

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

Page Last Modified: 07/23/2021

Summary & Background

LIBERTY CSD

590901060000

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

Page Last Modified: 07/23/2021

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 ActIntroduction/Instructions - Summary & Background

Page Last Modified: 07/23/2021

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: 07/23/2021

Submission Instructions

LIBERTY CSD

590901060000

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: 09/19/2021

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

LIBERTY CSD

590901060000

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	Rodney Asse	rase@libertyk12.org	9/27/21
LEA Board President	John L. Nichols	jnichols@libertyK12.org	9/28/21

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**

Page Last Modified: 11/23/2021

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

LIBERTY CSD

590901060000

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

Page Last Modified: 11/23/2021

- 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.**

Liberty Central School District (LCSD) assembled two planning committees to develop and implement its 2021-2022 reopening/ARP-ESSER plan. A larger committee comprising more than 30 LCSD staff members, including Superintendent Dr. Patrick Sullivan, Assistant Superintendent Lynnette Brunger, Business Official Rodney Asse, school principals from each of the district's three schools (Liberty Elementary School, Liberty Middle School, and Liberty High School), several educators (representing special education and English Language Learners), and members of the community; and a smaller budget committee (led by LCSD Business Official Rodney Asse) responsible for planning and managing the use of ARP-ESSER funds. Through these committees, LCSD will ensure the district fulfills all ARP-ESSER funding requirements and follows all protocols outlined in the ARP-ESSER plan.

Stakeholder engagement has been a regular and proactive part of LCSD's reopening/ARP-ESSER planning. Content for the plan was compiled during multiple meetings, using feedback and public comments collected from surveys distributed to staff and community forums, collaborative meetings with multiple stakeholders, including district families and parents. The district also collected feedback and guidance from organizations in the Sullivan County region, including Sullivan County BOCES, other school districts, the Sullivan County Department of Public Health (to ensure the safety-related aspects of the plan mirror updated information published by the New York State Department of Health and Centers for Disease Control and Prevention), and local organizations that provide services to students with unique learning needs, including English Language Learners (ELLs), minority, and immigrant or migrant families (for example, Mid-Hudson Migrant Education, an organization located in New Paltz, New York that supports the educational needs of migrant-eligible farm workers and their children in the district).

Once LCSD's draft reopening/ARP-ESSER plan was created, the district gathered further public input via the distribution of printed paper copies of the plan (available in Spanish and other languages for those district members whose first language is not English), announcing and posting the plan on LCSD's webpage, and creating and posting a family-friendly pre-recorded video from Superintendent Dr. Sullivan (in English and Spanish) presenting information on LCSD's 2021-2022 reopening/ARP-ESSER plan. Through these avenues, all stakeholders had the opportunity to review the reopening/ARP-ESSER plan and share their thoughts and concerns about the contents of the plan and upcoming 2021-2022 school year, thereby ensuring the plan comprehensively addresses the district's and community's unique needs.

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

Page Last Modified: 11/23/2021

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.

LCSD's draft ARP-ESSER Plan is available for viewing here: www.libertyk12.org/about-us/annual-notifications/american-rescue-plan-elementary-and-secondary-school-emergency-relief/. Please note: The plan remains under development and will be updated as needed. Most components of the plan can be found in LCSD's 2021-2022 Re-opening Plan, which is posted at: <https://www.libertyk12.org/about-us/covid-19-resources-for-2020-21/reopening-and-the-2021-22-school-year/>.

LCSD has created an ARP-ESSER-specific webpage on the district's website, where all related updates and information are posted, ensuring staff, families, and other stakeholders have public access to current ARP-related information. Additional announcements and other information relating to the plan will be communicated via email, paper letters sent home to families and parents, and via social media (LCSD's Facebook page and Twitter).

LCSD makes all district and school communication available through multiple means in the languages spoken by LCSD families.

The final plan will be made available as a downloadable PDF on the district's website and individuals can request paper copies from any of the district's three school main offices (Liberty Elementary School, Liberty Middle School, and Liberty High School).

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.

