

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

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**Summary & Background**

HICKSVILLE UFSD

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

**Introduction/Instructions - Summary & Background**

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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**

HICKSVILLE UFSD

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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	Marcy Tannenbaum	matannenbaum@hicksvillepublicschools.org	8/31/2021
LEA Board President	Philip Heckler	pheckler@hicksvillepublicschools.org	8/31/2021

**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.**

There are several distinct meetings that convene monthly. Local conversations began at district Site-Based where shared decision making occurs and includes building administration, teachers, parents and students. The discussions continued with district representation (administrators, teachers and parents) at the Curriculum Council meetings in the spring of 2021. The Board of Education Curriculum Committee was an opportunity for all stakeholders to participate in evening meetings.

Once the district programs were decided upon for inclusion in the grant, there were several ad hoc meetings with district administrators to determine the details and implementation. As an example, there were two summer school programs in 2021 - one in-person and one virtual. The "Instructional Interventionist" positions evolved from one full-time equivalent position to a .5 at the elementary level and .6 at the secondary level. The final determination was the result of regular discussions with the teacher's union over several months.

The Hicksville Board of Education promotes and supports communication through several inclusive district committees. One example is the Communications Advisory Committee that ensures that all stakeholders are informed.

**Existing meetings are the best forum for access and comfort.**

**Special Education - On page 8 of the Hicksville Public School calendar which is available on the website and a paper copy was mailed to families, there is a listing of the Special Education Advisory Committee (SEAC) meeting dates: October 27, 2021, January 31, 2022 (7:30 PM), March 31, 2022 and May 5, 2022 at 7:00 pm. There will be meetings of this advisory committee each year throughout the life of the grant. Hicksville's 2021 new Director of Special Education (Inna Mishiev) is committed to making SEAC a safe place for special education parents to attend to learn about ARP.**

**ELL's - Approximately 1/3 of Hicksville's population speaks Spanish and represents the majority of our ELL's. Hicksville's new supervisor of ENL, Janet-Suarez Lovett, speaks Spanish and has tentative dates of October 13 and April 27 to hold community forums regarding programs offered in the district and ARP. Ms. Suarez-Lovett also plans to attend virtual PTA meetings to speak to parents about programs and ARP. We also have available Propio during the meeting to address the over thirty languages spoken. This cycle of meetings will continue throughout the life of the grant. These meetings are accessible virtually due to Covid.**

**Low-income students - There are three Title 1 schools in the district. There is a process for all families in addition to Title 1 to receive information about ARP at two annual parent meetings where Title 1 services are explained including the parent school compact as well as the Parent and Family Engagement Policy. Included in these meetings will be discussion of ARP.**

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

<https://www.hicksvillepublicschools.org/cms/one.aspx?portalid=136760&pageid=43727228>

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

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

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.

The LEA will improve indoor air quality by replacing aging univents in instructional spaces districtwide. Costs were provided by the District's architect, to which 16.5% was added for soft costs, including asbestos abatements and monitoring of indoor air quality, architect fees, and construction management fees. The total costs were allocated on a per building basis. The incoming electrical service (transformers) were upgraded in every building in 2019 providing ample support for the upgraded units. The expenditure is expected to occur in the summer of 2023 after approval by Facilities Planning.

The following strategies are already in place to prevent and mitigate the spread of COVID-19: full-time covid nurse coordinator/contact tracer to promptly identify cases, clusters and outbreaks, contact tracing with isolation and quarantine of 10 days, all employees must be vaccinated or provide proof of vaccination on a weely basis (district provides 3 days of on-site testing for employees before work or lunch), all students/staff must be masked and three feet distancing/6 feet when eating, handwashing is encouraged and soap/hand sanitizer provided, cleaning and sanitizing is in place for all instructional areas.

These strategies will continue for the safe and continuous operation of in-person learning as evidenced by the continuous operation of school and no classroom or district pivots to remote learning thus far. Each of these strategies are coordinated on a daily basis and supervised by the director of facilities, building administration, assistant superintendent for business, etc.

