

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

Page Last Modified: 07/23/2021

Summary & Background

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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.

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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.

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

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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**

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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 | Jane St. Amour | jstamour@saugerties.k12.ny.us | 8/30/2021 |
| LEA Board President | Robert Thomann | rthomann@saugerties.k12.ny.us | 8/30/2021 |

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**

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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.**

Saugerties CSD held three virtual town hall community meetings and stakeholder surveys on input for implementing the district plan.
Saugerties CSD met the staff and faculty to provide additional feedback on implementation of the plan.
Saugerties CSD will hold Town Hall community meetings to make sure our plan is meeting the needs of our students.

- 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.**

saugerties.k12.ny.us
New Federal Aid Appropriation Plan
<https://docs.google.com/viewerng/viewer?url=https://www.saugerties.k12.ny.us/cms/lib/NY24000038/Centricity/Domain/1/Federal+funding+Plan.pdf>

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**

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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.**

A majority of our CRRSA funds will be spent on personnel, services, and supplies to reopen our schools safely. That grants include an additional Custodian for cleaning and sanitizing coverage each day and throughout the day for high touch areas, COVID Coordinator, PPE, cleaning and disinfecting of our 40+ buses daily, and water bottle filling stations.

ARP funds will be spent air purifiers for our cafeterias, band rooms, chrous rooms, and nurses' offices throughtout the district.

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.**

Data sources - Academic interventions and monitoring-The Distric will use an RTI (Grand Rounds process-Each student's progress will be monitored on a frequent basis by the provider and reviewed by the building's Grand Round Teams team. If a student is being successful deemed by the charts at the end of this document, the student would then receive Tier 1 intervention. If a student is not being successful after approximately five cycles (6 days each) of Tier 2 intervention, the RtI team may consider moving that student into Tier 3. Other considerations, such as attendance, social and emotional variables, and stability of quality instruction, should be considered in the movement of tiers. In the Grandrounds meetings, team members will identify students that would be placed in a comprehensive afterschool program utilizing targeted academic interventions.

-All NYTS testing - 3-8 testing, NYSAA, Regents exams, NYSTELL-Brought to RTI (Grand Rounds) and BLT meetings

IReady diagnostic and common assessments Used 3 times per year-Building teams meat quarterly to analyse building level data.

Teacher Assessment-Formative and summative (classroom) assessment

SEL intervention and monitoring-District buildings have formed SEL teams supported by Social Workers and school psychologist. These teams are providing after school activities to students identified in need.

-The District level team (DLT) and Building Level Team (BLT) will analyse Stateholder culture,PBIS student surveys, Discipline referrals, Counseling referrals, attendance and tardy records and all building level data to make data informed goals and action plans.

Grand Rounds-This committee is facilitated by the RtI teacher in each elementary school with support from special education lead teacher and school psychologist. The team will meet on a quarterly basis, or more if needed, to consider RtI interventions for all students. For the purpose of regression due to remote learning last school year, students who are not receiving Tier 2 or Tier 3 services can be referred to team on the following special meeting dates: October 21st and October 28th. Buildings will be responsible for scheduling of meetings. Before meetings are scheduled, the students should qualify for service using the criteria detailed in our charts. Quarterly meetings for Grand Rounds should be scheduled on: November 18th, February 17th, April 21st, and June 16th. IReady windows should have the following deadlines for assessment to be completed: October 10th, February 12th, and June 11th.

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.**

Comprehensive afterschool program - We have four elementary schools grouped kindergarten through grade 6. We will be running target academic interventions for 1 hour afterschool Monday-Thursday. There will be four groups daily with a certified k-6 teacher. The groups will be established by specific academic needs based on our monitoring in mathematics and ELA. We have a 7-12 Junior/Senior high school campus. We will be running target academic interventions for 2 hours afterschool Monday through Thursday. There will be core academic and grade level groups with a certified content teacher. The groups will be established by specific academic needs based on our monitoring.