Understanding that the most effective way to meet the needs of students is for LCSD to remain open, the district developed a reopening/ARP-ESSER plan that incorporates health and safety recommendations put forth by the Centers for Disease Controls and Prevention (CDC) and New York State. The extensive plan highlights how PPE-related supplies will be used, the importance of maintaining proper social distancing, and the following health and safety prevention strategies: conducting health checks as needed; educating staff, students, and families on healthy hygiene practices; training staff and families on how to manage sick students; ensuring effective cleaning and disinfecting supplies are being used through each school building to reduce the spread of germs, and more.

To support these health and safety prevention-related strategies, LCSD is requesting ARP-ESSER funds (further detailed in the FS-10 budget and budget narrative) to support the following expenses:

- District wide building cleaners
- COVID-19 Coordinator/clerical support
- Non-instructional substitute staff for cleaning and COVID-19 control measures
- COVID-19 cleaning supplies, PPE, and COVID-19 testing supplies
- Healthy habits signage to be distributed and hung throughout of each of the three school buildings

LCSD will ensure that ARP-ESSER funds meet all the required elements and are spent in an allowable manner. ARP ESSER 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 LCSD schools for in-person learning.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 11/23/2021

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.**

With the support of ARP-ESSER funds, LCSD will refer to a wide variety of data sources to identify, determine, and monitor student academic and health and safety-related needs, including the following the data sources:

Academic Data Sources

I. NYSED School Report Card; LCSD's Multi-Tiered Systems of Support framework (MTSS), annual district-wide needs assessments (e.g., School Safety and Educational Climate Survey and District-Wide School Safety Plan), student learning-related data provided by external evaluators for current programs, among other sources.

For example, when determining student academic-related needs described in this ARP-ESSER application, LCSD referred to the following example data found through the district's New York State Education Department (NYSED) School Report Card:

- Students fail to meet state standards in core academic subjects and fall short of national averages on standardized tests:
- 64% of Liberty students fail to meet grade 4 ELA standards;67% of Liberty students fail to meet grade 4 math standards;82% of Liberty students fail to meet grade 8 ELA standards;97% of Liberty students fail to meet grade 8 math standards.

(Only 8% of Black students and 15% of economically disadvantaged students who completed the NYS 2019 mathematics assessment for grades 3-8 showed proficiency in the subject.)

- The graduation rate is 61% for economically disadvantaged students and 62% for Black students, lower than the 69% district rate.

II. Additional guidance is provided through LCSD's MTSS framework. As detailed in LCSD's 2021-2022 reopening plan, through MTSS, students have been identified as being at risk of falling below the state learning standards in English Language Arts, math, social studies, and/or science, and academic interventions/services are necessary. These services may include additional instruction and/or such student support services as guidance, counseling, and activities related to improving study skills. A student's eligibility for MTSS/Academic Intervention Services is determined based on his or her performance on the district's benchmark assessments, work samples, and teacher input.

Note: When assembling the reopening/ARP-ESSER planning committee, the district made it a point to include MTSS school team leaders who are familiar with the MTSS framework. These team leaders are familiar with using the MTSS system to collect student-learning data, identify student needs, plan for intervention and progress-monitoring, use student assessments to evaluate school-wide outcomes and make programmatic decisions based on those outcomes.

III. LCSD also relies on the expertise from external evaluators, including the following examples:

- PLC Associates (an educational consulting firm) to support MTSS-related Tier 1 best practices and more. PLC Associates staff members are helping Liberty's team members comprehend data cycles, walk through procedures and relevant learning targets.
- Apter and O'Connor is currently evaluating LCSD's Boys and Girls Club after-school programming, which provides tutoring and academic assistance to grades 6-12 students; and
- With ARP-ESSER funds, LCSD will purchase evaluation services from Educational & Management Services, Inc. to assess LCSD's special education program, ELL services, and universal pre-K program. The district will also use ARP-ESSER funds to work with

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 11/23/2021

Nawrocki Smith CPA and Business Consultants to analysis staffing and assignments district wide.

