

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

Summary & Background

PANAMA CSD

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SUMMARY & BACKGROUND

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

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Submission Instructions

Submission Instructions

PANAMA CSD

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

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

PANAMA CSD

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Amanda Kolstee	akolstee@pancent.org	08/16/21
LEA Board President	Greg Hudson	greg@stg4me.com	08/16/21

ARP-ESSER Allocation - Construction-Related Costs

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

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

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

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

PANAMA CSD

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

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

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

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

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

A needs assessment survey was put out to all stakeholders. Results were analyzed by the administration team. Follow-up committee meetings will take place when implementing the plans for the use of funds. Needs for the district related to COVID will be reviewed regularly.

*Stakeholders include: Teachers, support staff, administrators, parents and students; Meetings will be scheduled with stakeholders to provide a forum to gather feedback and make adjustments as needed to the implementation plans. We will gather feedback no less than every 6 months.

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

<https://www.pancent.org/site/handlers/filedownload.ashx?moduleinstanceid=1447&dataid=2918&FileName=ARP%20Funding%20Plan.pdf>

Any one can request a written copy of the ARP Funding plan by calling, emailing or coming in-person from the district office or it is available for download on the district website at the link above.

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 plans to fully open for in-person schooling for the fall of 2021. In the event that there is a pandemic emergency, the district will be prepared to go full remote for a temporary solution should students not be allowed in school.

Panama is equipped with ventilation and Personal Protective Equipment (PPE) that extends any prior requirement by NYSED. Should there be an unanticipated requirement, we will amend our grant and use these funds to purchase the required PPE.

- 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.**

Panama CSD is planning to maximize in-person instruction to support students' academic needs as we move to post-pandemic schooling. The district will work diligently to recover lost instructional time from our initial closure in March of 2020 through the 2020-21 school year.

- The district's response to the intervention plan calls on leaders and teachers to prioritize standards for all courses and to use assessment in a more targeted way to support student gaps.

- Professional development will be offered in the areas of curriculum, instruction and assessment, as well as in the use of instructional technology. Grant monies will be used to support professional development as well as to purchase instructional resources for teachers.

The district recognizes the impact pandemic schooling has had on our youngest learners. Many students lacked needed services as preschool students due to the pandemic. We plan to work to close gaps for these students through the use of our related services staff.

*The elementary school has implemented intervention blocks for every grade level to provide direct data-informed instruction in the areas of reading comprehension, phonics, vocabulary and math. Meetings will occur quarterly to review student progress data. We will be utilizing multiple instructional programs to assess, instruct & progress monitor to determine areas of need, design instruction and develop instructional groupings.

*The assessments being used to determine needs and progress monitor include: State ELA & Math assessment data, iReady Diagnostic & instructional lessons, teacher reports, intervention data from the Voyager program, Dibels, running record data and IXL data.

*All students are eligible for after school programming and summer programs. Specific needs are determined according to data collected from the sources listed above and students are grouped according to needs. Enrichment is also provided for both programs at least one period per week.

- 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 purchase of research-based instructional materials, increased opportunities for research-based professional development in technology, and the hiring of specialized intervention staff will be utilized to maximize in-person time and will support early childhood education. Technology updates and purchases will be used to create large instructional spaces and provide unique and enriched learning experiences students. Evidence-based summer and afterschool programs will take place and include teachers, support staff, transportation, and research-based curriculum and learning experiences to address the gaps in learning caused by the COVID-19 pandemic and meet the needs of students in the community.

*Increased and improved technology for students, teachers and classrooms will allow for flexibility in instruction and assessment and allow to easily transition to remote learning if necessary.

Data will be collected from teachers, students and families to seek feedback and evidence to determine if technology needs are being met to deliver high quality instruction and what next steps may be needed.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

- 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 purchase of research-based instructional materials, increased opportunities for research-based professional development in technology, and the hiring of specialized intervention staff will be utilized to maximize in-person time and will support early childhood education. Technology updates and purchases will be used to create large instructional spaces and provide unique and enriched learning experiences students. Evidence-based summer and afterschool programs will take place and include teachers, support staff, transportation, and research-based curriculum and learning experiences to address the gaps in learning caused by the COVID-19 pandemic and meet the needs of students in the community. The purchase of new furniture, a floor scrubber, and paper towel dispenser will aid in the prevention of spreading germs and will work to help safely return students to in-person instruction.

