

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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Summary & Background

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SUMMARY & BACKGROUND

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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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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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	James Pappas	jpappas@freeportschools.org	09/30/2021
LEA Board President	Maria Jordan Awalom	mjordanawalom@freeportschools.org	09/30/2021

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.

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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.

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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.**

Freeport Public Schools has prioritized the engagement of stakeholders throughout this challenging school year including soliciting input in creating the district's plan for the use of ARPA funds. Input from students, families, administrators, teachers, staff, and community members has helped ensure that these funds are used in ways that are reflective of perspectives and priorities of the entire school community. Meetings were held with student government representatives, union leadership from all bargaining units, PTA leaders from across the district including parents of students with special needs and ELL's and at administrative council made up of Principals, Assistant Principals and Directors. At each of these meetings attendees were asked to share priorities for the used of the ARPA funds. Draft plans were also shared with the groups and attendees were encouraged to give feedback on those plans which were then revised when deemed necessary. Teacher members of the Curriculum Instruction and Assessment Committee and the Professional Development Committee were also engaged in the creation of the plan. In addition, the use of funds was discussed at Board of Education Meetings which allowed for comments from the community. Once a draft plan was posted a phone number was also given for anyone with comments or questions regarding the plan. Continued engagement with stakeholders will occur every 6 months at planned ARPA Plan meetings.

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.**

Our ARP-ESSER Plan is publicly posted on the Freeport Public Schools Website: <http://www.freeportschools.org/>

Direct Link to the Plan: http://www.freeportschools.org/NewsAssets/131759/Freeport_Public_Schools_ARPA_Plan.pdf

Any member of the public that requests a copy of the plan will sent a copy digitally or will be able to pick up a hard copy at the Administration Building in the district.

ARP-ESSER LEA Base 90% Allocation - Program Information

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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.**

The District continues to follow the most recent CDC guidelines related to the re-opening of schools. In response to these guidelines and to ensure that we continuously and safely open and operate school for in-person learning, the District will be using funds to implement prevention and mitigation strategies in the following manner:

- Continue to clean and disinfect building surfaces several times throughout the day utilizing disinfectant, and cleaning supplies purchased with these funds.
- Provide the necessary items to ensure that social distancing requirements are maintained. As such additional desks and furniture will be purchased to utilize other areas of the buildings for both lunch and classroom areas. Utilizing different areas of the building in this manner will allow for a greater separation between students in meeting appropriate social distancing recommendations.
- Establish and continue to stock and maintain stations at all entry ways and throughout all school buildings which include masks, rubber gloves, and anti-bacterial cleansers designed to lessen the spread of COVID-19.
- Purchase and provide masks to all buildings for students and faculty.
- Provide technology for those students that need to quarantine so that they may continue to have the benefits of "in-person" learning during the time of quarantine.
- Upgrade ventilation and filtration for all school buildings including the purchase and replacement of air filters for enhanced scheduled replacement.

As described, the above strategies will allow for the continuous and safe operation of schools for in person learning by reducing the spread of COVID-19 with the continuous advanced cleaning and providing all students and staff with the necessary personal protection in the form of masks and disinfecting stations. The purchase of additional desks and furniture will allow for proper social distancing throughout the buildings and the installation and upgrade of ventilation systems throughout all buildings will further reduce the spread and allow for safe in person learning by providing clean air and proper ventilation as recommended.

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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.**

Freeport Public Schools uses various data points to both identify and monitor student needs and progress in planned interventions. All students K-12 will be administered a multitude of formative and summative assessments to precisely measure both growth and proficiency in all academic areas. In addition the health and physical education staff review student BMI data as well as administer district created assessments to identify needs in the area of health and wellness. Please note that as requested by the evaluator we have only included the identified student needs and planned interventions and supports aligned with descriptions of the academic impact of lost instructional time or implementation of evidence-based interventions from question #5 below. Freeport Public Schools comprehensive plan to address the academic impact of lost instructional time includes significant programs and interventions that are planned through the ARPA State reserve funds specifically earmarked for after-school programming, Summer programming and learning loss. Much of what is described below will be part of the implementations of programs and interventions in other parts of our ARP-ESSER funding.

