



CSSRA ACT

AND APR

JUNE 2021

CRRSA- CORONAVIRUS RESPONSE AND RELIEF SUPPLEMENTAL APPROPRIATIONS ACT

- ALLOCATIONS CALCULATED BY NYSED USING THE RELATIVE SHARES OF GRANTS AWARDED UNDER TITLE I, PART A.
- GRANTS ENDS SEPTEMBER 2023.
- WITHIN THE ASSURANCES, THE LEA WILL PROVIDE REASONABLE OPPORTUNITIES FOR THE PARTICIPATION BY TEACHERS, PARENTS, AND OTHER INTERESTED AGENCIES, ORGANIZATIONS, AND INDIVIDUALS IN THE PLANNING FOR AND OPERATION OF EACH PROGRAM.

CRRSA USES

- ANY ACTIVITY AUTHORIZED BY THE ESEA OF 1965, INCLUDING THE NATIVE HAWAIIAN EDUCATION ACT AND THE ALASKA NATIVE EDUCATIONAL EQUITY, SUPPORT, AND ASSISTANCE ACT, THE INDIVIDUALS WITH DISABILITIES EDUCATION ("IDEA"), THE ADULT EDUCATION AND FAMILY LITERACY ACT, THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 ("THE PERKINS ACT"), OR SUBTITLE B OF TITLE VII OF THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT.
- COORDINATION OF PREPAREDNESS AND RESPONSE EFFORTS OF LOCAL EDUCATIONAL AGENCIES 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 CORONAVIRUS.
- ACTIVITIES TO ADDRESS THE UNIQUE NEEDS OF LOW-INCOME CHILDREN OR STUDENTS, CHILDREN WITH DISABILITIES, ENGLISH LEARNERS, RACIAL AND ETHNIC MINORITIES, STUDENTS EXPERIENCING HOMELESSNESS, AND FOSTER CARE YOUTH, INCLUDING HOW OUTREACH AND SERVICE DELIVERY WILL MEET THE NEEDS OF EACH POPULATION.

CRRSA USES CONTINUED

- DEVELOPING AND IMPLEMENTING PROCEDURES AND SYSTEMS TO IMPROVE THE PREPAREDNESS AND RESPONSE EFFORTS OF LOCAL EDUCATIONAL AGENCIES.
- TRAINING AND PROFESSIONAL DEVELOPMENT FOR STAFF OF THE LOCAL EDUCATIONAL AGENCY ON SANITATION AND MINIMIZING THE SPREAD OF INFECTIOUS DISEASES.
- PURCHASING SUPPLIES TO SANITIZE AND CLEAN THE FACILITIES OF A LOCAL EDUCATIONAL AGENCY, INCLUDING BUILDINGS OPERATED BY SUCH AGENCY.
- PLANNING FOR AND COORDINATING DURING LONG-TERM CLOSURES, INCLUDING FOR HOW TO PROVIDE MEALS TO ELIGIBLE STUDENTS, HOW TO PROVIDE TECHNOLOGY FOR ONLINE LEARNING TO ALL STUDENTS, HOW TO PROVIDE GUIDANCE FOR CARRYING OUT REQUIREMENTS UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT AND HOW TO ENSURE OTHER EDUCATIONAL SERVICES CAN CONTINUE TO BE PROVIDED CONSISTENT WITH ALL FEDERAL, STATE, AND LOCAL REQUIREMENTS.

CRRSA USES CONTINUED

- PURCHASING EDUCATIONAL TECHNOLOGY (INCLUDING HARDWARE, SOFTWARE, AND CONNECTIVITY) FOR STUDENTS WHO ARE SERVED BY THE LOCAL EDUCATIONAL AGENCY 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.
- PROVIDING MENTAL HEALTH SERVICES AND SUPPORTS, INCLUDING THROUGH THE IMPLEMENTATION OF EVIDENCE-BASED FULL-SERVICE COMMUNITY SCHOOLS.
- PLANNING AND IMPLEMENTING ACTIVITIES RELATED TO SUMMER LEARNING AND SUPPLEMENTAL AFTERSCHOOL 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 IN FOSTER CARE.