The funding request in this application as a result of a needs assessment is for improving ventilation in buildings that can reduce the number of virus particles in the air. Bringing fresh indoor air into a building helps keep virus particles from concentrating inside. The funding will be used to make changes to the HVAC/air filtration systems to accomplish this need.

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

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

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 district uses NWEA MAP as its universal screening tool three times a year. The district was successful in administering MAP last spring to students on remote instruction including K-2 students using i-Pads.

Instructional Interventionists will receive training by district staff in how to conduct running records on August 24 during new teacher training. The interventionists will meet with the Assistant Superintendent for Curriculum and Instruction, Director of Curriculum Instruction and Assessments, and the Supervisors of Math and ELA at least three times a month to monitor diagnosis and remediation and receive training. The interventionists will be working with students in the Tier 1 classroom. The district adopted Into Math program has several diagnostic capabilities that include Waggle as a formative assessment tool. These students do not qualify for Tier Two or Three services, but require additional support in Tier 1 as a result of learning loss.

Secondary students will be identified using the BOCES IDW assessment from 2020-2021 school year as well as the readministration in September 2021. Delta math will utilized to monitor student progress.

**A Mental Health and Wellness Coalition was created last year and will continue to meet four times a year**

**SEL and mental health data for all sub-groups will be collected by guidance counselors, social workers and psychologists using a three-tiered approach to assisting students:**

- **Tier 1 Approach:** Classroom presentations will focus on Social Emotional Learning (SEL), mindfulness, mental health and positive academic and social development, growth mindset, and communication
- **Tier 2 Approach:** Small counseling groups that will focus on social skills, divorce and separation, new to the district and new to the country or state, academic struggles, bereavement issues, support groups for children who have faced multiple stressors and or trauma (environmental and or economic)
- **Tier 3 Approach:** Provide more one to one counseling for mandated and non -mandated students to cope with issues as stated in tier two counseling groups.
- **Provide staff training for all issues focusing on SEL and mental health as well as workshops and training opportunities for parents (see below)**
- **Provide community outreach and resource coordination**

**Elementary Guidance:** The goal of the elementary guidance program is to incorporate social-emotional learning, mindfulness and teach coping skills in the classroom. This program creates a supportive forum for students to talk about feelings, express concerns, share ideas, and problem solve. Throughout the past school year, topics that were taught in the classroom included empathy, bullying prevention, kindness, self-esteem, friendship, integrity, and managing emotions. This year we have a bilingual elementary guidance counselor who will be partnering with Brooke Gorey to continue the district-wide initiative of the Olweus Program. This program is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. The Olweus Program has a parent component and parents will be encouraged to partner with the school.

The elementary guidance counselors will have a website for each of the seven elementary schools. Weekly health lessons for all elementary students include social and emotional topics with interactive activities that students could do with their parents. These lessons incorporated components of the Olweus Program. Counselors will collaborate with teachers, psychologists and social workers and contacted parents and students who were struggling last year, and will continue to do so this school year. Resources for social-emotional activities and mindfulness activities are provided on the counselor's website for each of the seven elementary schools.

<https://sites.google.com/hicksvillepublicschools.org/hpselemguidance/home>

School counselors, psychologists and social workers have compiled some wonderful resources on our school website, specifically mental health resources. Links to Community and Mental Health Resources, Long Island Counseling Centers, and guide from New York State Office of Mental Health that focuses on talking to children about COVID-19 -it's a parent resource that provides tips in 6 different languages, including Spanish. The link to Support Services provides the email address of the elementary psychologists and social workers in each building.

