

Survey Navigation

Introduction/Instructions (/sedmonitoring/survey-entry.htm?id=454405§ionId=66557)

LEA ARP-ESSER Plan

- ARP-ESSER Intent to Apply (/sedmonitoring/survey-entry.htm?id=454405&pagelId=66451§ionId=66435)
- ARP-ESSER Plan Development & Program Information
- ARP-ESSER Return to In-Person Instruction (/sedmonitoring/survey-entry.htm?id=454405&pagelId=68779§ionId=66435)
- ARP-ESSER Funding Distribution (/sedmonitoring/survey-entry.htm?id=454405&pagelId=66478§ionId=66435)
- ARP-ESSER Use of Funds (/sedmonitoring/survey-entry.htm?id=454405&pagelId=66455§ionId=66435)
- ARP-ESSER Budget (/sedmonitoring/survey-entry.htm?id=454405&pagelId=66456§ionId=66435)

ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination

MINERVA CSD

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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.

- 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.

Minerva Central School solicited all constituent groups (faculty/staff, teachers, BOE members, parents/students, community) in several different ways. Teachers, faculty/staff met on a bi-weekly basis to discuss the needs of students, families, programs, etc. for the upcoming school years. Monthly, this information was presented in open session at the Board of Education meetings. The public was invited to attend. Also during this process, Minerva has been soliciting information from parents/students and community members through Google Docs and invited to targeted focus groups.

MCS will continue to hold bi-weekly meetings internally with faculty and staff to discuss progress. The BOE will be updated monthly as to progress (this is done in open session so the public can attend as well.) Lastly, any pertinent information will be continually updated on the MCS website and social media accounts.

- 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 listserve) 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.

website - www.minervasd.org

Specific Link to page holding the document - www.minervasd.org/domain/189

Link to document itself - American Rescue Plan Act, MINERVA CSD (minervasd.org)

(<https://www.minervasd.org/cms/lib/NY01000156/Centricity/Domain/53/American%20Rescue%20Plan%20Act%20MINERVA%20CSD.pdf>)

The plan will be available to anyone on our website and can be printed on-demand.

Reviewer 12/7/2021 2:44 PM

The URL provided is does not contain the LEA's ARP-ESSER Plan. Once the application received programmatic approval please download the approved application and budget forms and post at the designated URL.

Recipient 12/7/2021 3:15 PM

Added the link to the actual document for you

Recipient 12/7/2021 4:02 PM

The FS10 and Budget Narrative should be uploaded by Thursday afternoon to the website

This question has been flagged for review.

ARP-ESSER LEA Base 90% Allocation - Program Information

- 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.

Minerva was able to stay open for the entire school year. In keeping with the most current CDC guidance on reopening schools, Minerva will be using some of these funds to purchase cleaning and sanitizing supplies, purchase a software tracking/screening tool for daily COVID checks, purchase of new cleaning/sanitizing equipment since ours is out-of-date and we don't have any, and to use the funds to help fund a Custodial position to maintain the cleanliness of the building.

- 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.

Three levels of data will be used to identify and monitor needs.

Three levels of Data:

Satellite Data: Large grain size. Helps illuminate the pattern of student achievement: standardized test scores, graduation exams, benchmarks, general attendance, AIMSweb, STAR, teacher grade book grades, etc.

Map Data: Medium grain size. Helps identify reading, math, and other skill challenges: oral fluency, performance-based assessments, progress monitoring goals. This data will include individual STAR benchmark exams, in-class formative and summative assessments, IntoMath and ReadyGen ELA interventions, IntoMath and ReadyGen AIS interventions, and homegrown assessments.

Street Data: Fine-grain. This helps identify specific student needs and internalization of skills. Requires careful listening: student nonverbal cues, teacher observation notes, student work artifact, observation of student misperceptions/gaps

Planned interventions and supports that the school plans on implementing based on the above data include enhanced AIS services in Math and ELA for all grade levels, a re-vamped reading program for students in PreK - 6th grade, a new Math and ELA program that is aligned to the Next Generation Learning Standards, and new Science Curriculum that is aligned to the NGSS, and a more robust student management system that allows MCS to efficiently track student progress.

- 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.

For Minerva, the use of the 20% reserve is \$56,030. Minerva is looking to create a new before-school and after-school program for students (and families) to help address the learning loss and to get students more comfortable with being back in school. We are also looking to create a new 6-1-1 SPED program to keep our neediest students in-house since programs outside of our district are not adequate for their needs. Lastly, we are bringing back our Summer Enrichment programs for students in grades 1-6 and we have created a new Summer Enrichment program for students in grades Pre-K - K. Minerva is also purchasing a diagnostic testing program (STAR), an Social and Emotional Learning curriculum, coordinating with Essex County Department of Health to provide prevention services, and purchasing a diagnostic reading program that will be used for all students in grades PREK - 6.

- 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.

Minerva will be spending the rest of its funds to continue to address the learning loss for students. We will look to be purchasing flexible seating for classrooms, provide coaching and mentoring services for our teachers to provide high-quality instruction with a major focus on ELA, Reading, and Math. We will be creating a new maker space and purchasing STEM materials (3D printers) to expose the students to new technologies and opportunities. We will be updating our school psychology materials and our speech/language materials. We will be looking to purchase more classroom technology so students have more hands-on opportunities to become fluent in ELA and Math.

Minerva will also be supporting the Arts (music and Art) by updating their out-of-date materials, supplies, and equipment.

- 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.

