

ARP-ESSER Application: State Reserves - ARP State ReservesIntroduction/Instructions - Background Information

Background Information

SUSQUEHANNA VALLEY CSD - 030601060000

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

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Tier 3 - Promising Evidence: Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies 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 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 supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that address 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 intend 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**.

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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Introduction/Instructions - Submission Instructions

Submission Instructions

SUSQUEHANNA VALLEY CSD - 030601060000

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**.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

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.

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

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.
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.

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Assurances - Assurances

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.
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.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - State Reserves Intent to Apply

ARP-ESSER State Reserves: Intent to Apply

If an eligible school district does not intend 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	Ethan Berry	eberry@svsabers.org	12/14/2021
LEA Board President	Mary Haskell	mhaskell@svsabers.org	12/14/2021

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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.

Susquehanna Valley developed and administered a survey that allowed stakeholders input on the various items that would be acceptable expenditures under the ARP guidelines. The survey was distributed to students, parents, teachers, staff and other community members. The results of the survey were then analyzed to help determine the best application of the funding. Additionally, subgroups of stakeholders were also consulted for direct input regarding direct distribution of funds. The district will continue to utilize surveys to engage stakeholders for the duration of the plan's implementation. Specific to the needs created by lost instructional time, committees were charged with engaging in meaningful dialog regarding summer learning and enrichment and comprehensive after-school activities.

- 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.svsabers.org/ARP-ESSERStateReservesApplication.aspx>

- 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.**

Susquehanna Valley will continue to utilize surveys and building level committees and dialog with parents and families to help parents to understand learning gaps, learning gains and ways they can assist their child in helping to close these gaps. Principals and teachers regularly communicate with families via newsletters and emails with suggestions and resources that can be used to support student learning as a whole. Report cards, five-week progress reports, AIS progress reports and special education progress notes provide families with specific details regarding their child's needs and successes. Parents are encouraged to utilize the Parent Portal to check on student grades and attendance as well. A significant focus has been placed on student attendance to be sure that students are regularly attending school, or engaging with virtual office hours when excluded from school due to COVID. Seven-week reports detailing student attendance are sent to families, home visits are made routinely to students who are chronically absent, and individualized postcards are sent when students miss school.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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.**

While Susquehanna Valley does not serve students in all of these subgroups, we have made efforts to determine the specific needs of students from low-income families and students with disabilities while determining the needs of all students. Benchmark assessments were administered in the Spring of 2021 and then again in the Fall of 2021 to allow teachers to determine the specific learning needs of students in math and ELA. Additionally, we will utilize CoVitality to survey our students to determine social, emotional and mental health needs. This is a strength-based protective factor survey that allows our team to determine needs on the individual, classroom, building, and District-wide level.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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

- 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.

Interventions to address lost instructional time will align with interventions that are supported with ARP, Title IA and IDEA funding. Specifically, we will fund special education aides to support the needs of our students with disabilities and those students who have gaps in learning due to COVID-19. These aides will assist in working with students in small groups after primary instruction is provided. They will allow for teachers to work with small groups for tiered instruction while other students are still supported in their independent work focused on specific skill gaps.

- 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
Tailored/Individualized Acceleration	499,996	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" 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	In the general education classroom, students will be broken into small groups to provide tailored instruction at their reading levels by a highly qualified teacher. Teacher aides will be able to work with other small groups on reinforcing skills in guided practice and individualized skill practice. This will occur on a daily basis to support the Response to Intervention model.

- 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 on a regular basis, consistent with the progress monitoring done through the Response to Intervention model. Programs such as Read Naturally will be administered with the assistance of the teacher's aide. Additionally, Fountas & Pinnell benchmarking, running records, DIBELS and iReady will be used to evaluate student progress. When students are not responding effectively, intervention strategies will be increased and/or altered to meet student needs. These changes will be communicated and discussed at building-level data meetings on a weekly basis through our Professional Learning Community model and Child Study Team meetings.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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.**

	Amount
LEA Allocation	499,996
Anticipated Number of Students Served	200
Anticipated Number of Schools Served	2

- 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-SR-FS10-LIT.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.**

ARP-SR-LIT.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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.**

Susquehanna Valley will create an after-school tutoring program to assist students at the high school level with skill gaps and deficits and current curricular needs. This program will be staffed by highly qualified teachers in each content area. Students will be able to meet with tutors 4 days a week for up to 2 hours per day. This intervention will be aligned to the evidence-based practices supported through other funds such as the credit recovery program funded through the ARP-ESSER Plan.

