

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

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**Summary & Background**

LOCKPORT CITY SD

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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.

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.

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**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

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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.

ARP-ESSER Application: Part 2 - ARP Act

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	Deborah Coder	dcoder@lockportschools.net	8/25/2021
LEA Board President	Karen Young	karen.young@lockportschools.net	8/26/2021

**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?**

Yes, the LEA does intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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

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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 Act**

LEA 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 District held the following meetings to develop and implement the plan to use the ARP funds:

- Thursday, April 29, 2021 - In-person meeting with the Lockport Education Association (teacher's union) and Lockport Administrators and Supervisors Association (administrator's union)
- Monday, May 10, 2021 - Virtual meeting with District PTA Presidents
- Thursday, May 13, 2021 - Conference call with outgoing Lockport LSEA President asking for input
- Wednesday, June 2, 2021 - Public hearing livestreamed during board of education work session for ARP proposed plan.
- Thursday, June 3, 2021 - Electronic survey sent to parents and staff members requesting ARP plan input
- Wednesday, June 16, 2021 - In-person meeting with the new LSEA Executive Leadership Team

Through participation in these meetings the District engaged meaningfully with the following stakeholders: bargaining unit leaders, building level PTA presidents, instructional and non-instructional staff (all grade levels), parents of students (all grade levels), students (grades 5 through 12), building and district level administration (all grade levels/departments), director of special education, director of student services (supervisor of ELL, McKinney Vento, migratory students, and foster care programs), director of alternative education (supervisor of incarcerated youth programs), all board of education trustees, food service providers, CSE chairs (committee on special education), Tribes (not-applicable - no significant native population),

The feedback provided by the stakeholders during these meetings, which included the review and discussion of district- and school-level data, directly resulted in the creation of the proposed budget. All items for which funding is requested were carefully aligned to the health, safety, and academic needs of students as determined by the stakeholders and available data. The District recently began a new process for soliciting and forming committees of diverse stakeholders through their Partners in Pride program. This new initiative has created a formalized and systematic way of inviting, encouraging and sustaining the membership of all school and community stakeholders on new and existing committees. This process will be used to progress monitor the implementation of the plan and all associated expenditures including plan review and recommendations for change as needed.

- 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.**

District Website: [www.lockportschools.org](http://www.lockportschools.org)  
 District Facebook: LockportCitySchoolDistrict  
 District Twitter: LionStrong@LockportSchools  
 District YouTube: LockportCitySchoolDistrict

The ARP ESSER plan is made available to all individuals, whether or not they have internet access. Anyone without internet access can either pick up a hard copy at the Board of Education building or can call or write the District Business Office to request that a copy be mailed to their address. Information about the ARP ESSER plan, and how to access it, is included in District newsletters which are mailed home.

**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.**

Decisions on how funds will be used to implement prevention and mitigation strategies were made based on multiple meetings with building administration including a review of academic data. The District posted a Board of Education approved re-opening plan that included a return to 4 day a week in-person instruction for all students in the spring of 2021. On August 18, 2021 the Board of Education approved an updated reopening plan for the 2021-22 school year to go into effect the first day of school (September 7th). This plan is for all students to return to in-person instruction 5 days a week. The air conditioning systems will assist in filtering air and improving indoor air quality for the health of students and staff. In addition, it will provide temperature controlled areas in each building that will allow of year round educational programming i.e. summer school. This will benefit those students in need of academic intervention to address covid-19 related learning loss. Professional cleaning services will be of particular importance to ensure that our spaces are clean, disinfected, and safe for students and staff. With a shortage of custodial staff members, hiring a professional cleaning service for some of our buildings will allow us to achieve and maintain a high standard of cleanliness without overtaxing our already burdened custodial and facilities staff.

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

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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.**

In line with LCSD's 2021-2022 District Comprehensive Improvement Plan, LCSD will assess all students in September to determine their baseline level of proficiency in ELA and Math and identify their individual needs. Ongoing benchmark assessments (Aimsweb, STAR, locally created NYS aligned assessments) will be conducted periodically to determine student progress toward goals and to revise the interventions use to meet students' changing needs. Student social-emotional and mental health needs will be assessed based on referrals to student support staff, intervention, referrals to external agencies, and follow up with students and families. Student office discipline referrals and suspensions are also track in order to determine types of infractions, frequency of infraction etc. This data is reviewed regularly to determine progress toward reducing and addressing student misbehavior and ensuring that student mental and emotional health needs are being met.

