

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

Summary & Background

SAUQUOIT VALLEY CSD

411603040000

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 ActIntroduction/Instructions - Submission Instructions

Submission Instructions

SAUQUOIT VALLEY CSD

411603040000

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

SAUQUOIT VALLEY CSD

411603040000

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	Charles Cowen	ccowen@svcsd.org	9/21/2021
LEA Board President	Dawn Miller	dmiller@svcsd.org	9/21/2021

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

SAUQUOIT VALLEY CSD

411603040000

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.

District administration met with union leadership, building principals, the Director of Special Education and the Director of Facilities through a series of meetings. The principals and special education director met with teachers and other staff in their buildings to receive recommendations for use of the funds. From these group meetings recommendations were made to the Superintendent and Business Official for development of a preliminary plan. The preliminary plan was shared with the Board of Education and the community at the August 17, 2021 board meeting.

To continue to engage stakeholders, the district will take the following steps:

1. Building principals will present information at school board meetings highlighting the activities and effectiveness of the positions funded with the ARP - ESSER3 funds.
2. As part of the annual budget development process presentations will be made highlighting the use of ARP - ESSER3 funds to ensure awareness that the funding source is non-recurring.
3. The school district utilizes a mass communication application (Parent Square) to disseminate information to the families of students in the district. Community members have completed a survey inquiring as to the effectiveness of communications and their desire to continue to receive updates.
4. Periodic meetings have been and will continue to be held with instructional unit union leadership to inform them of the uses of the funds.

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.

The plan will be posted at <https://www.svcsd.org/Page/774>. Should others request information regarding the plan they can contact the Business Official directly at 315-839-6313.

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

ARP-ESSER LEA Base 90% Allocation - Program Information

3. In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

With the exception of converting water fountains to water dispensing stations (Code 45 - \$7,000), the district does not intend to use ARP - ESSER grant funds to further implement prevention and mitigation strategies. The district has purchased face coverings, disinfecting supplies and equipment with other available funds and we are adequately equipped to implement prevention and mitigation strategies to address future needs and maintain in-person learning to the greatest extent possible.

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.

Various data points will be utilized to identify student needs and to monitor student progress. Using benchmark assessments (i.e. DRA, DIBELS, Phonics screeners, etc.) we will identify specific areas to work with students. Using our RtI process (tiered levels) and Teacher Support Team (TST) data will be reviewed weekly by specific stakeholders and interventions will be put in place based upon the data collected.

Planned Interventions will include:

- classroom individualized target instruction based on student specific reading gaps (decoding)
- additional skill drill (sight words) provided on an individual basis in the classroom setting and in Title I/AIS
- individual/small group instruction provided through Title I/AIS with times varying based on student need (3x 30 minutes weekly up to daily intervention)
- targeted reading instruction using specific phonemic awareness strategies (Reading League best practices) and additional time with Leveled Reader instruction provided during small group instruction
- Title I/AIS support with grade level curriculum/specific instruction with comprehension strategies
- SPIRE reading instruction provided for students with significant reading delays

DATA collected that will be used to monitor progress:

- Weekly/bi-weekly phonemic awareness screeners will be completed on students to determine acquisition of target sounds
- DRA levels obtained quarterly to ascertain student growth toward grade level reading
- DIBELS screener completed 3x yearly to ascertain student growth

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.

Sauquoit Valley will address the academic impact of lost instructional time through the implementation of evidence-based interventions. Additional programs have been created or enhanced to support students. An elementary afterschool STEM studio will work with intermediate age students to develop and solve various STEM problems. Additionally, instructional reading coaches will be working with educators to incorporate targeted and aligned research based practices. Two additional Reading Teachers have been hired with funds from this grant to address learning loss at the middle school level. The additional staff compliments remedial reading teachers already in place at the elementary school. The grant will fund the two positions for 3 school years starting with the 2021-22 school year. (Code 15 - \$297,036 and Code 80 - \$147,947; Total \$444,977).