Health and Safety Data Sources

During weekly and monthly planned department, building, and district-wide meetings, LCSD staff, with guidance from the reopening/ARP-ESSER planning committee, other school leaders, and LCSD Site Safety Monitors (a group consisting of Superintendent Dr. Patrick Sullivan and other school administrators who oversee the continuous compliance of the COVID-19 portions of the reopening/ARP-ESSER plan) carefully review and discuss current COVID-19-related data and recommendations announced from the CDC and NYS, amending the district's COVID-19-related prevention strategies as needed.

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.**

LCSD is meeting it's requirement to reserve 20% of funds to address the academic impact of lost instructional time through the implementation of comprehensive afterschool programs outlined here:

Math teacher specializing in MTSS to address learning loss through academic intervention services (1.0 FTE x \$65,000)

Hourly compensation for a school counselor, school psychologist or social worker to address learning loss in the middle school after-school program (\$40/hour x 6 hours/day x 180 days = \$43,200)

Hourly compensation for a school counselor, school psychologist or social worker to address learning loss in the high-school after-school program (\$40/hour x 6 hours/day x 180 days = \$43,200)

Hourly compensation for content specialist instruction faculty to address learning loss in the middle school after-school program

- Math content specialist, Liberty Middle School after-school programming (\$26.66/hour x 6 hours/day x 180 days=\$28,793)
- Science content specialist, Liberty Middle School after-school programming (\$26.66/hour x 6 hours/day x 180 days=\$28,793)
- English content specialist, Liberty Middle School after-school programming (\$26.66/hour x 6 hours/day x 180 days=\$28,793)

Hourly compensation for content specialist instruction faculty to address learning loss in the high-school after-school program

- Math content specialist, Liberty High School after-school programming (\$40/hour x 6 hours/day x 180 days=\$43,200)
- Science content specialist, Liberty High School after-school programming (\$40/hour x 6 hours/day x 180 days=\$43,200)
- English content specialist, Liberty High School after school programming (\$40/hour x 6 hours/day x 180 days=\$43,200)

The district is also dedicating three Teacher Aides for elementary school classroom instruction assistance, supervision and flexibility for social distancing requiring students to meet in multiple locations in small groups (3.0 FTE x \$30,000 = \$90,000).

A bilingual Teacher Aide for Liberty High School (1.0 FTE x \$30,000) will be added to assist classroom teachers and work with student in smaller groups to address learning loss.

To address learning loss in grade 3, the district will purchase Houghton Mifflin Harcourt Into Reading curriculum for all 6 grade 3 classrooms (6 x \$483.34/classroom = \$2,900).

In addition to the salaries or hourly compensation, teachers and teacher aides will receive benefits of \$233,953.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 11/23/2021

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

The Liberty Central School District community needs healing, emotionally and physically, in the wake of the COVID-19 pandemic. The toll taken on the student body and the city by the necessary separation of kids from their schools will take time to overcome. The district will spend the remaining ARP ESSER funds on areas that will encourage emotional healing through an increase in opportunities to make art and music and healing through increased emphasis on physical wellness.

The district will hire a Creative Arts Therapist/Social Worker, full time, to help address a lack of emotional supports during the school day through guided arts therapies and being available to classroom teachers to assist with students' needs.

Due to the increased focus on Arts in Education, this funding will provide hourly compensation for Arts in Education lead teacher for curriculum development and curriculum writing and technology including computer screens to aid in classroom instruction.

Arts in Education program's request for funding will allow the Our Banner project and the Legacy Art project to be continued or increased. The purchase of replacement kilns and pottery wheels will increase the capacity for the art department to have more students participating in ceramics projects.

Arts in Education program will install digital media monitors to display still and video images of student art creation and advertise Arts in Education events to the student body.

Arts in Education program has planned community collaboration events such as the African American artists event with possible activities to include printed advertising and invitations, printed handouts for participants with artist biography and body of work and supplies to create art such as colored pencils and paper for 100 families.

Sull Renaissance, a community-based organization active in Liberty, NY will collaborate with students to design and install a sculpture garden to beautify the campus and showcase student talent.

