1) What is the Coronavirus Response and Relief Supplemental Appropriations Act?

On December 27, 2020, the President signed into law the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The CRRSA Act provides $81.88 billion nationwide in a second Education Stabilization Fund to prevent, prepare for and respond to the coronavirus, of which:

- $54.3 billion is for a second Elementary and Secondary School Emergency Relief (ESSER) Fund to support the ability of local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the nation; and

- $4.05 billion is for a second Governor’s Emergency Education Relief (GEER) Fund which provides grants to Governors for the purpose of providing educational agencies with emergency assistance to address the impact of COVID-19. Of the $4.05 billion, $2.75 billion is set aside for Emergency Assistance to Non-Public Schools grants.

2) What is the District’s allocation of the CRRSA Act Funds?

ESSER: $4,467,813
GEER: $196,123

3) How may an LEA (school district) use ESSER funds?

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.).

2. Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).

3. Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).


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.
7. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

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.

9. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.

10. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.

11. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.

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.

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.

14. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

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.

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, including by —
   a. Administering and using high-quality assessments that are valid and reliable to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction.
   b. Implementing evidence-based activities to meet the comprehensive needs of students.
   c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
   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.

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.

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.

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.

4) How may an LEA (school district) use GEER funds?

Under section 18002(c) of the CARES Act and section 312(c) of the CRRSA Act, a Governor may determine whether to award GEER funds to LEAs, as well as identify specific uses of the funds within the broad parameters in the law. Beyond any such restrictions imposed by a Governor, an LEA that receives GEER funds may use its award to support a broad range of activities to prevent, prepare for, and respond to the COVID-19 pandemic, including those activities allowed under ESSER. (See FAQ A-3.) An LEA may provide services directly or enter into an agreement (e.g., a contract or interagency agreement consistent with procurement requirements or otherwise legally authorized) for allowable activities under GEER. An LEA is not authorized to award subgrants with GEER funds.

5) What are the District’s responsibilities to use the CRRSA funds?

Under the CRRSA Act, districts are required to develop a plan that must be submitted to the New York State Education Department. The Plan must incorporate public comments from parents, families, staff, and other stakeholders. The Proposed Funding Allocation posted on this subsite is to fulfill that requirement.

6) How will the CRRSA funds be used?

The Proposed Funding Allocation presents how the District will use the funds. It is a dynamic document which is subject to revisions based on comments suggested by stakeholders, and changing needs.

7) What is the American Rescue Plan Act?

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARPA). ARPA makes available $122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ARPA-ESSER) funds, of which USDE must use $800 million to provide homeless
8) What is the District’s allocation of the ARPA Funds?

ESSER: $17,467,813

9) What are the District’s responsibilities to use ARPA funds?

The ARPA ESSER statute and interim final requirements include several new provisions for LEAs to support school reopening, safe school operations, and support for students:

• Safe Return to In-Person Instruction and Continuity of Services. Section 2001(i) of the ARP Act requires an LEA that receives ARPA ESSER funds to develop and make publicly available on 6 For the purposes of this guidance document, the term “academic impact of lost instructional time” is used in place of “learning loss” experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act. 7 This activity, as well as the next two, are not explicitly listed in the CARES Act but are still allowable uses of ESSER I funds. 8 This activity is only listed in the ARP Act but is an allowable use of ESSER I and ESSER II funds. 9 As described later in this document, this includes using ESSER funds to avoid layoffs. 13 the LEA’s website, within 30 days after receiving its allocation, a plan for the safe return to in-person instruction and continuity of services. Prior to making the plan publicly available, the LEA must seek public comment on the plan and take such comments into consideration when developing the plan. Under the interim final requirements, an LEA plan for safe return to in-person instruction and continuity of services must describe how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the prevention and mitigation strategies recommended by the CDC. 10 The plan must also describe how an LEA will ensure continuity of services, which must address students’ academic needs and students’ and staff social, emotional, mental health, and other needs, and which may include student health and food services. In addition, the LEA must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review and, as appropriate, revise its plan for the safe return to in-person instruction and continuity of services, and must seek and take public input into account in determining whether and what revisions are necessary. An LEA that developed a school reopening and continuity of services plan prior to the date of enactment of the ARP Act and that meets the above requirements for public comment will be deemed in compliance but, within no more than six months, the LEA must review and, if necessary, revise the plan to meet the requirements of the interim final requirements.

