

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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Background Information

SALMON RIVER CSD - 161201040000

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Summary and Background Information

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 federal ARP statute requires that States reserve ARP ESSER funds for three State-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

- Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.
- Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.
- Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

The 2021-2022 enacted New York State budget fully allocated the required SEA reserves as subgrants to 398 LEAs and NYSED has made allocations to two additional LEAs. Specific LEA allocations are detailed in Columns D, E, and F in the **ARP ESSER Allocations Chart** (see also in the Document Library). Please note that these funds are in addition to the *90% LEA ARP-ESSER ALLOCATION* listed in Column C of that workbook and must be budgeted for separately.

As indicated in NYSED's approved **ARP ESSER State Plan**, NYSED has included within this application a list of evidence-based interventions related to each state reserve. LEAs will be required to utilize state reserve funds to implement evidence-based interventions either chosen from the NYSED-selected list or from another reputable source (such as, but not limited to, the What Works Clearinghouse).

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

LEAs must select and implement evidence-based activities and interventions either chosen from the NYSED-provided list (embedded within each section of the application) or from another reputable source. Selected interventions must fall into one of the four tiers of evidence defined in the Every Student Succeeds Act (ESSA). Specifically, evidence tiers are defined as:

- **Tier 1 - Strong Evidence:** Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.
- **Tier 2 - Moderate Evidence:** Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence

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standards with reservations. The studies use large, multi-site samples. No other studies show that this strategy negatively impacts an outcome.

- **Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies – studies that can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet the sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.
- **Tier 4 - Demonstrates a Rationale:** High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

Further information may be found in the **Federal Guidance on Evidence-Based Interventions**. There are a number of resources available that identify research which supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align to the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated and an FS-10F Final Expenditure Report submitted by October 31, 2024.

Project Number

The project number stems for the three state-reserve programs are:

Fund Code	Project
5884-21-XXXX	ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time
5883-21-XXXX	ARP-ESSER 1% State-Level Reserve - Comprehensive After School
5882-21-XXXX	ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment

This number should be used on the appropriate FS-10 budget form.

Submission Deadline

Completed applications are due by **November 30, 2021** (with extensions by request) and will be reviewed on a rolling basis.

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by

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emailing CARESAct@nysed.gov prior to **November 5, 2021**.

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 State Reserve allocation returned to the United States Department of Education.

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Submission Instructions

SALMON RIVER CSD - 161201040000

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 – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

- The ARP-ESSER Application – State Reserves is due by November 30, 2021.

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Assurances - Assurances

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ARP-ESSER State Reserve: Assurances

1. The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.

YES, the LEA provides the above assurance.

2. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:

1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
3. LEA uses of funds to sustain and support access to early childhood education programs;
4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

YES, the LEA provides the above assurance.

3. The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

YES, the LEA provides the above assurance.

4. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

YES, the LEA provides the above assurance.

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Assurances - Assurances

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- 5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

YES, the LEA provides the above assurance.

- 6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

YES, the LEA provides the above assurance.

- 7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

YES, the LEA provides the above assurance.

- 8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

YES, the LEA provides the above assurance.

- 9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.

YES, the LEA provides the above assurance.

- 10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

YES, the LEA provides the above assurance.

- 11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.

YES, the LEA provides the above assurance.

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Assurances - Assurances

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12. The LEA assures that:

- 1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- 2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- 3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- 4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
- 5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.

YES, the LEA provides the above assurance.

13. The LEA assures that:

- 1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- 2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- 3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- 4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

YES, the LEA provides the above assurance.

14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

YES, the LEA provides the above assurance.

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Assurances - Assurances

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15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will 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, students involved with the juvenile justice system, and other underserved students.

YES, the LEA provides the above assurance.

16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

YES, the LEA provides the above assurance.

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ARP-ESSER State Reserves - State Reserves Intent to Apply

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ARP-ESSER State Reserves: Intent to Apply

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

- 1. **Does the LEA intend to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding?**

YES, the LEA intends to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

- 2. **Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

- 3. **Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

- 4. **Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Natascha Jock	njock@srk12.org	8/30/2021
LEA Board President	Emily Lauzon	emilauzon@srk12.org	8/30/2021

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ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

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ARP-ESSER State Reserve: Consultation

1. **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); 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, students involved with the juvenile justice system, and other underserved students.**

In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.

