

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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Summary & Background

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SUMMARY & BACKGROUND

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

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

- ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.
- ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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Introduction/Instructions - Submission Instructions

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Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Stacy Mackey	Smackey@cohoes.org	9/22/21
LEA Board President	Margaret Giller	mgjiller@cohoes.org	9?22/21

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.

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

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

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

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

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

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

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

The Cohoes City School District incorporated a series of meetings to engage stakeholders in the ARP plan development. Throughout the spring the Superintendent and School Business Official met with district directors, building administrators, teacher leaders, and building shared decision making teams comprised of teachers, support staff, and parents. Stakeholders provided input regarding the needs of students as they returned to school in the fall as well as health and safety protocols to be followed. Needs were recorded in a template focussing on the priority areas of assessing and accelerating student learning, health and safety, technology access and integration and social-emotional health and well-being. Stakeholder feedback was then solidified into the district plan which was reviewed by with union leadership and the districtwide American Rescue Plan Committee. In addition, plans were posted on the district website with a section for input by staff, parents and the broader community. Feedback was read and shared with the committee and incorporated into the plan. The plan was also shared at a Board meeting with further opportunity for feedback.

The Cohoes City School District will continue to engage stakeholders through a schedule of meetings. Public feedback will be solicited via our website prior to the meetings. A mid year review will also be provided at a Board of Education meeting with opportunity for public comment. A Return on Investment process is also incorporated through implementation to give stakeholders and District leaders the opportunity to evaluate the success of the plan.

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

The plan is publicly posted at https://www.cohoes.org/wp-content/uploads/2021/12/Cohoes_ARP.pdf

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.**

First, the District plans to invest in ventilation improvements throughout the district. The plan includes purchasing new air filters to be installed in each school building in an effort to improve overall indoor air quality. Select indoor spaces, such as the nurse offices, and smaller learning spaces, will be provided air purifier units. Existing air conditioning units will also be upgraded in select areas. The District also plans to repair existing mechanical equipment at the Harmony Hill School, to improve air exchange & ventilation in the school gymnasium.

Next, the District plans to purchase equipment for various prevention and mitigation strategies throughout the school campus. This plan includes the purchase of picnic tables and other outdoor seating for each school building to create & promote outdoor eating & learning spaces. . . Additional bottle filling stations will also be purchased & installed in each school so students can easily access fresh drinking water.

Last, the District plans to purchase new furniture to create innovative & flexible classroom spaces, suitable for creative & collaborative learning, all while maintaining appropriate social distancing.

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

Cohoes City School District will use the following data sources to monitor the planned interventions that are described in Question 5: NYS student assessment data, internally made formative assessments, iReady (Math & ELA) web-based formative assessments, NWEA's Math and ELA sssessments and attendance and discipline data . Students' interim and trimester or quarterly quarterly reports will also be reviewed for progress monitoring purposes These will be shared with parents and reviewed by each building's Instructional Support Teams (IST).

All Students K - 12: Attendance data and discipline data will be monitored regularly

Elementary Students K - 5: iReady math and reading formative assessment data, the Fountas and Pinnell Benchmark System for reading, and trimester student grades.

Middle School 6 - 8: iReady math and reading formative assessment data, NWEA MAP data, electronic interim, and quarterly student grades.

High School 9 - 12: We will use teacher-created and content-based formative assessments, electronic interim and quarterly student grades.

State assessment data will be used throughout grades 3-8 and Regents data in grades 9- 12 where applicable.

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

Cohoes City School Districts will use the required reserve of 20 % of funds to address the academic impact of lost instructional times through the following:

At the elementary schools (Harmony Hill, Abram Lansing & Van Schaick) an additional 1.0 FTE - Academic Intervention Service Teacher will be hired (per school) to provide virtual support to our learners who are quarantined or on mandated absences due to COVID19.

These teachers will also provide additional assistance to struggling learners in school to close identified instructional gaps. Evidence based tiered interventions will be provided to struggling students to help address the impact of loss instructional time.

The District plans to hire instructional staff to reduce class sizes at our two largest elementary schools - Abram Lansing Elementary and Harmony Hill Elementary. At Abram Lansing the fourth grade has the largest cohort in the 21-22 school year, therefore an additional fourth grade teacher will be hired. This position will move to fifth grade in the 22-23 school year. Harmony Hill has a large cohort in both fifth grade and kindergarten. A fifth grade teacher at Harmony Hill will be hired through these funds for the 21-22 school year. (A Kindergarten teacher at Harmony Hill will be hired for the 21-22 school year through the ARP -ESSER State Reserves). For the 22-23 and 23-24 school year a first grade and a second grade teacher will be hired for Harmony Hill through these funds, thus allowing the large cohort to continue to have smaller class sizes. The reduction in class size will enable the teachers to spend more individual and small group instructional time with students to address the impact of loss instructional time.

