

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

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**Summary & Background**

AKRON CSD

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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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**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	Mrs. Cindy Tretter	ctretter@akronk12.org	September,22, 2021
LEA Board President	Mr. James Grant	jgrant@akronk12.org	November 2, 2021

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

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

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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

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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.

**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 Akron Central School District collaborated with multiple and diverse stakeholder groups in the development of our plan. This includes an electronic survey that was sent to all faculty, staff and parents. Additionally our staff personally reached out to families who do not have access to the internet. This included members of our Native American Community. Two meeting were held with School District Administration. One meeting was held with teachers, union leadership, Native American representatives and other district stakeholders. The Plan was presented to the Board of Education and Community in May of 2021 and feedback was solicited.

The Akron Central School District collaborated with multiple and diverse stakeholder groups in the development of our plan. This includes an electronic survey that was sent to all faculty, staff and parents. Additionally our staff personally reached out to families who do not have access to the internet. This included members of our Native American Community. Two meeting were held with School District Administration. One meeting was held with teachers, union leadership, Native American representatives and other district stakeholders. The Plan was presented to the Board of Education and Community in May of 2021 and feedback was solicited.

The data collected from surveys and stakeholder feedback was shared at meetings. Group members were led using Adaptive Schools Protocols to rank and prioritize needs. The focus of this work was centered around the following key ideas: The Health and Safety of our School Community, The Social-Emotional and Mental Health of our Students, and the Academic Needs of Students.

The District has developed a multi year plan to meet with District Stakeholder to monitor and adjust the plan based on data and the evolving needs of students, faculty, staff and the community. The success of initiatives will be reviewed and monitored. This strategic process will be aligned to our District Budget to ensure sustainability beyond the life of the grant.

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

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

<https://www.akronschools.org/Page/5382>

Upon request the plan will be provided in hardcopy or electronically. The link is also be provided to the video recorded Board of Education/Community presentation.

**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.**

ARP Funds will be used to purchase PPE for all students, faculty and staff including gloves, masks, and hand sanitizer.

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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.**

The Akron Central School District utilized the ED COVID-19 HANDBOOK: Roadmap to Reopening Safely and Meeting All Students’ Needs as a resource to select interventions based on stakeholder feedback and identified priorities.

The District will utilize a District/Building Level Strategic planning process to ensure that planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds. interventions detailed in the LEA’s ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.

The Strategic Planning Stakeholder group will meet minimally every 6 months to develop, modify, and assess the success of all aspects of our academic program. Additionally, through the Building Level MTSS process student progress/needs will be closely monitored, evidence based interventions implemented, progress reviewed and modified through the committee. The MTSS TEam will meet every 2 weeks to identify student needs and monitor progress of interventions.

Intervention	Funding Source	Program Description	Evidence of impact Data
In-School Acceleration provided by AIS Teachers and TAs	ARP-ESSER: Part 2 ARP ESSER: State Reserves	<ul style="list-style-type: none"> <li>AIS Teachers will serve as instructional leaders to share new instructional strategies for acceleration and to coordinate to ensure that students learn without solely relying on remediation or pull-out instructional practices;</li> <li>AIS Teachers and TAs will support students within the context of grade-level work and within the classroom setting;</li> <li>Using high-quality assessments, such as diagnostic and formative assessments that will provide timely information to help educators know where to focus for particular students.</li> <li>AIS teacher leaders and district instructional leaders, and BOCES PD specialists will help to identify critical content (e.g., “priority” or “power” standards) on which to focus.</li> </ul>	iXL, Star, Independent Reading Level data, First in Math (diagnostic and formative data) Attendance Data Behavior Data in the form of referrals, removals, detention, and suspension data School Climate Survey Qualitative data in the form of survey and reflection responses
Tutoring Program	ARP ESSER: State Reserves	<ul style="list-style-type: none"> <li>Using highly trained, certified, content/grade level teachers</li> <li>Tutoring group size of 1-5 students</li> <li>Up to 5 hours per week</li> </ul>	iXL, Star, Independent Reading Level data, First in Math (diagnostic and formative data) Attendance Data Behavior Data in the form of referrals, removals, detention, and suspension data School Climate Survey Qualitative data in the form of survey and reflection responses
Off Campus Tutoring Program: Tonawanda Native American Reservation	ARP ESSER: State Reserves	<ul style="list-style-type: none"> <li>Taught by highly trained, certified, content/grade level teachers</li> <li>Tutoring group size of 1-5 students</li> </ul>	iXL, Star, Independent Reading Level data, First in Math (diagnostic and formative data) Attendance Data Behavior Data in the form of

