

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

Page Last Modified: 07/23/2021

Summary & Background

UTICA CITY SD

412300010000

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

UTICA CITY SD

412300010000

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: 09/17/2021

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

UTICA CITY SD

412300010000

- 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	Michele Albanese	malbanese@uticaschools.org	9-28-21
LEA Board President	Louis D. LaPolla	louis.lapolla@yahoo.com	9-28-21

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

Page Last Modified: 03/10/2022

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

UTICA CITY SD

412300010000

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: 03/10/2022

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.**

The Utica City School District (UCSD) meaningfully engaged a diverse and representative set of the applicable stakeholders in developing and implementing a plan to use these funds through the use of a published survey, in addition to the advisement from school improvement committees at both the building and district levels.

The Utica City School District will receive additional Foundation Aid of more than 10% and American Rescue Plan (ARP) funding in the amount of \$58,212,298 for the 2021-2022, 2022-2023 and 2023-2024 school years. The school district formally surveyed for input from the public, including teachers, parents, students and the community on utilizing this funding for non-recurring expenses in the following priority areas:

1. Addressing achievement gaps and learning loss as a result of the COVID-19 global pandemic.
2. Meeting student social, emotional and mental health needs.
3. Providing various academic support for students who are not meeting New York State Standards.
4. Providing resources and support for English Language Learners (ELLs), Students with Disabilities, and students experiencing homelessness.
5. Increasing the graduation rate.

The Utica City School District is strongly committed to continuously engaging stakeholders through hosting public meetings (open forum), reviewing information at Board of Education meetings and surveying stakeholders as needed. If stakeholders' and school improvement committees' input echoes the need for change, the Utica City School District is willing to revise plans if deemed necessary, reasonable and relevant.

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.uticaschools.org>

ARP-ESSER LEA Base 90% Allocation - Program Information

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

Page Last Modified: 03/10/2022

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.**

- Continuing to provide COVID-19 mitigation resources as required by federal and state guidelines.
- Upgrading additional mechanical equipment to enhance ventilation systems and air quality.
- Purchasing additional sanitizing and disinfecting equipment.
- Upgrading school cafeteria equipment.
- Upgrading drinking fountains for improved safety and sanitation.
- Making structural and safety improvements to school buildings.
- Upgrading facilities to accommodate the expansion of educational programming options such as Career and Technical Education (CTE) programming including programs based in the trades.

The prevention and mitigation strategies will allow for continuous and safe operation by upgrading the ventilation systems to reduce the spread of COVID-19 virus which could result in classrooms, buildings or district closure should staff and students contract the virus. The ability to secure the necessary sanitizing and disinfecting supplies is essential to keeping students in school and stopping the spread of COVID-19. It also assists in stopping the spread of other viruses and bacteria which have similar symptoms that would force students, staff and families to secure medical attention to ensure they are not COVID positive. Structural and safety improvements will allow for classrooms to maintain social distancing, have proper ventilation, address issues with storage of materials that would need to be removed from classrooms to maintain proper distancing and the expansion of the CTE wing would allow for all students at single high school building to avoid hybrid schedules with cohort groups that would limit in-person learning by providing the necessary additional space needed to continue full-time in-person learning.

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

Page Last Modified: 03/10/2022

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.

Student enrollment data, attendance rate data, suspension rate data, chronic absenteeism rate data, Measures of Interim Progress (MIPs) data, formative, summative, and benchmark assessment data, survey result data, NYS assessment data, subgroup performance data, NYS Report Card data. DCIP/SCEP progress monitoring data reports, grade reporting data, course completion data, graduation rate data etc.