A diverse group of stakeholders including parents, staff, administrators and representatives of the Local Unions and the Board of Education met to collect input regarding the use of funds toward materials and programming (staffing, activities, etc.). The Board of Education as well as the community members were able to provide public comments either via email or Facebook throughout the process. The District will continue to engage with stakeholders through meetings, surveys and public meetings.

2. **In the space provided below, please provide the URL for the website(s) where the LEA Plan for using State-Level Reserve Funds is/will be publicly posted.**
For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.

<https://www.srk12.org/wp-content/uploads/2021/10/arp-narrative.pdf>

The Plan will be made available on our website as well as printed and mailed upon request. If necessary the report will be read to parents upon request.

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ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

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3. **In the space provided below, please describe how the LEA will support ongoing engagement with parents and families, including engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success.**

The district continues to support ongoing engagement with parents and families in a variety of ways, including engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success. Ongoing and regular communication has been a key factor in staying connected with our parents and families. Modes of communication for mass communication have included webpage notices, social media messages, the One-Call automated phone and text system. Teachers and support staff, including counselors, homeschool coordinators, attendance staff, nurses and administrators have utilized frequent phone calls, DOJO software and Google classroom to communicate directly to parents and families regarding student needs (academic, physical/medical, social/emotional) and available assistance, both school based as well as local agency support, to support student success. These calls and interactions include regular check-ins for students who are quarantined and may feel isolated and discouraged due to the circumstance. Support staff also make home visits regularly to communicate for a variety of reasons, check on well being of students who are absent or quarantined, provide basic needs and referrals for services that have been supplied through a variety of community agencies and organizations, in collaboration with those agencies and organizations. Teachers and interventionists, as well as a network of staff who collaborate about at-risk students in each building provide baseline data and reports of student progress related to student academic proficiency to parents through 5 week progress reports as well as report cards and supplementary diagnostic reports, as appropriate. Parents are also able to access the Schoology Parent Portal for realtime information related to student assignments, grades, attendance and behavior. This portal also has an option for the parents to email the teachers or counselors directly

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ARP-ESSER State Reserves - ARP-ESSER State Reserves: Comprehensive Needs Assessment

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ARP-ESSER State Reserve: Comprehensive Needs Assessment

- 1. In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The Salmon River Central School District has and will continue to use a variety of assessment measures and input to complete a comprehensive needs assessment in determining the social, emotional, mental health, and academic needs of students for all students, 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. Baseline data will be collected and analyzed from academic diagnostic assessments and/or pretests. Assessments include but are not limited to: I-ready - Math and Reading diagnostics, Running records for reading and math, as well as data and anecdotal notes regarding student progress from summer school. Additionally, staff will review the previous school year's student work, course grades, attendance and participation data, and the teacher-student-parent communication logs that were maintained to monitor student engagement and gauge progress, as needed. In addition to the academic data, the District will also utilize surveys to gauge student and parent perception of school climate and social and emotional needs, in addition to the use of a screening tool (BIMAS) that will be used to assess and monitor mental health and behavioral intervention needs and progress.

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ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

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5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Program Design

1. **The interventions implemented through the 5% State-Level Reserve to address the impacts of lost instructional time must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

State reserve funds for addressing the impacts of lost instructional time will be used for additional Academic Intervention positions (teaching assistants and Intervention teachers). The Office of Instruction, under the supervision of the Assistant Superintendent, coordinates and monitors all state and federal grant-related supplemental programming in addition to the regular instructional programs in the district. Working together with building principals, the Assistant Superintendent will ensure coordination and alignment of all regular and supplemental programming associated with our comprehensive instructional plans, considering comprehensive needs assessment data and ongoing progress-monitoring data to prioritize the assignment of staff and necessary resources for aligned programming to targeted populations. All planned interventions, enrichment and accelerated learning programming related to lost instructional time provided through State Reserve Funds will be coordinated and aligned in this manner with other initiatives and interventions detailed in the Salmon River Central School District's ARP-ESSER Plan: Part 2, CARES, CRRSA Act, Title 1 Part A, IDEA, Title V, Title VI, NYS School Improvement Funds (1003a), and My Brother's Keeper Native American Grant.