- 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. 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	100,002	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" 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	Susquehanna Valley will use a high-dosage tutoring program for its high school students. We will make use of these funds to support student learning after school and during the school day. Students identified for this intervention will be those who demonstrate skill and content area gaps and deficits. This programming will be held in conjunction with credit recovery services. Student grades will be monitored to evaluate the effectiveness of this intervention.

- 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.**

The effectiveness of this tutoring will be monitored and evaluated through the examination of student grades and credit earnings. Those students at highest risk for not graduating will be prioritized in scheduling. The levels and timing of tutoring will be adjusted to meet student needs. Program changes and updates will be communicated through newsletters and other web publications.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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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

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

	Amount
LEA Allocation	100002
Anticipated Number of Students Served	385
Anticipated Number of Schools Served	1

- 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.

ARP-SR-FS-10-CASP.pdf

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

ARP-SR-CASP.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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.

- 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.**

Students at Richard T. Stank Middle School will have the opportunity to attend summer programming intended to offer curriculum enrichment opportunities for students. Specifically, the content of this program will be designed to create engaging lessons that allow students to have access to highly qualified teachers and curricular content during the summer months. A program coordinator will ensure that classes are designed to be inviting to student needs and interests and be somewhat technology free to regain a love and passion for learning outside of a digital environment. An additional focus will be placed on SEL, which is a significant need, specifically at the middle school level. This correlates with programming offered through CRRSA and ARP-ESSER funding.

- 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
Curriculum-Aligned Enrichment Activities	100,002	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input 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	Susquehanna Valley will offer a summer enrichment program to its middle school students during the summer of 2022. Students will be invited to attend classes of their choosing related and aligned to state curriculum, but with a more hands-on approach. Project-based learning will be emphasized as a tenet of the program. The goal of the course is to enrich student learning through engaging activities in a low-tech environment. The program will be held for 3 hours a day for 4 weeks.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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.

The summer enrichment program will be evaluated for effectiveness based on the number of students who demonstrate interest in the course offerings. Surveys will be administered to students, families and staff to further evaluate the effectiveness of the program. Any changes will be communicated through newsletters and other publications such as website articles.

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	100002
Anticipated Number of Students Served	100
Anticipated Number of Schools Served	1

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.

ARP-SR-FS-10-SLE.pdf

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

ARP-SR-SLE.pdf

= Required Field

Local Agency Information		
Funding Source:	ARP - State Reserve - Lost Instructional Time	
Report Prepared By:	Natalie Brubaker	
Agency Name:	Susquehanna Valley CSD	
Mailing Address:	1040 Conklin Rd.	
	Street	
	Conklin	NY
	13748	
	City	State
		Zip Code
Telephone # of Report Preparer:	607-775-9146	County: Broome
E-mail Address:	nbrubake@svsabers.org	
Project Funding Dates:	3/13/20	9/30/24
	Start	End

INSTRUCTIONS
<ul style="list-style-type: none"> Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance. The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee. An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting. For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$138,349
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
SY 23-24 Credit Recovery Teacher - HS	1.00	\$53,260	\$53,260
SY 22-23 Credit Recovery Teacher - HS	1.00	\$51,089	\$51,089
21-22 SY After school related services provision - Speech/OT - BKS	1 speech pathologist and 1 OT at 1 hour per day for 170 days	\$50/hr.	\$17,000
21-22 SY After school related services provision - Speech/OT - Don	1 speech pathologist and 1 OT at 1 hour per day for 170 days	\$50/hr.	\$17,000

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$225,233
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
SY 21-22 Brookside Aide	1.00	\$17,266.00	\$17,266
SY 21-22 Donnelly Aide	1.00	\$17,266.00	\$17,266
SY 21-22 Brookside Aide	1.00	\$17,266.00	\$17,266
SY 21-22 Brookside Aide	1.00	\$17,435.00	\$17,435
SY 22-23 Donnelly Aide	1.00	\$18,823.00	\$19,026
SY 22-23 Brookside Aide	1.00	\$18,823.00	\$19,026
SY 22-23 Brookside Aide	1.00	\$18,823.00	\$19,026
SY 22-23 - Brookside Aide	1.00	\$18,823.00	\$19,026
SY 23-24 - Donnelly Aide	1.00	\$19,771.00	\$19,974
SY 23-24 - Brookside Aide	1.00	\$19,771.00	\$19,974
SY 23-24 - Brookside Aide	1.00	\$19,771.00	\$19,974
SY 23-24 - Brookside Aide	1.00	\$19,771.00	\$19,974