District Priority: Addressing Achievement Gaps and Learning Loss (20% of the allocation**)

Initiatives/activities to support this priority include the following:

- Offering educational options that expand credit recovery programming for students.
- Purchasing instructional resources and supplies for classrooms across the school district.
- Expanding the number of course offerings, including electives and dual-credit (high school and college credit) courses.
- Upgrading instructional technology across the school district in each and every classroom that aids in specialized methods of instructional delivery.
- Providing staff development on effective student engagement strategies.:
- Providing Academic Support for Students not meeting New York State Standards
- Providing and expanding trainings on the Next Generation Learning Standards and other New York State Department of Education Learning Standards.
- Purchasing assessment tools which are designed to support informed instruction.
- Purchasing programs for the delivery of Academic Intervention Services (AIS) designed to meet the needs of struggling students.
- Expanding Extended Learning Time (ELT) and tutorial programs.
- Providing professional development on implementing evidence-based instructional strategies.
- Providing and expanding trainings on the Next Generation Learning Standards and other New York State Department of Education Learning Standards.
- Purchasing assessment tools which are designed to support informed instruction.
- Purchasing programs for the delivery of Academic Intervention Services (AIS) designed to meet the needs of struggling students.
- Expanding Extended Learning Time (ELT) and tutorial programs.
- Providing professional development on implementing evidence-based instructional strategies.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 03/10/2022

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.

- Offering educational options that expand credit recovery programming for students.
- Purchasing instructional resources and supplies for classrooms across the school district.
- Expanding the number of course offerings, including electives and dual-credit (high school and college credit) courses.
- Upgrading instructional technology across the school district in each and every classroom that aids in specialized methods of instructional delivery.
- Providing staff development on effective student engagement strategies.
- Evidence-based interventions to address learning loss include, small-group, individualized support - high dosing tutoring, academies etc. Extended learning opportunities, enrichment programming and summer sessions. Diagnostic assessments, benchmark assessments and SLO posttest data along with RTI data will allow educators to progress monitor and assess skill development. Offering extended day programming. Offering summer learning programs.

Teacher Salaries (Learning Loss) (Activity #15):

- Teacher Hrs. for Ext. Learning - Summer - FTE 3 @ \$940,800 = \$2,822,400
- Teacher Hrs. for Curr. Develop. - Summer - FTE 3 @ \$291,200 = \$873,600

Teacher Salaries(Learning Loss)/CTE Particip./Professional Dev.(Activity #16):

- Teacher Hrs. for Ext. Learning - School Year - FTE 3 @ \$940,800 = \$2,822,400
- Teacher Hrs. for Curr. Develop. - School Year - FTE 3 @ \$1,164,800 = \$3,494,400
- Teacher Ctr. Conference/Workshops - FTE 1 @ \$1,652,000 = \$1,652,000
- e-Doctrina, RTI, Social Emotional Trauma, Google Classroom - District-wide - FTE 1 @ \$2,688,000 = \$2,688,000

Consultant (Activity #16):

- Professional Development Facilitators, 3 Yr. - \$53,000
- DTSDE Review Leader (Pam Reese) [70 Days x \$400/Day x 3 Yr.] - \$84,000

Student Transportation (Activity #16):

- Elem. School ELT (10 Bldgs. x 2 Buses x 140 Days x \$55 x 3 Yr. = \$462,000
- Middle School: ELT (2 Bldgs. x 4 Buses x 140 Days x \$55 x 3 Yr.) - \$92,400
- High School: ELT (1 Bldg. x 4 Buses x 140 Days x \$55 x 3 Yr.) - \$92,400

A portion of employee benefits:

- FICA = \$1,204,174
- Retirement = \$1,649,404
- Health = \$324,282
- Worker's Compensation = \$110,177

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

Page Last Modified: 03/10/2022

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.**

Meeting student social, emotional and mental health needs

Initiatives/activities to support this priority may include but are not limited to the following:

- Providing training to school staff to better identify students who are experiencing social/emotional distress and/or mental health issues.
- Providing training and ongoing support in social emotional and wellness competencies.
- Providing bullying prevention programs and trainings.
- Providing coaching support for school buildings to promote a tiered system of support for positive behavior (PBIS).
- Providing professional development in Trauma Informed Schools.
- Additional staffing to provide targeted services to students based on individualized needs.

Providing Academic Support for Students not meeting New York State Standards

Initiatives/activities to support this priority may include but are not limited to the following:

- Providing and expanding trainings on the Next Generation Learning Standards and other New York State Department of Education Learning Standards.
- Purchasing assessment tools which are designed to support informed instruction.
- Purchasing programs for the delivery of Academic Intervention Services (AIS) designed to meet the needs of struggling students.
- Expanding Extended Learning Time (ELT) and tutorial programs.
- Providing professional development on implementing evidence-based instructional strategies.

