

**Education Stabilization Fund Self-Assessment - CARES, CRRSA, and ARP Acts****Background/Introduction - Background/Introduction**

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**Background**

ROCKVILLE CENTRE UFSD - 280221030000

Since March 2020, New York State has been awarded over \$14 billion in federal education COVID response funding through the Coronavirus Aid, Relief, and Economic Security (CARES) Act; Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act); and the American Rescue Plan (ARP) Act. These funds are supporting the ability of local educational agencies (LEAs) to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools in New York State. Federal requirements mandate that State Educational Agencies (SEAs) provide technical assistance to districts, as well as oversee and monitor the implementation of programs.

While the underlying mandate of monitoring is compliance-focused, the Department recognizes that compliance is the minimum requirement in a system focused on continuous improvement. In order to expand the focus of NYSED's monitoring activities, we will use the *"Education Stabilization Fund Self-Assessment"* report to engage with staff from LEAs throughout the state to provide technical assistance with the goal of ensuring the effective implementation of programs that maximize outcomes for students.

It is recommended that LEA staff responsible for the implementation of the CARES Act, CRRSA Act, and ARP funding spearhead the self-assessment monitoring process at the local level in order to ensure the accuracy of this assessment report's content. After the report is complete, the Superintendent/CEO must log-in to the Business Portal and certify/submit the completed self-assessment to attest to its validity.

Additional expenditure-based reporting will be considered a component of the Education Stabilization Fund monitoring. This additional reporting tool has been published as the Education Stabilization Fund Reporting tool.

**Submission Instructions**

LEAs are asked to complete each section of the *"Education Stabilization Fund Self-Assessment"* report. Please note:

A response of 'Yes' or 'No' is required for each question, and an explanation is requested for each item given a response of 'No'.

If a question has not been completed, the business portal will highlight it in red and that section of the assessment report will be flagged.

The LEA will be unable to submit the self-assessment to NYSED for final review if a required question remains unresolved.

The self-assessment may only be submitted/certified by the superintendent/chief school officer of the 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 self-assessment for NYSED review.

LEAs are NOT REQUIRED to send hard copies of self-assessment materials to the Department.

*"Education Stabilization Fund Self-Assessment"* reports are due to NYSED by June 16, 2022.

Questions about the *"Education Stabilization Fund Self-Assessment"* report/process can be directed to the Office of ESSA-Funded Programs at 518-473-0295 or via email at [CaresAct@nysed.gov](mailto:CaresAct@nysed.gov).

**Education Stabilization Fund Self-Assessment - CARES, CRRSA, and ARP Acts****Education Stabilization Funded Programs - Education Stabilization Funded Programs**

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**Education Stabilization Funded Programs**

ROCKVILLE CENTRE UFSD - 280221030000

1. **Did the LEA apply for Elementary and Secondary School Emergency Relief (ESSER) funding as part of the CARES Act Combined Funding Application (ESSER I), the CRRSA Act Combined Funding Application (ESSER II), and/or ARP-ESSER Application: Part II (ESSER III)?**  
YES, the LEA did apply for Elementary and Secondary School Emergency Relief (ESSER) funding as part of CARES Act, CRRSA Act and/or ARP-ESSER Part II.
2. **Did the LEA apply for Governor's Emergency Education Relief (GEER) funding as part of the CARES Act Combined Funding Application (GEER I) or the CRRSA Act Combined Funding Application (GEER II)?**  
YES, the LEA did apply for Governor's Emergency Education Relief (GEER) funding as part of the CARES Act or the CRRSA Act.
3. **Was the LEA required to provide equitable services in the same manner as provided under section 1117 of the ESEA of 1965 to students and teachers in non-public schools, as determined in consultation with representatives of non-public schools as was required under the CARES Act?**  
YES, the LEA was required to provide equitable services to participating non-public schools.