Using State Reserve Funds, the district will add additional staff to our successful RTI implementation system that targets skills and strategies for individual students to accelerate learning and lead to higher academic achievement. These staff will be a part of the system of supports already in place as outlined in our DCIP, SCEP and School Wide plans in each of our title 1 schools and non-title 1 schools as well as our planning through the OSE (Office of Special Education) and the North Country Regional Partnership Center. Our DCIP (District Comprehensive Improvement Plan), SCEP (School Comprehensive Improvement Plan), School Wide Plans and OSE Educational Partnership 2020-21 Support Plan are all in alignment with these similar intervention goals of this application to address lost instructional time with attention given to barriers concerning COVID learning loss, and as such, are also used to monitor and analyze both qualitative and quantitative progress toward these goals.

2. **In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.**

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
	1,449,026	<input type="checkbox"/> Primary	<input checked="" type="checkbox"/> All Students	As academic needs are identified due to lost

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration		<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>instructional time, they will be addressed accordingly using a multi-tiered system of approaches for each student, in alignment with our district RTI (Response to Intervention) Plans. This multi-tiered approach involves both regular ed and special ed classroom teachers and academic interventionists who will target intervention for students with more intense needs based on the assessment data. Increased frequency and smaller group sizes will be utilized in these tiers of services during both pull out and push in sessions, based on individual, small group and whole class needs. These interventions will be implemented for students who are identified at the beginning of the year as well as students who are impacted throughout the year due to quarantine-related instructional loss for students who struggle with remote learning. While all subject areas will be supported, the primary focus will be on ELA and Math, targeting necessary developmental skills needed for a strong foundation for learning. Student progress will be monitored through interim assessments as well as ongoing classroom curriculum related assessments aligned to NYS standards and NYS exams. Administrators in each building will oversee these processes in each of the buildings in collaboration with their support services staffing network, and data will be monitored and analyzed for progress; At-risk meetings will be facilitated to ensure collaboration among providers with parental input to revise tier levels or strategies for individual students who are not making progress as expected.</p> <p>While these specific funds will not be spent on restorative practices or specific social and emotional expenses, those necessary areas and activities will be implemented as part of our comprehensive plan</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				to support the whole child, which is essential to learning.

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

Student progress will be monitored through interim assessments as well as ongoing skills-based formative checks and curriculum-related assessments aligned to NYS standards and NYS exams. Administrators in each building will oversee these processes in each of the buildings in collaboration with their support services staffing network, and data will be monitored and analyzed for progress; At-risk meetings will be facilitated to ensure collaboration among providers with parental input to revise tier levels for individual students who are not making progress as expected. The at-risk building level network teams will also analyze the student progress data to make decisions regarding intervention strategies that may or may not be effective for individual students based on the students' responsiveness to those particular strategies. Overall effectiveness will be related to the number of students who show growth. While these specific funds will not be spent on restorative practices or specific social and emotional expenses, those necessary activities will be still be implemented as part of our comprehensive plan to support the whole child, which we believe are critical to learning. Any changes to the program plan will be communicated to stakeholders via meetings and the district webpage.

5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB
 RE: ARP-ESSER Application - State Reserves
 New York State Education Department
 89 Washington Avenue
 Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5884-21-XXXX.

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.

4. **Please complete the following to indicate the LEA's planned use of ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

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ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

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	Amount
LEA Allocation	1449026
Anticipated Number of Students Served	1100
Anticipated Number of Schools Served	3

- 5. **Please upload a completed copy of the *FS-10* budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.

[arp_lost_instruction.pdf](#)

- 6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

[lost_instruction_narrative.pdf](#)

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/10/2022

1% State-Level Reserve - Comprehensive After School: Program Design

High-quality afterschool programs should have the goal of providing students with important opportunities for academic support and access to enrichment opportunities that help develop social, emotional, and leadership skills. These benefits are particularly important to students from low-income backgrounds, students who are struggling, and students at risk for later academic disengagement. High-quality afterschool programs have demonstrated positive effects on student math and language arts achievement, and programs strongly rooted in the school context can also have a positive impact on school related student outcomes, including greater self-confidence, increased civic engagement, better school attendance, improved high school graduation, and decreased delinquency.