Planned interventions include (as outlined in Question 5 below) the addition of a summer learning program for students at every grade, and an after school and summer Kindergarten Readiness program designed for Pre K students entering kindergarten the following school year. These new programs will assist students in reaching grade level proficiency in ELA and math an dsupport tghem in all academic areas as well as provide social-emotional and behavioral an dmental health supports to better prepare them for pro-social school behaviors and overall success. Additional regular school year/day staff will be hired to address students learning loss, reach class sizes, and support the DIstrict's STEM iniative. Student support staff will also be hired as it is anticipated that there will be a significant increase in need for student support services (attendance, social-emotional, behavioral, and mental health related) as student return to school in person. In order to better serve all members of the school community, the District will invest in 2 Diversity, Equity, and Inclusion Coodinators and the implementation of a DEI and Culturally Responsive and Sustaining Education program. This program will provide training and review an revision of existing policy, practices, and curriuclum in order to address inequities, many of which came starkly to light due to the covid-19 pandemic and school closure.

**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.**

In order to address the impact of lost instructional time the District will engage in various evidence-based interventions:

- Comprehensive afterschool PreK program (AIS focused and comprehensive after school programs are available to all other students through various other funding sources) - Many families chose not to send their children to preschool programs during covid-19 and school closure. These students have experienced significant learning loss. We know early intervention and education is the key to long term academic success. Providing after school programming to PreK students that focuses on individualized instruction, particualry in early ELA and Math skills development, will ensure that they are kindergarten ready while addressing the impact of covid-19 related learning loss.
- Summer school learning and enrichment programs for students entering grades 1 through 12 - Providing all students with access to summer school will extend the academic year and provide them with individualized learning opportunities that focus on ELA and Math skills building so that students reach and exceed grade level proficiency, thereby addressing covid-19 realetd elarning loss. TRasnpottion will be provided to summer school students to adres that need in our community. In addition, stduents social-emotional and mental health supports withh be provided to identify needs and provided appropriate interventions, education, and referrals so that students are "learnign ready".
- Summer PreK Kindergarten Readiness Program - Many families chose not to send their children to preschool programs during covid-19 and school closure. These students have experienced significant learning loss. We know early intervention and education is the key to long term academic success. Providing after school programming to PreK students that focuses on individualized instruction, particualry in early ELA and Math skills development, will ensure that they are kindergarten ready while addressing the impact of covid-19 related learning loss.
- The hiring of AIS Teachers and Teaching Aides, and Math TOSAs, District-wide to perform student assessments and support student ELA and Math skill acquisition during the regular school day - Regular school day teachers who specialize in academic instervention services will allow for baseline and benchmark evaluation of student growth toward grade level proficiency in ELA and Math. The ability to closely monitor student progress will allow for early intervention and support and create more oppourtinites for student learning to address covid-19 related learning loss.

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

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

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

The remainder of the ARP ESSER funds will be used as follows:

- To hire mental health professionals such as social workers, behavioral health specialists, and counselors for summer school
- Need - students returning to in person instruction post covid-19 school closure will be dealing with a myriad of social-emotional, behavioral, and mental health concerns
- Outcome - more staff qualified to address these needs will allow more students to receive the support they need including the identification of need, implementation of interventions, and referrals. These supports will address needs early so that student can receive the needed interventions and be "learning ready" so that both emotional and mental health and learning loss can be addressed.
- To hire special education teachers to support students with special needs
- Need - students with special needs are more vulnerable to the impact of learning loss
- Outcome - students with special needs will receive the individualized supports they need in order to successfully address learning loss through the provision of more specialized instruction.
- To bolster teaching staff to reduce class size and increase student access to special area learning and maintain existing teaching staff.
- Need - all students have been deprived of an optimal learning environment and are in need of specialized and diversified instruction along with variety of rich learning content and learning experiences.
- Outcome - students will receive a more tailored and experiential learning experience inclusive of all content areas and styles so that they are better prepared to engage in learning cross-curricular leading to an enriching and engaging educational experience that promotes learning and joy in learning
- To hire STEM teachers at the elementary level to increase student access to STEM in support of the District's STEM curricular infusion and multimodal communication initiative
- Need - students have a greater need than ever before to be tech savvy and fully engaged in multimodal and cross curricular ed. tech and STEM education in order to be prepared for learning now and in the future.
- Outcome - students will be more knowledgeable, comfortable, and competent in engaging with technology in education access subject/content areas setting them up for greater success via access to learning any many platforms.
- To purchase STEM supplies, materials, and equipment to support the District's STEM curricular infusion and multimodal communication initiative. This supports the bullet point above.
- Need - students have a greater need than ever before to be tech savvy and fully engaged in multimodal and cross curricular ed. tech and STEM education in order to be prepared for learning now and in the future.
- Outcome - students will be more knowledgeable, comfortable, and competent in engaging with technology in education access subject/content areas setting them up for greater success via access to learning any many platforms.
- To contract with a commercial cleaning service to provide regular in-depth cleaning of District schools and administrative buildings
- Need - District custodial staff is overtaxed and stressed from the extreme demands of covid-19 and the District requires additional services to provide a healthy safe environment of relearning and working.
- Outcome - relief will be provided to an overburdened and burned out custodial staff and will allow the District to maintain required levels of disinfection and cleanliness at all buildings.
- To allow high school students in underrepresented subgroups to enroll in college credit bearing courses at no cost
- Need - the student population has a 63% poverty rate preventing many students from accessing available college credit bearing advanced courses
- Outcome - all students, regardless of income will be able to access these opportunities
- To install air conditioning in the school building cafeterias, libraries, and auditoriums to improve air quality and allow for student summer programming
- Need - Air filtration in large gathering areas and climate control for extended school year learning
- Outcome - a safer and healthier learning and working environment and areas within all schools that are climate controlled to allow for summer learning
- Transportation for students to and from after school and summer school programming
- Need - community survey data indicates that families in Lockport have limited access to transportation, this is a particular barrier to students attending learning experiences after school and during the summer
- Outcome - transportation will not be a barrier for students and more students will be able to access out of school time learning opportunities which will address learning loss for more students
- To hire 2 Diversity, Equity, and Inclusivity Coordinators
- Need - Lockport's student and community population continues to diversify: ethnically, racially, and economically but current policies, practices, and curricula do not meet the needs of our diverse population impeding student social and academic success
- Outcome - by reviewing and revising our policies, practices, and curriculum, and training our overwhelmingly white middle class faculty to better teach and interact with diverse students and families, we will be better able to meet student social-emotional, behavioral, mental, and academic