## Education Stabilization Fund Self-Assessment - CARES, CRRSA, and ARP Acts

## Education Stabilization Funded Programs - ESSER

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## Elementary and Secondary School Emergency Relief (ESSER) - LEA Planning &amp; Implementation

INSTRUCTIONS: LEA leaders should provide information for the section below. Answers are required for all questions. The open text box is available for additional notes and to explain all 'No' responses.

1.

The LEA's ESSER Use of Funds Plans should address the impact that COVID-19 has had, and continues to have, on the LEA.

	Yes/No
Did the LEA use disaggregated data (e.g., racial/ethnic, Economically Disadvantaged, Students with Disabilities, English Language Learners, attendance and suspension rates) to inform decision-making and programming as it relates to the ESSER I use of funds plan?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA use disaggregated data (e.g., racial/ethnic, Economically Disadvantaged, Students with Disabilities, English Language Learners, attendance and suspension rates) to inform decision-making and programming as it relates to the ESSER II use of funds plan?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA use disaggregated data (e.g., racial/ethnic, Economically Disadvantaged, Students with Disabilities, English Language Learners, attendance and suspension rates) to inform decision-making and programming as it relates to the ESSER III use of funds plan?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a process in place to ensure that activities/strategies in the district's ESSER I use of funds spending plan are implemented effectively?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a process in place to ensure that activities/strategies in the district's ESSER II use of funds spending plan are implemented effectively?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a process in place to ensure that activities/strategies in the district's ESSER III use of funds spending plan are implemented effectively?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA use multiple data sources to monitor and determine the effectiveness of the implementation of ESSER I funds?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA use multiple data sources to monitor and determine the effectiveness of the implementation of ESSER II funds?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA use multiple data sources to monitor and determine the effectiveness of the implementation of ESSER III funds?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA use quantifiable data to assess its own policies and programs related to oversight and implementation of ESSER I funding to determine their effectiveness, and then modify them as applicable?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA use quantifiable data to assess its own policies and programs related to oversight and implementation of ESSER II funding to determine their effectiveness, and then modify them as applicable?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA use quantifiable data to assess its own policies and programs related to oversight and implementation of ESSER III funding to determine their effectiveness, and then modify them as applicable?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is the LEA coordinating and integrating program services (ESSER, all ESEA titles, IDEA, CTE, state/local partnerships, and other grants) based on multiple measures of effectiveness and/or analysis of need?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have strategies, programs and models to monitor and support schools on an individual basis?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## Education Stabilization Fund Self-Assessment - CARES, CRRSA, and ARP Acts

Education Stabilization Funded Programs - ESSER

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2. If 'No' is selected for any of the above items, please explain.

(No Response)

3. Is the LEA evaluating the progress made toward achieving its outcomes and objectives set for ESSER I?

- ☒ Yes, the LEA is evaluating the progress made toward achieving the goals set for ESSER I.  
☐ No, the LEA is not evaluating the progress made toward achieving the goals set for ESSER I

3a.

To what degree is the LEA making progress toward achieving its outcomes and objectives set for ESSER I?

- ☐ The LEA has met its outcomes and objectives for ESSER I.  
☒ The LEA is on track to meet its outcomes and objectives for ESSER I by the end of the project period.  
☐ The LEA is not on track to meet its outcomes and objectives for ESSER I by the end of the project period.

4. Is the LEA evaluating the progress made toward achieving its outcomes and objectives set for ESSER II?

- ☒ Yes, the LEA is evaluating the progress made toward achieving the goals set for ESSER II.  
☐ No, the LEA is not evaluating the progress made toward achieving the goals set for ESSER II.

- 4a. To what degree is the LEA making progress toward achieving its outcomes and objectives set for ESSER II?

- ☐ The LEA has met its outcomes and objectives for ESSER II.  
☒ The LEA is on track to meet its outcomes and objectives for ESSER II by the end of the project period.  
☐ The LEA is not on track to meet its outcomes and objectives for ESSER II by the end of the project period.

5.

