

**ARP-ESSER Application: Part 2 - ARP Act****Introduction/Instructions - Summary & Background**

---

**Summary & Background**

PERU CSD

091101060000

**SUMMARY & BACKGROUND**

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

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

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

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

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

**Project Period**

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

**Project Number**

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

**Submission Deadline**

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

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

**ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Summary & Background

---

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

**ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Submission Instructions

---

**Submission Instructions**

PERU CSD

091101060000

**Directions for Submitting the Application:**

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

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

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

*Office of ESSA-Funded Programs - Rm 320 EB*

*RE: ARP-ESSER Application – Part 2*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234.*

**Deadline for Submitting the Applications:**

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

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

---

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

PERU CSD

091101060000

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Randy Sapp	rsapp@perucsd.org	10/19/2021
LEA Board President	Bonnie Berry	bberry@perucsd.org	10/19/2021

**ARP-ESSER Allocation - Construction-Related Costs**

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

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



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

---

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

PERU CSD

091101060000

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

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

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

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

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

The Peru CSD is dedicated to the meaningful engagement of all stakeholder groups impacted by the Covid pandemic. Meetings with District staff, Parent Teacher Organizations and student surveys have been conducted to assess areas of potential need. The areas of Academic Support, Academic Intervention, Academic Passion and SEL have been indicated as greatly impacted by the pandemic. The District will continue to work with its partners, Cornell Cooperative, Extension, Peru Administrative Council, Peru Association of Teachers, and the broader Peru community to establish additional supports and services for our students. Stakeholders from the Individual grade-span groups PreK-2, 3-5, 6-8, and 9-12 will continue to engage in meetings, biannually or more often as needed, to discuss the implementation of the ARP funding plan and propose changes over the course of the grant cycle.

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

Peru CSCD.org

Hard copies of the LEA ARP-ESSER Plan will be available upon request.

**ARP-ESSER LEA Base 90% Allocation - Program Information**

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

---

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

The District will continue working to mitigate the spread of COVID19. ARP funding will support the hiring of an additional LPN Nurse who will assist with contact tracing and the implementation of public health protocols to maintain the safety and health of students and staff. Stipends will also be used for district staff to conduct contact tracing after school and on weekends to assist the district with implementing public health protocols to maintain the health and safety of students and staff.

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

The District will continue to monitor student growth using the following data indicators of student achievement: PreK- PELI, K-2- Acadience Math & Reading, grades 3-12- NWEA Reading and Math assessments, NYS ELA, Math and Science Assessments, in addition to locally developed assessments. Data will be used to support, triangulate and provide multiple measures of student growth. for grade-level team data to inform RtI groupings for one or more of the following targeted supports.

Academic Interventions: Interventions in which students are provided instruction on missing academic skills.

Check-In/Check-Out: A structured intervention in which students receive feedback on their behavior at designated times throughout the day. In the morning, they "check-in" with a staff member and then receive period feedback throughout the day from their teacher(s). At the end of the day, they "check out" with the staff member from the morning check-in. Also referred to as Behavior Education Program.

Classwide Interventions: Interventions that are provided to the whole class, yet are designed to target only one or a few students' behaviors.

Mentoring: Students are assigned a mentor to provide a positive role model and promote attachment to school.

Setting-based Interventions: The setting in which undesired behavior is displayed by a student within is modified, such as using a structured recessor providing unique contingencies during a given setting.

Social Skills/Social-Emotional Learning Interventions: Through the use of the SecondStep and the MindUp programs students are provided instruction specifically structured and equipped to support students' social emotional learning and development.

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

The District will develop Afterschool and Summer Learning Programs (in-person and remote) for students that will incorporate a camp-like atmosphere while addressing academic gaps, as indicated by our year-long data review and ongoing strategies meetings being conducted throughout the pandemic. Academic Passions camps will provide students the opportunity to discover new interests and develop skills. Programs will employ hands-on STEM learning with Cornell Cooperative Extension staff and in afterschool and summertime instructional opportunities facilitated by district teachers and staff members. Students will use technology to express themselves through the arts (photography, sculpture, design) using laser printers and manufacturing equipment and by creating communications content in a new video and audio production studio. College For Every Student-CFES- Bright Pathways will assist in preparing high school students for SAT Exams in an effort to offset the academic impacts of lost instructional time in correlation to students being well equipped for the SAT. To further address the overarching concern of the social-emotional wellbeing of our students, fieldtrips for Adventure Based Counseling and Circle training will be also provided.

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

The District will provide additional support for students that received the loss in educational opportunities due to COVID 19. Students that are placed on rolling quarantine will be provided with tutoring support after school in digital platforms such as google classroom, google meets, and see-saw. Understanding that having all students join the google live classroom was ineffective for the learning of the some students, our plan will provide students on quarantine with daily small group tutoring time that allows for the differentiation necessary for the disproportionately disadvantaged students to make gains and receive individualized support from certified teachers. An education liaison at each school will also be employed to provide support not only to students, but also for the families who are struggling through the pandemic.

Teachers will be compensated at their individual hourly rate of pay. This strategy was employed to ensure that quality teachers will be available for students beyond the contracted teacher day.

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

---

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

Peru Central School will continue to respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. By providing state-of-the-art technology and individualized differentiated instruction from highly effective teachers and the services of an educational liaison, disproportionately disadvantaged students will have the supports and referrals for services needed to overcome the impact of lost instructional time. Being a rural remote district located in the Adirondack Park, many families struggle with limited or no home connectivity. The district will work with partners, Verizon and Spectrum, to install hotspots that families can use from the home to support quarantined learning. Technology integrations and remote learning opportunities will be available to support families after hours. Additional supplemental instruction will be provided to students before and after school K-12 with an emphasis on students that are disproportionately impacted by the pandemic, such as District students of color, English language learners, students from poverty and special education students. We will also continue to work with our partners from SweetHearts and Heroes and Champlain Valley Family Services to build emotional connections for our students. As a district, we will develop the Braves mentoring program where High School students will mentor and support Middle and Upper Elementary grades students.

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

---

**ARP-ESSER Return to In-Person Instruction**

PERU CSD

091101060000

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

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

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

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

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

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

<https://www.perucsd.org/reopening-and-covid-19-guidance-2021-2022>

Hard copies of the Re-opening/return to in-person learning plan will be available upon request.

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

---

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

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

The District will continually meet and update the **In-Person Instruction Plan** through committee meetings with it's partners the Peru Administrative Council, the Peru Associations of Teachers, the Civil Service Employee Association, and the Peru Parent Teacher Organization on a biannual basis to ensure we are making every effort to keep out students in school. The District will hold open forums where the community can provide input and suggestions to the District's Plan.