Data Used to identify students needs and monitor student progress as a result of planned interventions and supports as listed in question #5:

- **Improvements to the "Distance Learning Center" (DLC) at Freeport High School to create a large space for experiential and cooperative group learning.** The NWEA assessment is administered at the beginning of the school year at Freeport High School and assessment data is used to measure year to year growth and proficiency. Data from the NWEA indicates lower proficiency rates in Math and ELA. An increase in experiential learning and cooperative group learning for which the Distance Learning Center will be used for will benefit student achievement.
- **Upgrades to Biology and other Science Classrooms** Students at Freeport High School were administered a pre-assessment at the start of all lab science courses to identify specific weaknesses linked to the lack of lab work done over the past 20 months of the pandemic and results were used to plan for updated labs.
- **Atkinson Intermediate School Playground Upgrade** Free and Reduced lunch data was reviewed as well as rates of obesity and students who are considered overweight to determine the need for an increase in physical activity for students. NYS BMI survey last year indicated that a large portion of students fell in the 95th-98th percentile (obese). Each school in the district competed in the Triannual Wellness Policy Assessment in the 2020-2021 school year. Schools in the district identified opportunities for physical activity before, after and during school as an area in need of improvement in the district as well as the increased need for available space. A facility review revealed the need for upgraded playground equipment to allow for opportunities for increased physical activity at Atkinson school.
- **Atkinson Intermediate School Multi-Purpose Turf Field** Free and Reduced lunch data was reviewed as well as rates of obesity and students who are considered overweight to determine the need for an increase in physical activity for students. Student participation in afterschool and interscholastic sports were reviewed for the past 3 years indicating the need for an additional field to ensure ample opportunity for increased participation. Each school in the district competed in the Triannual Wellness Policy Assessment in the 2020-2021 school year. Schools in the district identified opportunities for physical activity before, after and during school as an area in need of improvement in the district as well as the increased need for available space.
- **Flexible Furniture for K-12 Classrooms** The NWEA assessment, F&P Benchmark Assessment and iReady Diagnostic Assessment are administered at the beginning and end of the school year and assessment data is used to measure year to year growth and proficiency. Data from the NWEA indicates lower proficiency rates in Math and ELA. It is hypothesized that drops can be attributed to a lack of student to student collaboration over the past 20 months due to pandemic protocols. Teacher observation data was also reviewed indicating student struggles with engagement and collaboration. Students survey data also indicated a strong

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

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desire to return to collaborative group work which had been a corner stone of instruction prior to the pandemic.

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

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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.**

Freeport Public Schools will use funds to address the impact of lost instructional time through various evidence-based interventions including but not limited to those listed below.

- Improvements to the "Distance Learning Center" (DLC) at Freeport High School to create a large space for experiential and cooperative group learning. Throughout the pandemic large gatherings of students and bringing in speakers or activities from outside the district were not possible and students missed out on opportunities to learn from these types of experiential learning. Upgrading the existing space at Freeport High School to allow for an inviting and functional space for these type activities to occur will ensure that students will once again have the opportunity to engage in these valuable learning experiences.
- Upgrades to Biology and other Science Classrooms Scientific lab work in all science classes was limited during the pandemic due to various health and safety protocols and the fact that almost 50% of the students at Freeport High School chose to learn remotely during the 2020-2021 school year. Upgrades to the science labs will allow for robust lab work to now continue in all classes as well during after school and summer school programs.
- Atkinson Intermediate School Playground Upgrade The pandemic resulted in students being involved in minimal physical activity due to the cancellation or remediation of after school programs, organized sports and social distancing requirements. Currently the Atkinson school has limited playground equipment. An upgraded playground will allow for more students to be able to use the equipment during both recess time and physical education classes. The playground upgrades will be designed to meet the physical needs of students in 5th and 6th grade that attend Atkinson School in an effort to increase physical activity during the school day, through after school activities, and as part of the enhanced Summer School program.
- Atkinson Intermediate School Multi-Purpose Turf Field The pandemic resulted in students being involved in minimal physical activity due to the cancellation or remediation of after school programs, organized sports and social distancing requirements. A multi-purpose field at Atkinson will provide an additional space in the district for our athletic teams to practice and play as well as a large outdoor space for physical education classes to use for organized sports instruction. The field will allow us to increase the number of students who can participate in after school sports and/or increase the number of offerings for students.
- Flexible Furniture for K-12 Classrooms Teachers report that the two most prevalent weaknesses they are encountering following the pandemic are student engagement and student's weak collaboration skills. Outfitting classrooms with furniture designed for collaboration will support increased engagement and collaboration. Such furniture includes: Flex-space giant pillows, Balance Ball Chairs, Wobble Chairs, Portable lap desks, Stool, Modular Seating, Flex-Space Ergo Bounce Chairs, Flex-Space Curved Seating, Desk Chairs on wheels, 3-in-1 Flexible Seating. Select classrooms and larger spaces will be designed in each building according to the age and needs of students.