The following interventions have been planned:

- **September 17th:** High school counselors will provide "Start with Hello" lunch meetings with parents on their caseloads
- **September 13th at 7:00 p.m.:** 9th and 10th Grade Guidance Informational Evening (for parents and students)
- **September 14th at 7:00 p.m.:** 11th Grade Guidance Informational Evening (for parents and students)
- **September 20th at 7:00 p.m.:** K-12 Community and Resilience Parent Workshop (Steve Chassman)
- **September 28th:** Middle school 6th Grade Counselors will provide "Start with Hello" lunch meetings with parents on their caseloads
- **September 29th:** Middle school 7th Grade Counselors will provide "Start with Hello" lunch meetings with parents on their caseloads
- **September 30th:** Middle school 8th Grade Counselors will provide "Start with Hello" lunch meetings with parents on their caseloads
- **October 5th:** Parent Student University for all ENL Parents
- **October 7th:** Assistant District Attorney Brian Heid-S.T.O. P then Send presentation for Middle School and High School Parents-focus is



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

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

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on Cyberbullying

- October 14th: Middle School Guidance Informational Evening (for parents and students)
- October 26th Viewing of Screenagers for Parents-Dr. Delaney will moderate
- Similar activities will be planned for the spring and throughout the life of the grant

Social, Emotional and Mental Health Monitoring: NYSED benchmarks - <http://www.p12.nysed.gov/sss/selbenchmarks.html> OLWEUS surveys; using the tiered approach, students will flow through the interventions based upon need

Academic Monitoring: State Assessments, NWEA MAP, BOCES IDW, Running Records, Weekly (Mondays @ 8:30) meetings of the Interventionists to collaboratively assess and monitor

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 LEA will differentiate instruction as an evidence-based intervention by purchasing balanced literacy materials for all the elementary schools and provide professional development in how to meet the needs of students who experienced learning loss with leveled literature. Professional development will be provided to further develop teachers' abilities in completing running records, guided reading, read alouds, shared reading, independent reading and word study.

Summer learning will incorporate best practices including balanced literacy for students identified for remediation. Teachers will use LitCamp (ELA) and Into Math for remediation purposes.

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.**

Additional funds will be used for ventilation.

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

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

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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.**

The Assistant Superintendent for Curriculum, Instruction and Grants who is the district CIO is coordinating the information in this application. Therefore, the interventions for the accountability groups mentioned below will be carefully monitored. The district established a Mental Health and Wellness Coalition last year in response to the pandemic. The district will continue to use OLWEUS on the elementary level to address SEL through classroom meetings and Start with Hello on the secondary level as well as the advisory period in the middle school to address SEL and welcoming students back to school. The coalition includes members from both inside and outside of the organization such as Northwell Hospital. The meeting dates for the 2021-2022 school year are as follows:

- September 28
- November 16
- January 25
- March 15
- May 24

Interventions will include frequent monitoring. The Literacy Academic Interventionists began training on August 24 in the use of running records and the district's new math program, Into Math, has robust electronic monitoring capabilities such as Waggle. The BOCES IDW will be used to establish a baseline in ELA and math.

The district's first District Comprehensive Improvement Plan (DCIP) addresses diversity, equity and inclusion. A team from each building will be represented to ensure that diversity, equity and inclusion are addressing the needs of students most impacted by the pandemic.

English learners' progress will be monitored beginning with the August 2021 NYSESLAT data by the Supervisor of ENL and monthly department meetings will be used to review formative data and proficiency level progress. The Supervisor of ENL has been appointed as the homeless liaison and will work with the assistant superintendent for curriculum & instruction to ensure Title funds are being used to support homeless and foster students and academic interventions are established. Low-income students at the three identified Title 1 buildings (OCR, Burns and Lee Avenue) and throughout the district will be monitored in our Tiered system of Response to Intervention. Students of color will be similarly monitored. Children with disabilities will be monitored in the ICT and self-contained classrooms and during monthly school support team meetings (SST). Currently, the district does not have any migratory students.

**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**

HICKSVILLE UFSD

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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.hicksvillepublicschools.org/district/2021-2022\\_return\\_plan\\_c\\_o\\_v\\_i\\_d-19\\_resources](https://www.hicksvillepublicschools.org/district/2021-2022_return_plan_c_o_v_i_d-19_resources)

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

**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction**

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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 2021-2022 district calendar may be found at the following link: [https://www.hicksvillepublicschools.org/district/district\\_calendar](https://www.hicksvillepublicschools.org/district/district_calendar)  
Curriculum & Instruction and Facilities meetings will be held on January 5, 2022 and May 4, 2022 when the LEA will review and update the plan and record public comment in the minutes taken for each meeting. The meetings for the 2022-2023 school year will occur during the same months on January 4, 2023 and May 3, 2023 and will include minutes.