**ARP-ESSER Application: Part 2 - ARP Act****LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution**

---

**ARP-ESSER LEA Base 90% Allocation - Funding Distribution**

PERU CSD

091101060000

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

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	2,563,396
Total Number of K-12 Resident Students Enrolled (#)	1,772
Total Number of Students from Low-Income Families (#)	789

**ARP-ESSER Schools Served**

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

	Number (#)
Total Number of Schools in the LEA	3
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	3

**ARP-ESSER Application: Part 2 - ARP Act****LEA ARP-ESSER Plan - ARP-ESSER Use of Funds****ARP-ESSER LEA Base 90% Allocation - Use of Funds**

PERU CSD

091101060000

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

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

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	44,669
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	1,644,596
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	477,219

**ARP-ESSER Application: Part 2 - ARP Act****LEA ARP-ESSER Plan - ARP-ESSER Use of Funds**

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	396,912
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	0
<b>Totals:</b>	<b>2,563,396</b>



**ARP-ESSER Application: Part 2 - ARP Act****LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget****ARP-ESSER LEA Base 90% Allocation - Budget**

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

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

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

Peru Signed FS10 ARP ESSER 3.pdf

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

Peru\_ARP\_ESSER 3\_Budget Narrative 2020-24.docx

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

	Total Funds (\$)
15 - Professional Salaries	1,535,520
16 - Support Staff Salaries	304,800
40 - Purchased Services	29,754
45 - Supplies and Materials	110,581
46 - Travel Expenses	80,000
80 - Employee Benefits	458,072
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	44,669
<b>Totals:</b>	<b>2,563,396</b>

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**

Peru Central School District
PO Box 68, 17 School Street
Peru, NY 12972

**ARP ESSER 3**

Clinton

County

**Agency Code:**

0	9	1	1	0	1
---	---	---	---	---	---

0	6
---	---

0	0	0	0
---	---	---	---

**Amendment #**

1

**Project #:**

5	8	8	0
---	---	---	---

2	1
---	---

0	5	0	5
---	---	---	---

**Contract #:**

--	--	--	--	--	--	--

**Contact Person:** Kara Bowes

**Tel. #:** 518-643-6008

**E-Mail Address:** kbowes@perucsd.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.

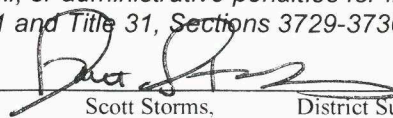
Received  
JUL 15 2022  
Office of Accountability  
**RECEIVED**  
JUL 27 2022  
**GRANTS FINANCE**

**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:** 7/7/2022

**SIGNATURE:**



Scott Storms,

District Superintendent

**FOR DEPARTMENT USE ONLY**

**Program Approval:**



**Date:**

7/26/22

**Finance:**

7/28/22

Log

AUG 03 2022

Approved



SUBTOTAL	EXPLANATION (Provide same detail as required in FS-10 Budget)	SUBTOTAL INCREASE	SUBTOTAL DECREASE
15 Professional Salaries	<p>Reduce the following (positions no longer needed and/or not filled):</p> <ul style="list-style-type: none"> <li>- PK-6 After School Enrichment/Tutoring Stipends (-\$764,000)</li> <li>- MS-HS Remote After School Enrichment/Tutoring Stipends (-\$200,000)</li> </ul> <p>Add the following positions: (to address</p> <ul style="list-style-type: none"> <li>- Instructional Data Support Coach (1.0 FTE x \$78,532 salary x 1 year) (+\$78,532) AU#1</li> <li>- Family-School Liaison or Social Worker salary (+\$55,805) AU#8</li> <li>- Middle School Special Education Teacher salary (+\$55,805) AU#2</li> <li>- High School Special Education Teacher Salary (+\$64,432) AU#2</li> <li>- Curriculum/professional development stipends for teachers to address the impacts of learning loss (200 teachers x \$35/hr x 15 hours x 2 years) 24 (+\$210,000) AU#16</li> <li>- Professional development stipends for teachers for IntoMath curriculum training (100 teachers x \$35/hour x 20 hours x 2 years) (+\$140,000) AU#16</li> </ul> <p><i>20% Reserve for Learning Loss:</i> Reduce the following:</p> <ul style="list-style-type: none"> <li>- Medical Remote Instruction stipends (-\$290,000)</li> </ul> <p>Add the following:</p> <ul style="list-style-type: none"> <li>- PM School Alternative Education Program teacher stipends (10 teachers x 32 weeks/year x 4 hours/week x \$60/hr x 3 years) (+\$230,400)</li> <li>- PM School principal stipends (2 admins x 32 weeks/year x 6 hours/week x \$25/hr x 3 years) (+\$28,800)</li> <li>- Academic/Transition program teacher stipends to assist with transitioning medically remote students to in-person learning (15 teachers x 10 weeks x 2 hrs/week x \$60/hr x 3 years) (+\$54,000)</li> </ul>		\$336,226

16	Support Staff Salaries	<p>Reduce the following (positions no longer needed and/or not filled):</p> <ul style="list-style-type: none"> <li>- Afterschool contact tracing stipends (-\$108,000)</li> </ul> <p>Increase Nurse's salary per contract negotiations (+\$3,500)</p> <p>Add the following positions:</p> <ul style="list-style-type: none"> <li>- Part Time Custodial Worker salary (\$15.00/hour x 1000 hours) (+\$15,000) AU#19</li> <li>- Part-Time Account Clerk Typist salary <del>EX</del> \$15.50/hour x 1000 hours) (+\$15,500) AU#19</li> <li>-</li> </ul> <p>20% Reserve for Learning Loss: Reduce the following</p> <ul style="list-style-type: none"> <li>- <del>EX</del> 4 Afterschool Program Assistants <del>(+36,800) EX</del></li> <li>- 4 Summer Program Assistants (-\$16,000)</li> </ul> <p>Add PM School teacher aide (12 hours/week x 32 weeks/year x \$21/hr x 3 years) (+\$24,192) <del>EX</del></p>		\$102,608
40	Purchased Services	<p>Add the following:</p> <ul style="list-style-type: none"> <li>- Houghton Mifflin Harcourt IntoMath K-5 Curriculum/Traning to address learning loss and promote math achievement (+\$182,500) AU#16, AU#1, AU#8</li> <li>- Behavioral Health Services North school interventionists/social workers (2 interventionists x \$1,300/week x 50 weeks/year) (+\$130,000) AU#8, AU#14</li> </ul>	\$312,500	
45	Supplies & Materials	<p>Add supplemental reading and math materials to increase achievement (1875 x 26.67 <del>EX</del>) (+\$50,000) AU#7, AU#16</p>	\$50,000	
46	Travel Expenses	<p>Reduce summertime field trips (-\$10,000)</p>		\$10,000
80	Employee Benefits	<p>Adjust based on salary changes:</p> <ul style="list-style-type: none"> <li>- Professional retirement (-\$25,000)</li> <li>- Support retirement (-\$15,000)</li> <li>- Health insurance (+\$151,610)</li> <li>- Social security (-\$25,000)</li> <li>- Workers' comp (-\$5,684)</li> </ul>	\$86,334	



