

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Summary & Background

Summary & Background

SUSQUEHANNA VALLEY CSD

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SUMMARY & BACKGROUND

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund. The ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated by October 31, 2024.

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

Completed applications are due by **August 31, 2021** (with extensions by request), and will be reviewed on a rolling basis.

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER allocation returned to the United States Department of Education.

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS

The federal ARP statute requires SEAs to reserve:

not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the [SED Monitoring and Vendor Reporting System](#). This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Submission Instructions

Submission Instructions

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Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

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

SUSQUEHANNA VALLEY CSD

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- 1. Does the LEA intend to apply for American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding?**

Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Ethan Berry	eberry@svsabers.org	12/16//2021
LEA Board President	Mary Haskell	mhaskell@svsabers.org	12/16/2021

ARP-ESSER Allocation - Construction-Related Costs

- 3. Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?**

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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

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

SUSQUEHANNA VALLEY CSD

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Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act; and section 2001(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are fully addressed in the LEA's application, combined with a budget, and then publicly posted after being developed with public input.

An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

- 1. In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.**

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.

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

The website on which the plan will be provided is <https://www.svsabers.org/ARP-ESSERApplication.aspx>. The plan can also be requested via email, other written or verbal request.

ARP-ESSER LEA Base 90% Allocation - Program Information

ARP-ESSER Application: Part 2 - ARP Act

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

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

Funds will be allocated to purchase air filtration supplies for all air handling units that will improve the air quality in our classrooms and school buildings.

4. **In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.**

Susquehanna Valley created and administered assessments to all students in all core academic areas in the spring to determine where gaps and deficits were occurring. Additionally, students will be assessed upon the return of instruction in the fall. Assessment data will be used to identify and monitor student progress throughout the year. Data sources will include, but are not limited to: iReady, Moby Max, Fountas & Pinnell and other state and locally developed assessments. ARP funding will be used to procure materials for Leveled Literacy Interventions for students in Kindergarten through grade 5. Funds will also be used for credit recovery programs and other online learning platforms. Based on the results of these assessments, students will be provided with Academic Intervention services as needed based on the skill gaps that are determined. Additional teachers have been funded to provide these services. Additionally, summer and after school programming will be developed to specifically address the skill gaps that are identified through these programs and assessment data. These same assessments will be administered in the spring of 2022 and the fall of 2022 to determine the efficacy of the interventions. Additionally, formative assessment data is continuously utilized to determine student needs and intervention effectiveness.

5. **In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.**

Susquehanna Valley will address the academic impact of lost instructional time through the implementation of evidence-based interventions such as extended day, increased daily interventions and credit recovery services for high school students. We will provide one hour per day of tutoring for students who cannot attend school due to COVID-related reasons. Additionally, we will use this extended day time to provide special education services and speech and occupational therapy services as needed. We have also hired a teacher to provide credit recovery and grade recovery assistance to high school students so that students can stay on track for graduation despite lost learning time. We have also hired additional special education teachers, interventionists and classroom teachers to provide additional services and reduce class sizes to address student learning gaps. Finally, we have hired a school counselor to address lost SEL learning time and address social and emotional needs of students so they may better access their learning. Specifically, the funds that are being used to address the impact of lost instruction time are the After-School Zoom for Remote learners and all teachers, the counselor, the apprentice hired through Binghamton University to work in small group intervention and the Leveled Literacy Intervention materials.

6. **In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.**

The remaining ARP ESSER funds will be used for student success coaches - a form of mentoring for students to ensure they are meeting their academic goals and have supports necessary to succeed. These mentors are assigned to students and meet with them regularly. Costs for substitute teachers are also included in this funding to allow for coaches to meet with their students during the school day. We have also hired two additional school monitors and three teacher aides to assist with student behavioral needs upon returning to school in person after an 18-month absence. We have partnered with Binghamton University to hire an apprentice (graduate student) to provide interventions to second grade students who have fallen below reading level. Also budgeted are additional ClearTouch boards for common learning spaces that are portable and can be relocated when the need arises. We have also budgeted for additional Leveled Literacy Intervention materials to support students below grade level in reading. To support the music program, we have budgeted to purchase additional musical instruments to eliminate the need to share these instruments. Additionally, person protective equipment specific to musical instruments is budgeted to allow students to safely play. There are other safety items, such as UV resources for air filtration improvements and door hardware upgrades to reduce touch points in schools. We have budgeted to purchase additional desks and chairs so that students can be socially distanced in all instructional and non-instructional spaces. Finally, we have budgeted for BOCES services for students to access special education programs over age 21 as allowable by law, a virtual learning Academy for students who must attend school remotely, and programs such as IXL and Edgenuity to address learning gaps.