Summer Learning - We are partnering with Boys & Girls Club in the Village of Saugerties for the Summers 2021, 2022, 2023, and 2024 to perovide certified teacher at their location for 6 weeks, 4 days/week to provide academic reinforcement with additional targeted instruction in ELA and Math for our resident students. Summer 2024 to provide students currently in K-6 academic enforcement with additional targeted instruction in ELA and Math; 3 hours, 4 days/week for 3 weeks, 2 Teachers at each grade level (1 ELA and 1 Math), 1 TA at each grade level, one Principal stipend to administer program. Teachers and TAs work 4 hours each day for planning and prep.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

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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.**

Social Worker 2023-24; with the additional Social Workers we will have 1 FTE in each elementary building to address the social and emotional needs of our students.

Elementary Reading and Math Coaches will provide technical assistance and support classroom teachers and principals through lesson modeling which will include best instructional practices in literacy and math instruction leading to increase in achievement of elementary students.

Jr/Sr High Math and RtI Teachers to help students achieve high standards through high-quality instruction and research-based interventions to meet the needs of the individual student, frequent monitoring of students' progress using student data to make academic and/or behavioral decisions.

Sr High Credit Recovery Teacher - The purpose of the credit recovery teacher is to use a combination of on-line and in-person instruction to allow students to recover lost credits due to the pandemic.

Literacy Consultant will coach elementary teachers with the implementation of Teachers College Units of Study in writing. Additionally, the literacy consultant will assist with curriculum mapping, professional development in literacy, and assisting with a district-wide philosophy of literacy.

Purchasing 250 Dell Chromebooks to bring the district closer to 1:1 devices and touch screen TVs for classrooms to facilitate the educational interaction between all students and instructor in classroom and on-line if necessary.

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.**

Saugerties CSD attended to 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 in the following ways:

Implementation of an afterschool program, developing and facilitating a Diversity, Equity and Inclusion workgroup as recommended by the Board of Regents in policy 3430, PBIS facilitated student surveys, hiring two social workers, Summer Student Academy for ELL/MLL students, home visits to ELL/MLL families, parent resources on the district website, and procuring technology for students.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction**

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ARP-ESSER Return to In-Person Instruction

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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://sites.google.com/saugerties.k12.ny.us/scsd-covid-reopening-plan-2020/home>

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction**

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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.

We review and revise our reopening plan a minimum of monthly, but could be more frequently depending on the release of CDC, DOH, and SED guidance.

When any new information is received by CDC, SED, and/or DOH our Administrative Cabinet meets ASAP to discuss.

Virtual meetings are held the 3rd Thursday of each month at 10am for the Reopening Taskforce which includes parents/guardians, community partners, Teachers, Facilities Staff, Nurses, School Physician, School Resource Officer, Psychologist, Social Workers, Building Level Administrators, and District Level Administrators. Implementation of new guidance is discussed and current practices are reviewed.

Virtual Townhall meetings are held the 3rd Thursday of each month at 6:30pm for community engagement of the Taskforce's recommended amendments to the Reopening Plan. Feedback can also be send via email to the district at sboard@saugerties.k12.ny.us. Parents, staff, and community members are notified and reminded of Townhall meeting dates and times via email or text message.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution**

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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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.

| | Amount (\$ or #) |
|---|------------------|
| ARP-ESSER Fund Allocation (\$) | 3,509,017 |
| Total Number of K-12 Resident Students Enrolled (#) | 2,286 |
| Total Number of Students from Low-Income Families (#) | 853 |

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 | 6 |
| Number of Schools Served by ARP-ESSER LEA Base 90% Funding | 6 |

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Use of Funds**

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

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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. | 64,289 |
| 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. | 0 |
| 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. | 149,564 |
| 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. | 110,075 |
| 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. | 712,727 |
| 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 | 2,193,497 |