		20% Reserve for Learning Loss: - Professional retirement (+\$5,408)		
90	Indirect Cost			
49	BOCES Services			
30	Minor Remodeling			
20	Equipment			
<b>Total Increase or Decrease</b>			(+) \$448,834	(-) \$448,834
<b>Net Increase or Decrease</b>			\$0	
<b>Previous Budget Total</b>			\$2,563,396	
<b>Proposed Amended Total</b>			\$2,563,396	

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

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

**Local Agency Information**



Funding Source: ARP, ESSER 3

Report Prepared By: Scott Storms

Agency Name: Peru Central School District

Mailing Address: 17 School Street

Street		
Peru	NY	12972
City	State	Zip Code

Telephone #: 518-436-6007

County: Clinton

E-Mail Address: sdstorms@perucsd.org

Project Operation Dates: 03 / 13 / 2020  
Start

09 / 30 / 2024  
End

Received  
NOV 03 2021  
Office of Accountability

**INSTRUCTIONS**

- ❖ **Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to the Grants Finance.**
- ❖ Enter whole dollar amounts only.
- ❖ Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
  - Personnel positions, number and type
  - Equipment items having a unit value of \$5,000 or more, number and type
  - Minor remodeling
  - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
  - Any increase in the total budget amount.
- ❖ Certification on page 8 must be signed by Chief Administrative Officer or properly authorized designee.
- ❖ High quality computer generated reproductions of this form may be used.
- ❖ For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at [www.oms.nysed.gov/cafe/](http://www.oms.nysed.gov/cafe/) or call Grants Finance at (518) 474-4815.

**SALARIES FOR PROFESSIONAL STAFF: Code 15**

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

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
<u>AU#15</u> PK-6 Teachers to provide After School Enrichment and Tutoring 2021-2022 2022-2023 2023-2024	Hourly Stipend	40 Teachers x 180 Hours/Year x \$40/Hour x 3 years	\$288,000 \$288,000 \$288,000
<u>AU#15</u> MS-HS Teachers to provide Remote and After School Enrichment and Tutoring 2021-2022 2022-2023 2023-2024	Hourly Stipend	25 Teachers x 100 Hours/Year x \$40/Hour x 3 Years	\$100,000 \$100,000 \$100,000
<i>20% Required Set-aside</i> <u>AU#16</u> Teachers for Medically Remote Instruction (Grades 7-12) 2021-2022 2022-2023 2023-2024	Hourly Stipend	35 Teachers x 80 Hours/Year x \$40/Hour x 3 Years	\$112,000 \$112,000 \$112,000
<i>20% Required Set-aside</i> <u>AU#16</u> Teacher Stipends for Curriculum Development and Planning For Remote Instruction 2021-2022	Hourly Stipend	74 Teachers x 16 Hours/week x \$30/Hour x 1 Year	\$35,520
Subtotal -Code 15			\$1,535,520

**SALARIES FOR SUPPORT STAFF: Code 16**

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

<b>Specific Position Title</b>	<b>Full-Time Equivalent</b>	<b>Annualized Rate of Pay</b>	<b>Project Salary</b>
<u>AU #19</u> Stipends for (3) Contact Tracers to work afterschool and weekends 2021-2022 2022-2023 2023-2024	Stipend	3 Contact Tracers x \$30/hour x 400 hours/year/tracer x 3 Years	\$36,000 \$36,000 \$36,000
<u>AU #19</u> Licensed Practical Nurse to assist with COVID-19 contact tracing 2021-2022 2022-2023 2023-2024	1.0 FTE	\$48,000	\$48,000 \$48,000 \$48,000
<i>20% Required Set-aside</i> <u>AU#15</u> (4) Afterschool Program Assistants 2022-2023 2023-2024	Stipend	4 Afterschool Assistants x \$4,600/Year x 2 Years	\$18,400 \$18,400
<i>20% Required Set-aside</i> <u>AU#15</u> (4) Summer Program Assistants 2022-2023 2023-2024	Stipend	4 Summer Assistants x \$400/Week x 5 Weeks x 2 years	\$8,000 \$8,000
Subtotal - Code 16			\$304,800



**PURCHASED SERVICES: Code 40**

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

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
<u>AU#15</u> <i>Afterschool 4-H Enrichment activities (STEM Fun, PINY, Nutrition, Service-Learning)</i> 2021-2022 2022-2023 2023-2024	Clinton County Cornell Cooperative Extension	4 six week units x \$600/unit x 2 sites=\$4,800 +\$1,000 materials +\$300 mileage x 3 Years	\$6,100 \$6,100 \$6,100
<u>AU#15</u> <i>Summer Agriculture in the Classroom, Nutrition and Community Gardening Instruction</i> 2021-2022 2022-2023 2023-2024	Clinton County Cornell Cooperative Extension	2 Sites x \$750/Site x 3 Years	\$1,500 \$1,500 \$1,500
<u>AU#16</u> SAT Prep 2021-2022 2022-2023 2023-2024	College for Every Student (CFES/Brilliant Pathways)	\$144.87/SAT Prep Course x 16 Students/Year x 3 Years	\$2,318 \$2,318 \$2,318
Subtotal - Code 40			\$29,754

**SUPPLIES AND MATERIALS: Code 45**

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

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

Description of Item	Quantity	Unit Cost	Proposed Expenditure
<u>AU#16</u> Literacy Supplies-Books and Reading Materials	4 Sites (1,822 students)	\$1,450/Site x 3 Years	\$17,400
<i><u>AU#15-Educational supplies and materials to implement after-school and summer academic enrichment.</u></i>			
General Recreational Supplies	4 Sites (1,822 Students)	\$1,000/Site x 3 Years	\$12,000
STEM Enrichment Supplies	4 Sites (1,822 Students)	\$1,500/Site x 3 Years	\$18,000
Summer Program Supplies	3 Sites (300 Students)	\$2,165/Site x <sup>2EH</sup> 3 years	\$12,990
Drones Curriculum and Supplies	10 Drone Curriculum Kits and Supplies	\$3,000/Kits x 10 kits	\$30,000
DSLR Camera Kits- for Photography Instruction	3 Cameras	\$2,898/Camera	\$8,694
Docot Magician 4-Axis Robotic Arm	2 Robotic Arms	\$1,721/Robotic Arm	\$3,442
Dobot Magician Linear Rail Set	2 Linear Rail Sets	\$1,181/Rail Set	\$2,362
Dobot Magician Conveyor	2 Conveyors	\$566/Conveyor	\$1,132
PITSCO: Bridge Pak	4 Bridge Paks	\$55/Bridge Pak	\$220
PITSCO: Bridges- Getting Started Package	2 Bridge Starter Packages	\$425/Starter Package	\$850
Atem Switch- Video Production	1 Atem Switch	\$295/Atem Switch	\$295
Wireless Mics- Audio Production	4 Wireless Mics	\$799/Mic	\$3,196
Subtotal - Code 45			\$110,581