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<p>Summer Learning and Enrichment</p>	<p>ARP ESSER: State Reserves District Funds</p>	<ul style="list-style-type: none"> <li>• Up to 5 hours per week</li> <li>• This program was identified as a need by the Tonawanda Native American Committee</li> <li>• Taught by highly trained, certified, content/grade level teachers</li> <li>• Voluntary participation K-12</li> <li>• Credit Recovery available at the High School Level</li> <li>• 6 week program</li> <li>• Engaging Hands-on Project based opportunities</li> <li>• Programs allow for choice based on student interest</li> <li>• Focus on social/emotional and physical health</li> <li>• Counseling Staff available to support students and their families</li> <li>• High quality assessments, such as diagnostic and formative assessments that will provide timely information to help educators know where to focus for particular students.</li> </ul>	<p>referrals, removals, detention, and suspension data</p> <p>School Climate Survey</p> <p>Qualitative data in the form of survey and reflection responses</p> <p>iXL, Star, Independent Reading Level data, First in Math (diagnostic and formative data)</p> <p>Attendance Data</p> <p>School Climate Survey</p> <p>Qualitative data in the form of survey and reflection responses</p>
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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.**

The Akron Central School District will use a multi pronged evidence based approach to address the impact of lost instructional time:

- In-school acceleration provided by AIS Teachers and Teacher Assistants;
- Tutoring programs
- Summer learning and enrichment.

The Akron Central School District utilized the ED COVID-19 HANDBOOK: Roadmap to Reopening Safely and Meeting All Students’ Needs as a resource to select interventions based on stakeholder feedback and identified priorities.

Districts will utilize a District/Building Level Strategic planning process to ensure that planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds. interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.

The Strategic Planning Stakeholder group will meet minimally every 6 months to develop, modify, and assess the success of all aspects of our academic program. Additionally, through the Building Level MTSS process student progress/needs will be closely monitored, evidence based interventions implemented, progress reviewed and modified through the committee.

Intervention	Funding Source	Program Description	Evidence of impact Data
In-School Acceleration provided by AIS Teachers and TAs	ARP-ESSER: Part 2 ARP ESSER: State Reserves	<ul style="list-style-type: none"> <li>• AIS Teachers will serve as instructional leaders to share new instructional strategies for acceleration and to coordinate to ensure that students learn without solely relying on remediation or pull-out instructional practices;</li> <li>• AIS Teachers and TAs will support students within the context of grade-level work and within the classroom setting;</li> <li>• Using high-quality assessments, such as diagnostic and formative assessments that will provide timely information to help educators know where to focus for particular students.</li> <li>• AIS teacher leaders and district instructional leaders, and BOCES PD specialists will help to identify critical content (e.g., “priority” or “power” standards) on which to focus.</li> </ul>	iXL, Star, Independent Reading Level data, First in Math (diagnostic and formative data) Attendance Data Behavior Data in the form of referrals, removals, detention, and suspension data School Climate Survey Qualitative data in the form of survey and reflection responses
Tutoring Program	ARP ESSER: State Reserves	<ul style="list-style-type: none"> <li>• Using highly trained, certified, content/grade level teachers</li> <li>• Tutoring group size of 1-5 students</li> <li>• Up to 5 hours per week</li> </ul>	iXL, Star, Independent Reading Level data, First in Math (diagnostic and formative data) Attendance Data Behavior Data in the form of referrals, removals, detention, and suspension data School Climate Survey Qualitative data in the form of survey and reflection responses
Off Campus Tutoring Program:	ARP ESSER: State Reserves	<ul style="list-style-type: none"> <li>• Taught by highly trained,</li> </ul>	iXL, Star, Independent Reading

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<p>Tonawanda Native American Reservation</p>	<p>certified, content/grade level teachers</p> <ul style="list-style-type: none"> <li>• Tutoring group size of 1-5 students</li> <li>• Up to 5 hours per week</li> <li>• This program was identified as a need by the Tonawanda Natitive American Committee</li> </ul>	<p>Level data, First in Math (diagnostic and formative data) Attendance Data Behavior Data in the form of referrals, removals, detention, and suspension data School Climate Survey Qualitative data in the form of survey and reflection responses</p>	
<p>Summer Learning and Enrichment</p>	<p>ARP ESSER: State Reserves District Funds</p>	<ul style="list-style-type: none"> <li>• Taught by highly trained, certified, content/grade level teachers</li> <li>• Voluntary participation K-12</li> <li>• Credit Recovery available at the High School Level</li> <li>• 6 week program</li> <li>• Engaging Hands-on Project based opportunities</li> <li>• Programs allow for choice based on student interest</li> <li>• Focus on social/emotional and physical health</li> <li>• Counseling Staff available to support students and their families</li> <li>• High quality assessments, such as diagnostic and formative assessments that will provide timely information to help educators know where to focus for particular students.</li> </ul>	<p>iXL, Star, Independent Reading Level data, First in Math (diagnostic and formative data) Attendance Data School Climate Survey Qualitative data in the form of survey and reflection responses</p>