**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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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 (\$)	4,013,014
Total Number of K-12 Resident Students Enrolled (#)	5,175
Total Number of Students from Low-Income Families (#)	2,143

**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	9
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	9

**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**

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280517030000

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

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

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	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.	1,215,000
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.	1,354,984
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
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 students, students experiencing homelessness, and children and youth in foster care.	120,000
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	90,000

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.	1,233,030
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	0
<b>Totals:</b>	<b>4,013,014</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**

HICKSVILLE UFSD

280517030000

**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?**

1,227,493

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

The LEA will improve indoor air quality by replacing aging univents in instructional spaces districtwide at a cost of \$1,227,493. Costs were provided by the District’s architect, to which 16.5% was added for soft costs, including asbestos abatements and monitoring of indoor air quality, architect fees, and construction management fees. The total costs were allocated on a per building basis. The incoming electrical service (transformers) were upgraded in every building in 2019 providing ample support for the upgraded units. The expenditure is expected to occur in the summer of 2022 after approval by Facilities Planning.

**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.

**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.



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

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

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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**

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

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

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

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

ARP-ESSER FS-10 Budget 2021-22.pdf  
 ARP-ESSER FS-10 Budget 2021-2022.pdf  
 ARP-ESSER FS-10 Budget Revision 12032021.pdf

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

ARP-ESSER Budget Narrative 2021-22.pdf  
 ARP-ESSER Budget Narrative 2021-2022.pdf  
 ARP-ESSER Budget Narrative Revision 12032021.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	1,474,984
16 - Support Staff Salaries	0
40 - Purchased Services	1,513,030
45 - Supplies and Materials	1,025,000
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
<b>Totals:</b>	<b>4,013,014</b>

**BUDGET NARRATIVE**

<b>LEA: Hicksville UFSD</b>	<b>FOR TITLE: ARP-ESSER</b>
<b>BEDSCODE: 280517030000</b>	

**\*\* MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

**If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.**

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<b>Code 15</b> <i>Professional Salaries</i>	<p><i>Salaries for Instructional Interventionists (.5 elementary and .6 secondary, not probationary and no financial cliff) to provide diagnosis and remediation to address the unique needs of all students including low-income students, SWD, ELL's, racial and ethnic minorities, students experiencing homelessness and children in foster care.</i></p> <p><i>Summer learning will assist with learning loss for the aforementioned groups of students. Principals will supervise the programs and ensure data is collected. The additional .6 math teacher will assist with learning loss for students taking Algebra 1 – a graduation requirement.</i></p>
<b>Code 16</b> <i>Support Staff Salaries</i>	NA
<b>Code 40</b> <i>Purchased Services</i>	<p><i>Consultant services will be used provide professional development in the use of differentiated instruction and learning loss while using the balanced literacy materials purchased in supplies and materials.</i></p> <p><i>PLC consultant will provide professional development in teaching and learning specifically learning targets and success criteria to address learning loss and prioritizing standards. Consultants will create assessments that are valid and reliable to gauge learning loss and progress in mathematics.</i></p> <p><i>The LEA is allocating \$1,233,030 to improve indoor air quality by replacing aging univents in instructional spaces districtwide. Commercial Instrumentation Systems costs were provided by the District's architect, to which 16.5% (\$203,450) was added for soft costs, including asbestos abatements and monitoring of indoor air quality, architect fees, and construction management fees. The total costs were allocated on a per building basis. The incoming electrical service (transformers) were upgraded in every building in 2019 providing ample support for the upgraded units. The expenditure is expected to occur in the summer of 2022 after approval by Facilities Planning.</i></p> <p><i>3 buildings – High School, Middle School and Lee Avenue @ \$411,010 each</i></p>

