

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

Introduction/Instructions - Summary & Background

---

Page Last Modified: 08/17/2021

**Summary & Background**

CINCINNATUS CSD

110101040000

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

---

Page Last Modified: 08/17/2021

**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.

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

---

Page Last Modified: 08/17/2021

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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

Introduction/Instructions - Submission Instructions

---

Page Last Modified: 08/17/2021

**Submission Instructions**

CINCINNATUS CSD

110101040000

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

---

Page Last Modified: 09/20/2021

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

CINCINNATUS CSD

110101040000

- 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.

- 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	Mrs. Amanda Graham-Quirk	agrahamquirk@cc.cnyric.org	9/20/21
LEA Board President	Mrs. Debra Kressler	dkressler@cc.cnyric.org	9/20/21

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

- 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

---

Page Last Modified: 01/12/2022

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

CINCINNATUS CSD

110101040000

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

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

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

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

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

---

Page Last Modified: 01/12/2022

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.**

Building principals met with their department leaders to discuss the needs of their programs. The Directors met with their staff to also determine needs for student and staff safety. When that list was compiled, the Superintendent and Business Administrator held a meeting in open session to discuss the proposed list for the community as well as the members of the Board of Education. Then our presentation was placed on the website allowing for public comment. When people request the ARP plan we will direct them first to the website and then also have their name and number given to the Superintendent to answer any questions and provide any additional documentation that they are requesting. The documentation will be printed and mailed to the individual or arrangements will be made for the individual to come to the school to pick up the information. This also provides the individual with another opportunity to ask questions or meet with the Superintendent to discuss the plan and or funding. We will continue to engage stakeholders through Board of Education meetings. At meetings quarterly we will give updates to where we are with the spending, how the implementation is going, results that we are seeing, changes we may be making due to unpredicted results, and also giving a chance for stakeholders to ask questions, make comments and suggestions. The Board of Education materials will always be accompanied on the website in a power point format so that stakeholders can view content they may have missed at a meeting.

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

<http://www.cc.cnyric.org/districtpage.cfm?pageid=160>

**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 is focusing on the mental health, the learning loss, and the safety of our students. We are planning to expand our classroom spaces outside, upgrade water fountains to have water fillers to help spread less germs, update our HVAC system for better air quality, implement new opportunities for our students. We have purchases some more cleaning equipment to ensure that our cleaning and sanitizing is as efficient as possible to maintain safety for our staff and students.

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 be analyzing and monitoring student needs through formal and informal meetings with teachers, staff, students, and stakeholders to determine needs. We will also use the standard testing to monitor where students are struggling. We will work closely with the counselors and mental health department to ensure we are on target for providing the goals set forth for each student.

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

---

Page Last Modified: 01/12/2022

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 be utilizing these funds to increase materials and supplies in the classrooms, giving the teachers new resources to teach the units that they currently teach or adding more units to create a more enticing learning atmosphere for students. We will also be implementing new curriculum, equipment, classrooms, etc. to help students engage in a meaningful way. We will be using benchmarking as our tool to determine the success for implementing teachers in the content areas of Art, PE, and Music. These three departments will be able to have smaller class sizes for more 1:1 classroom time. The district feels this will benefit the students greatly as the teachers will be engaging in PLC work to help engage students in core content areas such as math, english, or science while sitting in a Art, PE, or Music class. The relaxed setting will help to encourage educational growth in a fun, exciting way. The Gaming Classroom is another fun addition that will deliver academic growth in a fun, relaxed setting. This ties back to the district goals to educate the student while keeping their mental and emotional health in mind.



ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 01/12/2022

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.

We will be creating outdoor learning spaces so that we can move children outside as often as possible. Create new classrooms for new opportunities. Provide professional development for our staff so they are prepared for the needs of the students, keep staff on in elective classes for the mental health of our students and to provide an opportunity for a well rounded education.