- The interventions implemented through the 1% State-Level Reserve for comprehensive after school programming must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for comprehensive after school programming will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

State reserve funds for comprehensive after school programming will be used for additional opportunities for enrichment in addition to addressing the impacts of lost instructional time and social and emotional isolation that stem from remote instruction. The programming will include enrichment activities based on student interests as well as a credit recovery program in the high school and a homework club/tutoring service for both middle school and high school students. These staff will be an extension of the system of supports already in place as outlined in our DCIP, SCEP and School Wide plans in each of our title 1 schools and non-title 1 schools as well as our planning through the OSE (Office of Special Education) and the North Country Regional Partnership Center. These additional instructional interventions and enrichment opportunities are/will be coordinated with and aligned to other district initiatives and plans for which we receive funding. Our DCIP (District Comprehensive Improvement Plan), SCEP (School Comprehensive Improvement Plan), School Wide Plans and OSE Educational Partnership 2021-22 Support Plan are all in alignment with these similar intervention goals of this application to address lost instructional time with attention given to barriers concerning COVID learning loss, and as such, are also used to monitor and analyze both qualitative and quantitative progress toward these goals.

The Office of Instruction, under the supervision of the Assistant Superintendent, coordinates and monitors all state and federal grant-related supplemental programming in addition to the regular instructional programs in the district. Working together with building principals, the Assistant Superintendent will ensure coordination and alignment of all regular and supplemental programming associated with our comprehensive instructional plans, considering comprehensive needs assessment data and ongoing progress-monitoring data to prioritize the assignment of staff and necessary resources for aligned programming to targeted populations. All planned interventions, enrichment and accelerated learning programming related to lost instructional time provided through State Reserve Funds will be coordinated and aligned in this manner with other initiatives and interventions detailed in the Salmon River Central School District's ARP-ESSER Plan: Part 2, CARES, CRRSA Act, Title 1 Part A, IDEA, Title V, Title VI, NYS School Improvement Funds (1003a), and My Brother's Keeper Native American Grant.

- In the chart below, please provide additional information about the planned evidence-interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented.**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/10/2022

Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	216,813	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Students who are identified through the needs assessment and on going teacher referral and student/parent self -initiated referrals because of on going COVID quarantines will be encouraged to participate in the afterschool credit recovery and homework/tutoring programs. Students attending credit recovery will meet with a guidance counselor and teacher/program coordinator to tailor an individualized program with very specific curricular and skills needs that will be prescribed for students to work with certified instructors after school. Homework club/tutoring is also staffed by certified teachers who will work with individual students to accelerate learning of skills and curricular gaps caused by COVID remote situations. Teachers and guidance counselors will communicate with tutors to provide information related to identified needs of the students who attend. A guidance counselor will monitor the student at-risk data and will work with students and parents to encourage and recruit students in need of these after school services who are not attending. This program is also available via zoom for students who are quarantined. Mindfulness instructors who are funded through other means will be available to work with students during after school programming to promote the use of stress-reducing strategies that can be embedded in the programs. This social and emotional intervention service is already embedded in our regular school day.
Curriculum-Aligned Enrichment	73,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners	Curriculum Aligned enrichment (drop down) - After school enrichment opportunities to address lost instructional time and social/emotional concerns due

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/10/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Activities		<input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	to remote learning and feelings of isolation will be student centered and teacher supervised/facilitated based on student interests to include but not limited to: Book clubs, mindfulness and yoga (social/emotional and physical well being), babysitting safety (American Red Cross course) with topics to include: First Aid and CPR/AED certification, provide care for infants and children, learn basic first aid, help children learn appropriate behavior, choose age-appropriate activities, learn what to do in an emergency, develop professionalism, learn leadership skills, build your business.