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

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| | FUNDING Amounts (\$) |
|---|----------------------|
| 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. | |
| 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. | 7,521 |
| 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. | 271,344 |
| Totals: | 3,509,017 |

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget**

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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- ESSER FS10.pdf

ARP -ESSER FS10 Updated November.pdf

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

Budget_Narrative ARP.docx

Budget_Narrative ARP.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 | 2,039,290 |
| 16 - Support Staff Salaries | 12,378 |
| 40 - Purchased Services | 164,000 |
| 45 - Supplies and Materials | 154,550 |
| 46 - Travel Expenses | 0 |
| 80 - Employee Benefits | 852,653 |
| 90 - Indirect Cost | 271,344 |
| 49 - BOCES Services | 14,802 |
| 30 - Minor Remodeling | 0 |
| 20 - Equipment | 0 |
| Totals: | 3,509,017 |

BUDGET NARRATIVE

| | |
|-------------------------------|-------------------------------|
| LEA: SAUGERTIES CSD | FOR TITLE: ARP - ESSER |
| BEDSCODE: 621601060000 | |

**** 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>Social Worker -2023-24; with the additional Social Workers will we have 1 FTE in each elementary building to address the social and emotional needs of more students.</i></p> <p><i>Summer 2024 to provide students currently in K-6 academic reinforcement with additional targeted instruction in ELA and Math; 3 hours, 4 days/week for 3 weeks, 2 Teachers at each grade level (1 ELA and 1 Math), 1 TA at each grade level, and one Principal stipend to administer program. Teachers and TAs work 4 hours each day for planning and prep.</i></p> <p><i>Partner with Boys & Girls Club in the Village of Saugerties for the Summers 2021, 2022, 2023, and 2024 to provide certified teacher at their location for 6 weeks, 4 days/week @ \$45/hour to provide academic reinforcement with additional targeted instruction in ELA and Math for our resident students</i></p> <p><i>Extended School Day for K-12 2023-24, 1-2 hours after school to provide students with opportunities for academic reinforcement, 4 days/week for evidence based targeted interventions; 1 teacher per building @ \$45/hour; 1 Administrator per building to oversee program at \$55/hour</i></p> <p><i>2021-22 and 2022-23 8 part-time or 4 full-time Teaching Assistants for K-2 to assist classroom Teachers in differentiating small group instruction in core subjects</i></p> <p><i>Elementary Reading and Math Coaches (3 years) – Coaches will provide technical assistance and support classroom teachers and principals through lesson modeling which will include best instructional practices in literacy and math instruction leading to increase in achievement of elementary students</i></p> <p><i>Jr/Sr High Math and ELA RtI (3 years) – Teachers to help students achieve high standards through high-quality instruction and research-based interventions to meet the needs of the individual student, frequent monitoring of students' progress using student data to make academic and/or behavioral decisions</i></p> <p><i>Sr High Credit Recovery (3 years) – Teacher will be using a combination of on-line and in-person instruction to allow students to recover lost credits due to the pandemic.</i></p> |

