

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

Summary & Background

MARATHON 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.

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

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

Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Thomas Goskoski	goskoskit@marathonschools.org	8/25/2021
LEA Board President	Rebecca Edsall	edsallr@marathonschools.org	8/25/2021

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.

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

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

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

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

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

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

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

- April 19, 2021: reviewed federal grant allocations, fiscal information, and created a timeline for implementation with the District's budget planning committee (administration and board of education members).
- April 26, 2021: Jr./Sr. High School faculty and staff were given an overview of the ARP grant and the district's total ARP-ESSER allocations which include the 90% LEA ARP-ESSER allocation and the State-level Reserves (1% State-level reserve for summer learning and enrichment, 1% State-level reserved for comprehensive after school activities, and 5% State-level reserve for learning loss). All faculty and staff were given time to provide written input on the usage of funds.
- April 28, 2021: Elementary School faculty and staff were given an overview of the ARP grant and the district's total ARP-ESSER allocations which include the 90% LEA ARP-ESSER allocation and the State-level Reserves (1% State-level reserve for summer learning and enrichment, 1% State-level reserved for comprehensive after school activities, and 5% State-level reserve for learning loss). All faculty and staff were given time to provide written input on the usage of funds.
- May 10, 2021: community forum held to provide an overview of the ARP grant and the district's total ARP-ESSER allocations which include the 90% LEA ARP-ESSER allocation and the State-level Reserves (1% State-level reserve for summer learning and enrichment, 1% State-level reserved for comprehensive after school activities, and 5% State-level reserve for learning loss). Breakout rooms/small groups were created to gain community input from all stakeholders on the usage of funds. This meeting was held both in-person and by Zoom. Stakeholders included parents, community members, students, and staff.
- May 21, 2021: Marathon Central School District's Proposed Plan for Federal Grant Money was distributed to Marathon community members. The plan provided a breakdown of the proposed expenditures and the utilization of the federal dollars allocated to Marathon. Notice was given to the community that the document was still in draft form and the final document would be approved at the June 23, 2021 board of education meeting. Feedback from the community on how the community members believed the money should be spent was requested. Feedback needed to be sent to the superintendent of schools by June 14, 2021.
- May 11-June 22, 2021: draft plan created with administration, staff, and community input
- June 23, 2021: plan presented to the Board of Education during public session and was approved by the Board of Education 7-0.
- August 2021: plan posted on district website
- The ARP Plan including the 90% LEA ARP-ESSER allocation and the State-level Reserves will be reviewed with the Board of Education during public meetings once a semester until the completion of the grant and will be included in the budget planning process. The review will include how the funds are being used and amendments which will be requested to best utilize the money to promote student learning and engagement. The budget planning process, which begins with the board of education financial planning committee, will include how general funds, ARP grant funds and other grants will be utilized to maximize student learning and engagement and be fiscally responsible to the taxpayers.

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

The LEA ARP-ESSER Plan will be posted on the District website: www.marathonschools.org

The plan will be made available upon request. Requests for the plan made by email or phone call will be directed to the district office. The district office will print a hard copy of the plan that is posted on the school district's website. Those requesting the plan will come to the district office to pick up a hard copy of the plan.

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 reopen schools to full in-person instruction 5-days a week. The program plan includes purchasing PPE to keep staff and students safe while engaging in in-person learning. The plan includes the hiring of additional staff in order to maintain social distancing in classroom spaces where student occupancy exceeded capacity due to social distancing requirements. A large portion of the plan includes the purchasing of items to address learning loss due to remote/hybrid instruction. Intervention, enrichment, professional development, coaching, and technology purchases will all be utilized in the plan to provide our students with a well-rounded education and to target skill deficits caused by COVID-19. Professional development and coaching opportunities are contained within the plan to provide our teachers with the research based resources and strategies to close the learning gap. The reopening of schools is focused on bringing students back to in-person learning safely in order to support the academic needs of students. The plan is designed to address the district's efforts on supporting all students from all backgrounds, UPK-12, in all content areas.