For Minerva, the use of the 20% reserve is \$56,030, where MCS will be spending approximately \$62,000. To address the learning loss for all students we will bring back our Summer Enrichment program for students in grades PREK - 8, create a new 6-1-1 program for our heaviest needs students to keep them in the district, purchase a diagnostic testing program (STAR), purchases a diagnostic reading program for all students in grades PREK - 8, purchase a Social and Emotional Learning program, bring back an after-school program and an after school reading club, and coordinate with Essex County to provide prevention services for our students.

Luckily for Minerva, we were able to be open full-time last year with our students in attendance 5-days a week.

The funds that have been targeted specifically will impact most of our low-income families and our children with disabilities as MCS does not have any ELL students. For instance, with the creation of our new 6-1-1 program we as a school are better equipped to serve these students that we would normally send out to a BOCES program. With this new program, we will be keeping our students in-house with our own teachers, controls, norms, and will be able to more efficiently track and monitor their progress. All 4 students in this program are from a low SES family and all four students have IEP's. These students would not get a quality education if we needed to send them to a BOCES program.

Our new summer learning program was able to target reading deficiencies in many students (23 students attended the program; 4x/week for 4-weeks) and also allowed MCS to get several students "back in the swing" of school since they were not accustomed to the daily grind of school. The students in this program were given a benchmark pre-assessment in ELA (Ready Gen Program) and Math (Into Math Program) on the first day of the session, a midway test, and a final benchmark exam in each. This data was used with teachers during our first two Superintendent Days to help teachers craft specific interventions for the students so their year would start successfully.

By purchasing the STAR program, not only will MCS be able to test every student in grades K-8, but this normative assessment will allow MCS to better gauge our AIS program for students that are struggling and need the extra support. STAR is a benchmark for MCS with our MTSS program. The STAR program is given to every student in grades K-8 3-times a year. This data is then cross-referenced with local data (formative and summative exams) in Math and ELA to see if students are making progress or not. If they are not making adequate progress the Student Support Team meets to discuss specific, targeted interventions (AIS, reteaching, small group instruction, etc) to fill the gap and to bring them back up to grade level.

The Social and Emotional program is being delivered by the Essex County Department of Health and they have given a pre-test of approximately 100 questions ranging from mental health, drug/alcohol use, bullying, peer relationships, etc. A post-test is given at the end of the year to see what impact the program delivered by Essex county has had on students in grades 4-6, 7-9, and 10-12. These results are then compared to other schools in the county that run the same program and a more targeted plan/program is implemented for the following year.

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Introduction/Instructions (/sedmonitoring/survey-entry.htm?id=454405§ionId=66557)

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- **ARP-ESSER Funding Distribution** (/sedmonitoring/survey-entry.htm?id=454405&pagelId=66478§ionId=66435)
- **ARP-ESSER Use of Funds** (/sedmonitoring/survey-entry.htm?id=454405&pagelId=66455§ionId=66435)
- **ARP-ESSER Budget** (/sedmonitoring/survey-entry.htm?id=454405&pagelId=66456§ionId=66435)

ARP-ESSER Return to In-Person Instruction

MINERVA CSD

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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.

Our re-opening/return to in-person plan will be located on our website (www.minervasd.org) and will be updated quarterly with any changes that are made. Additionally, this document can be provided to any people who request it in paper form. Individuals will need to contact the school and the school will provide a copy of the plan.

Website - www.minervasd.org

Specific link - www.minervasd.org/domain/189

- 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) its plan for in-person instruction, including a description of how public comment will be collected.

Minerva will meet internally with our teams (facilities, technology, SPED, faculty/staff) on a quarterly basis to review the grant and our return to instruction. In December and June, the school will meet with the Board of Education and the public to review the grant and to give input/feedback. These meetings will continue through September 30th, 2023.

Modes of collecting data are meetings (in-person and virtual), surveys to families/parents/students (Google docs), and targeted focus groups (parents, teachers, community),

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Survey Navigation

Introduction/Instructions (/sedmonitoring/survey-entry.htm?id=454405§ionId=66557)

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- ARP-ESSER Use of Funds (/sedmonitoring/survey-entry.htm?id=454405&pageId=66455§ionId=66435)
- ARP-ESSER Budget (/sedmonitoring/survey-entry.htm?id=454405&pageId=66456§ionId=66435)

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

MINERVA CSD

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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 (<https://portal.nysed.gov/abp>). 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 (\$)	280,152
Total Number of K-12 Resident Students Enrolled (#)	120
Total Number of Students from Low-Income Families (#)	79

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	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

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| Version: 2.9.0.0

Survey Navigation

Introduction/Instructions (/sedmonitoring/survey-entry.htm?id=454405§ionId=66557)

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- **ARP-ESSER Intent to Apply** (/sedmonitoring/survey-entry.htm?id=454405&pageId=66451§ionId=66435)
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- **ARP-ESSER Use of Funds**
- **ARP-ESSER Budget** (/sedmonitoring/survey-entry.htm?id=454405&pageId=66456§ionId=66435)

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

MINERVA CSD

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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 (<https://portal.nysed.gov/abp>). The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

- 1 Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.

PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.

Allowable Activities	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	2,500
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	22,500
Totals	280,582

Allowable Activities	FUNDING Amounts (\$)
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.	9,800
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.	6,592
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	25,342
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.	23,150
Totals	280,582

Allowable Activities	FUNDING Amounts (\$)
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	39,869
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.	26,850
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.	0
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.	123,979
Totals	280,582

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Version: 2.9.0.0