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

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.**

Funds have been allocated for the addition of an elementary guidance counselor along with assessment and evaluation tools to be used by our School Psychologist and other intervention staff (Social Worker, Reading Teachers) in an effort to identify and address student academic as well as social-emotional needs. Services from the local BOCES have been contracted for to address absenteeism and an additional elementary instructional staff member has been hired for this school year to assist with remote learning issues that arise throughout the course of the school year.

Additional personnel, beyond those addressed in question 5, that will be funded with grant proceeds include; A) An elementary Guidance Counselor to assist in meeting the Social Emotional needs of our K-4 students (1 FTE for 3 years; Code 15 - \$141,568 and Code 80 - \$30,279; Total \$171,847). B) A Social Worker to assist with the needs of students throughout the district, this position is the Homeless Student liaison for the district and is responsible for ensuring the needs of these students are addressed (1 FTE for 3 years; Code 15 - \$252,527 and Code 80 - \$106,308; Total \$358,835). C) A elementary teacher who will assist with remote learning for the 2021-22 school year as students become quarantined (1 FTE for 1 year; Code 15 - \$38,378 and Code 80 - \$13,522; Total \$51,900). fasdf

The district will subscribe to a service that provides lesson plans from Master Teachers from across the Country to be used by our staff to develop more engaging and effective lesson plans, focusing primarily in the area of elementary reading. In addition, the district will contract with The Reading League which will provide instructional coaches to assist our elementary teachers in improving their instructional pedagogy in the area of reading. Code 40 - \$57,250

A variety of assessment tools and supplemental learning materials will be purchased to determine academic as well as social emotional needs for students and provide resources to address identified needs. Code 45 - \$35,237.

The district will contract with the local BOCES (Oneida-Herkimer-Madison) for a 0.5 fte as part of the Community Schools CoSer. The individual will assist the district in identifying at risk students and prescribing appropriate supports to better engage the students academically. Absenteeism is a significant barrier and this service will make house visits in an effort to reduce the absenteeism of students. Code 49 - \$100,000.

Lastly, the district proposes purchasing a modular furniture system for a large instructional space adjacent to the high school library. The furniture can be configured in a variety of ways to allow for small group collaboration settings or large classroom presentations. This will provide workspace more conducive to student learning. Code 20 - \$25,000.

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 primary focus of the use of the funds from this grant will be to identify student needs both academic and social/emotional and to then provide the necessary and appropriate interventions to respond to such needs. Funding is earmarked for Reading Staff, a Guidance Counselor, services to address absenteeism, assessment tools and professional development with the goal of all of this to meet the needs of our student population. Additional funding for summer school, summer enrichment, extended academic school day activities and services to English learners will be funded with the additional funds available to the school district through the ARP Learning Loss grant.

As stated above much of the funding is to support at-risk students. Assessment materials to be purchased will help to identify needs of students including special education needs. The BOCES service specifically focuses on at-risk students and identifying supports for them. This is often a need for lower-income families and potential migratory students. Each foster student and homeless student is identified by our Pupil Services Director or Homeless Liaison and evaluated for additional needs. Overall the systems we have in place are designed to identify the academic and social emotional needs of all students regardless of demographics. Once needs are identified the supports funded with this grant (Reading Teachers, Elementary Guidance Counselor, Social Worker, etc.) are in place to meet their needs.

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

SAUQUOIT VALLEY CSD

411603040000

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.**

The URL for the current plan is: <https://www.svcasd.org/> Links to the district-wide plan as well as each school buildings plan can be accessed from the main webpage.

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

The district's re-opening plans will be part of regular discussions at the monthly school board meetings. As revisions are made to guidance from the CDC and/or state/local health departments the administration and school board will discuss such revisions and consider implementation of such changes while seeking input from the community. The district will follow all mandates directed by the CDC or other authoritative agencies, whose regulations the district must follow, including but not limited to state and local health agencies, the NYS Education Department and other federal, state or local agencies.