- In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected comprehensive after school programming/strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

Student progress will be monitored through interim curriculum assessments as well as ongoing skills-based formative checks and curriculum-related assessments aligned to NYS standards and NYS exams to measure progress of students and effectiveness of the after school academic activities. In addition to the academic data, the District will also utilize surveys to gauge student and parent perception of school climate and social and emotional needs, in addition to the use of a screening tool (BIMAS) that will be used to assess and monitor mental health and behavioral intervention needs and progress. Administrators in each building will oversee these processes in each of the buildings in collaboration with their support services staffing network, and data will be monitored and analyzed for progress at 5 week intervals; At-risk meetings will be facilitated to ensure collaboration among providers with parental input to revise plans for students who are not making progress as expected. The at-risk building level network teams will also analyze the student progress data to make decisions regarding intervention strategies that may or may not be effective for individual students based on the students' responsiveness to those particular strategies. Overall effectiveness will be related to the number of students who show growth. Any changes to the program plan will be communicated to stakeholders via meetings and the district webpage.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/10/2022

1% State-Level Reserve - Comprehensive After School: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB
RE: ARP-ESSER Application - State Reserves
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5883-21-XXXX.

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.

4.

Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

Table with 2 columns: Description, Amount. Rows include LEA Allocation (289813), Anticipated Number of Students Served (1100), and Anticipated Number of Schools Served (3).

5. Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

The fund code for the 1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.

after school fs10.pdf

6. Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

after school narrative.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/09/2022

1% State-Level Reserve - Summer Learning and Enrichment: Program Design

Summer learning programs can offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. Schools and districts should design programs that work best in the local context and reflect the characteristics that evidence suggests lead to successful summer programs. These characteristics include: programs are voluntary, full-day lasting five to six weeks, include three hours of language arts and mathematics taught by a certified teacher each day, and include enrichment activities and experiences. Research points to the potentially positive benefits of strong summer programs. A longitudinal study of summer programs showed students who participated in the summer programs that were reviewed received some benefits in mathematics; however, students with high rates of attendance who attended programs for consecutive summers experienced the greatest learning gains. The amount and quality of instruction influenced the academic benefit, with the highest benefits to students attending programs with high-quality instruction provided by a certified teacher and high academic time on task.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/09/2022

- 1. **The interventions implemented through the 1% State-Level Reserve for summer learning and enrichment must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for summer learning and enrichment will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

State reserve funds for summer learning and enrichment will provide students with opportunities for instruction to accelerate learning and recover credits as well as to provide enrichment opportunities that extend the learning for students, especially those whose learning was affected most by disruptions due to COVID. The funds will be used to pay stipends to certified teachers who will deliver instruction during the summer programming. The summer program will provide a welcoming and nurturing environment with breakfast and lunch for all students in grades Pre-K - 12. Programming will include instruction for five to six weeks with a primary focus on ELA and Math in grades K-8, as well as a focus on student social and emotional wellness. The programming will include enrichment activities integrated with mindfulness, physical activity and STEM opportunities. Programming will include credit recovery as well as acceleration sessions in the high school and gap filling, accelerated learning based on curricula assessments and individual diagnostic assessment results for K-8 students. The summer staff will be an extension of the system of supports already in place, as outlined in our DCIP, SCEP and School Wide plans in each of our title 1 schools and non-title 1 schools as well as our planning through the OSE (Office of Special Education) and the North Country Regional Partnership Center. Summer staff may also include those such as special education and counselors who may be funded using another source. These additional instructional and social/emotional interventions and enrichment opportunities will be coordinated with and aligned to other district initiatives and plans for which we receive funding. Our DCIP (District Comprehensive Improvement Plan), SCEP (School Comprehensive Improvement Plan), School Wide Plans and OSE Educational Partnership 2021-22 Support Plan are all in alignment with these similar intervention goals of this application to address lost instructional time with attention given to barriers concerning COVID learning loss, and as such, are also used to monitor and analyze both qualitative and quantitative progress toward these goals. The Office of Instruction, under the supervision of the Assistant Superintendent, coordinates and monitors all state and federal grant-related supplemental programming in addition to the regular instructional programs in the district. Working together with building principals, the Assistant Superintendent will ensure coordination and alignment of all regular and supplemental programming associated with our comprehensive instructional plans, considering comprehensive needs assessment data and ongoing progress-monitoring data to prioritize the assignment of staff and necessary resources for aligned programming to targeted populations. All planned interventions, enrichment and accelerated learning programming related to lost instructional time provided through State Reserve Funds will be coordinated and aligned in this manner with other initiatives and interventions detailed in the Salmon River Central School District's ARP-ESSER Plan: Part 2, CARES, CRRSA Act, Title 1 Part A, IDEA, Title V, Title VI, NYS School Improvement Funds (1003a), and My Brother's Keeper Native American Grant.

