

ARP-ESSER Application: State Reserves - ARP State Reserves**Introduction/Instructions - Background Information**

Background Information

ADDISON CSD - 570101040000

Summary and Background Information

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund.

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

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

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

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

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

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

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

Tier 1 - Strong Evidence: Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups).

Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

Tier 2 - Moderate Evidence: Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence standards with reservations. The studies use large, multi-site samples. No other studies show that this strategy negatively impacts an outcome.

ARP-ESSER Application: State Reserves - ARP State Reserves**Introduction/Instructions - Background Information**

Tier 3 - Promising Evidence: Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. This is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

Tier 4 - Demonstrates a Rationale: High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

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

Project Period

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

Project Number

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

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

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

Submission Deadline

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

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

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

ARP-ESSER Application: State Reserves - ARP State ReservesIntroduction/Instructions - Submission Instructions

Submission Instructions

ADDISON CSD - 570101040000

Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

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

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

ARP-ESSER State Reserve: Assurances

1. The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.
☒ YES, the LEA provides the above assurance.
2. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:
 1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
 2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 3. LEA uses of funds to sustain and support access to early childhood education programs;
 4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
 6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
 7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.☒ YES, the LEA provides the above assurance.
3. The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).
☒ YES, the LEA provides the above assurance.
4. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
☒ YES, the LEA provides the above assurance.
5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
☒ YES, the LEA provides the above assurance.
6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
☒ YES, the LEA provides the above assurance.
7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
☒ YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

12. The LEA assures that:

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

☒ YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State ReservesAssurances - Assurances

13. The LEA assures that:

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - State Reserves Intent to Apply**

ARP-ESSER State Reserves: Intent to Apply

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

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Richard Everly	reverly@addisoncsd.org	12/17/21
LEA Board President	Michelle Terwilliger	mterwilliger@addisoncsd.org	12/17/21

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation**

ARP-ESSER State Reserve: Consultation

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

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

The Addison Central School District meaningfully engaged a diverse and representative group of stakeholders (students, families, school and district administrators, teachers, school leaders, school staff, and their unions) in the development of their ARP-SLR plan. An online survey was sent to all district parents and families. Faculty and staff were surveyed online and in-person during departmental meetings. The public was invited to make comments at the school board meeting and on the district's Facebook page. The district also sought feedback from civil rights organizations (including disability rights organizations) and stakeholders representing the interests of children with disabilities, children experiencing homelessness, children in foster care, and other underserved students. (There are currently no English learners, migratory students, or students involved with the juvenile justice system enrolled in the district) There are no tribal organizations within district boundaries. Results were tabulated to determine priorities and plans were developed to address district needs related to the impact of lost instructional time, summer learning and enrichment, and comprehensive after school activities. The district will continue to engage stakeholders during the yearly strategic planning process and incorporate feedback throughout the life of the grant.

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

link

A hard copy will be made available for those who request one.

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

The Addison Central School District will continue to build strong family-school partnerships to support academic achievement and social-emotional development. Outreach to families will include personal emails/phone calls, virtual meetings, and in person meetings as needed. The district will share with families the identified needs of their student, areas of success, academic and social goals, and supportive resources available. The district will be responsive to feedback. Communication will be provided in the family's native language and through a variety of formats accessible to individuals with disabilities. The district will periodically assess their communication and engagement strategies for effectiveness and will make adjustments as needed.

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

ARP-ESSER State Reserve: Comprehensive Needs Assessment

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

The Addison Central School District will utilize a variety of tools to identify student needs. The following data will be used to determine the social, emotional, mental health, and academic needs of students:

1. iReady Diagnostic Assessment (3x/year)
2. NWEA Assessment (3x/year)
3. NYS 3-8 ELA assessment (annually)
4. NYS 3-8 Math assessment (annually)
5. NYS 4 & 8 Science assessment (annually)
6. NYS Regents exams (annually)
7. Quarterly report cards (4x/year)
8. Discipline referrals
9. Attendance reports
10. Teacher surveys
11. School Climate survey

Particular attention will be paid to those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. The Director of Curriculum and Instruction and the Director of Technology will oversee the collection and analysis of student needs and will generate summary reports.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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

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

The Addison Central School District utilized guidance documents from the US Department of Education (*Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time, ED COVID-19 Handbook: Volume 2*) and guidance from NYSED (*Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding*). The district accessed the What Works Clearinghouse for further information regarding evidence-based interventions. The learning loss interventions chosen meet student needs and demonstrate a significant effect on student outcomes.

State-level reserve funds will be coordinated with and aligned to other district initiatives and interventions, such as Title I AIS supports. The Director of Curriculum and Instruction will monitor progress and ensure all funding sources work together to maximize impact on student success. Addison CSD's fiscal system and team will ensure that funds supplement and do not supplant existing activities and services. SLR funds will be assigned specific budget and revenue codes in the special aid fund.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	657,006	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Addison will utilize ARP-ESSER State Level Reserve funds to support the salaries of Teaching Assistants who will provide tailored/individualized accelerated instruction to K-12 students failing to meet benchmarks in literacy and math due to pandemic related learning loss. Classroom teachers, counselors, and school administrators will refer students for acceleration based upon local and state assessments. Continuous assessment will ensure interventions are timely, effective, and meet student need. Program data will be shared with classroom teachers to ensure continuity of interventions.</p> <p>Addison will also utilize ARP-ESSER funds to support a 0.74 FTE Reading Teacher to provide push-in and pull-out tailored/accelerated learning opportunities in literacy for those students identified as struggling with foundational reading skills. Programming will be aligned to research indicating that high dosage tutoring programs that include frequent sessions (at least 3xper week) of at least 30-50 minutes, delivered by trained educators, and aligned with an evidence-based core curriculum are</p>