Employee Benefits		
Subtotal - Code 80		\$136,414
Benefit		Proposed Expenditure
Social Security		\$27,812
Retirement	New York State Teachers	\$13,558
	New York State Employees	\$24,099
	Other - Pension	
Health Insurance		\$70,945
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$138,349
Support Staff Salaries	16	\$225,233
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	\$136,414
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$499,996

Agency Code: **030601060001**

Project #: **5884-21-0160**

Contract #: _____

Agency Name: **Susquehanna Valley CSD**

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).

12/16/21 _____
Date Signature

Roland Doig, Superintendent of Schools
Name and Title of Chief Administrative Officer

Finance: Logged _____ Approved _____ MIR _____

BUDGET NARRATIVE

LEA: Susquehanna Valley CSD	FOR TITLE: ARP-State Reserve-Lost Instructional Time
BEDSCODE: 030601060001	

**** 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>Funds will be allocated to support a credit recovery/grade recovery teacher at the High School level to assist students who have struggled academically as a result of the pandemic. Additionally, funds will be allocated to provide remote speech and occupational therapy sessions to students who must learn remotely.</i>
Code 16 <i>Support Staff Salaries</i>	<i>Funds will be allocated to hire teacher aides to allow for teachers to work in smaller groups with students in the youngest grades. Teacher aides will support student learning in small groups as well.</i>
Code 40 <i>Purchased Services</i>	
Code 45 <i>Supplies and Materials</i>	
Code 46 <i>Travel Expenses</i>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this title)</i>
Code 80 <i>Employee Benefits</i>	<i>The employee benefits are tied to the employees outlined in professional and support staff salaries.</i>
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	

= Required Field

Local Agency Information		
Funding Source:	ARP - State Reserve - Comprehensive After Scho	
Report Prepared By:	Natalie Brubaker	
Agency Name:	Susquehanna Valley CSD	
Mailing Address:	1040 Conklin Rd.	
	Street	
	Conklin	NY
	13748	
	City	State
		Zip Code
Telephone # of Report Preparer:	607-775-9146	County: Broome
E-mail Address:	nbrubake@svsabers.org	
Project Funding Dates:	3/13/21	9/30/24
	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			\$84,500
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Grade 9 ELA Tutor	120 days	\$50/day	\$6,000
Algebra I Tutor	130 days	\$50/day	\$6,500
Earth Science Tutor	120 days	\$50/day	\$6,000
Grade 9 Social Studies Tutor	120 days	\$50/day	\$6,000
Grade 10 ELA Tutor	120 days	\$50/day	\$6,000
Geometry Tutor	120 days	\$50/day	\$6,000
Living Environment Tutor	120 days	\$50/day	\$6,000
Grade 10 Social Studies Tutor	120 days	\$50/day	\$6,000
Grade 11 ELA Tutor	120 days	\$50/day	\$6,000
Algebra II Tutor	120 days	\$50/day	\$6,000
Chemistry Tutor	120 days	\$50/day	\$6,000
US History Tutor	120 days	\$50/day	\$6,000
Calculus Tutor	120 days	\$50/day	\$6,000
Physics Tutor	120 days	\$50/day	\$6,000

Employee Benefits		
Subtotal - Code 80		\$15,502
Benefit		Proposed Expenditure
Social Security		\$6,464
Retirement	New York State Teachers	\$8,281
	New York State Employees	
	Other - Pension	
Health Insurance		
Worker's Compensation		\$757
Unemployment Insurance		
Other(Identify)		

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$84,500
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	\$15,502
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$100,002

Agency Code: **030601060001**

Project #: **5883-21-0160**

Contract #: _____

Agency Name: **Susquehanna Valley CSD**

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).