Funding	Identified Need	Planned Outcome	Monitoring Plan
LAN Tech	The need to have an individual to help students and staff with technology needs. This includes remote learning education, classroom technology training and troubleshooting, new equipment training and implementing, and student questions and help with technology when they are out on quarantine.	The planned outcome will be to have less stress from parents, staff, faculty, and students. The ease of helping with technology needs and shorter response times to problems when they arise for everyone and anyone in the district.	This can be monitored through the work order tickets. The tickets monitor how long the ticket is open before it is resolved. This will also help us to determine the volume of work order items. This is also measurable through a survey to students, staff, and faculty to determine if they feel supported and helped with technology situations. The trainings will also be measurable if we ever have to switch to remote again- as our staff will be more prepared.
Psychologist	The need for a full time psychologist to help with the social and emotional needs of our students. Someone to work with the teachers to also help address social and emotional issues that our teachers have never seen before- that are caused from COVID and lack of structured school days	The planned outcome is to have a more mentally health school. Our staff and students both alike. Teachers that feel they have the tools necessary to handle children needs and children that feel they are supported and heard while in school setting.	This can be monitored through BASC evaluations as well as Wyatt testing which is done every 3 years. The department group meetings will also help to determine successes with student needs. This can also be measured by student survey polls to determine if they feel supported in the district.
HVAC	The HVAC needs to be replaced to ensure our safety with the air quality. The replacement filters are very expensive and discontinued at this point- so in order to prevent the spread of COVID we need to replace the HVAC.	The outcome is a more efficient HVAC system. Reducing the cost of running the machine and increasing the safety of our students with better air quality.	This is measurable by the number of covid cases spread throughout the district.
Drinking Fountains	The need to have drinking fountains that have bottle fillers is important so that we do not have students putting their mouths closely to a shared space. These water fountains would not be allowable with the covid restrictions- a bottle filler allows for less transmission of germs.	The planned outcome is the water bottle fillers to be used more frequently, encouraging health habits from an early age, right through graduation.	This can be monitored by the number of fills that each station is counting. The fountains keep track of the number of times a bottle is filled. This data can be incorporated into Physical Eudcation- giving student tangible data that is real to them.
Outdoor Learning Spaces	The need for outdoor learning will allow our students to be outside in fresh air and allow for more classes to collaborate together. The constraints of the indoor classrooms do not allow for as large of groups to meet and collaborate. Part of our teaching is preparing the students for 21st style workforce- collaboration is key to that. The outdoor learning space will be good for the emotional and social aspect of our students.	The planned outcome is more classes working together to prepare projects that were facilitated in our outdoor learning spaces. Provide the district with additional classroom space for more educational opportunities, and give the kids a fun learning environment.	This can be measured and monitored by the project results that the students will provide. It can also be measured with student survey and losely be tied to benchmarking done with the students.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 01/12/2022

Cleaning Supplies (vacuums and scrubber)	The cleaning supplies is necessary to speed up the typical cleaning to ensure more time for sanitizing and preparing our classrooms daily.	The outcome is more efficient cleaning machines to be used so that the work of disinfecting the classrooms can be done more effectively.	This will be measurable with the number of transmitted cases of covid within a classroom. It is also measurable with the number of overall attendance. Not just preventing COVID but also other illness could be prevented with proper sanitation on a daily basis.
Musical Instruments	The need to have more instruments available for students. One per student is the goal- if a student is unable to have an instrument at home the learning stops when they aren't in the building. By purchasing more instruments we can ensure music education even in a remote situation.	The planned outcome will be to have more instruments for students and increase the number of students able to participate in band. Introducing students to music education at an earlier age will allow for more interest later in kids.	We will be able to monitor the music education through testing in the classroom- determining the growth through practice outside of school. We can also measure the growth from the class sizes in future years. Are more students signing up for band when it becomes available?

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.**

We will be providing opportunities for all students K-12 in our district. We are in one building so many of the areas that we are promoting will be district wide. Some of our one time purchases will end up impacting every student in the district. Our focus on department specific needs will help advance our departments and give our children more opportunities to learn new units that may have been outside of the budgetary restraints before. But with a onetime purchase of equipment/supplies we can now provide new units to promote a fun and safe learning space for children and staff.