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<b>Code 45</b> <i>Supplies and Materials</i>	<i>Balanced literacy materials will be purchased to differentiate instruction and address learning loss. Foundations materials will be purchased to differentiate instruction and address learning loss in the primary grades.</i>
<b>Code 46</b> <i>Travel Expenses</i>	<i>NA</i>

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<b>Code 80</b> <i>Employee Benefits</i>	NA
<b>Code 90</b> <i>Indirect Cost</i>	NA
<b>Code 49</b> <i>BOCES Services</i>	NA
<b>Code 30</b> <i>Minor Remodeling</i>	NA
<b>Code 20</b> <i>Equipment</i>	NA

**Local Agency Information**

Funding Source: ARP-ESSER

Report Prepared By:	Anthony Lubrano		
Agency Name:	Hicksville UFSD		
Mailing Address:	200 Division Avenue		
		Street	
	Hicksville	NY	11801
	City	State	Zip Code

Telephone #: 516-733-2145 County: Nassau

E-Mail Address: alubrano@hicksvillepublicschools.org

Project Operation Dates: 3/13/2020 9/30/2024  
 Start End

**INSTRUCTIONS**

- ❖ Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to the Grants Finance.
- ❖ Enter whole dollar amounts only.
- ❖ Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
  - Personnel positions, number and type
  - Equipment items having a unit value of \$5,000 or more, number and type
  - Minor remodeling
  - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
  - Any increase in the total budget amount.
- ❖ Certification on page 8 must be signed by Chief Administrative Officer or properly authorized designee.
- ❖ High quality computer generated reproductions of this form may be used.
- ❖ For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at [www.oms.nysed.gov/cafe/](http://www.oms.nysed.gov/cafe/) or call Grants Finance at (518) 474-4815.

**SALARIES FOR PROFESSIONAL STAFF: Code 15**

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

<b>Specific Position Title</b>	<b>Full-Time Equivalent</b>	<b>Annualized Rate of Pay</b>	<b>Project Salary</b>
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FS-10 Page 3

Elementary Instructional Interventionists (2021-2022)		.5	14 teachers @ MA Step 1 - \$69,680	\$487,760
Elementary Instructional Interventionists (2022-2023)		.5	14 teachers @ MA Step 1 - \$69,680	\$487,760
Secondary Instructional Interventionists (2021-2022)		.6	4 teachers @ MA Step 1 - \$69,680	\$167,232
Secondary Instructional Interventionists (2022-2023)		.6	4 teachers @ MA Step 1 - \$69,680	\$167,232
Elementary Learning (2021)	Summer	1.0	20 teachers @ \$50 a day x 30 days	\$30,000
Elementary Learning (2022)	Summer	1.0	20 teachers @ \$50 a day x 30 days	\$30,000
Elementary Learning (2023)	Summer	1.0	20 teachers @ \$50 a day x 30 days	\$30,000
Summer Principal (2021-2023)	Learning	1.0	1 Principal @ \$10,000 a year for 3 years	\$30,000
Additional math teacher @ high school (2021-2022)	.6	.6	\$75,000	\$45,000
Subtotal - Code 15				\$1,474,984

**SALARIES FOR SUPPORT STAFF: Code 16**

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g., account clerks.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
	Subtotal - Code 16		

**FS-10 Page 5**  
**PURCHASED SERVICES: Code 40**

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Consultants to provide professional development for balanced literacy (2021-2022)	Heinemann, Inc.	40 days @ \$1,875 per day	\$75,000
Consultants to provide professional development for balanced literacy (2022-2023)	Heinemann, Inc.	40 days @ \$1,875 per day	\$75,000
Professional development to support teaching and learning (2021-2022)	PLC Associates Inc.	16 days @ \$1,250 per day	\$20,000
Professional development to support teaching and learning (2022-2023)	PLC Associates Inc.	16 days @ \$1,250 per day	\$20,000
Consultants to create high-quality assessments that are valid and reliable	Rose Linda Ricca Angela Kozlowski	75 days @ \$1,200 per day	\$90,000
Improve Indoor Air Quality – 3 buildings High School Middle School Lee Avenue	Commercial Instrumentation Services	\$411,010 per building (16.5 % of total are soft fees as in budget narrative - \$203,450)	\$1,233,030
Subtotal - Code 40			\$1,513,030



**SUPPLIES AND MATERIALS: Code 45**

Beginning with the 2005-06 year include computer software, library books and equipment items under \$5,000 per unit.