ARP-ESSER Application: Part 2 - ARP Act

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

7. **In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Susquehanna Valley does not serve 4 subgroups. However, we do specifically address the needs of students from low-income families. These are the students most impacted by loss of instructional time due to COVID. We have specifically hired an additional school counselor to better meet the needs of our elementary student population. Funding will also be used to support the needs in the arts for students from low-income families by allowing them access to instruments of their own free of charge.

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

ARP-ESSER Return to In-Person Instruction

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Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

LEA plans must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).

- 1. In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

The most current re-opening plan can be found at <https://www.svsabers.org/2021-22SVSchoolReopeningPlan.aspx>. The plan will also be made available upon request via email, other written or oral request.

ARP-ESSER Application: Part 2 - ARP Act

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

2. An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) its plan for in-person instruction, including a description of how public comment will be collected.

Our reopening committee met on July 29 and began to address questions and unknowns regarding the reopening of our schools. We will continue to meet with this advisory committee as information to guide our decision making becomes available. We will then host public sessions at our Board of Education meetings on a bi-monthly basis. Public comment will be collected during regular board of education meetings during the appropriate time for public comment on agenda items.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

SUSQUEHANNA VALLEY CSD

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Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

- Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.**

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	2,446,781
Total Number of K-12 Resident Students Enrolled (#)	1,325
Total Number of Students from Low-Income Families (#)	666

ARP-ESSER Schools Served

- Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.**

	Number (#)
Total Number of Schools in the LEA	4
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	4

ARP-ESSER Application: Part 2 - ARP Act

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

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

SUSQUEHANNA VALLEY CSD

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Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

- Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity. PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.**

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	75,000
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	349,614
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	26,255
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	9,925
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	26,000
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	71,955
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	0
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	778,146

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	900,000
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	85,777
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	124,109
Totals:	2,446,781

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

ARP-ESSER LEA Base 90% Allocation - Budget

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

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

ARP FED - FS10.pdf
 ARP-Fed FS10 Revised 12.16.pdf

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

Revised ARP Budget_Narrative FED .docx
 ARP Budget_Narrative FED .pdf

3. **Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.**

	Total Funds (\$)
15 - Professional Salaries	594,342
16 - Support Staff Salaries	224,592
40 - Purchased Services	28,980
45 - Supplies and Materials	1,174,118
46 - Travel Expenses	0
80 - Employee Benefits	268,346
90 - Indirect Cost	0
49 - BOCES Services	156,403
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	2,446,781

= Required Field

Local Agency Information			
Funding Source:	ARP - ESSER - Federal - Revised 12/16/21		
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			\$594,342
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
SY 23-24 Teacher - HS - Learning Loss	1.00	\$54,034	\$54,034
SY 23-24 Teacher - MS - Learning Loss	1.00	\$58,641	\$58,641
SY 23-24 teacher - MS - Learning Loss	1.00	\$55,389	\$55,389
SY 23-24 Teacher - BKS - Learning Loss	1.00	\$58,099	\$58,099
SY 23-24 Teacher - BKS - Learning Loss	1.00	\$57,557	\$57,557
SY 23-24 Teacher - DON - Learning Loss	1.00	\$60,810	\$60,810
SY 23-24 - BKS/DON School Counselor-Learning Loss	1.00	\$56,775	\$56,775
SY 21-22 Success Coach -HS	1.00	\$1,000	\$1,000
SY 21-22 Success Coach - HS	1.00	\$1,000	\$1,000
SY 21-22 Success Coach - HS	1.00	\$1,000	\$1,000
SY 21-22 Success Coach - HS	1.00	\$1,000	\$1,000
SY 21-22 Success Coach - HS	1.00	\$1,000	\$1,000
SY 21-22 Success Coach - HS	1.00	\$1,000	\$1,000
SY 21-22 Success Coach - HS	1.00	\$1,000	\$1,000
SY 21-22 Success Coach - HS	1.00	\$1,000	\$1,000
SY 21-22 Success Coach - HS	1.00	\$1,000	\$1,000
SY 21-22 Success Coach - HS	1.00	\$1,000	\$1,000
SY 21-22 Success Coach - HS	1.00	\$1,000	\$1,000
SY 21-22 Success Coach - HS	1.00	\$1,000	\$1,000
SY 21-22 Success Coach - HS	1.00	\$1,000	\$1,000
SY 21-22 Substitute Teacher Costs for Success Coaches (11 teachers; .5 days each; 4 times per year)	22 days	\$127.27/day	\$2,800
21-22 SY After school zoom for remote learners at Brookside K-1	1 teacher at 1 hour per day for 180 days	\$50/hr.	\$9,000
21-22 SY After school zoom for remote learners at Brookside 2-3	1 teacher at 1 hour per day for 180 days	\$50/hr.	\$9,000
21-22 SY After school zoom for remote learners at Brookside 4-5	1 teacher at 1 hour per day for 180 days	\$50/hr.	\$9,000
21-22 SY After school zoom for remote learners at Donnelly K-1	1 teacher at 1 hour per day for 180 days	\$50/hr.	\$9,000