- 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.**

The district will utilize its funds to purchase new technology in order to create larger instructional spaces to meet the social distancing requirements, as needed. New laptops will provide teachers with improved abilities to utilize technology in the classroom and for remote learning, if needed. Charging stations will be available to students, to provide the equal opportunity to charge their own devices, as low-income students may not have this ability at home. Other technology, including technology lab updates, SMART Boards, and a 3D printer and laser-cutter, will be used to meet the needs of students who need hands-on and engaging learning experiences, who did not receive this during the COVID-19 shut down.

Intervention staff, intervention, curriculum and social-emotional learning materials, in correspondence with the afterschool program and the summer learning program will all be implemented to help address the needs of all students, including low-income, students of color, English-language learners, children with disabilities, students facing homelessness, children in foster care, and migratory students. These student needs include academic, social-emotional and mental health that were all impacted by the COVID-19 pandemic. Documentation of the implementation will take place, to ensure the use and effectiveness of the interventions put in place as a result of the LEA ARP-ESSER plan.

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

PANAMA CSD

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

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

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

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

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

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

<https://www.pancent.org/cms/lib/NY02205342/Centricity/Domain/12/Panama%20CSD%20COVID-19%20Reopening%20Plan.pdf>

Any one can request a written copy of the re-opening plan by calling, emailing or coming in-person from the district office or it is available for download on the district website.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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

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

The current operational re-opening plan will be reviewed and adjusted as necessary. This review will take place at the Administration team meetings held weekly. Staff and student attendance as well as current COVID-19 data and guidance from the local health dept. will be reviewed. The district will seek public input using surveys and input from the Board of Education.

*The public comment will be collected via a Google form put out to all stakeholders or at the public Board Meetings during the public comment portion of the agenda. This feedback will be reviewed by the administration at their weekly team meeting and the plan will be updated accordingly as needed.

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

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

PANAMA CSD

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

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 (\$)	1,070,130
Total Number of K-12 Resident Students Enrolled (#)	425
Total Number of Students from Low-Income Families (#)	169

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	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

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**

PANAMA CSD

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

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.	9,308
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.	20,000
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	354,450
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	103,027
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.	200,004
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	0

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.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	383,341
Totals:	1,070,130

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

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

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

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

ARP-ESSERGrantJan2022FS10.pdf
 FS10ARP-ESSERPart2-12-13-21.pdf
 FS10SignedARP-ESSER.pdf
 SignedFS-10ARP-ESSERNov2021.pdf
 ARP-ESSER Part2 1-11-22.pdf

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

BUDGET NARRATIVE-ARP-Part212-13-21.pdf
 BUDGET NARRATIVE-ARP-1.pdf
 BudgetNarrativeARP-ESSERNov2021.pdf

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

	Total Funds (\$)
15 - Professional Salaries	440,559
16 - Support Staff Salaries	40,140
40 - Purchased Services	247,600
45 - Supplies and Materials	283,156
46 - Travel Expenses	9,980
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	48,695
Totals:	1,070,130

**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 Grant Part 2

Report Prepared By: Emily Harvey

Agency Name: Panama CSD

Mailing Address: 41 North St.

			Street
<u>Panama</u>	<u>NY</u>	<u>1</u>	<u>14767</u>
City	State		Zip Code

Telephone #: 716-782-4421 County: Chautauqua

E-Mail Address: eharvey@pancent.org

Project Operation Dates: 03/13/2020 09/30/2024
Start End

INSTRUCTIONS

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

SALARIES FOR PROFESSIONAL STAFF: Code 15

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

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Intervention Teacher (2 Years of Salary)	1.0	21-22: 89, 293 22-23: 91,593	\$180,886
Social Worker (2 Years of Salary)	1.0	21-22: 49,157 22-23: 50,632	\$99,789
After School Program (3 years of hourly pay)	10 teachers at \$25 x 106.00533 hours x 3 years	\$25 per hour per teacher	\$79,504
Summer Camp-9 Teachers 1-Supervisor, planning (3 years hourly pay)	10 teachers at \$25 x 83.84 hours x 3 years	\$25 per hour per teacher	\$62,880
Remote Teaching Stipend (20 teachers-1 hour per week)	1 hours per week	20 teachers x \$25 per hour for 35 weeks	\$17,500
Subtotal - Code 15			\$440,559

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
Teacher Aide-Summer Program (3 years)	3.0	2 Aides x 60 Hours @ \$17.00 per hour	\$6120
Summer Program-Bus Drivers (3 years)	3.0	3 drivers x 60 hours @ \$18.00	\$9720
After School Program- Bus Drivers (3 years)	3.0	3 drivers x 150 hours @ \$18.00	\$24,300
Subtotal - Code 16			40,140

