

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

Summary & Background

SALMON RIVER CSD

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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.

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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

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

ARP-ESSER LEA Base 90% Allocation - Intent to Apply

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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	Natascha Jock	njock@srk12.org	8/4/21
LEA Board President	Emily Lauzon	emlauzon@srk12.org	8/4/21

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?

No, the LEA does not 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

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.

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.

A diverse group of stakeholders including parents, staff, administrators and representatives of the Local Unions and the Board of Education met to collect input regarding the use of funds toward materials and programming (staffing, activities, etc.). The Board of Education as well as the community members were able to provide public comments either via email or Facebook throughout the process. After these discussions and meetings the Administrative Team consisting of the Superintendent, Assistant Superintendent and the School Business Executive took the comments and developed them into the plan to implement the use of the funds. The District will continue to engage with stakeholders through meetings, surveys and public meetings.

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.srk12.org/wp-content/uploads/2021/10/arp-narrative.pdf>
The Plan will be made available on our website as well as printed and mailed upon request. If necessary the report will be read to parents upon request.

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

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.

Supplies totaling \$217,375 will be purchased to aid the maintenance department to sanitize and clean the facilities to mitigate and prevent transfer of COVID-19, consistent with protocols in our re-opening plan for in-person learning.

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 LEA will use I-READY Math and Reading data (K-9) as well as writing portfolio and Teachers' College Reading and Writing Project Writing Progressions to gauge baselines and to measure student progress in these critical areas for K-8. Summer school data as well as previous student data for AIS or repeated classes will be used for intervention in core classes. Secondary classes will utilize a Data Driven Instruction System that will include regularly scheduled interim assessments using an assessment pacing calendar to monitor student progress. These interim assessments will be based on the NYS standards for each curriculum area, will include skills as well as content, and will be aligned to the NYS Regents Exams where applicable. Intervention will be provided by qualified staff on an on-going basis in classes (both push in and pull out) during the school day, and also after school, based on the results of this data and student monitoring process. Brigance and Dial 4 screening assessments will be used for our PreK aged-students transitioning to Kindergarten, as the variety of instructional modes for our youngest learners also depends upon their exposure to high quality. The District will use pre-tests to find a baseline for high school students grades 9-12 and will progress monitor throughout the school year using interim exams followed up by interim analysis sessions with instruction support staff and principals.

The data retrieved from all assessments will be analyzed and used to plan for further instruction and intervention for identified students. Students identified for intervention will be assigned and/or recommended for intervention during the school day with their teachers, after school with their teachers (2:30-3:15) during the later after-school AIS club (3:15-5:15) (both in person and remotely) or they may also be recommended for intervention to take place during summer school or Extended School Year special education programming (for qualified Students with Disabilities). All students participating in intervention programming will continue to be assessed and their growth will be monitored through the same assessments listed previously.

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 Salmon River Central School District is addressing the academic impact of lost instructional time through the implementation of evidence-based interventions both during the summer and after school over the course of the funding time frame, including after-school AIS and summer enrichment opportunities with all students, including opportunities for secondary students to attend "Homework Clubs" after school to support the application of new learning in socially and emotionally supportive environment. Each spring our homeschool coordinators and guidance counselors, in conjunction with administrators in each building, will reach out to parents of our neediest populations based on the assessment data as well as our knowledge of the students and their social and emotional health and any other need status (including low income students, students with disabilities, minorities, and students experiencing homelessness or in foster care) to target and recruit students to attend summer programming. This network of staff will also reach out to those in need of programming beyond the school day during the regular school year. The district will plan for small class sizes for intervention instruction and the district will provide intervention materials as well as professional development for teachers to meet the various learning needs of each student. Transportation will be arranged for students during both summer and to enable students to participate in after-school opportunities provided by trained staff. Professional Development will include specific strategies and curriculum designed for intervention and to accelerate learning due to instructional loss due to COVID. A group of teachers are also attending a Comprehensive Orton Gillingham Reading Training to better enable teachers to meet the needs of our learners who struggle the most due to lost instructional time and opportunities.

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.

The Salmon River Central School District will be utilizing funds to expand the pedagogical repertoire of teachers to ensure that they are given the tools and training (for academics and social-emotional needs) to analyze and best meet the needs of students returning to school who have varying degrees of learning loss due to the COVID-19 Pandemic. This will be done through additional professional development, additional curriculum materials and stipends to support staff to attend PD and provide instruction beyond the regular school day. Support staff will be hired to provide intervention, additional supervision for early learning environments, counseling and behavioral support services, and community and parent/family outreach.