We will be able to address the needs of low-income family students, students of color, children with disabilities, and students experiencing homelessness by providing more in school learning opportunities. An Art, PE, and Music teacher with smaller class sizes will be able to provide more learning opportunities for these students to create projects, work through units, or learn new things. Musical Instruments that might not have been financially possible can now be provided by the district. Students with disabilities will now have smaller class sizes for their specials also- which will allow for more intervention with the teacher. The school psychologist will be able to work with the needs of the individuals and families dealing with the homelessness and facilitate different departments to help, such as transportation and food service. Outdoor learning spaces will provide more handicap accessible spaces for our special education students.

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

---

Page Last Modified: 01/11/2022

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

CINCINNATUS CSD

110101040000

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

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

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

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

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

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

<https://cc.cnyric.org/districtpage.cfm?pageid=433>

These plans are shared by anyone who inquires about them. When they reach out to anyone they are directed to the district office where the Superintendent will communicate and provide them with access to the plan and answer any questions they may have.

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

---

Page Last Modified: 01/11/2022

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 give update reports at the Board of Education meetings on a 6 month basis. This update will include how the spending might have been adjusted through budget adjustments. It will also include progress and growth measurements from the programs, services, and materials implemented in the classrooms and district. An in-person instruction update will be provided as well as a chance in the BOE meeting for public comments in regards to the ARP plan and presentation.

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

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

---

Page Last Modified: 11/15/2021

**ARP-ESSER LEA Base 90% Allocation - Funding Distribution**

CINCINNATUS CSD

110101040000

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

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	1,321,561
Total Number of K-12 Resident Students Enrolled (#)	533
Total Number of Students from Low-Income Families (#)	263

**ARP-ESSER Schools Served**

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

	Number (#)
Total Number of Schools in the LEA	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 11/15/2021

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

CINCINNATUS CSD

110101040000

**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.	229,923
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	150,000
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	75,000
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	14,032
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.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	77,551
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	0

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

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

Page Last Modified: 11/15/2021

	FUNDING Amounts (\$)
students, students experiencing homelessness, and children and youth in foster care.	
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	197,055
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.	78,000
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.	500,000
<b>Totals:</b>	<b>1,321,561</b>

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

---

Page Last Modified: 01/11/2022

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

CINCINNATUS CSD

110101040000

**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/>
- ESSER.GEER\_FAQs\_5.26.21\_745AM\_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99

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?**

493,104

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

The district plans to convert an unused outdoor quad into a 4 classroom outdoor learning space. This will allow our students an opportunity for outdoor classrooms. It will help our district have larger gatherings of students from restriction of space inside the walls. It also helps the social and emotional well being of the kids. Research shows outdoor learning environments help students achieve better results. This cost is estimated around \$415,104 and will be pending SED approval and regulations.

The final construction activity is to convert our HVAC system in the library to use the better filtration system and improve our air handling in that area. The current system is becoming obsolete and getting the filters for the system are becoming impossible. This is estimated at \$48,000.

And finally the district is planning to replace the drinking stations throughout the district to a more sanitary station with water bottle fillers. This will help promote healthy options for the students to drink more water as well as improve sanitation with the new touchless style.

This is estimated to cost \$30,000.

**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**



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

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

Page Last Modified: 01/11/2022

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.
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.

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

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

Page Last Modified: 01/11/2022

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.
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](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

Page Last Modified: 01/13/2022

**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 FS10 Signed Cincinnati.pdf  
Cincinnati 2020-21 ARP ESSER.pdf  
ARP- ESSER FS10 11322.pdf  
21-22 ARP FS10 Cincinnati ESSER- 11122.xls

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

Cincinnati 2020-21 ARP Budget Narrative- ESSER.docx  
Cincinnati 2020-21 ARP Budget Narrative.docx  
Cincinnati\_2020-21\_ARP\_Budget\_Narrative-\_ESSER 11122.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	598,190
16 - Support Staff Salaries	0
40 - Purchased Services	568,104
45 - Supplies and Materials	59,525
46 - Travel Expenses	0
80 - Employee Benefits	84,896
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	10,846
<b>Totals:</b>	<b>1,321,561</b>