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needs.

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 establish a committee of diverse stakeholders following the District's Partners in Pride process of soliciting and training staff, community members, parents, and students to work together to review school re-opening related data, the ARP plan, and student progress toward ARP funded goals (students academic intervention and social, emotional, and mental health). This committee will be responsible for using locally collected data to determine student progress toward goals and the effectiveness of current interventions in assisting students in reaching those goals.

Recommendations for the revision of interventions being used will be made by the committee based on the aforementioned data/student progress.

As a Title I school District, we have a poverty rate of over 40% in each school and a District-wide poverty rate of 63%. ALL of our initiatives and interventions are designed to support our significant number of students and families living in poverty. Students in poverty have special needs that will be addressed through an increase in staff providing social-emotional and case management supports to students and their families. This includes hiring social workers, behavior specialists, and additional school counselors and including pay for them to participate in after school and summer school programming to provide year round support. Providing transportation for students to participate in out of regular school time programming also helps to address the impact poverty have on access to available and affordable transport. This includes students experiencing homelessness. All provisions requested under ARP are equally available to these students, in particular the hire of additional social workers will provide much needed support for students experiencing homelessness.

Students with disabilities will benefit from all aspects of the proposed use of ARP funds, from the additional student support staff, but also from the increase in special education and regular classroom teachers to provide more individualized and personalized academic instruction, assessment, interventions, and social-emotional, behavioral and mental health supports. Improving their experiences with STEM and educational technology will be of great benefit to this population since they struggled the most with effectively utilizing these methods for learning including remote instruction. The population of students of color in Lockport has been increasing and makes up about 30% of the student population. The District, however, has not kept up to speed with these changes in demographic make up. By hiring 2 DEI Coordinators the District will be able to address the unique needs, perspectives, and experiences of the District's non-white population. These individuals will be charged with reviewing, and recommending revisions, to existing policies, practices, and curriculum as well as training staff to better serve students and families of color. This is designed to enable us, as a District, to be more effective, and more compassionate, when dealing with learning loss and the promotion of pro-social behaviors and mental and emotional health concerns.

**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.lockportschools.org/reopening>

The District's most current re-opening/return to in-person learning plan is made available to all individuals, whether or not they have internet access. Anyone without internet access can either pick up a hard copy of the plan at the Board of Education building or can call or write the District Business Office to request that a copy be mailed to their address. Information about the most current re-opening/return to in-person learning plan, and how to access it, is included in District newsletters which are mailed home.

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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 establish a committee of diverse stakeholders following the District's Partners in Pride process of soliciting and training staff, community members, parents, and students to work together to review school re-opening related data, the ARP plan, and student progress toward ARP funded goals (students academic intervention). This committee will also re-evaluate and revise existing plans quarterly, or as the situation/CDC guidance changes, and seek public comments on existing draft plans, including public input in the design of final plans. Public comment will be collected via a new application adopted by the district called ThoughtExchange. This application will allow the District to solicit feedback and comments from all stakeholders in a confidential and authentic fashion. ThoughtExchange feedback can and will be provided to the aforementioned committee for their review and incorporation.