Is the LEA evaluating the progress made toward achieving its outcomes and objectives set for ESSER III?

- ☒ Yes, the LEA is evaluating the progress made toward achieving the goals set for ESSER III.  
☐ No, the LEA is not evaluating the progress made toward achieving the goals set for ESSER III.

- 5a. To what degree is the LEA making progress toward achieving its outcomes and objectives set for ESSER III?

- ☐ The LEA has met its outcomes and objectives for ESSER III.  
☒ The LEA is on track to meet its outcomes and objectives for ESSER III by the end of the project period.  
☐ The LEA is not on track to meet its outcomes and objectives for ESSER III by the end of the project period.

## Education Stabilization Fund Self-Assessment - CARES, CRRSA, and ARP Acts

## Education Stabilization Funded Programs - GEER

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## Governor's Emergency Education Relief (GEER) - LEA Planning &amp; Implementation

1.

The LEA's ESSER Use of Funds Plans should address the impact that COVID-19 has had, and continues to have, on the LEA.

	Yes/No
Did the LEA use disaggregated data (e.g., racial/ethnic, Economically Disadvantaged, Students with Disabilities, English Language Learners, attendance and suspension rates) to inform decision-making and programming as it relates to the GEER I use of funds plan?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA use disaggregated data (e.g., racial/ethnic, Economically Disadvantaged, Students with Disabilities, English Language Learners, attendance and suspension rates) to inform decision-making and programming as it relates to the GEER II use of funds plan?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the LEA have a process in place to ensure that activities/strategies in the district's GEER I use of funds spending plan are implemented effectively?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a process in place to ensure that activities/strategies in the district's GEER II use of funds spending plan are implemented effectively?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the LEA use multiple data sources to monitor and determine the effectiveness of the implementation of GEER I funds?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA use multiple data sources to monitor and determine the effectiveness of the implementation of GEER II funds?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the LEA use quantifiable data to assess its own policies and programs related to oversight and implementation of GEER I funding to determine their effectiveness, and then modify them as applicable?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA use quantifiable data to assess its own policies and programs related to oversight and implementation of GEER II funding to determine their effectiveness, and then modify them as applicable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the LEA coordinating and integrating program services (ESSER, all ESEA titles, IDEA, CTE, state/local partnerships, and other grants) based on multiple measures of effectiveness and/or analysis of need?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have strategies, programs and models to monitor and support schools on an individual basis?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

2. If 'No' is selected for any of the above items, please explain.

We did not applied for GEER II funds

3.

Is the LEA evaluating the progress made toward achieving its outcomes and objectives set for GEER I?

- ☒ Yes, the LEA is evaluating the progress made toward achieving the goals set for GEER I.  
☐ No, the LEA is not evaluating the progress made toward achieving the goals set for GEER I.

3a. To what degree is the LEA making progress toward achieving its outcomes and objectives set for GEER I?

- ☐ The LEA has met its outcomes and objectives for GEER I.  
☒ The LEA is on track to meet its outcomes and objectives for GEER I by the end of the project period.  
☐ The LEA is not on track to meet its outcomes and objectives for GEER I by the end of the project period.

**Education Stabilization Fund Self-Assessment - CARES, CRRSA, and ARP Acts**

**Education Stabilization Funded Programs - GEER**

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4. **Is the LEA evaluating the progress made toward achieving its outcomes and objectives set for GEER II?**

- ☐ Yes, the LEA is evaluating the progress made toward achieving the goals set for GEER II.
- ☒ No, the LEA is not evaluating the progress made toward achieving the goals set for GEER II.

## Education Stabilization Fund Self-Assessment - CARES, CRRSA, and ARP Acts

## Education Stabilization Funded Programs - Equitable Services

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## CARES Act - Equitable Services

1. The CARES Act requires that LEAs provide services to eligible children and teachers at private elementary schools and secondary schools and timely and meaningful consultation with private school officials regarding such services.

