

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

Summary & Background

ODESSA-MONTOUR 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 ActIntroduction/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

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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	Ms. Lisa Kuhnel	lkuhnel@gstboces.org	9/14/21
LEA Board President	Mr. Rob Halpin	rhalpin@omschools.org	9/14/21

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

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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.**

The Superintendent convened a representative group of stakeholders, including the administrative team (the Director of Curriculum and Instruction, the building principals, the School Business Administrator), representatives from teaching and support staff, school specialists, parents, and the board president to develop a plan for the use of ARP funds aligned to assessed needs. The planning team then communicated the elements of the draft proposal for use of funds as well as key information about the American Rescue Plan stimulus grant to all district stakeholders, posting the information to the Odessa-Montour website—which the community has accessed throughout the pandemic to stay updated on current developments. The public provided feedback on district needs and the proposed plan through an easily accessed link on the website that provided a form that they could fill out and submit. All of the feedback was collected and reviewed by the Director of Curriculum and Instruction before being presented to the planning team, who incorporated the ideas and suggestions into the final plan. As the plan is implemented, district stakeholders will continue to be engaged through updates provided at staff and Board of Education meetings, which will afford opportunities for ongoing feedback to inform continuous improvement.

- 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.**

<https://www.omschools.org/files/news/2021/arpFs10budget.pdf>

Upon verbal or written request, a print copy of the ARP ESSER plan will be provided.

ARP-ESSER Application: Part 2 - ARP Act

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

ARP-ESSER LEA Base 90% Allocation - Program Information

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

Odessa-Montour CSD has chosen to deploy the majority of ARP ESSER funds to directly and indirectly target learning loss. However, funds from the CRRSA grant as well as general funds have been used throughout the pandemic to support extra cleaning of school buildings and to purchase PPE and sanitizing supplies to ensure the safety of all students and staff. Additionally, the district developed a staffing plan in 2020-2021 that supported smaller classes in which students could be socially distanced so that in-person learning could be sustained throughout the year. The district will continue to leverage grant and general funds to sustain safe, in-person learning for all of its students.

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.**

Odessa-Montour CSD has a data team at each school that collects and analyzes student performance data in order to prioritize needs and establish goals, select instructional strategies and interventions, and evaluate results to drive continuous improvement. These teams will continue to meet regularly to review multiple sources of student performance data, including the following: Fountas and Pinnell Benchmark Assessment System (K-g2); STAR reading/math assessments (K-g8); and state and local assessments (g3-g12). Additionally, the teams will solicit feedback from Academic Intervention Services, Special Education, and classroom teachers and will fully utilize the Clear Track/RtI Edge progress monitoring system already in place at the district to determine the effectiveness of all implemented interventions.

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.**

Over 33% of Odessa-Montour CSD's American Rescue Plan ESSER funds, in alignment with key district/school initiatives as outlined in its School Improvement plan, will directly target the impact of lost instructional time for students through the following staffing and programming:

Staffing

- 0.50 FTE of a new School Counselor position at Hanlon Elementary School (g3-g6). In addition to supporting students' academic achievement, the School Counselor, in coordination with the district's SEL (Social-Emotional Learning) Coordinator, will implement evidence-based programming designed to increase students' key social emotional skills, necessary to help students manage stress, make good decisions, resolve conflicts, gain confidence, and build relationships.
- 0.25 FTE of a School Counselor position at the Junior/Senior High School. The School Counselor will provide academic, college, and career guidance and will collaborate with the SEL Coordinator to implement programming in support of students' social-emotional skills;
- 0.60 FTE of an Academic Intervention Services Teaching Assistant. Grant funds will enable the Teaching Assistant to be dedicated to delivering evidence-based interventions to students that are identified as needing additional math support in grades K to 6;
- 1.0 FTE of the district School Psychologist will be supported by ARP ESSER funds. He will utilize a new assessment suite of tools to increase the capacity of the district to identify and address students' special needs, including speech, occupational, and counseling therapies.

Programming: The district will commit ARP ESSER funds for the purchase of evidence-based assessment, monitoring, and intervention software and materials, including the Digital Assessment Learning suite that will be utilized by the School Psychologist and therapists to assess students' special needs; the ST Math software program that leverages visual instruction to support prek-g8 students' development of math skills; and Fountas and Pinnell's writing kits for grades prek to g1.