**TRAVEL EXPENSES: Code 46**

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

<b>Position of Traveler</b>	<b>Destination and Purpose</b>	<b>Calculation of Cost</b>	<b>Proposed Expenditures</b>
<u>AU#15</u> Students 2022-2023 2023-2024	Summer Field Trip Travel	100 Students x \$50/Fieldtrip x 2 Trips/Summer x 2 Years	\$10,000 \$10,000
<u>AU#15</u> Students 2021-2022 2022-2023 2023-2024	After-school Bus To transport students from school to home	\$125/day x 160 days/year x 3 Years	\$20,000 \$20,000 \$20,000
Subtotal - Code 46			\$80,000

**EMPLOYEE BENEFITS: Code 80**

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

<b>Benefit</b>		<b>Proposed Expenditure</b>
<b>Social Security</b>		\$145,839
<b>Retirement</b>	<b>New York State Teachers</b>	\$152,441
	<b>New York State Employees</b>	\$54,403
	<b>Other</b>	
<b>Health Insurance</b>		\$88,000
<b>Worker's Compensation</b>		\$17,389
<b>Unemployment Insurance</b>		
<b>Other (Identify)</b>		
Subtotal – Code 80		\$458,072

Includes \$88,359 for benefits to support 20% Reserve Activities

**INDIRECT COST: Code 90**

A. Modified Direct Cost Base – Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)	\$	(A)
B. Approved Restricted Indirect Cost Rate	%	(B)
C. (A) x (B) = Total Indirect Cost	\$	(C)

Subtotal – Code 90

\*District Declines Indirect Costs

**PURCHASED SERVICES WITH BOCES: Code 49**

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

**MINOR REMODELING: Code 30**

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

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



**EQUIPMENT: Code 20**

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

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

<b>Description of Item</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Proposed Expenditure</b>
<i>AU#13- Educational technology equipment to implement academic enrichment and support substantive educational interaction between students and their classroom instructors.</i>			
Broadcasting Station	1- Broadcasting Station	\$6,400/Station Unit	\$6,400
Remote Cameras	2- Remote Cameras	\$7,295/Camera	\$14,590
Sound Board	1- Sound Board	\$5,000/Soundboard Unit	\$5,000
Glowforge 3D Laser Printer + Air Filter	1 -3D Laster Printer including Air Filter	\$6,990/Laser Printer, including Air Filter unit	\$6,990
Baleigh Mill Drill Lathe Combo	2- Drill Lathe Combos	\$5,844.50/Drill Combo	\$11,689
Subtotal – Code 20			\$44,669

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

Introduction/Instructions - Background Information

---

Page Last Modified: 10/29/2021

**Background Information**

PERU CSD - 091101060000

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

---

Page Last Modified: 10/29/2021

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

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

---

Page Last Modified: 10/29/2021

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

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

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

Project Period

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

Project Number

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

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

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

Submission Deadline

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

---

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



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

Introduction/Instructions - Background Information

---

Page Last Modified: 10/29/2021

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 Reserves**

Introduction/Instructions - Submission Instructions

---

Page Last Modified: 10/29/2021

**Submission Instructions**

PERU CSD - 091101060000

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

---

Page Last Modified: 12/13/2021

**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.

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

---

Page Last Modified: 12/13/2021

5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- ☒ YES, the LEA provides the above assurance.
6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- ☒ YES, the LEA provides the above assurance.
7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- ☒ YES, the LEA provides the above assurance.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- ☒ YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
- ☒ YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- ☒ YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- ☒ YES, the LEA provides the above assurance.

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

---

Page Last Modified: 12/13/2021

**12. The LEA assures that:**

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

☒ YES, the LEA provides the above assurance.**13. The LEA assures that:**

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

☒ YES, the LEA provides the above assurance.**14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.**☒ YES, the LEA provides the above assurance.

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

---

Page Last Modified: 12/13/2021

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**

---

Page Last Modified: 12/13/2021

**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	Randy Sapp	rsapp@perucsd.org	11/22/2021
LEA Board President	Bonnie Berry	bberry@perucsd.org	11/22/2021

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

---

Page Last Modified: 12/27/2021

**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 District will continue to work with its partner Cornell Cooperative, Extension, Peru Administrative Council, Peru Association of Teachers and broader Peru community to establish the need for additional after school support for our students. The Individual Buildings PreK-2, 3-5, 6-8 and 9-12 will continue to engage in multiple meetings with stakeholders to discuss the implementation of ESSA Funds. Community forums will be held to give the greater Peru Community a voice in the process. The District will use the surveying tool qualtrics to collect data from the various stakeholders through the life of the funding.

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.**

Grants – Peru Central School District (perucsd.org)

Hard copies of the LEA ARP-ESSER State Reserve Plan will be available upon request.

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.**

Ongoing evaluations of students' gains and progress are determined using universal District assessments, NWEA, Acadience Reading & Math. These assessments will guide daily instruction. Drive interventions and strategy meetings with teacher teams. Parents will be notified of student progress through parent reports and parent conferences with staff.



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

---

Page Last Modified: 02/09/2022

**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.**

Peru Central School will continue to provide state of the art technology to ensure that students and teachers have the equipment to work both from school and from home. Being a District in the Adirondack Park we have many families with limited or no connectivity. The district will work with partners Verizon and Spectrum to purchase hotspots that families can use from the home to support quarantined learning. Technology integrations will be available to support families after hours. The District will maintain and continue to support families that do not have connectivity even with the use of a hot spot by placing buses equipped with wifi to provide families with an opportunity to travel to a bus. All of these will support our students when our students are in quarantine. Additional supplemental instruction will be provided to students before and after school K-12 with an emphasis on students that are disproportionately impacted by the pandemic such as students of color, English language learners, students from poverty, Students with disabilities, etc. We will also continue to work with our partners from SweetHearts and Heroes and Champlain Valley Family I to build emotional connections for our students. As a district we will develop the Braves mentoring program where High School students mentor and support Middle and Upper Elementary grades students.

The Peru Central School District utilized various resources including surveys and NWEA assessments to determine and address the impacts of lost instructional time, informing the districts ARP-ESSER State-Level Reserve plans for evidence-based interventions. The district referred to 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), NYSED (Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding) and What Works Clearinghouse for further guidance regarding addressing identified student needs. The district will monitor progress to ensure all funding sources work together to maximize impact on student success. The learning loss interventions chosen will meet student comprehensive 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.

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

---

Page Last Modified: 02/10/2022

**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 Peru Central School District utilized various resources including surveys and NWEA assessments to determine and address the impacts of lost instructional time, informing the districts ARP-ESSER State-Level Reserve plans for evidence-based interventions. The district referred to 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), NYSED (Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding) and What Works Clearinghouse for further guidance regarding addressing identified student needs. The district will monitor progress to ensure all funding sources work together to maximize impact on student success. The learning loss interventions chosen will meet student comprehensive 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. The additional professional staff/teachers supported through state-level reserve funds will be coordinated and aligned with the districts ARP ESSER Part 2, Title I Part A, and Extended School Day funding initiatives to provide comprehensive expanded learning opportunities that increase core academic knowledge, mitigate learning loss due to the Pandemic, and contribute to students social-emotional and academic success.