- 2. **In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/09/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	289,813	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Summer programming will be tailored to the specific needs of the student. Using the end of year formative and summative assessment data (including diagnostic data for K-8 students in ELA and Math) and grade level or course expectations and standards, teachers will identify strengths and weaknesses and plan lessons to address that gaps that incorporate best practices such as workshop methods, inquiry based lessons with embedded critical thinking, individual conferences with student centered goal setting, as well as small group work in addition to guided independent support. Though it may be funded through a separate source, in addition to mindfulness programming for the summer, students who are identified for counseling services during the regular school year will receive counseling if they attend summer school. Students who are also referred with parent consent for this service to support their emotional and academic success during the summer will also be eligible for this type of intervention.

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected summer learning and enrichment strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

Student progress will be monitored through formative assessments as well as ongoing skills-based formative checks and curriculum-related assessments aligned to NYS standards and NYS exams. Progress will be reported to families twice, once at the midpoint and again at the end of the summer program. Administrators in each building will oversee these processes in each of the buildings in collaboration with their support services staffing network, and data will be monitored and analyzed for progress; At-risk meetings will be facilitated to ensure collaboration among providers with parental input to revise tier levels for individual students who are not making progress as expected. The at-risk network teams will also analyze the student progress data to make decisions regarding intervention strategies that may or may not be effective for individual students based on the students' responsiveness to those particular strategies. Overall effectiveness will be related to the number of students who show growth based on the student data. Any changes to the program plan will be communicated to stakeholders via meetings and the district webpage.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/09/2022

1% State-Level Reserve - Summer Learning and Enrichment: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB
RE: ARP-ESSER Application - State Reserves
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5882-21-XXXX.

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.

- 4. Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

	Amount
LEA Allocation	289813
Anticipated Number of Students Served	1100
Anticipated Number of Schools Served	3

- 5. Please upload a completed and signed copy of the FS-10 Budget the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.

summer fs10.pdf

- 6. Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

summer narrative.pdf

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

**PROPOSED BUDGET FOI
 FEDERAL OR STATE PRO.
 FS-10 (03/15)**

= Required Field

Local Agency Information			
Funding Source:	ARP-ESSER 1% State-Level Reserve - Summer		
Report Prepared By:	Natascha Jock		
Agency Name:	Salmon River Central School District		
Mailing Address:	637 County Route 1		
	Street		
	Fort Covington	NY	12937
	City	State	Zip Code
Telephone # of Report Preparer:	518-358-6611	County: Franklin	
E-mail Address:	njock@srk12.org		
Project Funding Dates:	3/13/2020 Start	9/30/2024 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/>.

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SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary

PURCHASED SERVICES			
			Subtotal - Code 40
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure

SUPPLIES AND MATERIALS			
Subtotal - Code 45			
Description of Item	Quantity	Unit Cost	Proposed Expenditure

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

Employee Benefits	
Subtotal - Code 80	
\$44,321	
Benefit	Proposed Expenditure
Social Security	\$18,780
Retirement	New York State Teachers
	New York State Employees
	Other - Pension
Health Insurance	
Worker's Compensation	\$12,483
Unemployment Insurance	
Other(Identify)	

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	
B.	Approved Restricted Indirect Cost Rate	
C.		Subtotal - Code 90

For your information, maximum direct cost base = \$289,813.00

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
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure

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

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$245,492
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	\$44,321
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$289,813

Agency Code:

Project#: 2

Contract#:

Agency Name:

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

Fiscal Year **First Payment** **Line #**

_____	_____	_____
_____	_____	_____
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_____	_____	_____

Voucher#

First Payment

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).