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>most effective. In accordance with this guidance, certified teachers will provide individualized and small group instruction for 30 minutes a day at least 3x/week.</p> <p>Addison will utilize ARP ESSER Sate Level Reserve funds to support professional learning for K-12 educators to ensure effective implementation of accelerated learning strategies at the district. ARP-ESSER funds will support the costs for trainings and stipends to support after school and summer professional learning in the following program:</p> <ul style="list-style-type: none"> • Universal Design for Learning: Implementing Acceleration Approaches with Success - the evidence-based UDL framework increases academic acheivement by tailoring instruction to indiviual student strengths and needs.
Integrated Social Emotional Learning	10,824	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Addison CSD will utilize ARP-ESSER funds to support the purchase of the Second-Step Elementary Social-Emotional Learning digital software program for grades K-6. This evidence-based program helps students develop a growth mind set, manage emotions, builds empathy and kindness, and develops problem solving-skills.</p>

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

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

The Addison Central School District will utilize a variety of tools to monitor and evaluate the effectiveness of the strategies to ensure student progress. The following data will be used:

1. iReady Diagnostic Assessment (3x/year)
2. NWEA Assessment (3x/year)
3. NYS 3-8 ELA assessment (annually)
4. NYS 3-8 Math assessment (annually)
5. NYS 4 & 8 Science assessment (annually)
6. NYS Regents exams (annually)
7. Quarterly report cards (4x/year)
8. Discipline referrals
9. Attendance reports
10. Teacher surveys
11. School Climate survey

Progress monitoring with key staff, including the Classroom Teacher, Building Principal, Interventionists, and School Counselor, will occur regularly to document individual student progress. This monitoring will include an analysis of performance, growth, mental health, and other relevant data regarding the wellness of the whole student. The Director of Curriculum and Instruction and Director of Technology will oversee the collection and analysis of student performance and growth data. They will generate summary reports for presentation to stakeholder groups that are evaluating student progress and making decisions on adjustments to student goals and objectives.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

- 4.

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

	Amount
LEA Allocation	667830
Anticipated Number of Students Served	945
Anticipated Number of Schools Served	2

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

5. Please upload a completed copy of the FS-10 budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.
The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.

Addison ARP 5 LL 21-24 FS-10.pdf

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

ACSD ARP 5 LL 20-24 Budget Narrative.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Comprehensive After School****1% State-Level Reserve - Comprehensive After School: Program Design**

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

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

The Addison Central School District utilized guidance documents from the US Department of Education (*Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time, ED COVID-19 Handbook: Volume 2*) and guidance from NYSED (*Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding*). The district accessed the What Works Clearinghouse for further information regarding evidence-based interventions. The comprehensive after-school interventions chosen meet student needs and demonstrate a significant effect on student outcomes.

State-level reserve funds will be coordinated with and aligned to other district afterschool initiatives and interventions. The Director of Curriculum and Instruction will monitor progress and ensure all funding sources work together to maximize impact on student success. Addison CSD's fiscal system and team will ensure that funds supplement and do not supplant existing activities and services. SLR funds will be assigned specific budget and revenue codes in the special aid fund.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	133,570	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Addison CSD will utilize ARP-ESSER 1% State Level Reserve funds to support an afterschool high-dosage tutoring program to address pandemic related learning loss. Programming will be aligned to research indicating that high dosage tutoring programs that include frequent sessions (at least 3x per week) of at least 30-50 minutes, delivered by trained educators, and aligned with an evidence-based core curriculum are most effective. In accordance with this guidance, identified K-12 students will receive 1 hour of tutoring at least 3 days per week. Individual and small group tutoring and interventions will be determined by student need. Continuous assessment will ensure the interventions are timely, effective, and aligned to student need. Program data will be shared with classroom teachers to ensure continuity of interventions. All tutoring will be provided by certified

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Comprehensive After School**

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>teachers.</p> <p>Addison CSD will also utilize ARP-ESSER State Level Reserve funds to provide critical late bus transportation for students to participate in afterschool tutoring. Due to the rural nature of the district and the high levels of poverty among its families, students would be unable to participate without late bus transportation.</p>

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

The Addison Central School District utilizes a variety of tools to monitor student progress for those students attending afterschool programming. The following data will be used:

1. iReady Diagnostic Assessment (3x/year)
2. NWEA Assessment (3x/year)
3. NYS 3-8 ELA assessment (annually)
4. NYS 3-8 Math assessment (annually)
5. NYS 4 & 8 Science assessment (annually)
6. NYS Regents exams (annually)
7. Quarterly report cards (4x/year)
8. Attendance reports
9. Teacher surveys

Progress monitoring with key staff, including the Classroom Teacher, afterschool staff, Building Principal, Interventionists, and School Counselor, will occur regularly to document individual student progress. This monitoring will include an analysis of performance, growth, mental health, and other relevant data regarding the wellness of the whole student. The Director of Curriculum and Instruction and the Director of Technology will oversee the collection and analysis of student performance and growth data. They will generate summary reports for presentation to stakeholder groups that are evaluating student progress and making decisions on adjustments to student goals and objectives.

Changes to the afterschool program plan will be communicated to relevant stakeholders through email blasts, the district website, social media, and the district newsletter. This information will be made available in the stakeholder's native language upon request.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

4.

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Comprehensive After School**

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

	Amount
LEA Allocation	133570
Anticipated Number of Students Served	150
Anticipated Number of Schools Served	2

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

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

Addison ARP 1 AS 21-24 FS-10.pdf

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

ACSD ARP 1 AS 20-24 Budget Narrative.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Summer Learning and Enrichment****1% State-Level Reserve - Summer Learning and Enrichment: Program Design**

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

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

The Addison Central School District utilized guidance documents from the US Department of Education (*Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time, ED COVID-19 Handbook: Volume 2*) and guidance from NYSED (*Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding*). The district accessed the What Works Clearinghouse for further information regarding evidence-based interventions. The summer learning interventions chosen meet student needs and demonstrate a significant effect on student outcomes.