• Reservation to Address the Academic Impact of Lost Instructional Time. Section 2001(e)(1) of the ARP Act requires an LEA to reserve not less than 20 percent of its ARPA ESSER allocation to address the academic impact of lost instructional time through the implementation of evidence-based interventions (e.g., providing intensive or high-dosage tutoring or accelerating learning; see FAQ A-10 for a definition of evidence-based), such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs, and ensure that the interventions implemented respond to students’ social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, children with disabilities, English learners, migratory students, students experiencing
homelessness, and children and youth in foster care. While ESSER I and ESSER II funds may also be used for these purposes, an LEA is not required to set aside a specific amount of ESSER I and ESSER II funds to address the academic impact of lost instructional time. Effective strategies to address the impact of lost instructional time are further described in Volume 2 of the Department’s COVID-19 Handbook available at: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

• **Maintenance of Equity for High-Poverty Schools.** Section 2004(c) of the ARP Act stipulates that an LEA, as a condition of receiving ARPA ESSER funds, may not, in FY 2022 or 2023: o Reduce the combined State and local per-pupil funding for any high-poverty school served by the LEA by an amount that exceeds the total reduction in LEA funding (from combined State and local funding), if any, for all schools served by the LEA in such fiscal year. Specifically, the LEA plan must address the extent to which it has adopted policies, and a description of any policies, on each of the CDC’s recommendations on: 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 Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for students with disabilities with respect to health and safety policies; and coordination with State and local health officials. 14 fiscal year divided by the number of children enrolled in all schools served by the LEA in such fiscal year; or o Reduce the number of full-time-equivalent (FTE) staff per-pupil in any high-poverty school by an amount that exceeds the total reduction in the number of FTEs per-pupil, if any, in all schools served by the LEA in such fiscal year divided by the number of children enrolled in all schools served by the LEA in such fiscal year. A “high-poverty school” means a school in the highest quartile of schools served by an LEA based on the percentage of economically disadvantaged students served. More information on maintenance of equity will be forthcoming.

• **LEA Plan for Use of ARPA ESSER Funds.** Under the interim final requirements, each LEA that receives ARPA ESSER funds must develop a plan for its use of ARPA ESSER funds and submit it to the SEA within a reasonable timeline determined by the SEA. The plan must contain, at a minimum, the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the extent practicable, consistent with CDC guidance; how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time; how the LEA will use its remaining ARPA ESSER funds; and how the LEA will ensure the interventions it implements will respond to the social, emotional, mental health, and academic needs of all students and particularly those students disproportionately impacted by the COVID-19 pandemic. In developing its plan, an LEA must engage in meaningful consultation with stakeholders including students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. An LEA must also 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 and youth in foster care, migratory students, children who are incarcerated, and other underserved students. An LEA should translate relevant materials and obtain the services of interpreters, as needed, to engage its English learners and families with limited English proficiency. An LEA must provide the public the opportunity to provide input
on the development of the plan, take such input into account, and post the LEA ARPA ESSER plan on its website.

10) How will the ARPA funds be used?
The Proposed Funding Allocation presents how the District will use the funds. It is a dynamic document which is subject to revisions based on comments suggested by stakeholders, and changing needs.

11) What is Foundation Aid?
Foundation Aid is the primary formula that funds our schools.

12) What is the new requirement regarding Foundation Aid?
School districts with a 10% and/or $10 million annual Foundation Aid increase need to post a plan on their website by July 1 that details how they will use the funds to address student performance and need. The plans should address: (i) increasing graduation rates and eliminating the achievement gap; (ii) reducing class sizes; (iii) providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas; (iv) addressing student social-emotional health; and (v) providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness. The plans need to incorporate public comment from parents, teachers, and other stakeholders.

13) What is the District’s increase in Foundation Aid?
$7,528,989. It is almost a 20% increase in foundation aid.

14) How will the Foundation Aid increase be used?
The Proposed Funding Allocation presents how the District will use the funds. It is a dynamic document which is subject to revisions based on comments suggested by stakeholders, and changing needs.