ARP-ESSER Application: Part 2 - ARP Act

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

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 Salmon River Central School District will ensure that the interventions it implements 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. Using the data described earlier, all student data will be analyzed and monitored to ensure student growth/progress toward NYS standards, regardless of their circumstances. In addition to the academic data, the District will also utilize surveys to gauge student and parent perception of school climate and social and emotional needs, in addition to the use of a screening tool (BIMAS) that will be used to assess and monitor mental health and behavioral intervention needs and progress. As needs are identified, they will be addressed accordingly using a multi-tiered system of approaches, in alignment with our district RTI (Response to Intervention) Plans. Administrators in each building oversee these processes in each of the buildings in collaboration with their support services staffing network, and data is shared with district level administrators on a regular basis. Our DCIP (District Comprehensive Improvement Plan) and SCEP (School Comprehensive Improvement Plan) are all in alignment with these similar goals with attention given to barriers that have been addressed concerning COVID learning loss, and as such, are also used to monitor and analyze both qualitative and quantitative progress toward these goals.

ARP-ESSER Application: Part 2 - ARP Act

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

ARP-ESSER Return to In-Person Instruction

SALMON RIVER 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.**

<https://www.srk12.org/covid-19/>

<https://docs.google.com/document/d/1LUFM8qHia-PRDAy66tTarEAgxja3IAvzzLBVwrIAZ0M/edit>

The printed plan will be made available upon request.

ARP-ESSER Application: Part 2 - ARP Act

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

- 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 District will convene stakeholders every 6 months through 9/30/23 to discuss updated CDC guidelines, Governor's Executive Orders and ideas for changes regarding the current plan. Using discussion notes and all safety requirements, the plan will be revised and presented for public comment in a forum open to the public, such as Board of Education meeting or scheduled Community Forum. The District will set aside time during public comment sessions of public board meetings to gather input on the reopening plans. Board meetings are streamed on Facebook and allow for typed comments as well as emailed comments to the District Clerk or the covid email (covid19@srk12.org)

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

SALMON RIVER 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. 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.

Table with 2 columns: Description, Amount (\$ or #). Rows include ARP-ESSER Fund Allocation (\$), Total Number of K-12 Resident Students Enrolled (#), and Total Number of Students from Low-Income Families (#).

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.

Table with 2 columns: Description, Number (#). Rows include Total Number of Schools in the LEA and Number of Schools Served by ARP-ESSER LEA Base 90% Funding.

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

SALMON RIVER 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. 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.

	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.	2,824,775
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.	0
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.	217,375
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.	1,322,172
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.	0
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	529,362

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.	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.	167,555
Totals:	5,061,239

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.

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

[arp fs10.pdf](#)

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

[arp revised narrative.pdf](#)

- 3. 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	2,363,000
16 - Support Staff Salaries	312,000
40 - Purchased Services	195,000
45 - Supplies and Materials	1,007,888
46 - Travel Expenses	0
80 - Employee Benefits	1,183,351
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	5,061,239

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

**PROPOSED BUDGET FOR
 FEDERAL OR STATE PROGRAMS
 FS-10 (03/15)**

= Required Field

Local Agency Information			
Funding Source:	ARP		
Report Prepared By:	Natascha Jock		
Agency Name:	Salmon River Central School District		
Mailing Address:	637 County Route 1		
	Street		
	Fort Covington	NY	12937
	City	State	Zip Code
Telephone # of Report Preparer:	518-358-6610	County: Franklin	
E-mail Address:	njock@srk12.org		
Project Funding Dates:	3/13/2020 Start	9/30/2024 End	

INSTRUCTIONS
<ul style="list-style-type: none"> Submit the original FS-10 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 Grants Finance. The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee. An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting. For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

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SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$2,363,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Home School Coordinator - Salmon Elementary	1 FTE Home School Coordinators X 1 years	\$52,000/year	\$52,000
Home School Coordinator - Salmon Middle School	1 FTE Home School Coordinators X 3 years	\$52,000/year	\$156,000
Profesional Development Coordinator	1 FTE X 1 years	\$75,000/year	\$75,000
Teacher Stipends for Professional Development	7,700 hours	\$50/hour	\$385,000
Behavioral Specialist	2 FTE X 3 years	\$55,000/year	\$330,000
Mental Health Counselor	3 FTE X 3 years	\$55,000/year	\$495,000
Drivers Education Teacher	1 FTE X 3 years	\$52,000/year	\$156,000
Summer School Stipends	50 Teachers X 95.2 hours X 3 years	\$50/hour	\$714,000

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$312,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Teacher Aide	3 FTE Teacher Aides X 1 years	\$22,000/year	\$66,000
Attendance Supervisor	1 FTE X 3 years	\$32,000/year	\$96,000
Summer School Stipends	25 Staff X 40 hours X 3 years	\$50/hour	\$150,000

PURCHASED SERVICES			
Subtotal - Code 40			\$195,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Professional Development (On-line and In-Person)	Teachers College at Columbia University, Dr. Nikki Newton, John Antonetti, APL Associates	3 schools X \$65,000	\$195,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$1,007,888
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Classroom Libraries Books	150 Classrooms	\$1,300.00	\$195,000
Classroom Materials (Science lab materials, calculators, crayons, pencils, notebooks, language programs, art supplies, physical education supplies)	150 Classrooms	\$3,970.09	\$595,513
Cleaning Supplies (Rags, mops, brooms, paper towels, spray bottles)	150 Classrooms	\$1,449.17	\$217,375