State-level reserve funds will be coordinated with and aligned to other district summer learning initiatives and interventions. The Director of Curriculum and Instruction will monitor progress and ensure all funding sources work together to maximize impact on student success. Addison CSD's fiscal system and team will ensure that funds supplement and do not supplant existing activities and services. SLR funds will be assigned specific budget and revenue codes in the special aid fund.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	133,570	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Addison CSD will utilize ARP-ESSER 1% State Level Reserve funds to support a 5-week summer tailored/individualized accelerated learning and project-based enrichment program to address pandemic related learning loss. Programming will be aligned to research indicating that high dosage tutoring programs that include frequent sessions (at least 3x per week) of at least 30-50 minutes, delivered by trained educators, and aligned with an evidence-based core curriculum are most effective. In accordance with this guidance, identified students will receive 2 hours of programming at least 3 days per week over the span of 3 programmatic summers. Individual and small group tutoring and enrichment interventions will be determined by student need.

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Summer Learning and Enrichment**

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>Continuous assessment will ensure the interventions are timely, effective, and meet student need. Summer program data will be shared with school year teachers to ensure continuity of interventions. All programming will be provided by certified teachers.</p> <p>Addison CSD will also utilize ARP-ESSER State Level Reserve funds to provide critical bus transportation for student to participate in summer programming. Due to the rural nature of the district and high levels of poverty among its families, students would be unable to participate without transportation to and from the program.</p>

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

The Addison Central School District utilizes a variety of tools to monitor student progress for those students attending summer programming. The following data will be used:

1. Pre and post tests
2. Local Assessments
3. Teacher/summer staff surveys

Progress monitoring with key staff, including the Classroom Teacher, summer staff, Building Principal, Interventionists, and School Counselor, will occur regularly throughout the summer and at the start of the school year to document individual student progress. This monitoring will include an analysis of performance, growth, mental health, and other relevant data regarding the wellness of the whole student. The Director of Curriculum and Instruction and the Director of Technology will oversee the collection and analysis of student performance and growth data. They will generate summary reports for presentation to stakeholder groups that are evaluating student progress and making decisions on adjustments to student goals and objectives.

Changes to the afterschool program plan will be communicated to relevant stakeholders through email blasts, the district website, social media, and the district newsletter. This information will be made available in the stakeholder's native language upon request.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

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

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Summer Learning and Enrichment**

Summer Learning and Enrichment funding.

	Amount
LEA Allocation	133570
Anticipated Number of Students Served	75
Anticipated Number of Schools Served	2

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

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

Addison ARP 1 Summer 21-24 FS-10.pdf

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

ACSD ARP 1 Summer 20-24 Budget Narrative.pdf

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

**PROPOSED BUDGET FOR A
 FEDERAL OR STATE PROJECT
 FS-10 (03/15)**

☐ = Required Field

Local Agency Information

Funding Source:	ARP - ESSER 5% State Level Reserves - Addressing the Impact of Lost Instructional Time		
Report Prepared By:	Richard Everly, School Business Official		
Agency Name:	Addison Central School District		
Mailing Address:	7 Cleveland Drive, Suite 101		
	Street		
	Addison	New York	14801
	City	State	Zip Code
Telephone # of Report Preparer:	607-359-2090	County:	Steuben
E-mail Address:	reverly@addisoncsd.org		
Project Funding Dates:	3/13/2020		9/30/2024
	Start		End

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$373,100
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
2021-2022 School Year			
<i>Tailored/Accelerated Learning</i>			
Teaching Assistant	1.00	\$40,000	\$40,000
Teaching Assistant	1.00	\$40,000	\$40,000
Teaching Assistant	1.00	\$40,000	\$40,000
Professional Development Stipends	Hourly Stipend	500 hours x \$30/hour	\$15,000
2022-2023 School Year			
<i>Tailored/Accelerated Learning</i>			
Teaching Assistant	1.00	\$40,000	\$40,000
Teaching Assistant	1.00	\$40,000	\$40,000
Professional Development Stipends	Hourly Stipend	500 hours x \$30/hour	\$15,000
2023-2024 School Year			
<i>Tailored/Accelerated Learning</i>			
Teaching Assistant	1.00	\$40,000	\$40,000
Teaching Assistant	1.00	\$40,000	\$40,000
Reading Teacher	0.74	\$65,000	\$48,100
Professional Development Stipends	Hourly Stipend	500 hours x \$30/hour	\$15,000

PURCHASED SERVICES			
Subtotal - Code 40			\$10,824
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
2021-2022 School Year			
<i>Integrated Social Emotional Learning</i>			
School license for Second Step Elementary digital program	Second Step	1 school license @ \$10,824/ license	\$10,824

Employee Benefits		
Subtotal - Code 80		\$217,906
Benefit		Proposed Expenditure
Social Security		\$28,542
Retirement	New York State Teachers	\$36,564
	New York State Employees	
	Other - Pension	
Health Insurance		\$148,322
Worker's Compensation		\$2,612
Unemployment Insurance		\$1,866
Other(Identify)		
** Tailored/Accelerated Learning = \$217,906		

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

For your information, maximum direct cost base = \$601,830.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

PURCHASED SERVICES WITH BOCES			
Subtotal - Code 49			\$66,000
Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
2021-2022 School Year			
<i>Tailored/Accelerated Learning</i>			
Professional Development Training - Universal Design for Learning to increase teacher effectiveness in providing tailored and individualized accelerated instruction	GST BOCES	44 teachers x \$500/teacher	\$22,000
2021-2022 School Year			
<i>Tailored/Accelerated Learning</i>			
Professional Development Training - Universal Design for Learning to increase teacher effectiveness in providing tailored and individualized accelerated instruction	GST BOCES	44 teachers x \$500/teacher	\$22,000
2021-2022 School Year			
<i>Tailored/Accelerated Learning</i>			
Professional Development Training - Universal Design for Learning to increase teacher effectiveness in providing tailored and individualized accelerated instruction	GST BOCES	44 teachers x \$500/teacher	\$22,000

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$373,100
Support Staff Salaries	16	
Purchased Services	40	\$10,824
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	\$217,906
Indirect Cost	90	
BOCES Services	49	\$66,000
Minor Remodeling	30	
Equipment	20	
Grand Total		\$667,830

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).