Providing resources and support for English Language Learners (ELLs), Students with Disabilities, and students experiencing homelessness

Initiatives/activities to support this priority may include but are not limited to the following:

- Providing specialized resources, programming and supports to address the unique needs of students and families for whom English is a new language.
- Providing specialized resources, programming and supports to address the unique needs of bilingual students and families.
- Providing translation services, materials and equipment.
- Providing specialized resources, programming and supports to address the unique needs of students with disabilities and their families.
- Providing staff development on differentiated instruction and inclusive practices.
- Providing specialized resources, programming and supports to address students experiencing homelessness.

Raise the graduation rate

Initiatives/activities to support this priority may include but are not limited to the following:

- Upgrading and increasing Career and Technical Education (CTE) programming including programs based in the trades.
- Expanding programs that integrate career internships and shadowing opportunities.
- Increasing work-based learning opportunities.
- Purchasing student management systems and software applications to expand tracking of student performance data in order to design programs and interventions to meet student needs.
- Expanding transition programming.
- Expanding career and post-secondary planning.

Providing resources and support for English Language Learners (ELLs), Students with Disabilities, and students experiencing

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

Page Last Modified: 03/10/2022

homelessness

Initiatives/activities to support this priority may include but are not limited to the following:

- Providing specialized resources, programming and supports to address the unique needs of students and families for whom English is a new language.
- Providing specialized resources, programming and supports to address the unique needs of bilingual students and families.
- Providing translation services, materials and equipment.
- Providing specialized resources, programming and supports to address the unique needs of students with disabilities and their families.
- Providing staff development on differentiated instruction and inclusive practices.
- Providing specialized resources, programming and supports to address students experiencing homelessness.

Raise the graduation rate

Initiatives/activities to support this priority may include but are not limited to the following:

- Upgrading and increasing Career and Technical Education (CTE) programming including programs based in the trades.
- Expanding programs that integrate career internships and shadowing opportunities.
- Increasing work-based learning opportunities.
- Purchasing student management systems and software applications to expand tracking of student performance data in order to design programs and interventions to meet student needs.
- Expanding transition programming.
- Expanding career and post-secondary planning.

Facility items that are necessary to maintain operation of and continuity of services providing students with a safe learning environment.

Initiatives/activities to support this priority may include but are not limited to the following:

- Sport event bleachers will provide students with a safe environment and structure to watch and participate in afterschool activities, while maximizing school space and ensuring proper social distancing.
- Security Technology will enable the LEA to effectively monitor learning environments for safety and screen for COVID-19 related symptoms.
- School furniture that provides better classroom arrangement for proper social distancing and easier sanitizing. (e.g., teacher desks, student desks, student chairs, cubby coat locker replacements)
- Upgrades to drinking fountains given the new health and safety guidelines.
- Funds to secure the necessary technology to support continuity of learning should school closure be necessary due to COVID-19.
- The LEA is purchasing various student supplies and materials (books, software subscriptions, textbooks, etc.) as detailed out in Code 45 in order to support academic interventions in the classroom.

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

Page Last Modified: 03/10/2022

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

The district will ensure that the interventions, including but not limited too those interventions used to address the academic impact of lost instructional time (20% required minimum), 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 Language Learners (ELLs), children with disabilities and students experiencing homelessness by first taking into account the unique needs of all students in comprehensive planning to maximize effective use of resources, outlining benchmark assessment measures and establishing systems for ongoing progress monitoring, ensuring effective supervision and mangement of programs and personnel as well as outlining a framework for documentation of goal attainment /performance outcomes.

The funds will address both the academic and social, emotional mental health needs of stufdents by providing opportunities for targeted instruction via extended learning to students including students with disabilities, English Language Learners, Homeless and economically disadvanged. Academic coaches and translators will be able to assist ELL students, we cant provide additional social emotional/mental health services to students through a contracted services with a community provider, we will be able to offer credit recovery options and by hiring an additional social worker.