The interventions listed above meet the evidence-based requirement to address learning loss. There is evidence-based research to support experiential learning as being highly engaging for students and leading to better long-term memory, deeper understanding and it develops the important skills of problem-solving, critical thinking, improved communication skills and knowledge management. It encourages students to reflect on their learning and develop new skills and ways of thinking. It can provide the hands-on approach needed to support traditional learning. This will be key in addressing learning loss for our students.

Collaboration is an important part of experiential learning. Students are able to make new connections in learning when working with others and hearing different ways of thinking and solving. By upgrading our Science Labs, the Distance Learning Center and providing our K-12 classrooms with flexible furniture, we are creating the physical foundations to support experiential and cooperative learning.

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The changes to the outdoor fields will provide these same experiences through learning together about team work and cooperation to reach a common goal. Learning loss for our students relates not just to academics, but their ability to function in a cooperative school environment socially and emotionally. Physical education, sports and recess provide experiential learning and boost students ability to work cooperatively, problem solve, and think critically.

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.**

Freeport Public Schools has included monies to enhance educational learning as it relates to athletics and intramural sports with the upgrade and purchase of equipment and installation of playgrounds. The athletics program was deeply impacted in the last year and a half due to social distancing requirements and the need to keep students safe, by eliminating the spread of COVID-19. There has been loss experienced by our students with regard to physical activity and the experiences of all students as they relate to the athletic program and gathering for both District sporting events and traditional intramural sports.

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

As a district with an incredibly diverse student body with majority students of color in which more than 70% of the students are on free or reduced lunch and more than 65% of our students speak a language other than English at home, our schools serve a community that has been disproportionately impacted by the COVID-19 pandemic. ARP-ESSER funds including the state reserve funds have been allocated based on extensive data collection as indicated above. Including, academic assessments, student and parent surveys, teacher feedback and observation and stakeholder engagement. Data is reviewed specifically by subgroup to ensure that all groups are planned for based on data specific to needs.

Upgrades to the playgrounds and fields will allow for increased physical activity and organized sports which will be implemented both during and after the school day allowing for an increased number of students to participate in these activities. The goal is to decrease the number of students who are overweight or have an unhealthy BMI. Many of our students live in apartments and did not have access to large outdoor spaces through the pandemic.

Mental health and social emotional learning for students and staff remain a priority in our schools. The following programs, staffing, materials, and curriculum resources are included in our ARP-ESSER plan. Plans include, participation in the Cohen's Behavioral Health Clinic offering urgent care mental health services to all students in the Freeport Schools, expanded hours for Guidance and PPS support for students, staff, and families in grades K-12, training for teachers and implementation of the Upstream Prevention Program for grades K-2 and 7-12, the Sources of Strength Program for grades 3-6, consultant services for Social Emotional Learning (SEL) and Mental Health training for all district staff as well as increased PPS staffing with a focus on SEL curriculum implementation. Calming spaces will also be created in all of the district buildings for students and staff use.

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ARP-ESSER Return to In-Person Instruction

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

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

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

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

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

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

The District's most current re-opening/return to in-person learning plan is located on the district website:

<http://www.freeportschools.org/>

Any person requesting a copy of the plan will be sent one electronically or may pick up a paper copy at the administration building in the district.

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.

Every six months the district will hold meetings with stakeholders to review the district plan and present any new relevant data or findings . These groups include student government, bargaining group leadership, PTA leaders, administrative council, and teacher committees. Updates to the plan will be posted on the district website and presented at Board of Education meetings. Public comments will be accepted through email and phone calls as well as at the Board of Education meetings .

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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

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 (\$)	11,424,525
Total Number of K-12 Resident Students Enrolled (#)	6,765
Total Number of Students from Low-Income Families (#)	4,518

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	8
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	8

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

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

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

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.	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.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	51,765
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.	375,000
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.	396,800
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
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	0

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

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	FUNDING Amounts (\$)
students, students experiencing homelessness, and children and youth in foster care.	
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	5,009,780
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.	1,187,700
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.	3,855,450
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.	521,280
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.	26,750
Totals:	11,424,525

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

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

FREEPORT UFSD

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PLEASE NOTE:

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

- <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/>
- ESSER.GEER_.FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99

Local Educational Agencies (LEAs) which intend to do federally funded work using ARP-ESSER funds must first file FS-10s and other documents as required by the Office of ESSA-Funded Programs. If a project would normally require a building permit if supported by state/local funds, it must also have a building permit if supported by federal funds (or a combination of funding streams). Facilities Planning forms are under development at this time.