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.**

In accordance with allowable uses of the 80% of the ARP funds, Odessa-Montour CSD will retain the services of the district technology director and the librarian, both of whom will be critical in supporting students that have needs resulting from lost instructional time. Additionally, the district will utilize grant funds to purchase standing desks for use in Special Education classrooms, tables with dry-erase tops for grades 1 and 2, and classroom furniture for all three buildings to replace old and damaged desks and chairs no longer functional.

ARP-ESSER Application: Part 2 - ARP ActLEA 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.**

Through assessments, observations, and feedback, the district has determined that numerous general education students were most affected by the circumstances of the pandemic. Many of these students depend on daily social interactions and the security of routine to sustain their participation in school. The restrictions on social interactions and the changes and interruptions to their routines over the past year and a half were barriers to these students' achievement, challenging them to maintain their interest, motivation, and perseverance. As a result, many of these students did not perform to their potential and are struggling to achieve or exceed grade-level benchmarks. To target the learning loss of these general education students as well as students with disabilities and others from under-served populations impacted most by the pandemic, including students from low-income families, homeless students, and those in foster care (as well as English Learners, students of color, or migratory students that may enroll in the future), the district has developed a number of strategies. These strategies, which will target identified students' specific needs, will be coordinated with practices/interventions supported by ARP ESSER funds. The School Counselors will collaborate with the SEL Coordinator funded under School Improvement to implement the Positive Action Program to support students' development of key social emotional learning skills that will help them to increase perseverance and motivation. The number of AIS blocks will be increased to provide additional embedded intervention within the classes and expand differentiated instruction to ensure that all students have access to instruction. Academic study halls will be established for any student requiring supplemental support. Additionally, the master schedule has been adjusted to increase the amount of time dedicated to ELA instruction across all grade levels.

ARP-ESSER Application: Part 2 - ARP ActLEA 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.**

<https://www.omschools.org/files/news/2021/reopeningLetter.pdf>

Additionally, updates can be found at the original URL--<https://www.omschools.org/>

Upon verbal or written request, a print copy of the plan will be provided.

ARP-ESSER Application: Part 2 - ARP ActLEA 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) it's plan for in-person instruction, including a description of how public comment will be collected.

The Odessa-Montour CSD will review its re-opening plan a minimum of twice a year with more reviews scheduled as the need arises due to updated CDC guidance or a change in the infection rates of Schuyler County, the county in which the district is located. To ensure that the public, specifically the families of students attending Odessa-Montour CSD, have input on the design of the plan, the district will schedule and publicize Q&A sessions at Board of Education meetings every six months to allow for public comment. All comments offered at the Board of Education meetings will be recorded by the Clerk and considered by the Board of Education as part of the review of the plan.

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LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	1,652,694
Total Number of K-12 Resident Students Enrolled (#)	690
Total Number of Students from Low-Income Families (#)	438

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

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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.).	7,500
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
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	551,993

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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.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	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.	1,093,201
Totals:	1,652,694

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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.**

Odessa-Montour CSD_ARP_ESSER_FS10_2021_2024.pdf

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

Odessa-Montour CSD_ARP_ESSER_budget narrative_2021_2024.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	671,229
16 - Support Staff Salaries	356,940
40 - Purchased Services	43,752
45 - Supplies and Materials	78,884
46 - Travel Expenses	0
80 - Employee Benefits	501,889
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,652,694

Local Agency Information

Funding Source: American Rescue Plan ESSER Fund (Base 90%)

Report Prepared By: Veronica Lewis, Director of Special Programs

Agency Name: Odessa-Montour Central School District

Mailing Address: 300 College Avenue

Street		
<u>Odessa</u>	<u>New York</u>	<u>14869</u>
City	State	Zip Code

Telephone #: (607) 594-3341 County: Schuyler

E-Mail Address: vlewis@omschools.org

Project Operation Dates: 03 / 13 / 20 09 / 30 / 24
Start End

INSTRUCTIONS

- ❖ **Submit the original 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 the Grants Finance.**
- ❖ Enter whole dollar amounts only.
- ❖ Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
 - Personnel positions, number and type
 - Equipment items having a unit value of \$5,000 or more, number and type
 - Minor remodeling
 - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
 - Any increase in the total budget amount.
- ❖ Certification on page 8 must be signed by Chief Administrative Officer or properly authorized designee.
- ❖ High quality computer generated reproductions of this form may be used.
- ❖ For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at www.oms.nysed.gov/cafe/ or call Grants Finance at (518) 474-4815.

SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
2021-2022			
<i>Activity 16 (Learning Loss)</i>			
Academic Intervention Services Teaching Assistant	0.60 FTE	\$25,875/year	\$15,525
School Counselor (Hanlon Elementary School)	0.50 FTE	\$49,996/year	\$24,998
School Counselor (Junior/Senior High School)	0.25 FTE	\$72,602/year	\$18,151
School Psychologist (District)	1.0 FTE	\$56,250/year	\$56,250
<i>Activity 20</i>			
Technology Director (District)	0.50 FTE	\$93,586/year	\$46,793
Library Media Specialist (District)	1.0 FTE	\$54,377/year	\$54,377
2022-2023			
<i>Activity 16 (Learning Loss)</i>			
Academic Intervention Services Teaching Assistant	0.60 FTE	\$26,781/year	\$16,069
School Counselor (Hanlon Elementary School)	0.50 FTE	\$51,746/year	\$25,873
School Counselor (Junior/Senior High School)	0.25 FTE	\$75,143/year	\$18,786
School Psychologist (District)	1.0 FTE	\$58,219/year	\$58,219
<i>Activity 20</i>			
Technology Director (District)	0.50 FTE	\$96,862/year	\$48,431
Library Media Specialist (District)	1.0 FTE	\$56,280/year	\$56,280
Subtotal - Code 15			Continued

SALARIES FOR PROFESSIONAL STAFF: Code 15 continued

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
2023-2024			
<i>Activity 16 (Learning Loss)</i>			
Academic Intervention Services Teaching Assistant	0.60 FTE	\$27,718/year	\$16,631
School Counselor (Hanlon Elementary School)	0.50 FTE	\$53,557/year	\$26,779
School Counselor (Junior/Senior High School)	0.25 FTE	\$77,738/year	\$19,435
School Psychologist (District)	1.0 FTE	\$60,256/year	\$60,256
<i>Activity 20</i>			
Technology Director (District)	0.50 FTE	\$100,252/year	\$50,126
Library Media Specialist (District)	1.0 FTE	\$58,250/year	\$58,250
Subtotal - Code 15			\$671,229

SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g., account clerks.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
2021-2022			
<u>Activity 20</u>			
Teacher Aide	1.0 FTE	\$19,622/year	\$19,622
Teacher Aide	1.0 FTE	\$16,193/year	\$16,193
Teacher Aides	5.0 FTE	\$15,819/year	\$79,095
2022-2023			
<u>Activity 20</u>			
Teacher Aide	1.0 FTE	\$20,309/year	\$20,309
Teacher Aide	1.0 FTE	\$16,760/year	\$16,760
Teacher Aides	5.0 FTE	\$16,373/year	\$81,865
2023-2024			
<u>Activity 20</u>			
Teacher Aide	1.0 FTE	\$21,020/year	\$21,020
Teacher Aide	1.0 FTE	\$17,346/year	\$17,346
Teacher Aides	5.0 FTE	\$16,946/year	\$84,730
Subtotal - Code 16			\$356,940

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
<p>2021-2024 <u>Activity 16 (Learning Loss)</u> Digital Assessment Library for Schools</p> <p>ST Math software program(prek-g8) to support individualized math learning</p>	<p>Pearson</p> <p>Mind Research Institute</p>	<ul style="list-style-type: none"> • DAL Schools Complete (\$3,910/year x 3 years=\$11,730) • DAL Schools Plus (\$575/year x 3 years=\$1,725) • WPPSI-IV Q-Interactive Starter Kit (\$99/year x 3 years=\$297) <p>\$1,000 per grade per year x 10 grades x 3 years</p>	<p>\$13,752</p> <p>\$30,000</p>
Subtotal - Code 40			\$43,752

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under \$5,000 per unit.