An Academic Intervention Specialist will be hired for Abram Lansing Elementary School. This staff member will assist teachers in designing academic and behavioral intervention plans, and will provide professional development and coaching to teachers in the areas of providing multi-tiered systems of support, both academically and behaviorally, designing Functional Behavioral Assessments and Behavior Improvement Plans and using ready data and other formative data to target student learning needs. This position will build internal capacity to close learning gaps and behavioral needs that have arisen since the pandemic.

At the Middle School, the district will implement a Summer Learning Academy (SLA) for students that are at-risk for not meeting grade-level standards. A Teacher Coordinator will be paid through these funds.

At the High School, Academic Intervention Services will be provided to students who struggled academically last year and are in need of additional assistance to meet the content area standards. This will be provided through existing staff, through extra (.2 FTE) assignments.

A greater number of high schools students had difficulty completing the necessary requirement to pass Physical Education for the 20-21 school year as compared to previous years. Due to social distancing requirements many of the physical education activities have to be adapted for the 21-22 school year. A Physical Education Teacher Leader will work with other Physical Education teachers to retool Physical Education units to ensure they are properly scaffolded to provide additional support to students and promote engagement. The Physical Education teacher Leader will also meet regularly with teachers to have progress monitoring discussions to ensure students are on track and to provide additional assistance and support to students as needed throughout the school year.

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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.

ARP Funding will be used for

- A K-12 Career Education Coordinator to lead in the development of a comprehensive program of school based learning, business and community job shadowing and internships and work experience to meet the goal that every student graduating from high school is career ready. This staff member will also work with teachers to embed career exploration and readiness in the curriculum and will be utilizing Career Pathways Software. The effectiveness of this position will be assessed through increased numbers of work-based partnerships for job shadowing, internships and career exploration; curriculum audits to ensure career exploration is incorporated, and teacher and student surveys to gauge increased knowledge and engagement
- A Dean of Students at both the Middle & High Schools to support students behavioral needs and assist in monitoring attendance and providing family outreach. The effectiveness of this position will be assessed through a review of referrals, suspension rates, attendance, and student/parent contacts and an increase in positive programming as well as through School Climate Surveys.
- A Teacher Assistant position at Harmony Hill elementary school to assist students schoolwide who are exhibiting challenging behaviors. This will be assessed through number of students served, and a decrease in referrals.
- A 1.0 FTE Social Worker at the high school to meet students' social emotional learning needs. This will be assessed through School Climate Surveys, number of students' served, case notes indicating supports provided, and a decrease in student behavioral referrals. This person will also support the continued rollout of the Positivity Project.
- A 1.0 FTE Social Emotional Learning Coordinator at the middle school to build the capacity of staff to meet student's social emotional learning needs. This will be assessed through School Climate Surveys, numbers of staff and students served, numbers of staff attendign professional learning activities and the implementation of the Second Step Social Emotional Learning program.
- Parent/Community Engagement at the elementary level . Assessed through School Climate surveys and numbers of student served.
- Positive Behavior Incentives to promote and reinforce positive student behavior. These items will be water bottles to be used at the refill stations, T-shirts for Earth Day, pencils, stickers, pins, sashes, light snacks, notebooks, pocket folders. Benchmarks will be set for students to be rewarded for respecting each other, staff and school property.
- Part-time aides at each of the elementary schools to assist in daily operating needs, including supervising lunch & recess periods to ensure social distancing
- Dell Displays, or similar devices will be purchased throughout the district as well as additional charging lockers for the continued 1:1 student device initiative (grades 3 -12). The Dell Displays allow for more interactive, engaging instruction. Charging Lockers are needed to recharge student chromebooks..
- Strength and Conditioning Coach who will oversee the wellness center after hours to promote student and staff wellness. This coach will also teach various exercise and conditioning routines. The PE Teacher Leader will also connect with this coach to incorporate ideas for life long fitness into the PE curriculum. Outcomes will be measured through analyzing the number of staff and students utilizing the coaches services; a PE curriculum audit to review revised units and through the school climate survey.
- Ventilation Improvements - Air purifier, Hepa and Carbon Filters, Roof Ventilations and actuator exhausts at CMS, 6 AC units, screens for Abram Lansing, repairs to the existing screens and doors, window fans and stand-alone air purifiers.
- Classroom furniture to promote social distancing. This furniture will easilly reconfigure to promote social distancing and provide alternative options post Covid. .
- Outdoor Learning Space - The plan is to create an outdoor learning space for the students to promote social distancing and reduce exposure to Covid 19. This can also be used to provide additional lunchroom space. The district will purchase picnic tables and benches.