| CODE/ BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title) |
|---|--|
| | <i>Curriculum Writing – The District will provide Summer curriculum writing and revision for the summers of 2022, 2023, and 2024. The purpose of the revisions is to adapt the curriculum to help close the educational gaps for students due to COVID-19. 175 hours each summer: Teachers @ \$45/hour</i> |
| Code 16 <i>Support Staff Salaries</i> | <i>2023 and 2024 K-6 Summer School –Nurse (\$45/hour), (2) Door Monitors (\$15.50/hour) for 48 hours each (3 hours, 4 days/week, 3 weeks), and (1) Clerical (specific hourly rate) for 48 hours; extra hours for building nurses for contact tracing (varying hourly rate in 5 buildings) total \$2,535</i> |
| Code 40 <i>Purchased Services</i> | <i>Literacy Consultant, 3 days/week, 40 weeks @ \$400/session for 3 years coaching elementary teachers with the implementation of Teachers College Units of Study in writing for three years. Additionally, the literacy consultant will assist with curriculum mapping, professional development in literacy, and assisting with a district-wide philosophy of literacy. 21-22 and 22-23 Professional Development for Instructional Coaches on content and cognitive coaching through IDE, one day week throughout the year (\$10,000 each year) for 2 Math Coaches and 2 Literacy Coaches.</i> |
| Code 45 <i>Supplies and Materials</i> | <i>250 Dell Chromebooks, 3-year warranty, and Google licenses bringing the district closer to 1:1 status @ \$480/each Touchscreen TVs (4) 75” and (1) 86” for classrooms to facilitate the educational interaction between all students and instructor in the classroom and on-line if necessary Portable HEPA Filtration Systems and filters (15) @ \$332.40/each to be used in music classrooms, nurses’ offices, and cafeterias</i> |
| Code 46 <i>Travel Expenses</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 (7.65%), estimated TRS (9.8-11.9%), estimated ERS (18.6%), Health Insurance –rates vary by CBA, Welfare Benefits Trust – rates vary by CBA, and Workers’ Comp (0.5%)</i> |
| Code 90 <i>Indirect Cost</i> | <i>8.8% x \$3,083,450 = \$271,344 Inter-fund Revenue for Accounting and Clerical support to processing related paperwork, purchasing, and payments for grant.</i> |
| Code 49 <i>BOCES Services</i> | <i>Districtwide PD in standards based curriculum and curriculum writing facilitation in NYSSLs, Next Generation Mathematics, Next Generation Literacy, and the NYS Social Studies Framework through Ulster BOCES @ \$800/day for 8 days each year for 2 years =\$12,800 Ulster BOCES -Districtwide PD for primary grade teachers and principals for primary literacy pedagogy. Superintendent’s Conference Days 1 each year for 2 years @ \$1,001/day</i> |
| Code 30 <i>Minor Remodeling</i> | |
| Code 20 <i>Equipment</i> | |

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

PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03/15)

☐ = Required Field

Local Agency Information

| | | |
|--|------------------------------------|-----------------------|
| Funding Source: | ARP ESSER | |
| Report Prepared By: | Jane St. Amour | |
| Agency Name: | Saugerties Central School District | |
| Mailing Address: | Call Box A | |
| | Street | |
| | Saugerites | NY 12477 |
| | City | State Zip Code |
| Telephone # of Report Preparer: | 845-247-6520 | County: Ulster |
| E-mail Address: | jstamour@saugerties.k12.ny.us | |
| Project Funding Dates: | 3/13/2020 | 9/30/2024 |
| | Start | End |

INSTRUCTIONS

- 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/>.