CRRSA USES CONTINUED

- ADDRESSING LEARNING LOSS AMONG STUDENTS, INCLUDING LOW-INCOME STUDENTS, CHILDREN WITH DISABILITIES, ENGLISH LEARNERS, RACIAL AND ETHNIC MINORITIES, STUDENTS EXPERIENCING HOMELESSNESS, AND CHILDREN AND YOUTH IN FOSTER CARE, OF THE LOCAL EDUCATIONAL AGENCY, INCLUDING BY- (I) 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; (II) IMPLEMENTING EVIDENCE-BASED ACTIVITIES TO MEET THE COMPREHENSIVE NEEDS OF STUDENTS; (III) PROVIDING INFORMATION AND ASSISTANCE TO PARENTS AND FAMILIES ON HOW THEY CAN EFFECTIVELY SUPPORT STUDENTS, INCLUDING IN A DISTANCE LEARNING ENVIRONMENT; AND (IV) TRACKING STUDENT ATTENDANCE AND IMPROVING STUDENT ENGAGEMENT IN DISTANCE EDUCATION.
- 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.
- 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.

CRRSA USES CONTINUED

- DEVELOPING STRATEGIES AND IMPLEMENTING PUBLIC HEALTH PROTOCOLS INCLUDING, TO THE GREATEST EXTENT PRACTICABLE, POLICIES IN LINE WITH GUIDANCE FROM THE CENTERS FOR DISEASE CONTROL AND PREVENTION FOR THE REOPENING AND OPERATION OF SCHOOL FACILITIES TO EFFECTIVELY MAINTAIN THE HEALTH AND SAFETY OF STUDENTS, EDUCATORS, AND OTHER STAFF.
- OTHER ACTIVITIES THAT ARE NECESSARY TO MAINTAIN THE OPERATION OF AND CONTINUITY OF SERVICES IN LOCAL EDUCATIONAL AGENCIES AND CONTINUING TO EMPLOY EXISTING STAFF OF THE LOCAL EDUCATIONAL AGENCY.

CRRSA- TIMELINE

- ✓ CRRSA APPLICATION AVAILABLE AND IS DUE JUNE 30TH
- ✓ COMPLETE NEEDS ASSESSMENT OF DISTRICT.
- ✓ SEEK COMMUNITY INPUT- SURVEY POSTED ON DISTRICT WEB SITE TO ALLOW FOR THE PARTICIPATION BY TEACHERS, PARENTS, AND OTHER INTERESTED AGENCIES, ORGANIZATIONS, AND INDIVIDUALS IN THE PLANNING FOR AND OPERATION OF EACH PROGRAM.
- ✓ DETERMINE ACTIVITIES AND EXPENSES.
- ✓ COMPLETE APPLICATION. (FOUND ON WEBSITE)
- ✓ AMEND AS NEEDED AS GOALS AND DISTRICT NEEDS ARE REVIEWED/REVISED

CSSRA PRIORTIES

 Full Day UPK

 Improve Indoor Air Quality

 Expanding the Arts

 Technology

 Flexible Learning Environment



ARP- AMERICAN RESCUE PLAN

- ALLOCATIONS CALCULATED BY NYSED USING THE RELATIVE SHARES OF GRANTS AWARDED UNDER TITLE I, PART A.
- GRANT ENDS SEPTEMBER 2024.
- AN LEA MUST RESERVE NOT LESS THAN 20 PERCENT OF ITS TOTAL ARP ESSER ALLOCATION TO ADDRESS LEARNING LOSS THROUGH THE IMPLEMENTATION OF EVIDENCE-BASED INTERVENTIONS.
- AN LEA THAT RECEIVES ARP ESSER FUNDS MUST, WITHIN 30 DAYS OF RECEIVING THE FUNDS, MAKE PUBLICLY AVAILABLE ON ITS WEBSITE A PLAN FOR THE SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES. BEFORE MAKING THE PLAN PUBLICLY AVAILABLE, THE LEA MUST SEEK PUBLIC COMMENT ON THE PLAN.