	Yes/No
Did the LEA make multiple attempts to communicate with non-public school officials (and document those attempts) to determine which non-public schools will participate in receiving equitable services?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA provide timely and meaningful consultation during the design, development, and implementation CARES Act services regarding: a) the identification of student needs; b) the identification of specific services to be offered and the proportion of funds to be allocated; c) the determination of how, where, when and by whom services will be provided; and d) the evaluation of effectiveness of services?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA engage in timely and meaningful consultation with private schools regarding the income eligibility of district students for participation in the CARES Act program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA have a process for verifying that the students who generated funding reside in a Title I school attendance area?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is the LEA providing equitable services to students and teachers in non-public schools in the same manner as provided under section 1117 of the ESEA, as determined through timely and meaningful consultation with representatives of non-public schools.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a process in place for evaluating the implementation of CARES Act programs at participating non-public schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that third party contracts for services provided to non-public schools are fulfilled as specified?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA ensure that all services for non-public schools are secular, neutral and non-ideological in content and design?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA purchase, label, inventory and control all equipment and property provided to non-public schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a process in place that ensures that the LEA retains control of funds for the services and assistance provided to a non-public school, and also retains title to materials, equipment, and property purchased with such funds?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

2. If "No" is selected for any of the above items, please explain.

(No Response)

## Education Stabilization Fund Self-Assessment - CARES, CRRSA, and ARP Acts

## Education Stabilization Funded Programs - Evaluation/Sustainability

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## Evaluation &amp; Sustainability

1. Is the LEA monitoring the effectiveness of interventions and supports funded with all ESSER I funding?

YES, the LEA is monitoring the effectiveness of interventions and supports funded with ESSER I funding.

2. Is the LEA monitoring the effectiveness of interventions and supports funded with all ESSER II funding?

YES, the LEA is monitoring the effectiveness of interventions and supports funded with ESSER II funding.

3. Is the LEA monitoring the effectiveness of interventions and supports funded with all ESSER III funding?

YES, the LEA is monitoring the effectiveness of interventions and supports funded with ESSER III funding.

4. Is the LEA monitoring the effectiveness of interventions and supports funded with all GEER I funding?

YES, the LEA is monitoring the effectiveness of interventions and supports funded with GEER I funding.

5. Is the LEA monitoring the effectiveness of interventions and supports funded with all GEER II funding?

NO, the LEA is not monitoring the effectiveness of interventions and supports funded with GEER II funding.

6. Is the LEA periodically, but no less frequently than every six months, reviewing and, as appropriate, revising its return to in-person instruction plan?

YES, the LEA is periodically reviewing and revising its return to in-person instruction plan.

7. Does the LEA have a system for collecting and incorporating public comment on the proposed revisions and/or updates to the return to in-person plan?

YES, the LEA has a system for collecting and incorporating public comment on proposed revisions and/or updates to the return to in-person plan.

8. Does the LEA have a plan for sustaining interventions and supports funded with all ESSER I funding?

☒ YES, the LEA does have a plan for sustaining interventions and supports funded with ESSER I funding.☐ NO, the LEA does not have a plan for sustaining interventions and supports funded with ESSER I funding.

- 8a. Please describe the LEA's plan for sustaining interventions and supports funded with all ESSER I funding.

After experiencing remote, hybrid and in-person instruction, we have an understanding how the technology works in all these situations and how we may continue to utilize, fix any gaps and monitor its effectiveness. We will ensure all students have access to the appropriate technology needed to participate in all modes of learning. Our teachers will continue to evaluate our student's work and our psychological and social work staff will assist our students with the social and emotional impact of the pandemic.

9. Does the LEA have a plan for sustaining interventions and supports funded with all ESSER II funding?

YES, the LEA does have a plan for sustaining interventions and supports funded with ESSER II funding.

- 9a. Please describe the LEA's plan for sustaining interventions and supports funded with all ESSER II funding.