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

Page Last Modified: 07/26/2021

ARP-ESSER Return to In-Person Instruction

UTICA CITY SD

412300010000

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

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

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

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

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

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

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

Page Last Modified: 07/26/2021

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

The Utica City School District will review and as appropriate revise, its reopening plan (at least every six months through September 30, 2023) in accordance with section 200(i)(2) of the ARP Act which requires LEA's to seek public comment on the development of the plan and ensure revised plans address each of the aspects of safety currently recommended by the CDC. This will be done through the use of a reopening plan public input link that is made available through all media platforms. As required, the reopening plan along with other important information and guidance documents will be regularly readily available for review and updated as needed to insure full compliance with the required health and safety guidelines.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

Page Last Modified: 03/10/2022

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

UTICA CITY SD
412300010000

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 (\$)	58,254,402
Total Number of K-12 Resident Students Enrolled (#)	9,320
Total Number of Students from Low-Income Families (#)	7,700

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	13
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	13

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 03/10/2022

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

UTICA CITY SD

412300010000

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.	14,984,647
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.	1,744,609
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.	6,945,120
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	900,000
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant	4,389,000

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 03/10/2022

	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.	13,438,752
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.	5,466,010
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.	4,000,000
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.	6,386,264
Totals:	58,254,402

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 03/10/2022

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

UTICA CITY SD

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PLEASE NOTE:

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

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

24,896,673

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

- New Build Storage - Donovan - \$375,000
- Parking Lot Repairs: Paving and Asphalt (13 School Sites) - \$750,000
- Roof Repair or Replacement Installation (13 School Sites) - \$500,000
- Roof: Replace AUD & Gym Standing Seam (Donovan) - \$1,765,500
- Structural/Foundation Repair - \$500,000
- Structural Renovations (Team Building JFK) - \$267,500
- Flooring/Wall Tile/Ceiling (Jones) - \$1,016,500
- Window Panel & Treatment Upgrades (Proctor, Columbus) - \$2,033,000
- Plumbing / Irrigation Systems (Donovan) - \$16,050
- Installation - Upgraded Drinking Fountains (13 Sites, 140 Units x \$85/Hr. x 10 Hrs.) - \$119,000
- Storage: District-wide - \$2,000,000
- Drinking Fountains (13 Buildings: 140 units x \$876.86) - \$122,760
- Lighting Replacement (Jones) - \$321,000
- Air Quality: Upgraded A/C Ventilation Equipment, Replacement, Parts - \$4,000,000
- Security Upgrades: Camera Systems, Monitors, Lighting, Entrance Code Devices - District-wide - \$1,050,000
- High School: PA-Intercom, Emergency and Audio Systems - \$1,300,000
- New Build/Renovations - Proctor CTE Wing: 27 Classrooms, 39,300 sq. ft. x \$222.91 = \$8,760,363

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

Page Last Modified: 03/10/2022

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

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

ARP-ESSER - Construction-Related ASSURANCES

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 03/10/2022

- 10. **The LEA assures that it shall comply with the Federal regulations on access by the handicapped that apply to construction and alteration of facilities. These regulations are:**
 - For residential facilities - 24 CFR part 40; and
 - For non-residential facilities - 41 CFR subpart 101-19.6. § 75.610

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

Page Last Modified: 03/10/2022

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

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

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

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

YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 03/10/2022

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 - ESSER - PART 2 FY24 FS-10 w. certs 9-17-21.pdf
- ARP - ESSER - PART 2 FY24 FS-10 w. certs REVISED 1.26.22.pdf
- ARP - ESSER - PART 2 FY24 FS-10 w. certs REVISE2 3.2.22.pdf

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

- ARP - ESSER - Part 2 FY 22-24 Budget Narrative 9-14-21 FINAL.pdf
- ARP - ESSER - Part 2 FY 22-24 Budget Narrative REVISED 1.26.22.pdf
- ARP - ESSER - Part 2 FY 22-24 Budget Narrative 3-2-2022 FINAL.pdf

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

	Total Funds (\$)
15 - Professional Salaries	15,520,196
16 - Support Staff Salaries	220,640
40 - Purchased Services	19,352,865
45 - Supplies and Materials	13,355,864
46 - Travel Expenses	646,800
80 - Employee Benefits	3,288,037
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	5,870,000
Totals:	58,254,402