Recent years have seen an increase in student interest in music participation. The district plans to increase capacity for participation by adding instruments for student use, adding technology use in the music program for students to create digital content, and the department will ensure student health and safety by conducting a thorough cleaning and disinfecting of instruments.

During the lockdown, students and community members expressed feelings of loss at not being able to use the Liberty High School Fitness Center. The district captured names and contact information and plans to hold a grand reopening to invite the community (particularly those who missed it) back to the fitness center and announce to the students the new offerings for exercise classes and fitness coaching to be made available through ARP ESSER funding. The fitness center will replace outdated and broken equipment, add cardio and weight training stations and install a rubberized floor for safety and noise reduction.

The district will take the opportunity to do some analysis on internal processes and procedures and consult with content experts to ensure good stewardship of resources, including ARP ESSER funding.

Educational Management Services Inc. to conduct and analyze assessments for students with disabilities, English Language Learners and pre-k students. Proposed activities include:

- Stakeholder perspective through interviews and surveys
- Review of delivery models to analyze staff efficiency
- Review and examine Committee on Special Education and Preschool Special Education policies, practices and procedures
- Review pre-referral intervention strategies, policy and procedures
- Data collection and assessment of key data for the past three years
- Review and analyze key performance indicators such as state assessments and graduation achievements
- Audit IEP compliance with IDEA and state regulations
- Review services to students in Universal Pre-k program

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

Page Last Modified: 11/23/2021

- Review services to English language learners including delivery model and staff allocation
- Review of clerical support positions for efficiency, practices and training

Nawrocki Smith CPA and Business Consultants to conduct an analysis of staffing levels and assignments district wide to improve instruction delivery efficiency. Proposed activities include review and analysis of the processes and procedures in the following areas:

- Organizational structure and policies and procedural manual
- Employee requisition and hiring
- Recordkeeping and personnel files
- Employee step/level and salary increases
- Employee attendance
- Staff development
- Employee evaluations, terminations, certifications
- Substitute employee policies and procedures
- Employee relations and arbitration procedures

The district contracts with the local department of public safety for Liberty Village Police to provide three officers at district buildings for three years. This funding will provide continuity as the students develop relationships with the assigned officers.

To continue COVID-19 case management, the district will use ARP ESSER funding for COVID-19 cleaning and testing supplies, health habits signage including handwashing and social distancing reminders. Non-instructional substitute staff will supplement janitorial hours for cleaning and COVID-19 control measures and the district will add 2.5 FTE in custodial positions.

The District COVID-19 Coordinator will oversee district compliance with COVID-10 control measures and assist building leadership with staying current on CDC and local health department guidance.

Finally, with the return of students to classroom learning, the district noted the need to replace Chromebooks damaged or lost during remote learning.

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

Page Last Modified: 11/23/2021

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.

LCSD is located in rural Sullivan County in the town of Liberty, New York. The total school population is approximately 1,748. More than half of the district population are students of color, including 42% Hispanic and/or Latino, 8% Black, 5% multi-racial, and 1% Asian or Native Hawaiian/other Pacific Islander. Currently, 72% of Liberty students come from economically disadvantaged families and 12% have a disability. The district's overall graduation rate is 69%, with economically disadvantaged students and Black students below that rate at 61% and 62%, respectively.

The academic and health and safety-related interventions described in this ARP-ESSER application will support LCSD's goals to increase student achievement through curriculum development and by providing academic assistance during after-school programming for the neediest students, particular those pupils disproportionately impacted by the COVID-19 pandemic, including those who are economically disadvantaged, low-performing, multi-language learners, students with disabilities, and Black students.

For example, with the support of ARP-ESSER funds, LCSD will expand academic after-school programming for students identified as needing intervention specialists (including students with disabilities and ELL students). Programming, taking place at Liberty Middle School (Monday through Friday from 3 to 6 p.m.) will include whole- and small-group instruction, and one-on-one tutoring in all subject areas provided by LCSD certified teachers/content specialists for those students identified as needing academic intervention. This includes interventions to address such deficits as:

- In grade 4, 64% of students failing to meet ELA standards and 67% failing to meet math standards; and

Just 8% of Black students and 15% of economically disadvantaged students achieving proficiency on the grades 3-8 state math assessments.