For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
2021-2024			
<u>Activity 2</u>			
Standing desks for special education students in Hanlon Elementary and Junior/Senior High School	15 desks	\$500/desk	\$7,500
<u>Activity 16 (Learning Loss)</u>			
Fountas and Pinnell Writing Kits for prek-g1	Joyful Writing in Prek (5 kits)	\$144/kit	\$720
	Writing Minilessons for Kindergarten (8 units)	\$144/unit	\$1,152
	Writing Minilessons for Grade 1 (8 units)	\$144/unit	\$1,152
<u>Activity 20</u>			
Classroom chairs, desks, and tables to replace broken and damaged furniture in three buildings	255 student chairs	\$100/chair	\$25,500
	30 tables	\$500/table	\$15,000
	131 desks	\$160/desk	\$20,960
Interactive tables with dry-erase tops for elementary classrooms	12 tables	\$575/table	\$6,900
Subtotal - Code 45			\$78,884

TRAVEL EXPENSES: Code 46

Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Subtotal - Code 46			\$0

EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

Benefits 2021-2024		Proposed Expenditure
Social Security/Medicare		\$78,655
Retirement	New York State Teachers	\$65,780
	New York State Employees	\$41,903
	Other	\$0
Health Insurance		\$308,148
Worker's Compensation		\$7,403
Unemployment Insurance		\$0
Other (Identify)		\$0
Subtotal – Code 80		\$501,889*

*Activity 16: \$148,245; Activity 20: \$353,644

INDIRECT COST: Code 90

A. Modified Direct Cost Base – Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)

\$	N/A	(A)
	N/A %	(B)
\$	N/A*	(C)

B. Approved Restricted Indirect Cost Rate

C. (A) x (B) = Total Indirect Cost

Subtotal – Code 90

**Odessa-Montour declines indirect cost.*

PURCHASED SERVICES WITH BOCES: Code 49

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Subtotal – Code 49			\$0

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
Subtotal – Code 30		\$0

EQUIPMENT: Code 20

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of \$5,000 or more should be itemized in this category. Equipment items under \$5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

For earlier years the threshold for reporting equipment purchases was \$1,000 or more. Equipment items under \$1,000 should be budgeted under Supplies and Materials.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
		Subtotal – Code 20	\$0

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$671,229
Support Staff Salaries	16	\$356,940
Purchased Services	40	\$43,752
Supplies and Materials	45	\$78,884
Travel Expenses	46	\$0
Employee Benefits	80	\$501,889
Indirect Cost	90	\$0
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		\$1,652,694

Agency Code:

Project #:
(If pre-assigned)

Contract #:

Federal Employer ID #:
(New non-municipal agencies only)

Agency Name: Odessa-Montour Central School District

FOR DEPARTMENT USE ONLY

Funding Dates: _____ / _____ / _____ From _____ / _____ To _____

Program Approval: _____ Date: _____

	<u>Fiscal Year</u>	<u>Amount Budgeted</u>	<u>First Payment</u>
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Voucher #
First Payment


Finance:

Log
Approved
MIR

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).

9/15/21
 Date


 Signature

Christopher Wood, Superintendent of Schools
 Name and Title of Chief Administrative Officer

BUDGET NARRATIVE

LEA: Odessa-Montour Central School District	FOR: ARP ESSER Fund (Base 90%)
BEDSCODE: 550101040000	