| SALARIES FOR PROFESSIONAL STAFF | | | |
|--|----------------------|------------------------|----------------|
| Subtotal - Code 15 | | | \$2,039,290 |
| Specific Position Title | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
| Elementary Reading Coach 2021-22 | 2.00 | \$70,114 | \$140,228 |
| Elementary Reading Coach 2022-23 | 2.00 | \$71,341 | \$142,682 |
| Elementary Reading Coach 2023-24 | 1.00 | \$72,589 | \$72,589 |
| Elementary Math Coach 2021-22 | 2.00 | \$70,114 | \$140,228 |
| Elementary Math Coach 2022-23 | 2.00 | \$71,341 | \$142,682 |
| Elementary Math Coach 2023-24 | 1.00 | \$72,589 | \$72,589 |
| Sr High Credit Recovery Teacher 2021-22 | 1.00 | \$70,114 | \$70,114 |
| Sr High Credit Recovery Teacher 2022-23 | 1.00 | \$71,341 | \$71,341 |
| Sr High Credit Recovery Teacher 2023-24 | 1.00 | \$72,589 | \$72,589 |
| Math AIS Teacher, Jr/Sr High 2021-22 | 1.00 | \$70,114 | \$70,114 |
| Math AIS Teacher, Jr/Sr High 2022-23 | 1.00 | \$71,341 | \$71,341 |
| Math AIS Teacher, Jr/Sr High 2023-24 | 1.00 | \$72,589 | \$72,589 |
| ELA Rtl Teacher, Jr/Sr High 2021-22 | 1.00 | \$70,114 | \$70,114 |
| ELA Rtl Teacher, Jr/Sr High 2022-23 | 1.00 | \$71,341 | \$71,341 |
| ELA Rtl Teacher, Jr/Sr High 2023-24 | 1.00 | \$72,589 | \$72,589 |
| Teacher hours for Curriculum Writing, hourly rate, \$45/hour for 2021-2024 | | | \$24,985 |
| Social Worker 2023-24 | 1.00 | \$72,589 | \$72,589 |
| 2024 ESD K-6 Teachers =2304 hours@\$45/hour | | | \$103,680 |
| 2024 ESD 7-8 Teachers =1152 hours@\$45/hour | | | \$51,840 |
| 2024 ESD 9-12 Teachers =1152 hours@\$45/hour | | | \$51,840 |
| 2024 ESD K-6 Admin = 576 hours@\$55/hour | | | \$31,680 |
| 2024 ESD 7-8 Admin = 144 hours@\$55/hour | | | \$7,920 |
| 2024 ESD 9-12 Admin = 144 hours@\$55/hour | | | \$7,920 |
| Teacher at Boys & Girls Club (6 weeks, 4 days/week, 4 hours/day @ \$45/hour) Summer 2021 | | | \$4,320 |
| Teacher at Boys & Girls Club (6 weeks, 4 days/week, 4 hours/day @ \$45/hour) Summer 2022 | | | \$4,320 |

| | | | |
|---|------|----------|-----------|
| Teacher at Boys & Girls Club (6 weeks, 4 days/week, 4 hours/day @ \$45/hour) Summer 2023 | | | \$4,320 |
| Teacher at Boys & Girls Club (6 weeks, 4 days/week, 4 hours/day @ \$45/hour) Summer 2024 | | | \$4,320 |
| Teaching Assistants, Elementary 21-22 | 4.00 | \$33,879 | \$135,516 |
| Teaching Assistants, Elementary 22-23 | 4.00 | \$34,556 | \$138,224 |
| 2024 Summer School K-6 Teachers 14x52 hours @\$45/hour | | | \$32,760 |
| 2024 Summer School K-6 TAs 7x52 hours @\$21.50/hour | | | \$7,826 |
| 2024 Summer School K-6 Admin - Stipend | 1.00 | \$2,100 | \$2,100 |

| SALARIES FOR SUPPORT STAFF | | | |
|---|----------------------|------------------------|----------------|
| Subtotal - Code 16 | | | \$12,378 |
| Specific Position Title | Full-Time Equivalent | Annualized Rate of Pay | Project Salary |
| 2023 Summer School K-6 (1) Nurse (48 hours @ \$45/hour) | | | \$2,160 |
| 2023 Summer School K-6 (2) Monitor (48 hours @ \$15.50/hour) | | | \$1,488 |
| 2023 Summer School K-6 (1) Clerical (48 hours @ \$25.64/hour) | | | \$1,231 |
| 2024 Summer School K-6 (1) Nurse (48 hours @ \$45/hour) | | | \$2,160 |
| 2024 Summer School K-6 (2) Monitor (48 hours @ \$16/hour) | | | \$1,536 |
| 2024 Summer School K-6 (1) Clerical (48 hours @ \$26.41/hour) | | | \$1,268 |
| 2021-22 Extra hours for (5) Nurses (Hourly rates vary \$28.44-41.51/hour) | | | \$2,535 |