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

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

SAUQUOIT VALLEY CSD

411603040000

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 (\$)	1,252,046
Total Number of K-12 Resident Students Enrolled (#)	943
Total Number of Students from Low-Income Families (#)	451

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	3
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	3

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

SAUQUOIT VALLEY CSD

411603040000

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.).	57,250
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	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.	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.	568,705
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
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	494,091

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.	7,000
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.	125,000
Totals:	1,252,046

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-ESSER FS-10 Updated 1-3-22.pdf
 ARP-ESSER FS-10.pdf
 ARP-ESSER FS-10 Updated 1-5-22.pdf

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

Budget Narrative ARP-ESSER-3 Updated 1-3-22.docx
 ARP-ESSER Budget 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	729,509
16 - Support Staff Salaries	0
40 - Purchased Services	57,250
45 - Supplies and Materials	42,237
46 - Travel Expenses	0
80 - Employee Benefits	298,050
90 - Indirect Cost	0
49 - BOCES Services	100,000
30 - Minor Remodeling	0
20 - Equipment	25,000
Totals:	1,252,046



Grants Finance, Room 510W, Education Building, Albany, NY 12234
Tel. (518) 474-4815 Fax (518) 486-4899
Email: GRANTSWEB@NYSED.GOV

Grant Award Recipient SUPERINTENDENT SAUQUOIT VALLEY CSD 2601 ONEIDA ST SAUQUOIT, NY 13456-3225	Date 01/31/22 Project Number 5880212025 Agency Code 411603040000
Funding Source ARP ESSER 3	DUNS Number 100057025
CFDA Index Number 84425U	Law PL 117-2 N/A ARP OF 2021
Federal Award Identification Number (FAIN) S425U210022 THE PROJECT MAY BE PAID FROM OTHER AWARDS WITH DIFFERENT FAINS DEPENDING ON PERIOD OF AVAILABILITY OF FEDERAL FUNDS AND THE APPROVED PROJECT PERIOD.	Regulations EDGAR&2CFR AS APPLICABLE Commissioner's Regulations NA
Federal Award Date 03/24/21 THIS FEDERAL AWARD IS NOT FOR RESEARCH AND DEVELOPMENT.	Maximum Indirect Cost Rate SUB-RECIPIENT HAS AN ANNUAL NEGOTIATED INDIRECT COST RATE W/NYSED (THE PASS THROUGH ENTITY)
Federal Awarding Agency US DEPT OF ED.	Funding Dates/Period of Performance 03/13/20-09/30/24
Approved Budget Total* \$1,252,046 *IF THE SUB-AWARD IS \$25,000 OR MORE, IT IS SUBJECT TO REPORTING REQUIREMENTS UNDER FEDERAL FUNDING AND TRANSPARENCY ACT (FFATA) OF 2006.	First Payment \$125,204
	Final Report (FS-10-F Long Form) Due 12/29/24
SED Fiscal Contact SARAH MARTIN/SABRINA MCGINTY (518)474-4815	SED Program Contact ERICA MEAKER CARESACT@NYSED.GOV (518)473-0295
<p>It is the sub-recipient's responsibility to conduct activities in accordance with applicable statutes, regulations, policies, terms, conditions and assurances. All grants are subject to further review, monitoring and audit to ensure compliance. The Department has the right to recoup funds if the approved activities are not performed and/or the funds are expended inappropriately.</p> <p>In accordance with Section 41 of the State Finance Law, the State shall have no liability under this grant to the grantee or to anyone else beyond funds appropriated and available for this grant. The approved budget (FS-10) will be sent under separate cover. Please retain this document with your files.</p>	