ARP USES

- COORDINATING PREPAREDNESS AND RESPONSE EFFORTS WITH STATE, LOCAL, TRIBAL, AND TERRITORIAL PUBLIC HEALTH DEPARTMENTS TO PREVENT, PREPARE FOR, AND RESPOND TO COVID-19.
- TRAINING AND PROFESSIONAL DEVELOPMENT ON SANITIZING AND MINIMIZING THE SPREAD OF INFECTIOUS DISEASES.
- PURCHASING SUPPLIES TO SANITIZE AND CLEAN THE LEA'S FACILITIES.
- REPAIRING AND IMPROVING SCHOOL FACILITIES TO REDUCE RISK OF VIRUS TRANSMISSION AND EXPOSURE TO ENVIRONMENTAL HEALTH HAZARDS.
- IMPROVING INDOOR AIR QUALITY.
- ADDRESSING THE NEEDS OF CHILDREN FROM LOW-INCOME FAMILIES, CHILDREN WITH DISABILITIES, ENGLISH LEARNERS, RACIAL AND ETHNIC MINORITIES, STUDENTS EXPERIENCING HOMELESSNESS, AND FOSTER CARE YOUTH.
- DEVELOPING AND IMPLEMENTING PROCEDURES AND SYSTEMS TO IMPROVE THE PREPAREDNESS AND RESPONSE EFFORTS OF LEAs.

ARP USES CONTINUED

- PLANNING FOR OR IMPLEMENTING ACTIVITIES DURING LONG-TERM CLOSURES, INCLUDING PROVIDING MEALS TO ELIGIBLE STUDENTS AND PROVIDING TECHNOLOGY FOR ONLINE LEARNING.
- PURCHASING EDUCATIONAL TECHNOLOGY (INCLUDING HARDWARE, SOFTWARE, CONNECTIVITY, ASSISTIVE TECHNOLOGY, AND ADAPTIVE EQUIPMENT) FOR STUDENTS THAT AIDS IN REGULAR AND SUBSTANTIVE EDUCATIONAL INTERACTION BETWEEN STUDENTS AND THEIR CLASSROOM INSTRUCTORS, INCLUDING STUDENTS FROM LOW-INCOME FAMILIES AND CHILDREN WITH DISABILITIES.
- PROVIDING MENTAL HEALTH SERVICES AND SUPPORTS, INCLUDING THROUGH THE IMPLEMENTATION OF EVIDENCE-BASED FULL-SERVICE COMMUNITY SCHOOLS AND THE HIRING OF COUNSELORS.
- PLANNING AND IMPLEMENTING ACTIVITIES RELATED TO SUMMER LEARNING AND SUPPLEMENTAL AFTER-SCHOOL PROGRAMS.
- ADDRESSING LEARNING LOSS.
- OTHER ACTIVITIES THAT ARE NECESSARY TO MAINTAIN OPERATION OF AND CONTINUITY OF AND SERVICES, INCLUDING CONTINUING TO EMPLOY EXISTING OR HIRING NEW LEA AND SCHOOL STAFF.

ARP TIMELINE

- ✓ ARP APPLICATION IS A 2- STEP PROCESS:
 - ✓ 1. ASSURANCES
 - ✓ 2. APPLICATION
- ✓ COMPLETE NEEDS ASSESSMENT OF DISTRICT.
- ✓ SEEK PUBLIC INPUT- SURVEY POSTED ON DISTRICT WEB SITE TO ALLOW FOR THE PARTICIPATION BY TEACHERS, PARENTS, AND OTHER INTERESTED AGENCIES, ORGANIZATIONS, AND INDIVIDUALS IN THE PLANNING FOR AND OPERATION OF EACH PROGRAM.
- ✓ ARP ACT REQUIRES EACH LEA THAT RECEIVES FEDERAL ARP-ESSER FUNDING, TO POST ON ITS WEBSITE, ON OR BEFORE JULY 1, 2021, A PLAN BY SCHOOL YEAR OF HOW SUCH FUNDS WILL BE EXPENDED.
- ✓ DETERMINE ACTIVITIES AND EXPENSES.
- ✓ DEVELOP THE ARP PLAN AND POST ON WEBSITE.
- ✓ COMPLETE APPLICATION.
- ✓ AMEND AS NEEDED AS GOALS/NEEDS ARE REVIEWED/REVISED