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LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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

LOCKPORT CITY SD

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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.

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	10,916,558
Total Number of K-12 Resident Students Enrolled (#)	4,127
Total Number of Students from Low-Income Families (#)	2,542

**ARP-ESSER Schools Served**

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

	Number (#)
Total Number of Schools in the LEA	7
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	7

ARP-ESSER Application: Part 2 - ARP Act

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

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

LOCKPORT CITY SD

400400010000

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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.).	316,711
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	18,400
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.	5,247
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.	9,847
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	671,262
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.	981,471
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	3,846,705

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
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.	2,344,042
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.	288,000
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.	2,434,873
<b>Totals:</b>	<b>10,916,558</b>

ARP-ESSER Application: Part 2 - ARP Act

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

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

LOCKPORT CITY SD

400400010000

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?

2,344,042

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

Installation of air conditioning units in school cafeterias, libraries, and auditoriums to improve air quality and allow for summer academic & enrichment programming:

- 2021-22 - \$1,766,625 Cafeterias at Lockport High School, Emmet Belknap Intermediate School, George Southard Elementary School, Anna Merritt Elementary School, Charles Upson Elementary School, Roy B. Kelley Elementary School, Lockport High School West, and John Pound Early Childhood Center
• 2022-23 - \$287,354 Libraries at Aaron Mossell Junior High School, Emmet Belknap Intermediate School, George Southard Elementary School, Anna Merritt Elementary School, Charles Upson Elementary School, and Roy B. Kelley Elementary School
• 2023-24 - \$290,063 Auditoriums at Aaron Mossell Junior High School and Emmet Belknap Intermediate School,

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.

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

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

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7. **The LEA assures the construction will be completed within a reasonable time and the LEA shall complete the construction in accordance with the application and approved drawings and specifications. § 75.606**  
 YES, the LEA provides the above assurance.
8. **The LEA assures that the construction is functional; economical; and not elaborate in design or extravagant in the use of materials, compared with facilities of a similar type constructed in the State or other applicable geographic area. § 75.607. Further, the LEA assures that it shall, in developing plans for the facilities, consider excellence of architecture and design and inclusion of works of art. The grantee may not spend more than one percent of the cost of the project on inclusion of works of art. § 75.607 Authority: 20 U.S.C. 1221e-3 and 3474)**  
 YES, the LEA provides the above assurance.
9. **In planning for and designing facilities, the LEA assures it shall observe the standards under the Occupational Safety and Health Act of 1970 (Pub. L. 91-576) (See 36 CFR part 1910); and State and local codes, to the extent that they are more stringent. § 75.609 Further, the LEA assures it will submit an application for a Building Permit to NYSED Office of Facilities Planning for review and approval prior to construction.**  
 YES, the LEA provides the above assurance.
10. **The LEA assures that it shall comply with the Federal regulations on access by the handicapped that apply to construction and alteration of facilities. These regulations are:**  
• **For residential facilities - 24 CFR part 40; and**  
• **For non-residential facilities - 41 CFR subpart 101-19.6. § 75.610**  
 YES, the LEA provides the above assurance.
11. **The LEA assures that, in planning the construction, the LEA shall, in accordance with the provisions of Executive Order 11988 of February 10, 1978 (43 FR 6030) and rules and regulations that may be issued by the Secretary to carry out those provisions: Evaluate flood hazards in connection with the construction; and as far as practicable, avoid uneconomic, hazardous, or unnecessary use of flood plains in connection with the construction. § 75.611**  
 YES, the LEA provides the above assurance.
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 Act

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

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

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

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

[http://www.archives.gov/federal\\_register/code\\_of\\_federal\\_regulations/ibr\\_locations.html](http://www.archives.gov/federal_register/code_of_federal_regulations/ibr_locations.html). These standards may be obtained from the publication sales department at the American Society of Heating, Refrigerating, and Air Conditioning Engineers, Inc., 1791 Tullie Circle, NE., Atlanta, Georgia 30329. § 75.616

YES, the LEA provides the above assurance.

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

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

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

ARP-ESSER.FS10.FINAL.Signed.8.26.21.pdf  
 ARP.ESSER.FS10.REVISEDperNYSED.12.16.21.pdf

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

ARP.BudgetNarrative.REVISEDperNYSED.12.16.21.pdf  
 ARP.BudgetNarrative.FINAL.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	6,490,076
16 - Support Staff Salaries	0
40 - Purchased Services	676,400
45 - Supplies and Materials	32,864
46 - Travel Expenses	178,920
80 - Employee Benefits	1,164,970
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	2,344,042
20 - Equipment	29,286
<b>Totals:</b>	<b>10,916,558</b>