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
Professional Development-1/2 Day Keynote	Matt Miller	1 x \$6900 (1/2 day session)	\$6900
Summer Program Field Trips-3 years	Erie Zoo, Audobon, Roger Tory Peterson, Preque Isle, Long Point & Allegeny State Park	\$9 per ticket x 300 students	\$2700
Facility Public Address System	Converge 1	Installation: \$35,000 Equipment: \$108,000	\$143,000
Auditorium Projection System	Grisé Audio Visual Center, Inc.	Installation: \$3000 Equipment: \$92,000	\$95,000
Subtotal - Code 40			\$247,600

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
Teacher Laptops	30	\$1200	\$36,000
Computers-Tech Lab	20	\$1500	\$30,000
Charging Tables/Stations	20	\$250	\$5000
Summer/Afterschool Snacks: Snack Packs	350	\$5	\$1750
Paper towel Dispensers	52	\$59.85	\$3113
Reading Series-Student Sets	160 sets	\$250	\$40,000
Intervention ELA & Math Sets	100 sets	\$100	\$10,000
Social & Emotional Group Counseling and classroom Supplies, curriculum Fidget Toys, Stress Balls & Office Supplies, SEL Lessons	4 Sets	\$809.50	\$3238
Summer Curriculum Materials-ELA/MATH Intervention & Enrichment Activities	100 sets	\$200	\$20,000
MS/HS Classroom Furniture Table/Chairs Sets	20 Sets	\$6550	\$131,000
Elem. Library Furniture-Stations	10 Station Sets	\$305.50	\$3055
Subtotal - Code 45			\$283,156

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
Administration & Teacher Leadership Team	International Center for Leadership in Education Model Schools Conference Orlando, Florida	Meals: 5 people x \$320 (to cover 3 meals per day for 3 days): \$1600	\$1600
		Lodging: 5 rooms x \$407 for 3 nights: \$2035	\$2035
		Registration: 5 people x \$825: \$4125	\$4125
		Travel: Plane Tickets 5 people x \$340: \$1700	\$1700
		Ground travel: \$520	\$520
Subtotal - Code 46			\$9980

FS-10 Page 6
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		
Retirement	New York State Teachers	
	New York State Employees	
	Other	
Health Insurance		
Worker's Compensation		
Unemployment Insurance		
Other (Identify)		
Subtotal – Code 80		

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)
\$	(C)

B. Approved Restricted Indirect Cost Rate

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

Subtotal – Code 90

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		

FS-10 Page 8
EQUIPMENT: Code 20

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

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

Description of Item	Quantity	Unit Cost	Proposed Expenditure
3-D Printer & Laser Printer	1 set	\$15,000	\$15,000
Smart Boards	5	\$5500	\$27,500
Floor Scrubber	1	\$6195	\$6195
Subtotal – Code 20			\$48,695

HELPFUL REMINDERS

- ❖ Check for the required number of copies to be submitted, including the number of original signature copies. The number of copies may vary from program to program. If unsure, contact the State Education Department office responsible for the program for which you are applying.
- ❖ An approved copy of the FS-10 will be returned to the contact person at the address completed on page 1. A window envelope will be used for the return mailing; please make sure that the contact information is accurate, legible, and confined to the address field.
- ❖ Be sure to check your math and carry all subtotals forward to the Summary on Page 8. Simple mathematical errors often require Grants Finance to contact both the local agency and other State Education Department offices, resulting in unnecessary delays in program approval. And remember, use whole dollars only.
- ❖ School districts and BOCES should use the restricted indirect cost rate that has been approved for the school year in which the grant will operate. Most other agencies are subject to a fixed maximum rate depending on the grant program and type of agency. Contact Grants Finance at (518) 474-4815 if you have any questions regarding indirect costs.
- ❖ The modified direct cost used in the calculation of indirect cost must exclude equipment, minor remodeling, the portion of each subcontract exceeding \$25,000 and any flow through funds.
- ❖ Be sure to complete the Agency Code on Page 8 as well as the Project #, if pre-assigned.
- ❖ For Special Legislative projects and Grant Contracts, please enter the Contract #.
- ❖ For ease of data entry at the State Education Department, please make sure that Page 8 faces out.
- ❖ Submit forms to the State Education Department as follows:

Application, FS-10, FS-10-A – Program Office

FS-25, FS-10-F for **Special Legislative Projects** –
Special Legislative Projects Coordinating Team
New York State Education Department
Room 132 Education Building
Albany, New York 12234

FS-25, FS-10-F for other projects –
Grants Finance
New York State Education Department
Room 510W Education Building
Albany, New York 12234