ARP PLAN

PLAN BY SCHOOL YEAR OF HOW SUCH FUNDS WILL BE EXPENDED AND HOW THE LEA WILL PRIORITIZE SPENDING ON NONRECURRING EXPENSES IN THE FOLLOWING AREAS:

- SAFELY RETURNING STUDENTS TO IN-PERSON INSTRUCTION;
- MAXIMIZING IN-PERSON INSTRUCTION TIME;
- OPERATING SCHOOLS AND MEETING THE NEEDS OF STUDENTS; • PURCHASING EDUCATIONAL TECHNOLOGY;
- ADDRESSING THE IMPACTS OF THE COVID-19 PANDEMIC ON STUDENTS, INCLUDING THE IMPACTS OF INTERRUPTED INSTRUCTION AND LEARNING LOSS AND THE IMPACTS ON LOW-INCOME STUDENTS, CHILDREN WITH DISABILITIES, ENGLISH LANGUAGE LEARNERS, AND STUDENTS EXPERIENCING HOMELESSNESS;
- IMPLEMENTING EVIDENCE-BASED STRATEGIES TO MEET STUDENTS' SOCIAL, EMOTIONAL, MENTAL HEALTH, AND ACADEMIC NEEDS;
- OFFERING EVIDENCE-BASED SUMMER, AFTERSCHOOL, AND OTHER EXTENDED LEARNING AND ENRICHMENT PROGRAMS;
- SUPPORTING EARLY CHILDHOOD EDUCATION

ARP USES CONTINUED

- ANY ACTIVITY AUTHORIZED BY THE ESEA OF 1965, INCLUDING THE NATIVE HAWAIIAN EDUCATION ACT AND THE ALASKA NATIVE EDUCATIONAL EQUITY, SUPPORT, AND ASSISTANCE ACT, THE INDIVIDUALS WITH DISABILITIES EDUCATION ("IDEA"), THE ADULT EDUCATION AND FAMILY LITERACY ACT, THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 ("THE PERKINS ACT"), OR SUBTITLE B OF TITLE VII OF THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT.
- COORDINATION OF PREPAREDNESS AND RESPONSE EFFORTS OF LOCAL EDUCATIONAL AGENCIES 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 CORONAVIRUS.
- ACTIVITIES TO ADDRESS THE UNIQUE NEEDS OF LOW-INCOME CHILDREN OR STUDENTS, CHILDREN WITH DISABILITIES, ENGLISH LEARNERS, RACIAL AND ETHNIC MINORITIES, STUDENTS EXPERIENCING HOMELESSNESS, AND FOSTER CARE YOUTH, INCLUDING HOW OUTREACH AND SERVICE DELIVERY WILL MEET THE NEEDS OF EACH POPULATION.

ARP PRIORITIES



ARP: \$3,954,488

- Ninja Warrior
- Updated HS Bathrooms
- Updated Door Replacement
- Update HS Nurses Station
- Update HS Floor

Summer Enrichment: \$228,021

- Trips
- Book Club
- Summer Olympics
- STEM Camps

After School Enrichment \$228,021

- Academic Study Hall
- Tutoring Program
- Intermurals
- STEM Program

Learning Loss \$1,140,071

- Intervention
- PD Training
- AIS Programs
- Full Day UPK

A grayscale photograph of a science classroom. Several students are seated at a table, each with a microscope. They appear to be engaged in a laboratory activity. The background is slightly blurred, focusing attention on the students and their work.

CSSRA AND APR

PLANS MAY BE

FOUND ONLINE

THANK YOU

HANNIBALCSD.ORG