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

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

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
<i>Code 15 Professional Salaries</i>	<p>2021-2022</p> <p><i>Activity 16 (Learning Loss)</i> Odessa-Montour CSD will utilize ARP ESSER funds to support the following positions, all of which will increase the capacity of the district to address students’ learning loss and gaps resulting from the pandemic interruptions:</p> <ul style="list-style-type: none"> • Math Academic Intervention Services Teaching Assistant (B.C. Cate and Hanlon Elementary Schools) who will provide push-in and pull-out supplemental support to elementary students (0.60 FTE x \$25,875/year=\$15,525) • School Counselor at Hanlon Elementary School that will provide academic guidance and social-emotional supports, in collaboration with the district’s SEL Coordinator, for students in grades 3-6 (0.50 FTE x \$49,996/year=\$24,998) • School Counselor at the Junior/Senior High School that will provide academic, college, and career guidance and social-emotional supports, in collaboration with the district’s SEL Coordinator, for students in grades 7-12 (0.25 FTE x \$72,602/year = \$18,151) • School Psychologist (district) that will work with specialists and school counselors to identify students’ needs using the Digital Assessment Library suite of tools and facilitate the design of programming that will address these needs effectively (1.0 FTE x \$56,250/year=\$56,250) <p align="right"><i>Subtotal: \$114,924</i></p> <p><i>Activity 20</i> Odessa-Montour CSD will utilize American Rescue Plan ESSER funds to retain district positions that will increase student access to instruction and learning through continued integration of technology into classroom instruction and the provision of library media services:</p> <ul style="list-style-type: none"> • Technology Director (0.50 FTE x \$93,586/year=\$46,793) • Library Media Specialist (1.0 FTE x \$54,377/year=\$54,377) <p align="right"><i>Subtotal: \$101,170</i></p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<p>2022-2023</p> <p><i>Activity 16 (Learning Loss)</i></p> <p>Odessa-Montour CSD will utilize ARP ESSER funds to support the following positions, all of which will increase the capacity of the district to address students' learning loss and gaps resulting from the pandemic interruptions:</p> <ul style="list-style-type: none"> • Math Academic Intervention Services Teaching Assistant (B.C. Cate and Hanlon Elementary Schools) who will provide push-in and pull-out supplemental support to elementary students (0.60 FTE x \$26,781/year=\$16,069) • School Counselor at Hanlon Elementary School that will provide academic guidance and social-emotional supports, in collaboration with the district's SEL Coordinator, for students in grades 3-6 (0.50 FTE x \$51,746/year=\$25,873) • School Counselor at the Junior/Senior High School that will provide academic, college, and career guidance and social-emotional supports, in collaboration with the district's SEL Coordinator, for students in grades 7-12 (0.25 FTE x \$75,143/year = \$18,786) • School Psychologist (district) that will work with specialists and school counselors to identify students' needs using the Digital Assessment Library suite of tools and will facilitate the design of programming that will address these needs effectively (1.0 FTE x \$58,219/year=\$58,219) <p style="text-align: right;"><i>Subtotal: \$118,947</i></p> <p><i>Activity 20</i></p> <p>Odessa-Montour CSD will utilize American Rescue Plan ESSER funds to retain district positions that will increase student access to instruction and learning through continued integration of technology into classroom instruction and the provision of library media services:</p> <ul style="list-style-type: none"> • Technology Director (0.50 FTE x \$96,862/year=\$48,431) • Library Media Specialist (1.0 FTE x \$56,280/year=\$56,280) <p style="text-align: right;"><i>Subtotal: \$104,711</i></p> <p>2023-2024</p> <p><i>Activity 16 (Learning Loss)</i></p> <p>Odessa-Montour CSD will utilize ARP ESSER funds to support the following positions, all of which will increase the capacity of the district to address students' learning loss and gaps resulting from the pandemic interruptions:</p> <ul style="list-style-type: none"> • Math Academic Intervention Services Teaching Assistant (B.C. Cate and Hanlon Elementary Schools) who will provide push-in and pull-out supplemental support to elementary students (0.60 FTE x \$27,718/year=\$16,631) • School Counselor at Hanlon Elementary School that will provide academic guidance and social-emotional supports, in collaboration with the district's SEL Coordinator, for students in grades 3-6 (0.50 FTE x \$53,557/year=\$26,779) • School Counselor at the Junior/Senior High School that will provide academic, college, and career guidance and social-emotional supports, in collaboration with the district's SEL Coordinator, for students in grades 7-12 (0.25 FTE x \$77,738/year = \$19,435)