1. What is the amount of funds that the LEA plans to use for construction related projects?

9,202,930

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

In order to continue to address the health and safety of our students and continue to operate the schools for in-person learning, the District will utilize funds for the upgrades to certain building facilities where health services are provided to students, as well as improvements to our HVAC systems which will allow for improved ventilation for students and staff further reducing the risk of virus transmission.

General Construction projects for the upgrade of health service facilities include the following:

Construction costs, including the demolition and reconstruction of the Nurses Offices in three elementary schools are indicated below. The total cost indicated for each of the locations will include the removal and replacement of all floors (including asbestos abatement), walls and ceiling finishes, as well as the installation of upgraded ventilation systems.

*Renovations to Nurses Office at **Archer Elementary School** including new floors, walls, ceiling finishes, LED lighting and new ventilator (HVAC) for **\$171,200***

*Renovations to Nurses Office at **Bayview Elementary School** including new floors, walls, ceiling finishes, LED lighting and new ventilator (HVAC). Includes upgrades of Nurse's bathroom to meet ADA compliance for **\$214,000***

*Renovations to Nurses Office at **Columbus Elementary School** including new floors, walls, ceiling finishes, LED lighting and new ventilator (HVAC). Includes upgrades to nurse's bathroom to meet ADA compliance for **\$160,500***

The above total costs also include soft costs such as architect fees, construction management fees and contingency costs included in the estimates.

Construction costs for the upgrade of ventilation systems throughout the locations below will include the removal and replacement of the existing HVAC systems and unit ventilators, as well as any soft costs associated with the construction project including architect fees, construction management fees and any contingency costs included in the estimates. These locations are as follows:

New Visions Elementary School** – replacement of cooling tower (Remove and replace existing chiller including associate pumps, piping and refrigerant for **\$324,450

*Upgrades to **Columbus Elementary School** replacing 21 Unit ventilators (HVAC) at a cost of **\$1,358,900***

*Upgrades to **Archer Elementary School** replacing 37 Unit ventilators (HVAC) at a cost of **\$995,100***

*Upgrades to **Atkinson Intermediate School** replacing 27 Unit ventilators (HVAC) at a cost of **\$1,177,000***

*The District has also included the upgrade of the existing bleacher system and press box at the Freeport High School. The replacement of the bleacher system is necessary in order to better utilize this space to allow for safer gatherings utilizing an outdoor space for District educational related events and Athletic programs by allowing for greater social distancing with increased seating. The total cost of the bleacher system and press box is estimated at **\$642,000**.*

The following construction projects that have been included within the application address the impact of lost instructional time, including an upgrade of the Distance Learning Center located at the Freeport High School, as well as upgrades to six biology classrooms and three science classrooms. Upgrades in each of these locations is necessary to address both needed increases in collaborative learning and lab work curtailed over the past 20 months. Additionally, upgrades below include several areas related to the enhanced physical education. These construction projects will include the following:

***Distance Learning Center** at Freeport High School total costs **\$321,000**.*

- 1. Demolition of entire space, floors, ceilings, lighting.*
- 2. Leveling of existing flooring.*
- 3. Reconfiguration of existing floorplan.*
- 4. Installation of new flooring, ceilings, and lighting.*
- 5. Installation of electric.*

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs**

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6. *Soft costs and contingencies.*

Renovation of Three Biology Classrooms at Freeport High School total costs **\$1,112,400.**

1. *Demolition of entire space, floors, ceilings, lighting, manufactured casework, etc.*
2. *Removal of Asbestos floor tile.*
3. *Reconfiguration of existing floor plan.*
4. *Installation of new flooring, ceiling and LED Lighting.*
5. *Installation of new manufactured casework.*
6. *Utilities, including water and electric.*
7. *Soft costs and contingencies.*

Renovation of Three General Science Classrooms at Freeport High School total costs **\$1,102,100.**