21-22 SY After school zoom for remote learners at Donnelly 2-3	1 teacher at 1 hour per day for 180 days	\$50/hr.	\$9,000
21-22 SY After school zoom for remote learners at Donnelly 4-5	1 teacher at 1 hour per day for 180 days	\$50/hr.	\$9,000
21-22 SY After school zoom for remote learners at RTS ELA	1 teacher at 1 hour per day for 180 days	\$50/hr.	\$9,000
21-22 SY After school zoom for remote learners at RTS Math	1 teacher at 1 hour per day for 180 days	\$50/hr.	\$9,000
21-22 SY After school zoom for remote learners at RTS Science	1 teacher at 1 hour per day for 180 days	\$50/hr.	\$9,000
21-22 SY After school zoom for remote learners at RTS SS	1 teacher at 1 hour per day for 180 days	\$50/hr.	\$9,000
21-22 SY After school zoom for remote learners at SVHS ELA	1 teacher at 1 hour per day for 180 days	\$50/hr.	\$9,000
21-22 SY After school zoom for remote learners at SVHS Math	1 teacher at 1 hour per day for 180 days	\$50/hr.	\$9,000
21-22 SY After school zoom for remote learners at SVHS Science	1 teacher at 1 hour per day for 180 days	\$50/hr.	\$9,000
21-22 SY After school zoom for remote learners at SVHS SS	1 teacher at 1 hour per day for 180 days	\$50/hr.	\$9,000
21-22 SY After school special education services - BKS	1 teacher as needed for special education services 80 days per year	\$50/hr.	\$4,000
SY 21-22 Credit Recovery Teacher - HS	1.00	\$49,237	\$49,237

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$224,592
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
SY 21-22 Aide - Donnelly	1.00	\$17,435.00	\$17,435.00
SY 21-22 Aide - Brookside	1.00	\$17,435.00	\$17,435.00
SY 21-22 Monitor- HS	1.00	\$17,266.00	\$17,266.00
SY 21-22 Monitor - Brookside	1.00	\$17,266.00	\$17,266.00
SY 22-23 Aide - Donnelly	1.00	\$19,026.00	\$19,026.00
SY 22-23 Aide - Brookside	1.00	\$19,026.00	\$19,026.00
SY 22-23 Monitor - HS	1.00	\$18,824.00	\$18,824.00
SY 22-23 Monitor - Brookside	1.00	\$18,824.00	\$18,824.00
SY 23-24 Aide - Donnelly	1.00	\$19,974.00	\$19,974.00
SY 23-24 Aide - Brookside	1.00	\$19,974.00	\$19,974.00
SY 23-24 Monitor - HS	1.00	\$19,771.00	\$19,771.00
SY 23-24 Monitor - Brookside	1.00	\$19,771.00	\$19,771.00

PURCHASED SERVICES			
Subtotal - Code 40			\$28,980
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
SY 21-22 Binghamton University - Apprenticeship Program	Binghamton University Research Foundation	\$14,450/semester	\$28,980

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$1,174,118
Description of Item	Quantity	Unit Cost	Proposed Expenditure
21-22 SY Clear Touch Board Carts - 1/building	4.00	\$539.00	\$2,156
21-22 SY Clear Touch Boards - 1/building	4.00	\$3,599.00	\$14,396
21-22 SY Student Musical Instruments	25.00	varies	\$26,255
21-22 SY - LLI materials for Brookside	2.00	2500/kit	\$5,000
21-22 SY - LLI materials for Donnelly	2.00	2500/kit	\$5,000
21-22 SY Student Mats for Donnelly	20.00	\$25.00	\$500
21-22 SY Student Mats for Brookside	40.00	\$25.00	\$1,000
21-22 SY Face Masks for Flutists	60.00	\$15.00	\$900
21-22 SY Brass Buddy Wind Instrument Jars	100.00	\$13.00	\$1,300
21-22 SY Wind Instrument Bell Covers	350.00	varies	\$7,725
21-22 SY - Virco Chairs	650.00	\$84.48	\$54,912
21-22 SY - Scholar Craft Desks	300.00	\$230.65	\$69,197
21-22 SY UV Resources for air filtration improvement			\$85,777
21-22 SY Door Hardware Upgrades for touchless key entry			\$900,000