11/3/22 _____
 Date Signature

Joseph DioGuardi, Superintendent of Schools
Name and Title of Chief Administrative Officer

Agency Code: **570101040000**

Project #: **5884-21-2835**

Contract #: _____

Agency Name: **Addison Central School District**

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

Fiscal Year

First Payment

Line #

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Voucher #

First Payment

BUDGET NARRATIVE

LEA: Addison Central School District	FOR: ARP-ESSER 5% State Level Reserve – Addressing the Impact of Lost Instructional Time
BEDSCODE: 570101040000	

**** 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>	<p>2021-2022 School Year <i>Tailored/Individualized Accelerated Learning</i> Addison CSD will utilize the ARP-ESSER State Level Reserve to fund the salaries of 3.0 FTE Teaching Assistants to support implementation of tailored/accelerated learning opportunities to address pandemic-related learning loss in K-12 students.</p> <ul style="list-style-type: none"> Teaching Assistants (3.0 FTE x \$40,000/year = \$120,000) <p>Addison will also utilize ARP-ESSER State Level Reserve funds to support stipends for teacher participation in evidence-based afterschool and summer professional learning to ensure effective implementation of accelerated learning strategies.</p> <ul style="list-style-type: none"> Teacher Stipends (500 hours x \$30/hour = \$15,000) <p style="text-align: right;"><i>Subtotal: \$135,000</i></p> <p>2022-2023 School Year <i>Tailored/Individualized Accelerated Learning</i> Addison CSD will utilize the ARP-ESSER State Level Reserve to fund the salaries of 2.0 FTE Teaching Assistants to support implementation of tailored/accelerated learning opportunities to address pandemic-related learning loss in K-12 students.</p> <ul style="list-style-type: none"> Teaching Assistants (2.0 FTE x \$40,000/year = \$80,000) <p>Addison will also utilize ARP-ESSER State Level Reserve funds to support stipends for teacher participation in evidence-based afterschool and summer professional learning to ensure effective implementation of accelerated learning strategies.</p> <ul style="list-style-type: none"> Teacher Stipends (500 hours x \$30/hour = \$15,000) <p style="text-align: right;"><i>Subtotal: \$95,000</i></p> <p>2023-2024 School Year <i>Tailored/Individualized Accelerated Learning</i> Addison CSD will utilize the ARP-ESSER State Level Reserve to fund the salaries of 2.0 FTE Teaching Assistants and a 0.74 FTE Reading Teacher to support the implementation of tailored/accelerated learning opportunities to address pandemic-related learning loss in K-12 students.</p> <ul style="list-style-type: none"> Teaching Assistants (2.0 FTE x \$40,000/year = \$80,000) Reading Teacher (0.74 FTE x \$65,000/year = \$48,100)

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<p>Addison will also utilize ARP-ESSER State Level Reserve funds to support stipends for teacher participation in evidence-based afterschool and summer professional learning to ensure effective implementation of accelerated learning strategies.</p> <ul style="list-style-type: none"> Teacher Stipends (500 hours x \$30/hour = \$15,000) <p style="text-align: right;">Subtotal: \$143,100</p> <p style="text-align: right;">TOTAL: \$373,100</p>
Code 16 <i>Support Staff Salaries</i>	N/A
Code 40 <i>Purchased Services</i>	<p>2021-2022 School Year <i>Integrated Social Emotional Learning</i> Addison CSD will utilize ARP 5% State Reserve funds to purchase the evidence-based CASEL SElect Second Step Elementary Social-Emotional Learning digital software program for grades K-6 to support the development of critical social-emotional skills.</p> <ul style="list-style-type: none"> 1 school license x \$10,824/license <p style="text-align: right;">TOTAL: \$10,824</p>
Code 45 <i>Supplies and Materials</i>	N/A
Code 46 <i>Travel Expenses</i>	N/A

Code 80 <i>Employee Benefits</i>	<p>2021-2024 School Years <i>Tailored/Individualized Acceleration</i> The district will utilize ARP ESSER 5% State Level Reserve to fund the following employee benefits attached to Professional positions:</p> <ul style="list-style-type: none"> <i>Social Security</i> \$28,542 <i>NYS Teachers' Retirement</i> \$36,564 <i>Health Insurance</i> \$148,322 <i>Worker's Compensation</i> \$2,612 <i>Unemployment Insurance</i> \$1,866 <p style="text-align: right;">TOTAL: \$217,906</p>
Code 90 <i>Indirect Cost</i>	N/A
Code 49 <i>BOCES Services</i>	<p>2021-2024 School Years <i>Tailored/Individualized Accelerated Learning</i> Addison CSD will utilize ARP-ESSER State Level Reserve funds to support professional learning for K-12 educators to ensure effective implementation of accelerated learning strategies at the district.</p> <ul style="list-style-type: none"> <i>Universal Design for Learning Training: Implementing Acceleration Approaches with Success</i>– The evidence-based UDL framework increases

	academic achievement by tailoring instruction to individual student strengths and needs. This training will be facilitated by GST BOCES. (44 teachers/year x \$500/teacher x 3 years = \$22,000) <i>TOTAL: \$66,000</i>
<i>Code 30</i> <i>Minor Remodeling</i>	<i>N/A</i>
<i>Code 20</i> <i>Equipment</i>	<i>N/A</i>

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

**PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03/15)**

☐ = Required Field

Local Agency Information

Funding Source:	ARP - ESSER 1% State Level Reserves - Summer Learning and Enrichment		
Report Prepared By:	Richard Everly, School Business Official		
Agency Name:	Addison Central School District		
Mailing Address:	7 Cleveland Drive, Suite 101		
	Street		
	Addison	New York	14801
	City	State	Zip Code
Telephone # of Report Preparer:	607-359-2245	County:	Steuben
E-mail Address:	reverly@addisoncsd.org		
Project Funding Dates:	3/13/2020	9/30/2024	
	Start	End	