- Allowable Use #12- Funding will support a Technology Specialist as point of contact for troubleshooting and resolving network issues, providing technology assistance and support for online learning, mitigating learning loss and addressing the needs of underserved students participating in remote instruction during the pandemic.
- Allowable Use #16- Funding will support a Freshman Academy Teacher Assistant to support students' academic goals and social emotional well-being as they transition from middle school to high school.
- Allowable Use#16- Funding will support a Kindergarten Teacher, 1st grade, 2nd grade, and Chemistry/Living Environments teacher to reduce class size, allowing for increased individualized student attention and effective implementation of differentiating instruction with focus on addressing and meeting students' academic comprehensive needs
- Allowable Use #15- Funding will support stipends for Summer Teachers to facilitate Credit Recovery Programs, addressing the academic needs of underserved students through planning and implementing summer enrichment programming to mitigate learning loss due to lost instructional time during the Pandemic.
- Allowable Use #15- Funding will support educational supplies and materials for evidence-based after-school and summertime enrichment activities, addressing the comprehensive needs of underserved students disproportionately impacted by due to the pandemic, mitigating learning loss, and supporting the social emotional development of students .

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.**

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

Page Last Modified: 02/10/2022

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	1,438,225	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The Peru Central School District will use its ARP-ESSER 5% State-Level Reserve funds to hire additional professional staff/teachers to implement school-wide strategies that enhance supports and interventions for students, addressing identified student needs as well as targeted assistance for students who need such supports. Additional teachers will reduce class size allowing for increased individualized student attention and differentiated instruction, supporting students' social-emotional, mental health, and academic needs. The 5% Reserve funding will support stipends for Teachers to facilitate Credit Recovery Programs, providing additional academic support to underserved students to mitigate learning loss due to lost instructional time during the Pandemic.

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 Peru Central School District will monitor the effectiveness of planned interventions through reviewing multiple student data points, NWEA, and various assessment sources. The district's Administrative Team will review the collected data to discern patterns and trends that will inform adjustments to programming, as needed. Aligned with the districts Extended School Day funding initiative the district has partnered with Laura Payne-Bourcy (LPB) Consulting Services who will enact a comprehensive program-level evaluation plan aligned with project goals and objectives, timelines for achievement, tools, and sources of data to measure progress and enable ongoing program assessment and quality improvement. The Administrative Team will seek input from Teachers, School Counselors, Social Workers, other school leaders, and community-based providers to determine effectiveness of implementing evidence-based programming and accelerated learning opportunities. The Administrative Team will communicate proposed changes to stakeholders at Board of Education meetings and through publication on the district website.

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

---

Page Last Modified: 02/10/2022

**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	1,438,225
Anticipated Number of Students Served	1772
Anticipated Number of Schools Served	3

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

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

PERU\_ARP 5 Learning Loss Reserve\_ FS10\_ 2020-24 update 1 3.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.**

Peru Budget Narrative\_ARP\_5 Learning Loss Reserve 2020-24 1 1.pdf

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

---

Page Last Modified: 02/10/2022

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

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

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

## ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/10/2022

1. **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 Peru Central School District utilized various resources including surveys and NWEA assessments to determine and inform the districts ARP-ESSER State-Level Reserve plans for comprehensive after school evidence-based interventions. The district referred to 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), NYSED (Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding) and What Works Clearinghouse for further guidance regarding addressing identified student needs. The district will monitor progress of the after-school programming to ensure all funding sources work together to maximize impact on student success. The evidence-based interventions for the after-school enrichment programming will meet student comprehensive needs and demonstrate a significant effect on student outcomes. The state-level funding will support afterschool liaisons, teachers to facilitate tutoring, student mentoring and a site coordinator through continued partnering with Cornell Cooperative Extension. The planned use for the comprehensive afterschool programming is aligned with the districts ARP ESSER Part 2, CARES, and Extended School Day funding initiative to provide comprehensive expanded learning opportunities that increase core academic knowledge, mitigate learning loss, and contribute to students social-emotional and academic success.

- Allowable Use #15- Funding will support stipends for Primary and Elementary After[1]school Liaison, supporting the objective to mitigate learning loss and improve students' knowledge and skills. Program Liaisons will play an integral role in the successful implementation of evidence-based after-school enrichment programs with intent to address and meet the comprehensive needs of underserved students. Professional staff to include
- Allowable Use #15- Funding will support stipends for Teachers who will facilitate K-12 Small-Group After-school Virtual Tutoring, addressing the social, emotional, and academic needs of at-risk students and mitigating learning loss due to the Pandemic. After-school Virtual Tutoring will allow educators an effective way to implement evidence-based interventions to meet the comprehensive needs of students.
- Allowable Use #15- Funding will support High School Student Mentoring to provide at[1]risk students with positive role models, focusing on the needs of the mentee and encouraging students to meet their academic potential. Youth mentoring will support enhanced self-esteem, peer relationships, and exemplary academic performance.
- Allowable Use #15- Funding will support an Elementary School Site Coordinator through partnering with Cornell Cooperative Extension, providing underserved students with youth development opportunities and well-implemented evidence-based after-school enrichment programming, supporting a shared objective to mitigate learning loss and enhance students' skills and knowledge.
- Allowable Use #15- Funding will support educational supplies and materials for after[1]school enrichment programming to battle learning loss and improve students' skills and knowledge inclusive of addressing academic needs of at-risk student population

2. **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**

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

## ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/10/2022

**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
Other Evidence-Based Intervention (Tier I, II, III, or IV)	287,653	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>The Peru Central School District will use its ARP-ESSER 1% State-Level Reserve funds to support evidence-interventions to address impacts of lost instructional time through after-school Liaisons, teachers for virtual tutoring, student mentoring, and a site coordinator through partnering with Cornell Cooperative. The positions supported through the state-level funding are vital to assuring school-wide strategies are implemented to enhance supports and evidence-based interventions for students, addressing identified student needs as well as targeted assistance for students who need such supports. The after-school enrichment programming will address and support students' social-emotional, mental health, and academic needs. The 1% Reserve funding supporting small-group tutoring and mentoring will allow for increased individualized student attention and differentiated instruction, providing additional academic support for underserved students to mitigate learning loss due to lost instructional time during the Pandemic.</p>

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

Page Last Modified: 02/10/2022

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 Peru Central School District will monitor the effectiveness of the comprehensive after school planned interventions through reviewing multiple student data points, NWEA, and various assessment sources. The district's Administrative Team will review the collected data to discern patterns and trends that will inform adjustments to programming, as needed. Aligned with the districts Extended School Day funding initiative the district has partnered with Laura Payne-Bourcy (LPB) Consulting Services who will enact a comprehensive program-level evaluation plan aligned with project goals and objectives, timelines for achievement, tools, and sources of data to measure progress and enable ongoing program assessment and quality improvement. The Administrative Team will seek input from Teachers, School Counselors, Social Workers, other school leaders, and community-based providers to determine effectiveness of implementing evidence-based programming and accelerated learning opportunities. The Administrative Team will communicate proposed changes to stakeholders at Board of Education meetings and through publication on the district website.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

4.