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## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; Program Information

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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.**

Additionally ARP-ESSER Funds will be used to:

- The District will use funds to pay salaries and benefits to create an academic learning center at the Middle School and High School levels to address student learning loss
- The District will hire Teaching Assistants to support students through an RtI model and support students in quarantine as needed
- The District will pay a stipend to a school counselor to help teachers develop SEL into their curriculum.
- The District will use funds to implement health screening software to reduce spread of COVID
- The District will hire a Social Worker through Best Self to provide mental health support to students and families as well as coordinate our SEL program
- Funds will be used to pay for summer school materials and supplies
- Funds will be used to pay stipends for COVID data management, COVID Testing Program management, and the Coordination of all programs associated with COVID Relief Funding
- Funds will be used to provide part-time Clerical Support to support inputting purchase orders, gathering quotes, documenting purchase logs associated with grant budget lines, payroll procedures associated with documenting, verifying, and reporting employee hours and work completed. Communication with contracted services related to contracts and invoices, sending out forms and surveys to stakeholders to gather data information related to feedback about initiatives and associated with strategic planning and grant monitoring
- And a student engagement program at the High School to try to reconnect students with school who have demonstrated poor attendance and academic engagement since the start of the pandemic

All of the above will be monitored by the Director of Educational Services. The Director of Educational Services will meet with Building Principals every 2 weeks and the District Leadership Team weekly to review programs developed through the use of grant.

**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.**

Intervention implemented will address the academic, social, emotional, and mental health needs will address the needs of all students particularly those students disproportionately by the COVID 19 Pandemic including students from low-income families, families of color, ELL, children with disabilities, students experiencing homelessness, children in foster care, migratory students. These interventions include:

- Summer school programing
- Enrichment Programing
- Contracting for a Licensed Mental Health Care/ Social Worker through Best Self to provide counseling for at risk students
- Literacy intervention professional development
- The creation of Academic Learning Centers at the Middle School and High School to provide additional academic support
- Provide a Social Emotional Learning Coach to help teachers integrate SEL content into their curriculum
- Development of a district wide wellness program
- Strategic planning to develop data systems to closely monitor the social emotional and academic needs of students and to determine the success of implemented interventions
- After School Programing
- Remote tutoring for students required to quarantine
- Hire additional AIS specialists and TAs to expand RtI model
- Provide additional technology including enhanced wifi access to students in need. Data indicated many of our Native American Students have been disproportionately impacted in this area.

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

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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).**

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

<https://www.akronschoools.org/Page/6282>

The plan is available on our website. District and Community Stakeholders were directed to the plan through robo calls, emails, community virtual meetings, social media, and though mailed correspondences. Upon request, the plan will be provided in hard copy or electronically to any individual or group requesting a copy.

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2. **An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.**

**In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.**

The district will review and revise our plan regularly and ensure that it aligns with all CDC safety recommendations. This review with revisions as appropriate will take place whenever the CDC updates guidelines, or if there are no updates, no less than every 6 months. We will seek public input/comment on our re-opening plan minimally every six months via a link on our school website. Public Comments will be shared at our Building Leadership Meetings, District Leadership Meetings, and our Strategic Planning Committees. Plans will be revised based on review of Public Comment and input from the stakeholder groups mentioned. This review with revisions will minimally take place every 6 months.

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

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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

AKRON CSD

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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 (\$)	1,750,451
Total Number of K-12 Resident Students Enrolled (#)	1,260
Total Number of Students from Low-Income Families (#)	523

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

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

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

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

AKRON CSD

142101040000

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

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

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	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.	5,200
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	33,840
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.	42,000
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.	60,000
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.	550,000
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	349,575
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	0
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	685,836

ARP-ESSER Application: Part 2 - ARP Act

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

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	FUNDING Amounts (\$)
care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	24,000
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
<b>Totals:</b>	<b>1,750,451</b>



**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.

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

FS10\_Budget\_Excel ARP-ESSER11-1.pdf  
 ARP-ESSER.pdf  
 Revised FS10\_Budget\_Excel ARP-ESSER1228.xls  
 ARP-ESSER revised.pdf

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

ARP-Esser 90 Budget Narrative revised.pdf  
 ARP-Esser 90 Budget Narrative 1228.pdf  
 ARP-Esser 90 Budget Narrative Revised .pdf  
 ARP-Esser 90 Budget Narrative.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	537,765
16 - Support Staff Salaries	33,840
40 - Purchased Services	313,200
45 - Supplies and Materials	322,000
46 - Travel Expenses	0
80 - Employee Benefits	221,146
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	322,500
<b>Totals:</b>	<b>1,750,451</b>