

**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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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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**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 utilized a "District Stakeholder Input for Federal Funding" survey to engage a diverse and representative set of applicable stakeholders in developing a plan. The survey was shared with:

- Community Members
- Instructional Staff
- Non-Instructional Staff
- Parents/Guardians
- Students

The introduction stated: "*Federal funding was recently made available to New York State to support schools in safely reopening while meeting the academic, social, emotional and mental health needs of students resulting from the Covid-19 pandemic. As we look ahead to the start of school in September, we are looking for input as to how these funds will benefit our students best.*"

Survey participants were asked to prioritize spending in the following areas:

- Continue school facilities repairs and improvements, including upgrades tied to air quality and ventilation.
- Enhance programs to support at-risk students and families (i.e., low-income students, children with disabilities, English language learners, and students experiencing homelessness.)
- Implementing evidence-based strategies to meet students' academic needs.
- Implementing evidence-based strategies to meet student's social, emotional, and mental health needs.
- Maximizing in-person instructional time by reducing class sizes.
- Offering before and after school enrichment programs.
- Purchasing educational technology (for example, Chromebooks and smartboards)
- Returning students to in-person instruction continuing recently developed COVID-19 enhanced health and safety protocols.
- Supporting STEAM opportunities.
- Training and professional development for staff.

Using the information provided from the survey, the district collaborated with various constituency groups (students, parents/guardians, administrators, teachers, school staff, union leadership and individuals representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, and other underserved students). This collaboration occurred (and continues to occur) through current processes such as the standing committee collaboration team used for the consolidated application, building school improvement teams, the district-wide curriculum (Excellence in Learning) committee, administrative meetings, PTA meetings, and School Board meeting discussions. The District Superintendent communicates on an ongoing basis with various constituency groups (Athletics, Music & Arts, SEPTA, and For the Kids (FTK) Foundation). The Superintendent also met with new informal groups associated with mask and vaccine mandate concerns.

This ongoing engagement will continue going forward and regular updates will be provided throughout the implementation at public Board meetings. Public input will always be encouraged.

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

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

[http://www.eischools.org/Assets/Community\\_Documents/080521\\_American\\_Rescue\\_Plan\\_Act-2021-2022\\_2.pdf](http://www.eischools.org/Assets/Community_Documents/080521_American_Rescue_Plan_Act-2021-2022_2.pdf)

A digital copy of the plan will be made available to people who request it and if necessary, a printed version will be made available through the district office.

**ARP-ESSER LEA Base 90% Allocation - Program Information**



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LEA ARP-ESSER Plan - ARP-ESSER Plan Development & 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.**

For the most part, other funding sources are being use for mitigation strategies consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

All COVID-19 protocols will continually be reevaluated based on available guidance and recommendations from health professionals.

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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.**

The data to be used to identify student needs and monitor student progress include:

- Behavioral Referral Rates
- Classroom Reports
- Curriculum-Based Measures (CBM) of Early Literacy, Reading, Early Numeracy, Math, & Written Expression
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS™)
- Fountas & Pinnell Reading Levels
- IReady Diagnostic Assessments in Math and ELA
- Marking Period Grades
- New York State Assessments
- Teacher-Based Assessments

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

The District plans to address the impact of lost instructional time through the implementation of the following evidence-based interventions:

Accelerating learning through instructional approaches:

Before and after school programs where educators target students needing additional support before, and after the regular school day. 20% of funds reserved for summer learning and ELA

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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.**

Tools that will drive the process of evaluating the success of the District's interventions are as follows:

- Behavioral Referral Rates
- Classroom Reports from Teachers
- Curriculum-Based Measures (CBM) of Early Literacy, Reading, Early Numeracy, Math, & Written Expression
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS™)
- Fountas & Pinnell Reading Levels
- IReady Diagnostic Assessments in Math and ELA
- Marking Period Grades
- New York State Assessments
- Teacher-Based Assessments
- Observations and discussions with Elementary and Secondary School Counselors

Building, grade level, department, and special service teams meet frequently in Professional Learning Communities to review student data and adjust instruction to improve student learning. Benchmark testing and progress monitoring assessments are conducted.

Teachers use those tests and other tools to evaluate and track student growth. The collected data will be disaggregated by student population to analyze trends in student academic, social, and emotional growth. This data analysis will occur in conjunction with our District Comprehensive improvement Plan which specifically targets student subgroups. Effectiveness of the interventions will be identified for students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, and children in foster care. The district currently does not have any migratory students.

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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

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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.**

[http://www.eischools.org/district/important\\_info\\_2022](http://www.eischools.org/district/important_info_2022)

The 2021-2022 School Reopening Plan was distributed to all families through our mass messaging distribution system (ParentSquare). Digital copies of the School Reopening Plan are available upon request and if necessary, a printed version will be made available through the district office.

- 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 East Islip Reopening Plan and subsequent COVID Protocols are discussed at monthly public Board of Education Meetings.

Members of the public are encouraged to participate during the meetings and are provided the opportunity to email questions, comments and suggestions prior to the meetings.

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

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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

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

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**ARP-ESSER LEA Base 90% Allocation - Budget**

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

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

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

Fixed\_ARP-ESSA\_FS10\_Budget\_2022\_East\_Islip\_580503030000.pdf

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

ARP-ESSA\_Budget\_Narrative\_2022\_East\_Islip\_580503030000.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  | 300,000          |
| 16 - Support Staff Salaries | 69,000           |
| 40 - Purchased Services     | 0                |
| 45 - Supplies and Materials | 516,766          |
| 46 - Travel Expenses        | 0                |
| 80 - Employee Benefits      | 0                |
| 90 - Indirect Cost          | 0                |
| 49 - BOCES Services         | 227,908          |
| 30 - Minor Remodeling       | 0                |
| 20 - Equipment              | 0                |
| <b>Totals:</b>              | <b>1,113,674</b> |