12/14/21 

Date Signature

Roland Doig, Superintendent of Schools
Name and Title of Chief Administrative Officer

Finance: Logged _____ Approved _____ MIR _____

BUDGET NARRATIVE

LEA: Susquehanna Valley CSD	FOR TITLE: ARP-State Reserve-After School Programming
BEDSCODE: 030601060001	

**** 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>The funds in this category will be used to hire tutors in courses that end in or lead to a Regents examination at the High School level. Provisions of these tutors will allow students who are struggling academically to have focused, high quality instruction based on their needs.</i>
Code 16 <i>Support Staff Salaries</i>	
Code 40 <i>Purchased Services</i>	
Code 45 <i>Supplies and Materials</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>These are the benefits linked to the professional salaries listed above.</i>
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	

= Required Field

Local Agency Information		
Funding Source:	ARP - State Reserve -Summer Learning	
Report Prepared By:	Natalie Brubaker	
Agency Name:	Susquehanna Valley CSD	
Mailing Address:	1040 Conklin Rd.	
	Street	
	Conklin	NY
	13748	
	City	State
		Zip Code
Telephone # of Report Preparer:	607-775-9146	County: Broome
E-mail Address:	nbrubake@svsabers.org	
Project Funding Dates:	3/13/21	9/30/24
	Start	End

INSTRUCTIONS
<ul style="list-style-type: none"> Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance. The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee. An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting. For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$84,510
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Summer 2022 Grade 6 ELA Teacher			\$3,725
Summer 2022 Grade 7 ELA Teacher			\$3,725
Summer 2022 Grade 8 ELA Teacher			\$3,725
Summer 2022 Grade 6 Math Teacher			\$3,725
Summer 2022 Grade 7 Math Teacher			\$3,725
Summer 2022 Grade 8 Math Teacher			\$3,725
Summer 2022 Grade 6 Science/Social Studies Teacher			\$3,725
Summer 2022 Grade 7 Science/Social Studies Teacher			\$3,725
Summer 2022 Grade 8 Science/Social Studies Teacher			\$3,725
Summer 2022 School Counselor			\$3,725
Summer 2022 Program Coordinator			\$5,000
Summer 2023 Grade 6 ELA Teacher			\$3,726
Summer 2023 Grade7 ELA Teacher			\$3,726
Summer 2023 Grade 8 ELA Teacher			\$3,726
Summer 2023 Grade 6 Math Teacher			\$3,726
Summer 2023 Grade 7 Math Teacher			\$3,726
Summer 2023 Grade 8 Math Teacher			\$3,726
Summer 2023 Grade 6 Science/SS Teacher			\$3,726
Summer 2023 Grade 7 Science/SS Teacher			\$3,726
Summer 2023 Grade 8 Science/SS Teacher			\$3,726
Summer 2023 School Counselor			\$3,726
Summer 2023 Program Coordinator			\$5,000

Employee Benefits		
Subtotal - Code 80		\$15,492
Benefit		Proposed Expenditure
Social Security		\$6,466
Retirement	New York State Teachers	\$8,282
	New York State Employees	
	Other - Pension	
Health Insurance		
Worker's Compensation		\$744
Unemployment Insurance		
Other(Identify)		

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$84,510
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	\$15,492
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$100,002

Agency Code: **030601060001**

Project #: **5882-21-0160**

Contract #: _____

Agency Name: **Susquehanna Valley CSD**

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).

12/15/21 

Date Signature

Roland Doig, Superintendent of Schools
Name and Title of Chief Administrative Officer

Finance: Logged _____ Approved _____ MIR _____

BUDGET NARRATIVE

LEA: Susquehanna Valley CSD	FOR TITLE: ARP-State Reserve-Summer Learning
BEDSCODE: 030601060001	

**** 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>The funds in this category will be used to hire teachers to provide summer learning experiences for middle school students in ELA, math, science and social studies during summer months. They will also be used to hire a school counselor to integrate SEL into the summer enrichment curriculum. Additionally, \$5000 will be used to hire a program coordinator for the summer enrichment program.</i>
Code 16 <i>Support Staff Salaries</i>	
Code 40 <i>Purchased Services</i>	
Code 45 <i>Supplies and Materials</i>	
Code 46 <i>Travel Expenses</i>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this title)</i>
Code 80 <i>Employee Benefits</i>	<i>The funds in this category are the benefits linked to the professional salaries listed above.</i>
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	