For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Balanced Literacy Materials (see attached)	Materials for seven elementary schools	7 buildings @ \$128,571.429 each	\$900,000
Foundations materials	Materials for seven elementary schools	7 buildings @ 17,857.1429	\$125,000
Subtotal - Code 45			\$1,025,000

**TRAVEL EXPENSES: Code 46**

Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Subtotal - Code 46			

**FS-10 Page 8**  
**EMPLOYEE BENEFITS: Code 80**

Rates used for project personnel must be the same as those used for other agency personnel.

<b>Benefit</b>		<b>Proposed Expenditure</b>
<b>Social Security</b>		
<b>Retirement</b>	<b>New York State Teachers</b>	
	<b>New York State Employees</b>	
	<b>Other</b>	
<b>Health Insurance</b>		
<b>Worker's Compensation</b>		
<b>Unemployment Insurance</b>		
<b>Other (Identify)</b>		
Subtotal – Code 80		

**INDIRECT COST: Code 90**

- A. Modified Direct Cost Base – Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)
- B. Approved Restricted Indirect Cost Rate
- C. (A) x (B) = Total Indirect Cost                      Subtotal – Code 90

\$		(A)
	%	(B)
\$		(C)

**PURCHASED SERVICES WITH BOCES:Code 49**

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Subtotal – Code 49			

**MINOR REMODELING: Code 30**

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
Subtotal – Code 30		0

**FS-10 Page 10**  
**EQUIPMENT: Code 20**

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of \$5,000 or more should be itemized in this category. Equipment items under \$5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

For earlier years the threshold for reporting equipment purchases was \$1,000 or more. Equipment items under \$1,000 should be budgeted under Supplies and Materials.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
		Subtotal – Code 20	



### HELPFUL REMINDERS

- ❖ Check for the required number of copies to be submitted, including the number of original signature copies. The number of copies may vary from program to program. If unsure, contact the State Education Department office responsible for the program for which you are applying.
- ❖ An approved copy of the FS-10 will be returned to the contact person at the address completed on page 1. A window envelope will be used for the return mailing; please make sure that the contact information is accurate, legible, and confined to the address field.
- ❖ Be sure to check your math and carry all subtotals forward to the Summary on Page 8. Simple mathematical errors often require Grants Finance to contact both the local agency and other State Education Department offices, resulting in unnecessary delays in program approval. And remember, use whole dollars only.
- ❖ School districts and BOCES should use the restricted indirect cost rate that has been approved for the school year in which the grant will operate. Most other agencies are subject to a fixed maximum rate depending on the grant program and type of agency. Contact Grants Finance at (518) 474-4815 if you have any questions regarding indirect costs.
- ❖ The modified direct cost used in the calculation of indirect cost must exclude equipment, minor remodeling, the portion of each subcontract exceeding \$25,000 and any flow through funds.
- ❖ Be sure to complete the Agency Code on Page 8 as well as the Project #, if pre-assigned.
- ❖ For Special Legislative projects and Grant Contracts, please enter the Contract #.
- ❖ For ease of data entry at the State Education Department, please make sure that Page 8 faces out.
- ❖ Submit forms to the State Education Department as follows:

Application, FS-10, FS-10-A – Program Office

FS-25, FS-10-F for **Special Legislative Projects** –  
Special Legislative Projects Coordinating Team  
New York State Education Department  
Room 132 Education Building  
Albany, New York 12234

FS-25, FS-10-F for other projects –  
Grants Finance  
New York State Education Department  
Room 510W Education Building  
Albany, New York 12234