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

Page Last Modified: 09/23/2021

ARP-ESSER Return to In-Person Instruction

LIBERTY CSD

590901060000

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).

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

Page Last Modified: 09/23/2021

- 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.libertyk12.org/about-us/covid-19-resources-for-2020-21/reopening-and-the-2021-22-school-year/>

LCSD has created a re-opening-specific webpage on the district's website. All 2021-2022 re-opening-related updates and information are posted on this webpage, ensuring public access to current information. Additional announcements and other information relating to the re-opening plan are communicated via email to staff, community members, and families; paper letters sent home to families and parents; and via social media (LCSD's Facebook page and Twitter). Additionally, all district and school communication will be available through multiple means in the languages spoken by LCSD families. The plan is available for downloadable PDF on the district's website and individuals can request paper copies from any of the district's three school main offices (Liberty Elementary School, Liberty Middle School, and Liberty High School).

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

Page Last Modified: 09/23/2021

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) its plan for in-person instruction, including a description of how public comment will be collected.

LCSD's re-opening/ARP-ESSER planning committee, which includes a budget subcommittee, will review and update the district's re-opening/ARP-ESSER plan at least every six months through September 30, 2023. The review and updates will be informed by feedback and input from the public, such as comments collected from distributed surveys, staff and community forums and collaborative meetings with multiple stakeholders, including district families and parents. The district will also consider feedback from organizations in the Sullivan County region, including Sullivan County BOCES, other school districts, the Sullivan County Department of Public Health (to ensure the safety-related aspects of the plan mirror updated information published by the New York State Department of Health and the CDC), and local organizations that provide services to students with unique learning needs, including ELL, minority, and immigrant or migrant families. The plans will be revised as input from these valuable sources is received.

LCSD has been working from the following project timeline for reviewing and regularly updating (at least every six months through September 30, 2023) its re-opening/ARP-ESSER plan for in-person instruction:

- March 2021 through September 2023

Commence re-opening/ARP-ESSER planning committee meetings, program planning, collecting input from the public, including stakeholder input and review of plan; and draft budget allocation planning; submit LCSD ARP-ESSER plan.

Example Staff and Community Forum Schedule:

- Post-Return in Person Forum: January 2022
- Liberty Forever Forward Forum: June 2022
- Staff Forum: August 2022
- Liberty Walk and Talk Forum: August 2022
- In-Person Community Opening Forum: August 2022
- Follow-Up Staff Forum: August 2022
- Virtual Opening Community Forum: August 2022
- Forums schedule repeats in 2023
- October 2022 through April 2024

Program planning and implementation; collecting input from the public (ongoing), including stakeholder input and review of plan; project assessment to measure success (ongoing); and completion of all ARP reporting requirements as needed.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 09/23/2021

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

Page Last Modified: 11/23/2021

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

LIBERTY CSD

590901060000

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 (\$)	3,449,448
Total Number of K-12 Resident Students Enrolled (#)	1,625
Total Number of Students from Low-Income Families (#)	1,044

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	3
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	3

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 11/23/2021

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

LIBERTY CSD

590901060000

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.).	320,752
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.	945,000
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	73,000
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.	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.	207,195
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	104,123
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	358,772

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 11/23/2021

	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.	374,403
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	1,066,203
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:	3,449,448

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

Page Last Modified: 11/30/2021

ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

ARP ESSER Pt 2 FS-10_With 20_SIGNED.pdf

ARP ESSER Pt 2 FS-10_SIGNED.pdf

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

LCSD_ARP ESSER Pt 2_Budget_Narrative_FINAL.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	433,879
16 - Support Staff Salaries	420,120
40 - Purchased Services	1,073,900
45 - Supplies and Materials	1,028,832
46 - Travel Expenses	0
80 - Employee Benefits	375,271
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	117,446
Totals:	3,449,448