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$99,930
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Summer 2022			
<i>Tailored/Individualized Accelerated Learning</i>			
Summer school teachers to provide tailored/accelerated learning and enrichment opportunities to identified gK-5 students.	Hourly Stipend	700 hours x \$30/hour	\$21,000
Summer school teachers to provide tailored/accelerated learning and enrichment opportunities to identified g6-12 students.	Hourly Stipend	410 hours x \$30/hour	\$12,300
Summer 2023			
<i>Tailored/Individualized Accelerated Learning</i>			
Summer school teachers to provide tailored/accelerated learning and enrichment opportunities to identified gK-5 students.	Hourly Stipend	700 hours x \$30/hour	\$21,000
Summer school teachers to provide tailored/accelerated learning and enrichment opportunities to identified g6-12 students.	Hourly Stipend	410 hours x \$30/hour	\$12,300
Summer 2024			
<i>Tailored/Individualized Accelerated Learning</i>			
Summer school teachers to provide tailored/accelerated learning and enrichment opportunities to identified gK-5 students.	Hourly Stipend	700 hours x \$30/hour	\$21,000
Summer school teachers to provide tailored/accelerated learning and enrichment opportunities to identified g6-12 students.	Hourly Stipend	411 hours x \$30/hour	\$12,330

TRAVEL EXPENSES			
Subtotal - Code 46			\$15,000
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Summer 2022			
<i>Tailored/Individualized Accelerated Learning</i>			
Student Participants	Summer bus transportation to and from the program site	\$200/day x 5 days/week x 5 weeks	\$5,000
Summer 2023			
<i>Tailored/Individualized Accelerated Learning</i>			
Student Participants	Summer bus transportation to and from the program site	\$200/day x 5 days/week x 5 weeks	\$5,000
Summer 2024			
<i>Tailored/Individualized Accelerated Learning</i>			
Student Participants	Summer bus transportation to and from the program site	\$200/day x 5 days/week x 5 weeks	\$5,000

Employee Benefits		
Subtotal - Code 80		\$18,640
Benefit		Proposed Expenditure
Social Security		\$7,645
Retirement	New York State Teachers	\$9,793
	New York State Employees	
	Other - Pension	
Health Insurance		
Worker's Compensation		\$700
Unemployment Insurance		\$502
Other(Identify)		
**Tailored/Individualized Accelerated Learning		

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

For your information, maximum direct cost base = \$133,570.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$99,930
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	\$15,000
Employee Benefits	80	\$18,640
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$133,570

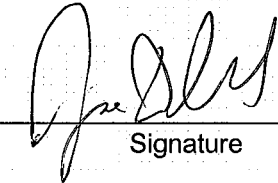
Agency Code: **570101040000**Project #: **5882-21-2835**Contract #: Agency Name: **Addison Central School District****FOR DEPARTMENT USE ONLY**

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

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).

1/3/22 
Date Signature

Joseph DioGuardi, Superintendent of Schools
Name and Title of Chief Administrative Officer

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

Voucher #

First Payment

BUDGET NARRATIVE

LEA: Addison Central School District	FOR: ARP-ESSER 1% State Level Reserve – Summer Learning and Enrichment
BEDSCODE: 570101040000	

**** 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>	<p><i>Tailored/Individualized Accelerated Learning</i> Addison CSD will utilize ARP-ESSER State Level Reserve funds to support an evidence-based, 5-week, summer, tailored/accelerated learning opportunities to address pandemic-related learning loss in grades K-12. Programming will be provided by certified teachers.</p> <p><i>Summer 2022</i></p> <ul style="list-style-type: none"> • Elementary Summer School Teacher Stipends (700 hours x \$30/hour = \$21,000) • Secondary Summer School Teacher Stipends (410 hours x \$30/hour = \$12,300) <p><i>Summer 2023</i></p> <ul style="list-style-type: none"> • Elementary Summer School Teacher Stipends (700 hours x \$30/hour = \$21,000) • Secondary Summer School Teacher Stipends (410 hours x \$30/hour = \$12,300) <p><i>Summer 202</i></p> <ul style="list-style-type: none"> • Elementary Summer School Teacher Stipends (700 hours x \$30/hour = \$21,000) • Secondary Summer School Teacher Stipends (411 hours x \$30/hour = \$12,330) <p style="text-align: right;"><i>TOTAL: \$99,930</i></p>
Code 16 <i>Support Staff Salaries</i>	N/A
Code 40 <i>Purchased Services</i>	N/A
Code 45 <i>Supplies and Materials</i>	N/A

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 46 <i>Travel Expenses</i>	2021-2024 Tailored/Individualized Accelerated Learning Addison CSD will utilize ARP-ESSER State Level Reserve funds to provide critical bus transportation for students to participate in evidence-based summer programming and core-aligned enrichment field trips. <ul style="list-style-type: none"> Bus Transportation to and from program (\$200/week x 5 days/week x 5 weeks x 3 program years = \$15,000) <p style="text-align: right;">TOTAL: \$15,000</p>
Code 80 <i>Employee Benefits</i>	2021-2024 Tailored/Individualized Accelerated Learning The district will utilize ARP ESSER State Level Reserve to fund the following employee benefits attached to Professional positions: <ul style="list-style-type: none"> <i>Social Security</i> \$7,645 <i>NYS Teachers' Retirement</i> \$9,793 <i>Worker's Compensation</i> \$700 <i>Unemployment Insurance</i> \$502 <p style="text-align: right;">TOTAL: \$18,640</p>
Code 90 <i>Indirect Cost</i>	N/A
Code 49 <i>BOCES Services</i>	N/A
Code 30 <i>Minor Remodeling</i>	N/A
Code 20 <i>Equipment</i>	N/A