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

Employee Benefits			
		Subtotal - Code 80	\$1,183,351
Benefit		Proposed Expenditure	
Social Security		\$204,638	
Retirement	New York State Teachers	\$231,574	
	New York State Employees	\$46,800	
	Other - Pension		
Health Insurance		\$672,185	
Worker's Compensation		\$28,154	
Unemployment Insurance			
Other(Identify)			

INDIRECT COST		
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) **Manual Entry	
B.	Approved Restricted Indirect Cost Rate	
C.	Subtotal - Code 90	

For your information, maximum direct cost base = \$5,061,239.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

MINOR REMODELING		
		Subtotal - Code 30
Description of Work to be Performed	Calculation of Cost	Proposed Expenditure

EQUIPMENT			
Subtotal - Code 20			
Description of Item	Quantity	Unit Cost	Proposed Expenditure

BUDGET NARRATIVE

LEA: Salmon River Central School District	FOR TITLE: ARP
BEDSCODE: 161201040000	

**** 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.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 <i>Professional Salaries</i>	<p><i>A Home School Coordinator will be hired to work with parents and families in the Salmon Elementary to connect them with the School and their children. The cost will be \$52,000 per year for 3 years, for a total cost of \$156,000.</i></p> <p><i>A Home School Coordinator will be hired to work with parents and families in the Salmon Middle School to connect them with the School and their children. The cost will be \$52,000 per year for 1 year, for a total cost of \$52,000</i></p> <p><i>A Professional Development Coordinator will be hired to plan and develop the professional learning program for the District. The position will cost \$75,000 per year.</i></p> <p><i>A budget of \$385,000 will be provided to allow for teachers to be paid stipends of \$50/hour professional learning. 7,700 hours will be provided at \$50/hour for a total of \$385,000.</i></p> <p><i>2 Behavioral Specialists and 3 Mental Health Counselors will be hired to help students at all grade levels who are struggling with social and emotional issues related to COVID-19. 5 Counselors will be hired at \$55,000 for 3 years for a total of \$825,000.</i></p> <p><i>A Drivers Education Teacher will be hired to help teach students the fundamental elements of safe driving. 1 Teacher will be hired at a salary of \$52,000 for 3 years for a total of \$156,000</i></p> <p><i>Summer School Stipends will be paid to 50 teachers at a rate of \$50/hour for 95.2 hours for 3 years for a total of \$714,000. Summer programs will be used to help close the learning gaps by providing extended learning year opportunities.</i></p>
Code 16 <i>Support Staff Salaries</i>	<p><i>3 Teacher Aides will be hired in the Kindergarten classrooms to provide additional support to close the learning gaps due to remote learning at the early ages of PreK in 2020. The Teacher Aides will cost \$22,000 each for a total cost of \$66,000</i></p> <p><i>1 Attendance Supervisor will be hired to help improve student attendance. The Attendance Supervisor will cost \$32,000 per year for 3 years for a total of \$96,000.</i></p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<i>Summer School stipends will be paid at \$50/hour to 25 staff members to work the summer school program to help close the learning gap. The cost will be 25 X \$50 X 40 hours X 3 years. \$150,000</i>
Code 40 <i>Purchased Services</i>	<i>The District will contract with various vendors such as The Teachers College at Columbia University, Dr. Nikki Newton, John Anonetti and APL Associates to provide in-person and on-line professional learning programs to help teachers develop strategies to close learning gaps and work on social and emotional issues with students. Each of the 3 schools will be allotted \$65,000 for professional development contracts.</i>
Code 45 <i>Supplies and Materials</i>	<i>The District will improve classroom library books to help close the literacy gaps in the elementary as well as for the libraries. Each of the 150 classrooms will receive \$1,300 for a total of \$195,000 to spend on grade level books for students to read. The District will purchase classroom materials such as science materials, calculators, crayons, pencils, notebooks, language programs, art supplies, and physical education supplies to help close the learning gaps and improve classroom instruction. Each of the 150 classrooms will spend \$3,970.09 for a total of \$595,513. Cleaning supplies such as rags, mops, brooms, paper towels and spray bottles will be purchased to aid the maintenance department in the continued cleaning protocols for COVID-19. \$1,449.17 will be spent in each of the 150 classrooms for a total of \$217,375.</i>
Code 46 <i>Travel Expenses</i>	<i>None</i>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 80 <i>Employee Benefits</i>	<i>Social Security \$204,638 (7.65 % of salaries) New York State Teachers Retirement \$231,574 (9.8% of instructional salaries) New York State Employees Retirement \$46,800 (15% of Non-instructional salaries) Health Insurance \$672,185 (29 family plans at a cost of \$23,192.66) Workers Compensation \$28,154 (.6042% of Instructional Salaries and 4.2555% of Non-Instructional Salaries)</i>
Code 90 <i>Indirect Cost</i>	<i>none</i>
Code 49 <i>BOCES Services</i>	<i>None</i>

Code 30 <i>Minor Remodeling</i>	<i>None</i>
Code 20 <i>Equipment</i>	