| PURCHASED SERVICES | | | |
|---|----------------------|--|----------------------|
| Subtotal - Code 40 | | | \$164,000 |
| Description of Item | Provider of Services | Calculation of Cost | Proposed Expenditure |
| Literacy Consultant, 2021-22 | Linda Szakmary | 3 days/wk, 40 weeks x \$400/session | \$48,000 |
| Literacy Consultant, 2022-23 | Linda Szakmary | 3 days/wk, 40 weeks x \$400/session | \$48,000 |
| Literacy Consultant, 2023-24 | Linda Szakmary | 3 days/wk, 40 weeks x \$400/session | \$48,000 |
| Professional Development for Instructional Coaches for content and cognitive coaching 2021-22 and 2022-23 | IDE | 1x week @ \$10,00/year x 2 years for 4 coaches (2 Math and 2 Literacy) | \$20,000 |
| | | | |

| SUPPLIES AND MATERIALS | | | |
|-------------------------------------|----------|------------|----------------------|
| Subtotal - Code 45 | | | \$154,550 |
| Description of Item | Quantity | Unit Cost | Proposed Expenditure |
| HEPA Filtration Systems and filters | 15 | \$332.40 | \$4,986 |
| Chromebooks | 250 | \$480.00 | \$120,000 |
| Touchscreen TVs (4) 75" | 4 | \$5,750.00 | \$23,000 |
| Touchscreen TVs (1) 86" | 1 | \$6,564.00 | \$6,564 |
| | | | |

| Employee Benefits | | |
|------------------------|--------------------------|----------------------|
| Subtotal - Code 80 | | \$852,653 |
| Benefit | | Proposed Expenditure |
| Social Security | | \$156,759 |
| Retirement | New York State Teachers | \$215,057 |
| | New York State Employees | \$1,792 |
| | Other - Pension | |
| Health Insurance | | \$438,200 |
| Worker's Compensation | | \$10,245 |
| Unemployment Insurance | | |
| Other(Identify) | | |
| Welfare Benefits Trust | | \$30,600 |
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| 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 | \$3,083,450 |
| B. | Approved Restricted Indirect Cost Rate | 8.80% |
| C. | Subtotal - Code 90 | \$271,344 |

For your information, maximum direct cost base = \$3,220,336.00

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.

| PURCHASED SERVICES WITH BOCES | | | |
|--|---------------|-------------------------------------|----------------------|
| Subtotal - Code 49 | | | \$14,802 |
| Description of Services | Name of BOCES | Calculation of Cost | Proposed Expenditure |
| District wide PD in standards-based curriculum and curriculum writing facilitation 2021-22 and 2022-23 | Ulster BOCES | \$800/day for 8 days/year x 2 years | \$12,800 |
| District-wide professional development in primary literacy pedagogy 2021-22 and 2022-23 | Ulster BOCES | Supt Conf Day - 1/year x 2 years | \$2,002 |
| | | | |

BUDGET SUMMARY

| SUBTOTAL | CODE | PROJECT COSTS |
|------------------------|------|---------------|
| Professional Salaries | 15 | \$2,039,290 |
| Support Staff Salaries | 16 | \$12,378 |
| Purchased Services | 40 | \$164,000 |
| Supplies and Materials | 45 | \$154,550 |
| Travel Expenses | 46 | |
| Employee Benefits | 80 | \$852,653 |
| Indirect Cost | 90 | \$271,344 |
| BOCES Services | 49 | \$14,802 |
| Minor Remodeling | 30 | |
| Equipment | 20 | |
| Grand Total | | \$3,509,017 |

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

11/16/21

Date

Signature

Kirk Reinhardt, Superintendent

Name and Title of Chief Administrative Officer

Agency Code:

621601060000

Project #:

5880-21-3430

Contract #:

Agency Name:

Saugerties CSD

FOR DEPARTMENT USE ONLY

Funding Dates:

From

To

Program Approval:

Date:

Fiscal YearFirst PaymentLine #

Voucher #

First Payment

Finance: Logged _____

Approved _____

MIR _____