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

**PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03/15)**

☐ = Required Field

Local Agency Information

Funding Source:	ARP - ESSER 1% State Level Reserves - Comprehensive Afterschool		
Report Prepared By:	Richard Everly, School Business Official		
Agency Name:	Addison Central School District		
Mailing Address:	7 Cleveland Drive, Suite 101		
	Street		
	Addison	New York	14801
	City	State	Zip Code
Telephone # of Report Preparer:	607-359-2245	County:	Steuben
E-mail Address:	reverly@addisoncsd.org		
Project Funding Dates:	3/13/2020		9/30/2024
	Start		End

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$87,300
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
2021- 2022 School Year			
High Dosage Tutoring			
Afterschool tutors to provide high dosage tutoring to identified Elementary (gK-5) students.	Hourly Stipend	505.5 hours x \$36/hour	\$18,198
Afterschool tutors to provide high dosage tutoring to identified secondary (g6-12)students.	Hourly Stipend	300 hours x \$36/hour	\$10,800
2022- 2023 School Year			
High Dosage Tutoring			
Afterschool tutors to provide high dosage tutoring to identified Elementary (gK-5) students.	Hourly Stipend	505.5 hours x \$36/hour	\$18,198
Afterschool tutors to provide high dosage tutoring to identified secondary (g6-12)students.	Hourly Stipend	300 hours x \$36/hour	\$10,800
2023- 2024 School Year			
High Dosage Tutoring			
Afterschool tutors to provide high dosage tutoring to identified Elementary (gK-5) students.	Hourly Stipend	514 hours x \$36/hour	\$18,504
Afterschool tutors to provide high dosage tutoring to identified secondary (g6-12)students.	Hourly Stipend	300 hours x \$36/hour	\$10,800

TRAVEL EXPENSES			
Subtotal - Code 46			\$30,000
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
2021- 2022 School Year			
High Dosage Tutoring			
Student Participants	Late bus transportation from the program site to home	\$250/week x 40 program weeks	\$10,000
2022- 2023 School Year			
High Dosage Tutoring			
Student Participants	Late bus transportation from the program site to home	\$250/week x 40 program weeks	\$10,000
2023- 2024 School Year			
High Dosage Tutoring			
Student Participants	Late bus transportation from the program site to home	\$250/week x 40 program weeks	\$10,000

Employee Benefits		
Subtotal - Code 80		\$16,270
Benefit		Proposed Expenditure
Social Security		\$6,678
Retirement	New York State Teachers	\$8,555
	New York State Employees	
	Other - Pension	
Health Insurance		
Worker's Compensation		\$611
Unemployment Insurance		\$426
Other(Identify)		
** High Dosage Tutoring		

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

For your information, maximum direct cost base = \$133,570.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$87,300
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	\$30,000
Employee Benefits	80	\$16,270
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$133,570

Agency Code:

570101040000

Project #:

5883-21-2835

Contract #:

Agency Name:

Addison Central School District

FOR DEPARTMENT USE ONLY

Funding Dates:

From

To

Program Approval:

Date:

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).

Date

Signature

Joseph DioGuardi, Superintendent of Schools
Name and Title of Chief Administrative Officer

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

Voucher #

First Payment

BUDGET NARRATIVE

LEA: Addison Central School District	FOR: ARP-ESSER 1% State Level Reserve – Comprehensive Afterschool
BEDSCODE: 570101040000	

**** 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>	<p>High Dosage Tutoring Addison CSD will utilize ARP-ESSER 1% State Level Reserve funds to support an evidence-based afterschool high-dosage tutoring program to address pandemic-related learning loss. Identified students will receive 1 hour of tutoring at least 3 days per week. All tutoring will be provided by certified teachers.</p> <p>2021 - 2022 School Year</p> <ul style="list-style-type: none"> • Elementary afterschool tutor stipends (505.5 hours x \$36/hour = \$18,198) • Secondary afterschool tutor stipends (300 hours x \$36/hour = \$10,800) <p>2022 - 2023 School Year</p> <ul style="list-style-type: none"> • Elementary afterschool tutor stipends (505.5 hours x \$36/hour = \$18,198) • Secondary afterschool tutor stipends (300 hours x \$36/hour = \$10,800) <p>2023 - 2024 School Year</p> <ul style="list-style-type: none"> • Elementary afterschool tutor stipends (514 hours x \$36/hour = \$18,504) • Secondary afterschool tutor stipends (300 hours x \$36/hour = \$10,800) <p style="text-align: right;">TOTAL: \$87,300</p>
Code 16 <i>Support Staff Salaries</i>	N/A
Code 40 <i>Purchased Services</i>	N/A
Code 45 <i>Supplies and Materials</i>	N/A

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 46 <i>Travel Expenses</i>	2021-2024 High Dosage Tutoring Addison CSD will utilize ARP-ESSER State Level Reserve funds to provide critical late bus transportation for students to participate in afterschool tutoring and core-aligned enrichment field trips. <ul style="list-style-type: none"> Late Bus Transportation (\$250/week x 40 weeks x 3 program years = \$30,000) <p style="text-align: right;">TOTAL: \$30,000</p>
Code 80 <i>Employee Benefits</i>	2021-2024 High Dosage Tutoring The district will utilize ARP ESSER 1% State Level Reserve to fund the following employee benefits attached to Professional staff positions: <ul style="list-style-type: none"> <i>Social Security</i> \$6,678 <i>NYS Teachers' Retirement</i> \$8,555 <i>Workers' Compensation</i> \$611 <i>Unemployment Insurance</i> \$426 <p style="text-align: right;">TOTAL: \$16,270</p>
Code 90 <i>Indirect Cost</i>	N/A
Code 49 <i>BOCES Services</i>	N/A
Code 30 <i>Minor Remodeling</i>	N/A
Code 20 <i>Equipment</i>	N/A

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
(see instructions for mailing address)