We plan to continue programs that were added to increase support in the areas of special education, academic support and mental health. Air quality improvements will be monitored for effectiveness and enhanced, if needed, as we deal with possible future virus outbreaks. We consistently gather feedback during Board, PTA, Curriculum and Special Education meetings to ensure current programs are still effective or if they need to be modified as we move further away from times of the Quarantine and its social, physical and educational impact.

10. Does the LEA have a plan for sustaining interventions and supports funded with all ESSER III funding?

☒ YES, the LEA does have a plan for sustaining interventions and supports funded with ESSER III funding.☐ NO, the LEA does not have a plan for sustaining interventions and supports funded with ESSER III funding.



**Education Stabilization Fund Self-Assessment - CARES, CRRSA, and ARP Acts**Education Stabilization Funded Programs - Evaluation/Sustainability

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**10a. Please describe the LEA's plan for sustaining interventions and supports funded with all ESSER III funding.**

Staff will continue to monitor student performance relative to grade appropriate material and progress achieved after learning and support interventions. Staff social workers, psychologists and guidance counselors who identified social and emotional issues will monitor the efficacy of their interventions and continue to offer support to those who require them. Custodial staff will continue cleaning protocols established during the pandemic in order to mitigate the spread of covid. If a future outbreak occurs, our security staff now familiar with social distancing protocols and how to address them, will be called upon to implement these procedures. Air quality improvements will be monitored for effectiveness and enhanced if needed as we deal with possible future virus outbreaks.

**Education Stabilization Fund Self-Assessment - CARES, CRRSA, and ARP Acts**

Education Stabilization Funded Programs - Innovative Approaches

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**Innovative Approaches**

1. **Would you like to share the innovative ways your district is using ARP funding to deliver resources to schools, students and families, educators, and communities?**

NO, the district would not like to share its innovative approaches at this time.

## Education Stabilization Fund Self-Assessment - CARES, CRRSA, and ARP Acts

## Fiscal Regulations - Fiscal Regulations

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**Fiscal Regulations**

INSTRUCTIONS: LEA leaders should provide information for the section below. Answers are required for all questions. The open text box is available for additional notes and to explain all 'No' responses.

**1. Please provide information below regarding fiscal regulations.**

	Yes/No
Did the LEA continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a system of internal controls which provide reasonable assurance that employee compensation charges are accurate, allowable and properly allocated; AND support the distribution of salary and wages where an employee is splitting his or her time between activities that may be funded under ESSER or GEER and activities that are not allowable under the applicable program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does contract language include a description of how the provision of services will be monitored by the LEA, beyond the submission of invoices and purchase orders?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are Federal and State records maintained for seven years (current school year plus an additional six years)?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a written Procurement and Inventory Tracking Policy indicating procedures to be followed for the purchasing, requisitioning of supplies/materials, equipment, receiving, distribution, tracking, and disposal of said items, purchased with any federal education program funds?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a process to ensure that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a process in place to determine that the LEA uses ESSER I funds for purposes that are reasonable, necessary, and allocable under the CARES Act?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a process in place to determine that the LEA uses ESSER II funds for purposes that are reasonable, necessary, and allocable under the CRRSA Act?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a process in place to determine that the LEA uses ESSER III funds for purposes that are reasonable, necessary, and allocable under the ARP Act?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a process in place to determine that the LEA uses GEER I funds for purposes that are reasonable, necessary, and allocable under the CARES Act?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the LEA have a process in place to determine that the LEA uses GEER II funds for purposes that are reasonable, necessary, and allocable under the CRRSA Act?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Did the LEA incur timely eligible expenditures to match or exceed the CARES advanced payment to eliminate idle cash balances of grant funding?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA incur timely eligible expenditures to match or exceed the CRRSA advanced payment to eliminate idle cash balances of grant funding?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA incur timely eligible expenditures to match or exceed the ARP advanced payment to eliminate idle cash balances of grant funding?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**2. If 'No' is selected for any of the above items, please explain.**

We did not apply for Geer II Funds