1. *Demolition of entire space, floors, ceilings, lighting, manufactured casework, etc.*
2. *Removal of Asbestos floor tile.*
3. *Reconfiguration of existing floor plan.*
4. *Installation of new flooring, ceiling and LED Lighting.*
5. *Installation of new manufactured casework.*
6. *Utilities including water and electric.*
7. *Soft costs and contingencies.*

Installation of School Playground at Atkinson Intermediate School total costs **\$168,000.**

1. *Removal of existing playground equipment.*
2. *Grading and drainage of existing location*
3. *Installation of turf playground surface.*
4. *Installation of Playground equipment*
5. *Soft Costs and contingencies.*

Installation of Multi-purpose Field at Atkinson Intermediate School total costs **\$1,456,280.**

1. *Grading of existing field location.*
2. *Installation of drainage system.*
3. *Installation of Full Turf Athletic Field.*
4. *Installation of concrete pad.*
5. *Installation of Bleacher system,*
6. *Soft Costs and contingencies.*

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

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

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4. The LEA assures it will have or obtain a full title or other interest in the site, including right of access, that is sufficient to insure the grantee's undisturbed use and possession of the facilities for 50 years or the useful life of the facilities, whichever is longer. § 75.603 (Authority: 20 U.S.C. 1221e-3 and 3474)
- ☒ YES, the LEA provides the above assurance.
5. The LEA assures it will ensure that sufficient funds are available to meet any non-Federal share of the cost of constructing the facility. § 75.604
- ☒ YES, the LEA provides the above assurance.
6. The LEA assures work will begin on construction within a reasonable time after the grant for the construction is made. § 75.605 (Authority: 20 U.S.C. 1221e-3 and 3474)
- ☒ YES, the LEA provides the above assurance.
7. The LEA assures the construction will be completed within a reasonable time and the LEA shall complete the construction in accordance with the application and approved drawings and specifications. § 75.606
- ☒ YES, the LEA provides the above assurance.
8. The LEA assures that the construction is functional; economical; *and* not elaborate in design or extravagant in the use of materials, compared with facilities of a similar type constructed in the State or other applicable geographic area. § 75.607. Further, the LEA assures that it shall, in developing plans for the facilities, consider excellence of architecture and design and inclusion of works of art. The grantee may not spend more than one percent of the cost of the project on inclusion of works of art. § 75.607 Authority: 20 U.S.C. 1221e-3 and 3474)
- ☒ YES, the LEA provides the above assurance.
9. In planning for and designing facilities, the LEA assures it shall observe the standards under the Occupational Safety and Health Act of 1970 (Pub. L. 91-576) (See 36 CFR part 1910); and State and local codes, to the extent that they are more stringent. § 75.609 Further, the LEA assures it will submit an application for a Building Permit to NYSED Office of Facilities Planning for review and approval prior to construction.
- ☒ YES, the LEA provides the above assurance.
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.

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

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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.
16. The LEA assures that, to the extent feasible, it shall design and construct facilities to maximize the efficient use of energy. § 75.616 Further, the LEA shall comply with ASHRAE standards in designing and constructing facilities built with project funds. § 75.616 The following standards of the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) are incorporated by reference in this section:
- ASHRAE-90 A-1980 (Sections 1-9).
 - ASHRAE-90 B-1975 (Sections 10-11).
 - ASHRAE-90 C-1977 (Section 12)
- Incorporation by reference of these provisions has been approved by the Director of the Office of the Federal Register pursuant to the Director's authority under 5 U.S.C. 552 (a) and 1 CFR part 51. The incorporated document is on file at the Department of Education, Grants and Contracts Service, rm. 3636 ROB-3, 400 Maryland Avenue, SW., Washington, DC 20202-4700 or at the National Archives and Records Administration (NARA). For information on the availability of this material at NARA, call 202-741-6030, or go to:
- http://www.archives.gov/federal_register/code_of_federal_regulations/ibr_locations.html. These standards may be obtained from the publication sales department at the American Society of Heating, Refrigerating, and Air Conditioning Engineers, Inc., 1791 Tullie Circle, NE., Atlanta, Georgia 30329. § 75.616
- ☒ YES, the LEA provides the above assurance.

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

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ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

ARP FS10 Revised 2 3 22.pdf

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

ARPA Budget Revised Narrative 1 12 2022.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	0
16 - Support Staff Salaries	0
40 - Purchased Services	9,577,930
45 - Supplies and Materials	1,423,045
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	26,750
49 - BOCES Services	396,800
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	11,424,525