**PROPOSED AMENDMENT FOR
A FEDERAL OR STATE PROJECT
FS-10-A (03/15)**

Agency Name and Address

ARP – ESSER 5% State Level Reserves

Addison Central School District
7 Cleveland Drive, Suite 101
Addison, NY 14801

Steuben
County

Agency Code:

5	7	0	1	0	1	0	4	0	0	0	0
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Project #:

5	8	8	4	2	1	2	8	3	5
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Amendment #

1

Contract #:

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Contact Person: Richard Everly

Tel. #: 607-359-2245

E-Mail Address: reverly@addisoncsd.org

INSTRUCTIONS

- ❖ Submit the original and two copies directly to the same State Education Department office where budget was mailed. DO NOT submit this form to Grants Finance.
- ❖ Enter whole dollar amounts only.
- ❖ This form need only be submitted for budget changes that require prior approval as follows:
 - 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.
- ❖ Amendment # at top of this page must be completed.
- ❖ Do not use the FS-10-A for requesting a project extension.

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).

DATE: 11/28/22

SIGNATURE:

[Signature]
Joseph D. Guardino, Superintendent of Schools

FOR DEPARTMENT USE ONLY

Program Approval: _____ Date: _____

Finance:

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Log

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Approved

SUBTOTAL	EXPLANATION (Provide same detail as required in FS-10 Budget)	SUBTOTAL INCREASE	SUBTOTAL DECREASE
15 Professional Salaries	<p><u>21-22 School Year</u> Eliminate the following positions. Costs were less than anticipated</p> <ul style="list-style-type: none"> • 1.0 FTE Teaching Assistant (-\$40,000) • 1.0 FTE Teaching Assistant (-\$40,000) • 1.0 FTE Teaching Assistant (-\$40,000) • Professional Development Stipends (-\$15,000) <p><u>22-23 School Year</u> Decrease the following positions. Salaries are less than anticipated.</p> <ul style="list-style-type: none"> • Teaching Assistant (-\$8,382) • Teaching Assistant (-\$5,018) <p>Add the following positions.</p> <ul style="list-style-type: none"> • 1.0 FTE Teaching Assistant (\$34,982) • Summer School Teacher Stipends (1,100 hours x \$30/hour = \$33,000) <p><u>23-24 School Year</u> Decrease the following positions. Salaries are less than anticipated.</p> <ul style="list-style-type: none"> • Teaching Assistant (-\$7,433) • Teaching Assistant (-\$3,969) <p>Increase the following position. Costs are greater than anticipated.</p> <ul style="list-style-type: none"> • 0.74 FTE to 1.0 FTE Reading Teacher (0.26 FTE x \$65,000 annual salary = \$16,900) <p>Add the following positions.</p> <ul style="list-style-type: none"> • 1.0 FTE Teaching Assistant (\$36,031) • Summer School Teacher Stipends (1,100 hours x \$30/hour = \$33,000) 	\$153,913	\$159,802
16 Support Staff Salaries			
40 Purchased Services	<p><u>21-22 School Year</u> Decrease the following. Costs were less than anticipated.</p> <ul style="list-style-type: none"> • Second Step Curriculum (-\$5,824) 	\$35,083	\$5,824

Summer 2022

Add

- LTRS Training – Initial Implementation Conference at Cayuga Community College, July 2022. (2 teachers x \$794 registration = \$1,588)

22-23 School Year

Add

- Sonday Reading Intervention training - Systems 1, 2 and 3. This program offers structured, systematic, multisensory reading intervention for students struggling to meet grade level benchmarks in reading. 6-hour online training for up to 30 teachers per session/system. (3 systems x \$3,500/system = \$10,500)
- Instructional Coaching Toolkit virtual training. Six weekly sessions (18 total hours) beginning in January 2023. (2 teachers x \$499 registration per teacher = \$998)
- Designing and Using Essential Questions virtual training from the Search Institute. (2 teachers x \$280/person = \$560)

23-24 School Year

Add

- LETRS reading curriculum on site Professional Development training sessions for teachers and reading specialists to support the development of skills needed to master the fundamentals of reading instruction. 35 total participants. (Three 6-hour sessions x \$3,000/session = \$9,000)
- LETRS Professional Development online training sessions for teachers and reading specialists. Sessions will be online, self-paced, and utilize a blended learning format empowering educators to apply their learning in the classroom. Sessions also include access to online discussion boards that provide participants the opportunity to interact and learn from other educators. (35 teachers x \$355.34 = \$12,437)

45 Supplies & Materials	<u>22-23 School Year</u> Add <ul style="list-style-type: none"> Sunday Reading Intervention curricula. <ul style="list-style-type: none"> System 1: 2 sets x \$1,595/set = \$3,190 System 2: 2 sets x \$1,595/set = \$3,190 System 3: 2 sets x \$1,379/set = \$2,758 K-5 system supplemental material: 10 sets x \$695/set = \$6,950 Instructional Coaching Toolkit materials to accompany online training (2 teachers x \$35 = \$70) 	\$16,158	
46 Travel Expenses	<u>Summer 2022</u> Add <ul style="list-style-type: none"> LETRS Training, Cayuga Community College, July 2022. (2 teachers x 3 days x \$18/meal = \$108) (2 teachers x 3 days x \$5 incidentals = \$30) 	\$138	
80 Employee Benefits	Decrease <i>Net decrease in employee benefits to reflect decrease in professional salaries.</i> <ul style="list-style-type: none"> FICA (-\$450) NYS Teacher's Retirement (-\$577) Health (-\$16,568) Worker's Compensation (-\$42) Unemployment (-\$29) <p>** 21-22: -\$82,667; 22-23: \$26,956; 23-24: \$38,045</p>		\$17,666
90 Indirect Cost			
49 BOCES Services	<u>21-22 School Year</u> Decrease the following. Costs were less than anticipated. <ul style="list-style-type: none"> Universal Design for Learning training from GST BOCES. (-\$22,000) 		\$22,000
30 Minor Remodeling			
20 Equipment			
Total Increase or Decrease		(+) \$205,292	(-) \$205,292
Net Increase or Decrease		\$0	