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-3	
Report Prepared By:	Charles Cowen	
Agency Name:	Sauquoit Valley Central School District	
Mailing Address:	2601 Oneida Street	
	Street	
	Sauquoit	NY 13456-3225
	City	State Zip Code
Telephone # of Report Preparer:	315-839-6313	County: Oneida
E-mail Address:	ccowen@svcsd.org	
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			\$729,509
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Guidance Counselor - G. Duell 21-22	1.00	\$44,568	\$44,568
Guidance Counselor - G. Duell 22-23	1.00	\$47,000	\$47,000
Guidance Counselor - G. Duell 23-24	1.00	\$50,000	\$50,000
Reading Teacher - A. Hladik 21-22	1.00	\$48,763	\$48,763
Reading Teacher - A. Hladik 22-23	1.00	\$51,000	\$51,000
Reading Teacher - A. Hladik 23-24	1.00	\$54,000	\$54,000
Reading Teacher - L. Tartaglia 21-22	1.00	\$45,273	\$45,273
Reading Teacher - L. Tartaglia 22-23	1.00	\$47,500	\$47,500
Reading Teacher - L. Tartaglia 23-24	1.00	\$50,500	\$50,500
Elementary Teacher - A. Scalzo	1.00	\$38,378	\$38,378
Social Worker - P. Dischiavo 21-22	1.00	\$81,527	\$81,527
Social Worker - P. Dischiavo 22-23	1.00	\$84,000	\$84,000
Social Worker - P. Dischiavo 23-24	1.00	\$87,000	\$87,000

PURCHASED SERVICES			
Subtotal - Code 40			\$57,250
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
License for Teacher-to-Teacher software	Teacher Synergy LLC	1 x \$4,000	\$4,000
Teacher-to-Teacher Lesson Plans	Teacher Synergy LLC	2250 units @ \$5.00 each	\$11,250
Instructional Reading Coaches	The Reading League	84 days @ \$500/day	\$42,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$67,237
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Spire Reading Program Materials	3 Units	\$5,100.00	\$15,300
Developmental Indicators for Assessment of Learning (DIAL) Global Scoring Subscription	3.00	\$125.00	\$375
Vineland-3 Domain Level Complete Kit w/Q-Global Scoring	3.00	\$330.00	\$990
Behavior Assessment System for Children (BASC-3) Starter Kit w/Q-Global Scoring	4.00	\$551.00	\$2,204
Wechsler Individual Achievement Testing (WIAT) Kit	4.00	\$1,285.00	\$5,140
Wechsler Intelligence Scale for Children (WISC) Testing Materials	4.00	\$1,020.00	\$4,080
Wechsler Adult Intelligence Scale (WAIS) testing materials	3.00	\$270.33	\$811
Developmental Reading Assessment (DRA) Testing Materials and Supplies	2.00	\$1,290.50	\$2,581
Cognitive Assessment System (CAS) Testing Materials	1.00	\$1,246.00	\$1,246
Feifer Assessment of Reading (FAR) Testing Materials	1.00	\$1,575.00	\$1,575
Feifer Assessment of Math (FAM) Testing Materials	1.00	\$935.00	\$935
Water dispensing units to retrofit drinking fountains	4.00	\$1,750.00	\$7,000 ✓
Classroom Furniture - Library: modular furniture to allow for various configuration in the large group area of the library to enhance groupwork and collaboration.	10.00	\$2,500.00	\$25,000

Employee Benefits		
Subtotal - Code 80		\$298,050
Benefit		Proposed Expenditure
Social Security		\$55,800
Retirement	New York State Teachers	\$69,250
	New York State Employees	
	Other - Pension	
Health Insurance		\$173,000
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		

PURCHASED SERVICES WITH BOCES			
Subtotal - Code 49			\$100,000
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Initial Response Team 2021-22; personnel who will make home visits and work with students to address chronic absenteeism	OHM BOCES	0.5 FTE @ \$77,000/fte	\$38,500
Initial Response Team 2022-23; personnel who will make home visits and work with students to address chronic absenteeism	OHM BOCES	0.5 FTE @ \$77,000/fte	\$38,500
Initial Response Team 2023-24; personnel who will make home visits and work with students to address chronic absenteeism	OHM BOCES	0.3 FTE @ \$76,667/fte	\$23,000