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- Water bottle filling stations - This is a health and safety purchase. The students will no longer have to drink by mouth at the water fountains.
- Career Pathways Software - As a result of virtual learning, the district has students that are not participating fully in school. This software will be used by the K-12 Career Education Coordinator to track the students, mentor the students, work with student specific teachers and families to improve student enrichment experience and encourage the student to fully participate in school. The Career Education Coordinator will use the software to identify the areas that need attention and implement those strategies for improvement to ensure the student graduates with a career path.
- Geodes Reading Books - These books are content rich with phonics practice for emerging readers. Reading materials will help to reduce the learning loss resulting from virtual learning.
- Wellness Materials and Supplies - These will consist of masks, wipes, hand soap, and disinfectants.
- Weight Room Upgrades - The plan is to provide more options to the students to reduce the sharing and gathering at one station. This will promote social distancing in the weight room and reduce the number of students sharing the equipment. This is directly related to the PE Teacher Leader, and the Strength and Condition Coaching position.
- Strength and Conditioning App will enable staff and students to customize individualized workouts based on real-time data, advanced algorithms, and movement tracking. This will be assessed through numbers of staff and students utilizing the app.

- 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.**

As indicated in the description above funding is targeted to meet the social emotional and mental health needs of students including a Social worker at Cohoes High School, Dean of students at Cohoes High School and Cohoes Middle School and a Teacher Assistant for behavioral support at Harmony Hill Elementary School. Professional development for teachers in Social Emotional Learning and incentives for the schools' Positive Behavior Interventions and Supports program will also be provided.

Academic needs will be met through reducing class sizes in fourth grade at Abram Lansing Elementary and fifth grade at Harmony Hill, the funding of Intervention Specialist position at Abram Lansing elementary school

To meet the needs of students who are quarantined or have other mandated absences due to COVID 19 additional Academic Intervention Service providers will be hired at the elementary level.

Staff in these positions will track the number of students served overall and the number of students served who are from low income families, students of color, English Language learners, students with disabilities, and students who are homeless, in foster care and/or are migratory students. Instructional Support Teams in each of the buildings will recommend students for additional services and will prioritize students from the above categories. This information will be reported each trimester to the Assistant Superintendent for Educational Services.

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ARP-ESSER Return to In-Person Instruction

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

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

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

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

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

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- 1. In the space provided below, please provide the URL for the website(s) where the district's most current reopening/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.**

Our reopening plan is posted and accessible in the toolbar at the top of the homepage at <https://www.cohoes.org>. Additionally, each school's main office has printed copies that will be given to staff, parents or community members upon request. Electronic PDF copies can also be sent to parents via Parent Square (our web-based parent communication system) upon request.

- 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.

The District Reopening Committee met throughout the Spring and Summer of 2021 to update the District Reopening Plan. They will meet again in January and in May to revise the plan as necessary. A comment period prior for staff, parents and community members will be provided prior to each meeting via our district website community at feedback@cohoes.org. This feedback will be reviewed by the Committee and the feasibility of incorporating the suggestions will be discussed at each meeting. The plan, with any revisions will be presented to the Board of Education at a scheduled meeting following the committee meeting.

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LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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

- 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 (\$)	4,391,108
Total Number of K-12 Resident Students Enrolled (#)	1,797
Total Number of Students from Low-Income Families (#)	1,220

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	5
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	5

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

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

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

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

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	157,728
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.).	24,000
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.	1,435,249
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.	0
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.	217,520
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	554,753
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	5,870

ARP-ESSER Application: Part 2 - ARP Act

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

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	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.	1,312,868
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.	613,120
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.	70,000
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.	0
Totals:	4,391,108

ARP-ESSER Application: Part 2 - ARP Act

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

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ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

ARP 90 FS10 Cohoes.pdf

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

ARP 90 Narrative Cohoes.pdf
 ARP 90 Learning Loss Allocations.pdf
 ARP 90 Funding Allocations.pdf

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

	Total Funds (\$)
15 - Professional Salaries	2,317,134
16 - Support Staff Salaries	48,000
40 - Purchased Services	38,500
45 - Supplies and Materials	911,293
46 - Travel Expenses	0
80 - Employee Benefits	1,076,181
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	4,391,108