Employee Benefits		
Subtotal - Code 80		\$268,346
Benefit		Proposed Expenditure
Social Security		\$62,500
Retirement	New York State Teachers	\$52,425
	New York State Employees	\$24,030
	Other - Pension	
Health Insurance		\$129,391
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		

PURCHASED SERVICES WITH BOCES			
Subtotal - Code 49			\$156,403
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
21-22 SY 12:1:14 Program for student over age 21 - K. Rodriguez	BT BOCES	\$75,000/year	\$75,000
21-22 SY Virtual Learning Academy	BT BOCES	\$6,500/student	\$26,000
21-22 SY - Edgenuity for SVHS	BT BOCES		\$17,385
22-23 SY - Edgenuity for SVHS	BT BOCES		\$17,385
23-24 SY - Edgenuity for SVHS	BT BOCES		\$17,385
21-22 SY - IXL for Science	IXL		\$1,624
21-22 SY - IXL for Social Studies	IXL		\$1,624

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$594,342
Support Staff Salaries	16	\$224,592
Purchased Services	40	\$28,980
Supplies and Materials	45	\$1,174,118
Travel Expenses	46	
Employee Benefits	80	\$268,346
Indirect Cost	90	
BOCES Services	49	\$156,403
Minor Remodeling	30	
Equipment	20	
Grand Total		\$2,446,781

Agency Code: **030601060000**

Project #: **5880-21-0160**

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>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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 *Roland Doig*
 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-ESSER Application
BEDSCODE: 030601060000	

**** 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 professional salaries charged to this category to address lost instructional time include the hiring of teachers and a school counselor to combat lost educational opportunities and the needs of students who must learn remotely due to COVID. Included in these positions are a special education teacher, 5 intervention specialists in math and ELA for middle and elementary school and a Credit Recovery Teacher for the High School. Non learning loss funds are dedicated to support stipends for teachers serving as student success coaches (mentors) for students to ensure they are meeting their academic goals and are on track for graduation.</i>
Code 16 <i>Support Staff Salaries</i>	<i>The support staff salaries charged to this category will support the salaries of Pre-Kindergarten aides and school monitors to allow for smaller class sizes and the disbursement of students to reduce crowding in large group settings such as lunch. This funding includes an additional high school monitor, a monitor at our larger elementary building and the addition of a second aide in each of our Pre-Kindergarten classrooms. Salaries that are charged for multiple years are repeated and shown with a yearly increase. These salaries are not coded as lost instructional time.</i>
Code 40 <i>Purchased Services</i>	<i>We have contracted with the Binghamton University Research Foundation to support an apprenticeship program which will allow for a University student to be placed at one of our elementary buildings to specifically assist in academic interventions provided to struggling students. This service has been identified to support lost instructional time.</i>
Code 45 <i>Supplies and Materials</i>	<i>The funds in this category will be used to purchase additional technology to support learning needs in our school buildings, to purchase musical instruments which will allow more students of lower income families access to free rentals for those students who would like to take part in the music program, individual rest mats that can be more easily cleaned to prevent the spread of COVID-19, additional COVID risk reduction supplies for the music department, individual student desks and chairs to allow students to sit socially distanced in lunch,</i>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<i>ultra-violet resources to improve air filtration systems, hardware upgrades for interior doors to allow for keyless, touchless entry into classrooms. None of these supplies and materials are used to address lost instructional time. The purchase of additional Leveled Literacy Intervention kits to support struggling readers will be used to address lost instructional time.</i>
Code 46 <i>Travel Expenses</i>	
Code 80 <i>Employee Benefits</i>	<i>The employee benefits charged to this category are those associated with all professional and support staff salaries listed above.</i>
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	<i>The BOCES services charged to this category support the education of a student in a 12:1:4 program who has been permitted to attend school beyond the age of 21 due to COVID impacts, a Virtual Learning Academy for students who are not able to attend school in person due to elevated risks related to COVID, the purchase of Edgenuity, a program used to support grade and credit recovery for students at risk of not advancing and graduating on time, and the purchase of the IXL learning platform to improve students' skills in both science and social studies skills and concepts.</i>
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	