Previous Budget Total

\$667,830

Proposed Amended Total

\$667,830

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
(see instructions for mailing address)

**PROPOSED AMENDMENT FOR
A FEDERAL OR STATE PROJECT
FS-10-A (03/15)**

Agency Name and Address

**ARP – ESSER 1% State Level Reserves –
Comprehensive Afterschool**

Addison Central School District
7 Cleveland Drive, Suite 101
Addison, NY 14801

Steuben
County

Agency Code:

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Amendment #

1

Project #:

5	8	8	3
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2	1
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2	8	3	5
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Contract #:

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Contact Person: Richard Everly

Tel. #: 607-359-2245

E-Mail Address: reverly@addisoncsd.org

INSTRUCTIONS

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 - Any increase in the total budget amount.
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- ❖ Do not use the FS-10-A for requesting a project extension.

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).

DATE: 10/21/22

SIGNATURE:

Joseph DiGuardi, Superintendent of Schools

FOR DEPARTMENT USE ONLY

Program Approval: _____ Date: _____

Finance:

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Log

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Approved

SUBTOTAL	EXPLANATION (Provide same detail as required in FS-10 Budget)	SUBTOTAL INCREASE	SUBTOTAL DECREASE
15 Professional Salaries			
16 Support Staff Salaries			
40 Purchased Services	Add contract with the Addison Youth Center to provide afterschool enrichment programming to K-12 Addison students. (\$30,000)	\$30,000	
45 Supplies & Materials			
46 Travel Expenses	Eliminate Bus Transportation – (School Years 21-22, 22-23, 23-24). (-\$30,000)		\$30,000
80 Employee Benefits			
90 Indirect Cost			
49 BOCES Services			
30 Minor Remodeling			
20 Equipment			
Total Increase or Decrease		(+) \$30,000	(-) \$30,000
Net Increase or Decrease		\$0	
Previous Budget Total		\$133,570	
Proposed Amended Total		\$133,570	

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
(see instructions for mailing address)

**PROPOSED AMENDMENT FOR
A FEDERAL OR STATE PROJECT
FS-10-A (03/15)**

Agency Name and Address

**ARP – ESSER 1% State Level Reserves –
Comprehensive Afterschool**

Addison Central School District
7 Cleveland Drive, Suite 101
Addison, NY 14801

Steuben
County

Agency Code:

5	7	0	1	0	1	0	4	0	0	0	0
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Amendment #

2

Project #:

5	8	8	3	2	1	2	8	3	5
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Contract #:

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Contact Person: Richard Everly

Tel. #: 607-359-2245

E-Mail Address: reverly@addisoncsd.org

INSTRUCTIONS

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 - 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.
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DATE: 11/28/22

SIGNATURE:

Joseph DioGuardi, Superintendent of Schools

FOR DEPARTMENT USE ONLY

Program Approval: _____ Date: _____

Finance:

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Log

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Approved

SUBTOTAL	EXPLANATION (Provide same detail as required in FS-10 Budget)	SUBTOTAL INCREASE	SUBTOTAL DECREASE
15 Professional Salaries	<p>Eliminate <u>21-22 School Year</u></p> <ul style="list-style-type: none"> After school Tutoring Stipends (-\$28,998) <p>Add <u>22-23 School Year</u></p> <ul style="list-style-type: none"> Coach Stipends for the newly implemented Girls on the Run/Boys on the Move (2 coaches x \$500/coach = \$1,000/year) <p><u>23-24 School Year</u></p> <ul style="list-style-type: none"> Coach Stipends for year 2 of Girls on the Run/Boys on the Move (2 coaches x \$500/coach = \$1,000/year) 	\$2,000	\$28,998
16 Support Staff Salaries			
40 Purchased Services	<p>Add <u>22-23 School Year</u></p> <ul style="list-style-type: none"> Contract costs with Girls on the Run of the Southern Tier, Inc. for registration fees and curriculum to support program implementation of Girls on the Run Program/Boys on the Move. (70 students x \$187.51/student = \$13,125.70) <p><u>23-24 School Year</u></p> <ul style="list-style-type: none"> Contract costs for continued implementation of Girls on the Run Program/Boys on the Move to include registration and curriculum. (70 students x \$187.51/student = \$13,125.70) 	\$26,251	
45 Supplies & Materials	<p>Add <u>22-23 School Year</u></p> <ul style="list-style-type: none"> Supplies and materials to ensure equitable participation in Girls on the Run/Boys on the Move program. Items to include shoes and clothing. (10 students x \$75/students = \$750) 	\$1,500	

		<u>23-24 School Year</u> <ul style="list-style-type: none"> Supplies and materials to ensure equitable participation in Girls on the Run/Boys on the Move program. Items to include shoes and clothing. (10 students x \$75/students = \$750) 		
46	Travel Expenses	Add <u>22-23 School Year</u> <ul style="list-style-type: none"> Bus transportation to and from Girls on the Run/Boys on the Move events (4 events x \$488/event = \$1,952) <u>23-24 School Year</u> <ul style="list-style-type: none"> Bus transportation to and from Girls on the Run/Boys on the Move events (4 events x \$489.25/event = \$1,957) 	\$3,909	
80	Employee Benefits	Decrease <i>Decrease in employee benefits to reflect decrease in professional salaries.</i> <ul style="list-style-type: none"> FICA (-\$1,912) NYS Teacher's Retirement (-\$2,449) Worker's Compensation (-\$175) Unemployment (-\$126) 		\$4,662
90	Indirect Cost			
49	BOCES Services			
30	Minor Remodeling			
20	Equipment			

Total Increase or Decrease

(+) \$33,660

(-) \$33,660

Net Increase or Decrease

\$0

Previous Budget Total

\$133,570

Proposed Amended Total

\$133,570