BUDGET SUMMARY

FS-10 Page 8

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	440,559
Support Staff Salaries	16	40,140
Purchased Services	40	\$247,600
Supplies and Materials	45	283,156
Travel Expenses	46	9980
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	\$48,695
Grand Total		1,070,130

Agency Code:	0	6	1	6	0	1	0	4	0	0	0	0
Project #: (If pre-assigned)	5	8	8	0	2	1						
Contract #:												
Federal Employer ID #: (New non-municipal agencies only)												
Agency Name:												

FOR DEPARTMENT USE ONLY

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

Program Approval: _____ Date: _____

Fiscal Year	Amount Budgeted	First Payment
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Voucher #

First Payment

Finance:

Log

Approved

MIR

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

1/26/22

Date



Signature

Bert Lictus, Superintendent

Name and Title of Chief Administrative Officer

BUDGET NARRATIVE

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

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

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 <i>Professional Salaries</i>	<ul style="list-style-type: none">• An intervention teacher will be hired to provide the interventions necessary to address the learning loss due to the COVID-19 pandemic.• Teachers will be employed to run the district's afterschool program to help address the learning loss due to the pandemic.• A social worker will be employed to help students and families meet the social and emotional needs of students and their families due to the pandemic.• A remote teaching stipend will be provided to teachers who teach both in-person and virtual students during the academic school year.• Teachers will be paid the negotiated curriculum rate of pay to plan for and teach during the summer program.• There will be a paid supervisor for the summer program to assist in planning, organization as well as supervision duties.• A total of eight teachers will be employed for the summer learning program to meet the needs of students and to address gaps in knowledge.

<p>Code 16 <i>Support Staff Salaries</i></p>	<ul style="list-style-type: none"> • Bus drivers from the district will be employed to transport students to and from the summer learning program, as many students do not have access to transportation. • Bus drivers from the district will complete an additional bus run for the after-school program, providing an equal opportunity for students who do not have access to transportation. • Two aides will be employed for the summer learning program to support teachers and students.
<p>Code 40 <i>Purchased Services</i></p>	<ul style="list-style-type: none"> • Teachers will be provided a professional development opportunity with Matt Miller to advance their technological abilities in the classroom and to address virtual learning needs. • Teq Online professional development will be available to staff to provide additional technology support and resources for in-person and online learning. • Three educational field trips will take place over the summer learning program to support the surrounding community and expand student's learning experiences outside of the classroom. • Facility public address system will be updated to ensure effective and efficient communication throughout the school. This system adds to the safety and security of our students and staff and will allow us to make announcements outside when necessary. • A projection system will be installed in the school auditorium to create a large, additional instructional space. This will also allow the school to host events in a space that allows for social distancing.

<p>Code 45 <i>Supplies and Materials</i></p>	<ul style="list-style-type: none"> • Thirty new laptops will be provided to teachers in order to provide the technology needed to support in-person and virtual learning needs of students. • The Instructional Technology Lab will have computers stations updated to provide students with enriched and relevant experiences • Charging stations/tables will be purchased to provide students the opportunity to charge their iPads as they may not have this opportunity at home. • Snacks will be provided to students in the afterschool program, as this is an extension of the school day and students need to be fed in order to make academic progress.
	<ul style="list-style-type: none"> • The purchase of paper towel dispensers will provide a sanitary way to prevent the spread of germs for students and staff. • The K-2 reading series curriculum will support early childhood learners and will address gaps in reading due to the pandemic. • Intervention materials will be purchased to address the learning loss as a result of the pandemic. • Social-emotional learning materials will be purchased to address student's social-emotional needs due the pandemic. • Summer curriculum materials will be purchased and implemented to address the gaps in learning caused by the pandemic. • New furniture that is easy to clean and sanitize will be purchased for the middle school and high school. • New furniture for the elementary library will be purchased that is easy to clean and sanitize.
<p>Code 46 <i>Travel Expenses</i></p>	<ul style="list-style-type: none"> • International Center for Leadership in Education Model Schools Conference: This is a professional development opportunity for district leaders and teacher leaders to learn, share and promote innovation, rigor and equitable student learning.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this title)</i>
Code 80 <i>Employee Benefits</i>	

Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	<ul style="list-style-type: none"> • 3D-printer and laser cutter will be purchased to provide enriched technology learning experiences for students. This allows for an additional work station in the classroom and increased distancing between students. • 5 SMART Boards will be purchased to provide equitable technology access for teachers and students. • The purchase and use of new floor scrubbers will help sanitize and prevent the spread of germs throughout the school.