10/25/21 
 Date Signature

Dr. Stanley Harper Superintendent
Name and Title of Chief Administrative Officer

BUDGET NARRATIVE

LEA: Salmon River Central School District	FOR TITLE: ARP-ESSER 1% State-Level Reserve - Summer
BEDSCODE: 161201040000	

**** MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 <i>Professional Salaries</i>	<i>Summer School Stipends will be paid to 50 teachers at a rate of \$50/hour for 98.20 hours for 1 years for a total of \$245,492. Summer programs will be used to help close the learning gaps by providing extended learning year opportunities.</i>
Code 16 <i>Support Staff Salaries</i>	<i>None</i>
Code 40 <i>Purchased Services</i>	<i>None</i>
Code 45 <i>Supplies and Materials</i>	<i>None</i>
Code 46 <i>Travel Expenses</i>	<i>None</i>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)

Code 80 <i>Employee Benefits</i>	<i>Social Security \$44,321 (7.65 % of salaries)</i> <i>New York State Teachers Retirement \$18,780 (9.8% of instructional salaries)</i> <i>Workers Compensation \$1,483 (.6042% of Instructional Salaries)</i>
Code 90 <i>Indirect Cost</i>	<i>none</i>
Code49 <i>BOCES Services</i>	<i>None</i>
Code30 <i>Minor Remodeling</i>	<i>None</i>
Code20 <i>Equipment</i>	

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

**PROPOSED BUDGET FOI
 FEDERAL OR STATE PRO.
 FS-10 (03/15)**

= Required Field

Local Agency Information		
Funding Source:	ARP-ESSER 5% State-Level Reserve - Impact o	
Report Prepared By:	Natascha Jock	
Agency Name:	Salmon River Central School District	
Mailing Address:	637 County Route 1	
	Street	
	Fort Covington	NY
	City	State
		12937
		Zip Code
Telephone# of Report Preparer:	518-358-6611	County: Franklin
E-mail Address:	njock@srk12.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.
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- 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			\$855,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Teaching Assistant	6 FTE Teaching Assistants X 1 years	\$22,500/year	\$125,000
Academic Instructional Support Teachers	4 FTE X 3 years	\$60,000/year	\$720,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$21,793
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Classroom Materials (Science lab materials, calculators, crayons, pencils, notebooks, language programs, art supplies, physical education supplies)	150 Classrooms	\$145.29X150	\$21,793

Employee Benefits		
Subtotal - Code 80		\$572,233
Benefit	Proposed Expenditure	
Social Security	\$65,408	
Retirement	New York State Teachers	\$83,790
	New York State Employees	
	Other - Pension	
Health Insurance	\$417,870	
Worker's Compensation	\$5,165	
Unemployment Insurance		
Other(Identify)		

BUDGET NARRATIVE

LEA: Salmon River Central School District	FOR TITLE: ARP-ESSER 5% State Level Reserve – Impact of Lost Instructional Time
BEDSCODE: 161201040000	

**** MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
<i>Code 15 Professional Salaries</i>	<i>6 Teaching Assistants will be hired to help provide academic intervention services to fill the instructional gaps. They will cost \$22,500 each for 1 year for a total of \$135,000. 4 Academic Intervention Support Teachers will be hired to support each subject area in the High School to help catch up students who struggled with remote learning. 4 teachers X \$60,000 X 3 years = \$720,000</i>
<i>Code 16 Support Staff Salaries</i>	<i>None</i>
<i>Code 40 Purchased Services</i>	<i>None</i>
<i>Code 45 Supplies and Materials</i>	<i>The District will purchase classroom materials to help close the learning gaps and improve classroom instruction. Each of the 3 schools will spend \$7,264.33 for a total of \$21,793.</i>
<i>Code 46 Travel Expenses</i>	<i>None</i>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
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Code 80 <i>Employee Benefits</i>	<i>Social Security \$65,408 (7.65 % of salaries)</i> <i>New York State Teachers Retirement \$83,790 (9.8% of instructional salaries)</i> <i>Health Insurance \$417,870 (10 family plans at a cost of \$23,192.66)</i> <i>Workers Compensation \$5,165 (.6042% of Instructional Salaries)</i>
Code 90 <i>Indirect Cost</i>	<i>none</i>
Code49 <i>BOCES Services</i>	<i>None</i>
Code30 <i>Minor Remodeling</i>	<i>None</i>
Code20 <i>Equipment</i>	