CF121
 ENTRY DATE 02/02/22
 PROJECT 5880212025
 SED CODE 411603040000
 NYC DOC #

GRANTS FINANCE
 PROJECT STATUS REPORT
 ARP ESSER 3
 SAUQUOIT VALLEY CSD

RUN DATE 02/02/22

BUDGET DETAIL INFORMATION

PROF SALARY	15	729,509.00	BEGIN DATE	03/13/20
NON PROF SALARY	16	0.00	END DATE	09/30/24
PURCH SERVICES	40	57,250.00	AMENDMENT #	
SUPP & MATERIAL	45	67,237.00	CONTRACT #	
TRAVEL EXPENSE	46	0.00	STOP DATE	
EMP BENEFITS	80	298,050.00	REFUND CHECK #	
INDIRECT COST	90	0.00	IND COST RATE	13.0
BOCES SERVICES	49	100,000.00	INT ELIG	N
REMODELING	30	0.00		
EQUIPMENT	20	0.00		

BUDGET SUMMARY INFORMATION

FUNDYEAR	BUDGET SPLITS	PAID TO DATE	OUTSTANDING ENC
588021	1,252,046.00	125,204.00	1,126,842.00
588020	0.00	0.00	0.00
588019	0.00	0.00	0.00
	0.00	0.00	0.00
	0.00	0.00	0.00
TOTAL	1,252,046.00	125,204.00	1,126,842.00

LOG AND CONTRACT DATES

	RECEIVED	ENTERED	APPROVED
BUDGET	01/27/22	01/31/22	
INTERIM			
FINAL			

CASH DETAIL

ENTRY	DOC #	TRANS	ENC	RPT	LINE	AMOUNT	FUNDYR	MIR	PD DT	STAT
020222	561881F	INIT	000	02/22	01	125,204.00	588021	012722		ENT

THIS BUDGET HAS BEEN PROCESSED BY THE NEW YORK STATE
 EDUCATION DEPARTMENT. THIS SUMMARY REPLACES THE SIGNED COPY.

BUDGET NARRATIVE

LEA: Sauquoit Valley Central School District	ARP – ESSER – 3
BEDSCODE: 411603040000	

**** 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>	<i>This grant will fund 4 new instructional positions for the 2021-22 school year, 3 new instructional positions for the 2022-23 school year and 3 new instructional positions for the 2023-24 school year, as well as fund the salary for the continued employment of a Social Worker within the district for the next 3 years. In all a total of 13 FTE's are supported over the 3-year period. The positions supported, Reading Teachers, Guidance Counselor, Social Worker and Elementary Teacher will help to address learning loss as well as social/emotional needs of students. Total \$729,509</i>
Code 16 <i>Support Staff Salaries</i>	
Code 40 <i>Purchased Services</i>	<i>Funds will be used to purchase lesson plans developed by other master teachers to assist all staff throughout the district in the delivery of the curriculum. Also, Reading Coaches and other PD will be provided by The Reading League, an organization with expertise in teaching literacy. Total \$57,250</i>
Code 45 <i>Supplies and Materials</i>	<i>Materials will be purchased for the Reading programs taught by the school district as well as assessment tools to assist in determining the literacy as well as social/emotional needs of our students. In addition, water bottle dispensing units will be purchased to encourage better hygiene at the water fountains. Total \$42,237</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>Employee benefits for the 13 FTE's included in this grant will also be covered with grant funds. Total \$298,050.</i>
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	<i>Services will be purchased from the Oneida-Herkimer-Madison BOCES to assist with absenteeism of students. This service will connect with families of students with poor attendance and work to develop strategies to improve school participation. Total \$100,000</i>
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	<i>Modular classroom furniture will be purchased for the high school library with the objective of making the learning space more conducive to student collaboration for various assignments. Total \$25,000</i>