases are first deployed to the most at-risk populations.
- Job coaching supervision during the summer by a licensed social worker is exclusively available to the special education population.
- At risk and struggling students were targeted for a middle school interventions program focused on COVID issues like returning to in-person instruction, orientation for select incoming students and study skills for struggling students

The needs of students disproportionately impacted by the 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 will be met through the cohesive group of social workers, psychologists, a homeless liaison, ELL administrator, and Special Education administrators specifically targeting the services to these sub-groups of students.

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ARP-ESSER Return to In-Person Instruction

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

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

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

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

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

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

<https://www.hhh.k12.ny.us/reopening>

Anyone without computer access would contact any school building or central office for a copy.

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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.

Similar to how the initial plan was reviewed and the District obtained stakeholder input at a public hearing, a similar process will happen to evaluate the plans' success and determine whether changes need to be made. Public comment occurs routinely through direct contact with any one of the following Central Office Administrators who have a direct hand in plan development, execution and tracking as well as through ongoing conversations with and presentations to the community during PTA committee meetings, at Board Meetings, and residents on a one-on-one basis.

1. Superintendent
2. Assistant Superintendent for Elementary Instruction
3. Assistant Superintendent for Secondary Instruction
4. Assistant Superintendent for Business
5. Assistant Superintendent for Human Resources

The Central Office Administrative Team meets at least weekly to discuss and act upon important matters like this.

Routine meetings with stakeholders will provide for the input needed on top of what the data will tell us with respect to student progress. Our number one goal at this point - almost two years into the pandemic - is to keep students IN PERSON IN SCHOOL. The plan will be updated by literally incorporating new information on the documents previously presented and submitted and then post them publicly.

Dialogue will continue with stakeholder groups at least every six months once the application is approved until 9/30/2023. Public comment will be received through Education Committee Meetings held with the community, through Budget Committee Meetings held with the community, through District-Wide PTA Meetings held, as well as through Board of Education Meetings.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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

- 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 (\$)	2,499,467
Total Number of K-12 Resident Students Enrolled (#)	7,855
Total Number of Students from Low-Income Families (#)	345

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	9
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	9

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

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

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

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

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	146,894
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	705,318
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	120,000
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster	1,289,506

ARP-ESSER Application: Part 2 - ARP Act

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

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	FUNDING Amounts (\$)
care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	234,300
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.	0
Totals:	2,496,018

ARP-ESSER Application: Part 2 - ARP Act

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

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ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

ARP grant FS10A - Feb 1 2022 version submitted.xlsm
 ARP Grant - signed FS-10.pdf
 ARP grant FS10A - jan 2022 version submitted.xlsm

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

Budget Narrative for ARP Grant - updated Feb 1 2022.pdf
 Budget Narrative for ARP Grant.pdf

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

	Total Funds (\$)
15 - Professional Salaries	1,316,397
16 - Support Staff Salaries	240,000
40 - Purchased Services	28,300
45 - Supplies and Materials	675,321
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	30,000
30 - Minor Remodeling	0
20 - Equipment	206,000
Totals:	2,496,018