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

	Amount
LEA Allocation	287,653
Anticipated Number of Students Served	1772
Anticipated Number of Schools Served	3



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

---

Page Last Modified: 02/10/2022

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.**

PERU\_ARP 1 After School Reserve \_ FS10\_ 2020-24 update 1 1.pdf

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

Peru\_ARP\_1 Afterschool Reserve\_Budget Narrative 2020-24 1.pdf

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

---

Page Last Modified: 02/10/2022

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

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

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

---

Page Last Modified: 02/10/2022

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

The Peru Central School District utilized various resources including surveys and NWEA assessments to determine and inform the districts ARP-ESSER State-Level Reserve plans for summer learning and enrichment evidence-based interventions. The district referred to 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), NYSED (Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding) and What Works Clearinghouse for further guidance regarding addressing identified student needs. The district will monitor progress of the summer learning and enrichment programming to ensure all funding sources work together to maximize impact on student success. The evidence-based interventions for the summer programming will meet student comprehensive needs and demonstrate a significant effect on student outcomes. The state-level funding will support site coordinators and teachers to facilitate and implement summer learning and enrichment programming, a summer support nurse, clerical support, and academic enrichment supplies/materials. The planned use for the summer learning and enrichment programming is aligned with the districts ARP ESSER Part 2, CRRSA, CARES, and Extended School Day funding initiative to provide students with comprehensive expanded learning opportunities that increase core academic knowledge, mitigate learning loss, and contribute to students social-emotional and academic success.

- Allowable Use #15- Funding will support stipends for site coordinators and teachers who will facilitate summer learning and enrichment programming, with focus on mitigating learning loss and increasing knowledge and skills of all students
- Allowable Use #19- Funding will support a Summer Support Nurse who will assist with student well-being, Covid-19 contact tracing, and the implementation of public health protocols to maintain the safety and health of students and staff.
- Allowable Use #19- Funding will support employing Summer Clerical Support to assist with summer enrichment programming by completing the necessary day to day clerical tasks, allowing administration and educators optimal time and focus to implement successful summer enrichment programming to students.
- Allowable Use #15- Funding will support educational supplies and materials for summer academic enrichment programming to mitigate learning loss and improve students' skills and knowledge, inclusive of addressing academic needs of the underserved student population.

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

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

## ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/10/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	287,653	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The Peru Central School District will use its ARP-ESSER 1% Summer Learning and Enrichment Reserve funds to support evidence-interventions to address impacts of lost instructional time through supporting summer program site coordinators and teachers. The summertime enrichment programming will address and support students' social-emotional, mental health, and academic needs. The positions supported through the state-level funding are vital to assuring school-wide strategies are implemented to enhance supports and evidence-based interventions for students, addressing identified student needs as well as targeted assistance for students who need such supports. The state-level funding will support site coordinators and teachers to facilitate and implement evidence-based summer programs, allowing for increased individualized student attention and differentiated instruction, providing additional academic support for underserved students and mitigating learning loss due to lost instructional time.

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 Peru Central School District will monitor the effectiveness of its summer learning and enrichment planned interventions through reviewing multiple student data points, surveys, and various assessment sources. The district's Administrative Team will review the collected data to discern patterns and trends that will inform adjustments to programming, as needed. Aligned with the districts Extended School Day funding initiative the district has partnered with Laura Payne-Bourcy (LPB) Consulting Services who will enact a comprehensive program-level evaluation plan aligned with project goals and objectives, timelines for achievement, tools, and sources of data to measure progress and enable ongoing program assessment and quality improvement. The Administrative Team will seek input from Site Coordinators, Teachers, School Counselors, Social Workers, other school leaders, and community-based providers to determine effectiveness of implementing evidence-based programming and accelerated learning opportunities. The Administrative Team will communicate proposed changes to stakeholders at Board of Education meetings and through publication on the district website.

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

---

Page Last Modified: 02/10/2022

**1% State-Level Reserve - Summer Learning and Enrichment: Fiscal Information**LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

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

	Amount
LEA Allocation	287,653
Anticipated Number of Students Served	1772
Anticipated Number of Schools Served	3

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

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

PERU\_ARP 1 Summer Enrichment Reserve FS-10 2.pdf

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

Peru\_ARP\_1 Summer Enrichment Reserve\_Budget Narrative 2020-24 1.pdf

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

Peru Central School District
PO Box 68, 17 School Street
Peru, NY 12972

ARP 5% Learning Loss Reserve

Clinton

County

Agency Code:

0 9 1 1 0 1

0 6

0 0 0 0

Amendment #

1

Project #:

5 8 8 4

2 1

0 5 0 5

Contract #:

--	--	--	--	--	--	--	--

Contact Person: Kara Bowes

Tel. #: 518-643-6008

Received

E-Mail Address: kbowes@perucsd.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.

JUN 14 2022  
Office of Accountability

RECEIVED

JUN 27 2022

GRANTS FINANCE

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: 6/9/2022

SIGNATURE:

*Scott Storms*

Scott Storms, Superintendent of Schools

FOR DEPARTMENT USE ONLY

Program Approval:

*Glenn Eichen*

Date:

6/16/22

Finance:

6/28/22

Log

JUN 29 2022

Approved

*[Signature]*

SUBTOTAL	EXPLANATION (Provide same detail as required in FS-10 Budget)	SUBTOTAL INCREASE	SUBTOTAL DECREASE
15 Professional Salaries	<p>Reduce the following due to salaries being less than anticipated:</p> <ul style="list-style-type: none"> <li>- Technology Support Specialist (-\$105,375) <i>Now 22/23 + 23/24 HZ</i></li> <li>- Freshman Academy TA #1 (-\$9,316)</li> </ul> <p>Remove:</p> <ul style="list-style-type: none"> <li>- Freshman Academy TA #2 (Position no longer needed) (-\$38,000)</li> </ul> <p>Increase the following due to salaries being greater than anticipated:</p> <ul style="list-style-type: none"> <li>- Kindergarten Teacher (+\$10,932)</li> <li>- 1<sup>st</sup> Grade Teacher (+\$8,298)</li> <li>- 2<sup>nd</sup> Grade Teacher (+\$8,207)</li> <li>- Chemistry/Living Environment Teacher (+\$8,255)</li> <li>- Summer Credit Recovery Program Teacher Stipends (+\$7,364)</li> </ul> <p>Add:</p> <ul style="list-style-type: none"> <li>- Academic/Credit Recovery Teacher Stipends (11 teachers x 2 hrs/day x 3 days/week x 20 weeks x avg \$50/hr x 3 years) (+\$198,000) <i>After school HZ</i></li> </ul>	\$88,365	
16 Support Staff Salaries			
40 Purchased Services			
45 Supplies & Materials	Remove: STEM Enrichment supplies (Purchased through other grants) (-\$7,389)		\$7,389
46 Travel Expenses	Add: Transportation to/from Summer Credit Recovery Program (\$9,000 x 3 years)	\$27,000	
80 Employee Benefits	<p>Increase/decrease due to salary adjustments:</p> <ul style="list-style-type: none"> <li>- Professional Retirement (+\$35,000)</li> <li>- Health Insurance (-\$164,165)</li> <li>- Social Security (+\$23,189)</li> <li>- Workers Comp (-\$2,000)</li> </ul>		\$107,976