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

**PROPOSED BUDGET FOI
 FEDERAL OR STATE PRO.
 FS-10 (03/15)**

= Required Field

Local Agency Information			
Funding Source:	ARP-ESSER 1% State-Level Reserve - After Sch		
Report Prepared By:	Natascha Jock		
Agency Name:	Salmon River Central School District		
Mailing Address:	637 County Route 1		
	Street		
	Fort Covington	NY	12937
	City	State	Zip Code
Telephone # of Report Preparer:	518-358-6611	County: Franklin	
E-mail Address:	njock@srk12.org		
Project Funding Dates:	3/13/2020 Start	9/30/2024 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/>.

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SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$245,492
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Implementation of night high school program. Teachers will receive a stipend for hourly work	5 teachers X 381.97 hours X 1 years = 1,909.84 hours	\$50.00/hour	\$95,492
Homework Club Stipends	10 Teachers X 50 hours X 3 years	\$50/hour	\$75,000
Enrichment Club Stipends	10 Teachers X 50 hours X 3 years	\$50/hour	\$75,000

SALARIES FOR SUPPORT STAFF			
			Subtotal - Code 16
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary

PURCHASED SERVICES			
			Subtotal - Code 40
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure

SUPPLIES AND MATERIALS			
Subtotal - Code 45			
Description of Item	Quantity	Unit Cost	Proposed Expenditure

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

Employee Benefits		
Subtotal - Code 80		\$44,321
Benefit	Proposed Expenditure	
Social Security	\$18,783	
Retirement	New York State Teachers	\$24,058
	New York State Employees	
	Other - Pension	
Health Insurance		
Worker's Compensation	\$1,480	
Unemployment Insurance		
Other(Identify)		

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	
B.	Approved Restricted Indirect Cost Rate	
C.	Subtotal - Code 90	

For your information, maximum direct cost base = **\$289,813.00**

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
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure

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

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

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$245,492
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	\$44,321
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$289,813

Agency Code: 161201040000

Project#: 2 2 5883-21-XXXX

Contract#: 2 2 2

Agency Name: Salmon River Central School District

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
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Voucher#

First Payment

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).

10/25/21 _____
 Date Signature

Dr. Stanley Harper Superintendent
Name and Title of Chief Administrative Officer

BUDGET NARRATIVE

LEA: Salmon River Central School District	FOR TITLE: ARP-ESSER 1% State-Level Reserve – After School
BEDSCODE: 161201040000	

**** MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
<i>Code 15 Professional Salaries</i>	<i>Implement an after-school credit recovery program with 5 teachers paid an hourly stipend of \$50 per hour. The program will run 381.97 hours per year for 1 years at a cost of \$95,492. Homework Club and Enrichments Program stipends will be offered to 20 teachers for 50 hours for 3 years for a total of \$150,000. Programs will be used to help students with extended learning and other learning opportunities.</i>
<i>Code 16 Support Staff Salaries</i>	<i>None</i>
<i>Code 40 Purchased Services</i>	<i>None</i>
<i>Code 45 Supplies and Materials</i>	<i>None</i>
<i>Code 46 Travel Expenses</i>	<i>None</i>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)

Code80 <i>Employee Benefits</i>	<i>Social Security \$18,783 (7.65 % of salaries)</i> <i>New York State Teachers Retirement \$24,058 (9.8% of instructional salaries)</i> <i>Workers Compensation \$1,480 (.6042% of Instructional Salaries)</i>
Code 90 <i>Indirect Cost</i>	<i>none</i>
Code49 <i>BOCES Services</i>	<i>None</i>
Code30 <i>Minor Remodeling</i>	<i>None</i>
Code20 <i>Equipment</i>	