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<ul style="list-style-type: none"> • School Psychologist (district) that will work with specialists and school counselors to identify students’ needs using the Digital Assessment Library suite of tools and will facilitate the design of programming that will address these needs effectively (1.0 FTE x \$60,256/year=\$60,256) <p style="text-align: right;"><i>Subtotal: \$123,101</i></p> <p><i>Activity 20</i> Odessa-Montour CSD will utilize American Rescue Plan ESSER funds to retain district positions that will increase student access to instruction and learning through continued integration of technology into classroom instruction and the provision of library media services:</p> <ul style="list-style-type: none"> • Technology Director (0.50 FTE x \$100,252/year=\$50,126) • Library Media Specialist (1.0 FTE x \$58,250/year=\$58,250) <p style="text-align: right;"><i>Subtotal: \$108,376</i></p> <p style="text-align: right;">TOTAL: \$671,229</p>
<p>Code 16 <i>Support Staff Salaries</i></p>	<p>2021-2022 <i>Activity 20</i> The district will use ARP ESSER funds to support Teacher Aide positions that will maintain the continuity of services to students throughout the district:</p> <ul style="list-style-type: none"> • Teacher Aide (1.0 FTE x \$19,622/year=\$19,622) • Teacher Aide (1.0 FTE x \$16,193/year=\$16,193) • Teacher Aides (5.0 FTE x \$15,819/year=\$79,095) <p>2022-2023 <i>Activity 20</i> The district will use ARP ESSER funds to support Teacher Aide positions that will maintain the continuity of services to students throughout the district:</p> <ul style="list-style-type: none"> • Teacher Aide (1.0 FTE x \$20,309/year=\$20,309) • Teacher Aide (1.0 FTE x \$16,760/year=\$16,760) • Teacher Aides (5.0 FTE x \$16,373/year=\$81,865) <p>2023-2024 <i>Activity 20</i> The district will use ARP ESSER funds to support Teacher Aide positions that will maintain the continuity of services to students throughout the district:</p> <ul style="list-style-type: none"> • Teacher Aide (1.0 FTE x \$21,020/year=\$21,020) • Teacher Aide (1.0 FTE x \$17,346/year=\$17,346) • Teacher Aides (5.0 FTE x \$16,946/year=\$84,730) <p style="text-align: right;">TOTAL: \$356,940</p>
<p>Code 40 <i>Purchased Services</i></p>	<p>2021-2024 <i>Activity 16 (Learning Loss)</i> Odessa-Montour CSD will utilize ARP ESSER funds to purchase</p> <p>(1) the Pearson Digital Assessment Library suite to increase the capacity of the district to identify students’ special needs and implement aligned interventions:</p> <ul style="list-style-type: none"> • DAL Schools Complete (\$3,910/year x 3 years=\$11,730) • DAL Schools Plus (\$575/year x 3 years=\$1,725) • WPPSI-IV Q-Interactive Starter Kit (\$99/year x 3 years=\$297) <p>(2) ST Math subscription/licenses from the Mind Research Institute to support individualized math learning in grades prek to g8 (\$1,000 per grade per year x 10</p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<p>grades x 3 years=\$30,000)</p> <p style="text-align: right;">TOTAL: \$43,752</p>
<p>Code 45 <i>Supplies and Materials</i></p>	<p>2021-2024</p> <p>Activity 2 Grant funds will purchase standing desks for special education students in Hanlon Elementary and the Junior/Senior High School (\$500/desk x 15 desks=\$7,500)</p> <p style="text-align: right;"><i>Subtotal: \$7,500</i></p> <p>Activity 16 (<i>Learning Loss</i>) Grant funds will purchase Fountas and Pinnell Writing Kits for prek-g1 to provide students with targeted writing intervention and support:</p> <ul style="list-style-type: none"> • Joyful Writing in Prek (5 kits x \$144/kit=\$720) • Writing Minilessons for Kindergarten (8 units x \$144/unit=\$1,152) • Writing Minilessons for Grade 1 (8 units x \$144/unit=\$1,152) <p style="text-align: right;"><i>Subtotal: \$3,024</i></p> <p>Activity 20</p> <p>The district will utilize ARP ESSER funds to refurbish classrooms, replacing damaged and broken student chairs, desks, and tables across three school buildings to maintain operations:</p> <ul style="list-style-type: none"> • 255 student chairs x \$100/chair=\$25,500 • 30 tables x \$500/table=\$15,000 • 131 student desks x \$160/desk=\$20,960 <p>The district will utilize ARP ESSER funds to purchase tables with dry-erase tops that teachers can use to illustrate problem-solving strategies and differentiate delivery of instruction with small groups of students:</p> <ul style="list-style-type: none"> • 12 tables x \$575/table=\$6,900 <p style="text-align: right;"><i>Subtotal: \$68,360</i></p> <p style="text-align: right;">TOTAL: \$78,884</p>
<p>Code 46 <i>Travel Expenses</i></p>	<p>Not applicable</p>
<p>Code 80 <i>Employee Benefits</i></p>	<p>2021-2023</p> <p>The district will utilize ARP ESSER to fund the following employee benefits attached to Professional and Support staff positions:</p> <ul style="list-style-type: none"> • Social Security/Medicare \$78,655 • NYS Teachers' Retirement\$65,780 • NYS Employees' Retirement\$41,903 • Health Insurance\$308,148 • Worker's Compensation\$7,403 <p style="text-align: right;">TOTAL: \$501,889*</p> <p><i>*Activity 16: \$148,245; Activity 20: \$353,644</i></p>
<p>Code 90 <i>Indirect Cost</i></p>	<p>Not applicable</p>

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 49 BOCES Services</i>	<i>Not applicable</i>
<i>Code 30 Minor Remodeling</i>	<i>Not applicable</i>
<i>Code 20 Equipment</i>	<i>Not applicable</i>