90	Indirect Cost			
49	BOCES Services			
30	Minor Remodeling			
20	Equipment			
<b>Total Increase or Decrease</b>			(+) \$115,365	(-) \$115,365
<b>Net Increase or Decrease</b>			\$0	
<b>Previous Budget Total</b>			\$1,438,225	
<b>Proposed Amended Total</b>			\$1,438,225	



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

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

Local Agency Information



ORIGINAL

Funding Source: ARP, 5% Learning Loss Reserve

Report Prepared By: Scott Storms

Agency Name: Peru Central School District

Mailing Address: 17 School Street

Street		JAN 03 2022 12972 Office of Accountability
Peru	NY	
City	State	Zip Code

Telephone #: 518-436-6007

County: Clinton

E-Mail Address: sdstorms@perucsd.org

Project Operation Dates: 03 / 13 / 2020  
Start

09 / 30 / 2024  
End

INSTRUCTIONS

- ❖ Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to the Grants Finance.
- ❖ Enter whole dollar amounts only.
- ❖ Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
  - Personnel positions, number and type
  - Equipment items having a unit value of \$5,000 or more, number and type
  - Minor remodeling
  - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
  - Any increase in the total budget amount.
- ❖ Certification on page 8 must be signed by Chief Administrative Officer or properly authorized designee.
- ❖ High quality computer generated reproductions of this form may be used.
- ❖ For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at [www.oms.nysed.gov/cafe/](http://www.oms.nysed.gov/cafe/) or call Grants Finance at (518) 474-4815.

**SALARIES FOR PROFESSIONAL STAFF: Code 15**

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

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
<u>AU#12</u> Technology Support Specialist 2021-2022 <i>Remove - Amendment 1</i> 2022-2023 2023-2024	1.00 FTE 1.00 FTE 1.00 FTE	\$55,000 \$56,650 \$58,350	\$170,000
<u>AU#16</u> Freshman Academy TA <i>Remove - Amendment 1</i> 2023-2024	Hourly Stipend	\$25/Hour x 38 Hours/Week x 40 Weeks	\$38,000
<u>AU#16</u> Freshmen Academy TA 2023-2024	Hourly Stipend	\$25/Hour x 38 Hours/Week x 40 Weeks	\$38,000
<u>AU#16</u> Kindergarten Teacher <i>Greene</i> 2021-2022 2022-2023 2023-2024	1.00 FTE 1.00 FTE 1.00 FTE	\$49,604 \$51,092 \$52,625	\$153,321
<u>AU#16</u> 1 <sup>st</sup> Grade Teacher <i>Mills</i> 2021-2022 2022-2023 2023-2024	1.00 FTE 1.00 FTE 1.00 FTE	\$46,687 \$48,088 \$49,530	\$144,305
<u>AU#16</u> 2 <sup>nd</sup> Grade Teacher <i>Dumas</i> 2021-2022 2022-2023 2023-2024	1.00 FTE 1.00 FTE 1.00 FTE	\$47,697 \$49,128 \$50,602	\$147,427
<u>AU#16</u> Chemistry/Living Environments Teacher <i>Stitt</i> 2021-2022 2022-2023 2023-2024	1.00 FTE 1.00 FTE 1.00 FTE	\$50,457 \$51,971 \$53,530	\$155,958
<u>AU#15</u> Summertime Teachers for Credit Recovery Program 2021-2022 2022-2023 2023-2024	Hourly Stipends	15 Teachers x \$60/ Hour x 5 Hours/Week x 4 Weeks <i>*Pro-Rated with Annual Hourly Increases</i>	\$18,000 \$18,540 \$19,095
Subtotal -Code 15			\$902,646

**SUPPLIES AND MATERIALS: Code 45**

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

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

Description of Item	Quantity	Unit Cost	Proposed Expenditure
STEM Enrichment Supplies for all 4 Schools/Sites: (e.g., STEM/STEAM Playdough Mats, STEM explorer magnet mover kits, STEM Solar Robot kits, Excelleration's STEM water exploration kits)	3 Buildings	\$821/Building per Year x 3 Years	\$2,463 \$2,463 \$2,463
Subtotal - Code 45			\$7,389

**TRAVEL EXPENSES: Code 46**

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

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures

Subtotal - Code 46

\$

**EMPLOYEE BENEFITS: Code 80**

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

Benefit		Proposed Expenditure
Social Security		\$54,618
Retirement	New York State Teachers	\$69,968
	New York State Employees	\$0
	Other	\$0
Health Insurance		\$396,964
Worker's Compensation		\$6,640
Unemployment Insurance		
Other (Identify)		
Subtotal – Code 80		\$528,190

**INDIRECT COST: Code 90**

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

\$

(A)

B. Approved Restricted Indirect Cost Rate

%

(B)

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

Subtotal – Code 90

\$

(C)

\*District Declines Indirect Costs



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

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

 **COPY**

Local Agency Information

Funding Source: ARP, 1% Afterschool Reserve

Report Prepared By:

Scott Storms

**Received**

Agency Name:

Peru Central School District

Mailing Address:

17 School Street

JAN 03 2022

Street

Office of Accountability

Peru

NY

12972

City

State

Zip Code

Telephone #: 518-436-6007

County: Clinton

E-Mail Address: sdstorms@perucsd.org

Project Operation Dates: 03 / 13 / 2020  
Start

09 / 30 / 2024  
End

INSTRUCTIONS

- ❖ Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to the Grants Finance.
- ❖ Enter whole dollar amounts only.
- ❖ Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
  - Personnel positions, number and type
  - Equipment items having a unit value of \$5,000 or more, number and type
  - Minor remodeling
  - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
  - Any increase in the total budget amount.
- ❖ Certification on page 8 must be signed by Chief Administrative Officer or properly authorized designee.
- ❖ High quality computer generated reproductions of this form may be used.
- ❖ For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at [www.oms.nysed.gov/cafe/](http://www.oms.nysed.gov/cafe/) or call Grants Finance at (518) 474-4815.

**SALARIES FOR PROFESSIONAL STAFF: Code 15**

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

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
<u>AU#15</u> Primary Afterschool Liaison 2021-2022 2022-2023 2023-2024	Hourly Stipend	\$50/Hour x 10 Hours/Week x 10 Weeks x 3 Years	\$5,000 \$5,000 \$5,000
<u>AU#15</u> Elementary Afterschool Liaison 2021-2022 2022-2023 2023-2024	Hourly Stipend	\$50/Hour x 10 Hours/Week x 10 Weeks x 3 Years	\$5,000 \$5,000 \$5,000
<u>AU#15</u> Teacher Stipends (K-12) Small-Group After-school Virtual Tutoring 2021-2022 2022-2023 2023-2024	Hourly Stipend	3 Teachers x \$70/Hour x 8 Hours/Week x 14 Weeks x 3 Years	\$23,520 \$23,520 \$23,520
Subtotal -Code 15			\$100,560

**SALARIES FOR SUPPORT STAFF: Code 16**

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

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
<u>AU#15</u> High School Student Mentoring 2021-2022 2022-2023 2023-2024	Hourly Stipend	12 Students x \$15/Hour x 6 Hours/Week x 22 Weeks x 3 Years	\$23,760 \$23,760 \$23,760
Subtotal - Code 16			\$71,280

**PURCHASED SERVICES: Code 40**

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

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
<u>AU#15</u> Elementary School Site Coordination 2021-2022 2022-2023 2023-2024	Cornell Cooperative Extension	\$25,229/Site Coordination x 1 Site x 3 Years	\$25,229 \$25,229 \$25,229
Subtotal - Code 40			\$75,687



**SUPPLIES AND MATERIALS: Code 45**

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

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

Description of Item	Quantity	Unit Cost	Proposed Expenditure
AU#15 After-School Enrichment Supplies                      2021-2022  <i>(e.g., STEM/STEAM Kits: Explorer magnet mover/activity kits, STEM Solar Robot kits, Space science kit, Robot Safari STEM kit, Mindware Brainbox: Science and Nature)</i>	3 Buildings	\$1,754.33/Building	\$5,263
		Subtotal - Code 45	\$5,263

**EMPLOYEE BENEFITS: Code 80**

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

Benefit		Proposed Expenditure
Social Security		\$13,146
Retirement	New York State Teachers	\$9,855
	New York State Employees	\$10,264
	Other	
Health Insurance		
Worker's Compensation		\$1,598
Unemployment Insurance		
Other (Identify)		
Subtotal – Code 80		\$34,863

**INDIRECT COST: Code 90**

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

\$	(A)
----	-----

B. Approved Restricted Indirect Cost Rate

%	(B)
---	-----

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

Subtotal – Code 90

\$	(C)
----	-----

\*District Declines Indirect Costs

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

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

Local Agency Information

ORIGINAL

Funding Source: ARP, 1% Summer Enrichment Reserve

Report Prepared By: Scott Storms

Agency Name: Peru Central School District

Mailing Address: 17 School Street

Street		
Peru	NY	12972
City	State	Zip Code

Received

JAN 03 2022

Office of Accountability

Telephone #: 518-436-6007

County: Clinton

E-Mail Address: sdstorms@perucsd.org

Project Operation Dates: 03 / 13 / 2020  
Start

09 / 30 / 2024  
End

INSTRUCTIONS

- ❖ Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to the Grants Finance.
- ❖ Enter whole dollar amounts only.
- ❖ Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
  - Personnel positions, number and type
  - Equipment items having a unit value of \$5,000 or more, number and type
  - Minor remodeling
  - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
  - Any increase in the total budget amount.
- ❖ Certification on page 8 must be signed by Chief Administrative Officer or properly authorized designee.
- ❖ High quality computer generated reproductions of this form may be used.
- ❖ For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at [www.oms.nysed.gov/cafe/](http://www.oms.nysed.gov/cafe/) or call Grants Finance at (518) 474-4815.

**SALARIES FOR PROFESSIONAL STAFF: Code 15**

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

<b>Specific Position Title</b>	<b>Full-Time Equivalent</b>	<b>Annualized Rate of Pay</b>	<b>Project Salary</b>
<u>AU#15</u> Summer Site Coordinator (Grades 3-5) 2022-2023 2023-2024	Hourly Stipend	1 Site Coordinator x 1 Site x \$2,500/Site x 2 Years	\$2,500 \$2,500
<u>AU#15</u> Summer Site Coordinator (Grades 6-8) 2022-2023 2023-2024	Hourly Stipend	1 Site Coordinator x 1 Site x \$2,500/Site x 2 Years	\$2,500 \$2,500
<u>AU#15</u> Summer Site Coordinator (Grades 9-12) 2022-2023 2023-2024	Hourly Stipend	1 Site Coordinator x 1 Site x \$2,500/Site x 2 Years	\$2,500 \$2,500
<u>AU#15</u> Summer Teacher Stipends 2022-2023 2023-2024	Hourly Stipend	4 Buildings x 8 Teachers/Building x 4 Weeks x 3 Days/Week x \$60/Hour x 4 Hours/Day	\$92,160 \$92,160
<u>AU#15</u> Teacher Assistant Stipends 2022-2023 2023-2024	Hourly Stipend	3 TA's x \$2,000/Summer/TA x 2 Years	\$6,000 \$6,000
Subtotal -Code 15			\$211,320

**SALARIES FOR SUPPORT STAFF: Code 16**

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

<b>Specific Position Title</b>	<b>Full-Time Equivalent</b>	<b>Annualized Rate of Pay</b>	<b>Project Salary</b>
<u>AU#19</u> Summer Nurse Support 2022-2023 2023-2024	Hourly Stipend	\$62.50/Hour x 4 Weeks x 5 Days/Week x 4 Hours/ Day x 2 Years	\$5,000 \$5,000
<u>AU#19</u> Summer Clerical Support 2022-2023 2023-2024	Hourly Stipend	2 Clerical Support x \$31.25/Hour x 4 Weeks x 5 Days/Week x 4 Hours/Day x 2 Years	\$5,000 \$5,000
Subtotal - Code 16			\$20,000

**SUPPLIES AND MATERIALS: Code 45**

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

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

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Summer Enrichment Supplies- <i>(e.g., Materials and Supplies support STEAM, Literacy, SEL academic enrichment programming)</i>	4 Buildings	\$1,612/Building x 2 Years	\$12,896



Subtotal - Code 45			\$12,896

**TRAVEL EXPENSES: Code 46**

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

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

**EMPLOYEE BENEFITS: Code 80**

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

Benefit		Proposed Expenditure
Social Security		\$17,696
Retirement	New York State Teachers	\$20,710
	New York State Employees	\$2,880
	Other	
Health Insurance		\$0
Worker's Compensation		\$2,151
Unemployment Insurance		
Other (Identify)		
Subtotal – Code 80		\$43,437

**INDIRECT COST: Code 90**

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

\$	(A)
----	-----

B. Approved Restricted Indirect Cost Rate

%	(B)
---	-----

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

Subtotal – Code 90

\$	(C)
----	-----

\*District Declines Indirect Costs