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 use fall, winter, and spring benchmark assessments which include STAR Early Literacy, STAR Math, STAR Reading, AIMSweb Plus, Fountas & Pinnell, Math Facts, and Quarterly Assessments to monitor students' academic progress throughout the year. Course failure rates and chronic absenteeism reports will be used to target students who are not meeting class and grade level expectations and who are not attending school on a regular basis. NYS 3-8 Assessments, NYSESLAT, and Regents exams will be used to monitor student achievement of State standards. Reading Intervention programs (Voyager Passport and Language Live) are being used with targeted groups of students (general education students, special education students, and ELL's) who are not reading at grade level. Assessments within the reading intervention program will be given during three benchmark windows and at progress monitoring intervals. The reading intervention program will be a tool to address the academic impact of lost instruction in the area of reading. Summative and formative assessments will be given by classroom teachers and results will be used to provide data driven instruction. Report card grades will be used to track students who are failing courses and in need of intervention. The district will use report card data and course failures to identify the students who need to receive after school tutoring at both the elementary and high school. This intervention will support students outside the school day with academic content to mitigate the effect of lost instructional time. Extended learning and intervention beyond the school day will focus on closing the learning gap. End of the year report card data will be used to determine the high school students who have 2 or more course failures who will be placed in our high school credit recovery program.

The District's Results First Team (district consultants and administration) will meet monthly with teachers and five times a year as a group of consultants. The Results First Team members collect student achievement and attendance data, monitor results quarterly with grade level/department teachers, identify goals to move students towards the identified targets, support teacher colleagues with their targeted goals for student achievement, and assess building outcomes towards the areas of academic need. Our Results First Team supports staff in the areas of reading, writing, math, science, social studies, special education, special areas, and general education. They meet with grade level teams and departments to focus on quality instruction, data analysis, curriculum and instruction, and college and career readiness in order to analyze what is working and what is not, to discuss results of student performance, and to review the needs of struggling students. Our Results First Teams along with our Pupil Service Teams will analyze our student data to identify students to participate in our summer enrichment activities, summer orientation meetings, and extracurricular activities. The focus of the orientation meetings is to provide students with social and emotional support, and to ease the anxiety of returning to school. SEL needs of students have to be addressed in order to meet the needs of the whole child. Research shows involvement in extracurricular activities can boost student achievement. The Pupil Service Team and teachers will work with students to increase student participation in extracurricular activities.

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

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 is using its 20% reserve fund to provide a high school credit recovery program for students failing two or more courses who cannot make up the course credit through our typical regional summer school program. Summer enrichment activities are being and will continue to be created for students to engage with peers and staff during the summer months. Staff who facilitate the summer enrichment programs for students will be paid a stipend funded by the 20% reserve fund. Summer orientation meetings to welcome back students, to provide students with social and emotional support, and to ease the anxiety of returning to school will be provided. Staff who coordinate the summer orientation will be paid a stipend funded through the reserve. The district will provide after school tutoring for students at both the elementary and high school to support students outside the school day with academic content. Extended learning and intervention beyond the school day will focus on closing the learning gap. Stipends will be paid to staff to provide the academic support for students after school hours. Research based reading intervention programs will be purchased to address the academic impact of lost instruction in the area of reading. Additional extracurricular clubs will be added and funds will be used for advisors' stipends. The extracurriculars will engage students in programs outside the regular school day.

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 utilize the remaining portion of the ARP ESSER funds by hiring a SEL coordinator. The SEL coordinator will provide research based interventions and strategies with students who are experiencing trauma, have mental health concerns, or are dealing with social emotional issues. The coordinator will also work with staff on how to support their students' learning. Research based reading intervention programs and curriculum materials will be purchased to support our students who are reading below grade level. Music, CTE, STEM, and Physical Education supplies and materials will be purchased to supplement the existing curriculum materials. The supplies will provide students with real life hands-on activities to keep them interested and engaged in school. Technology hardware and software will be purchased to create interactive and engaging lessons for students. It will also provide 1:1 devices for students and staff so they are able to continue to learn/work from home in the evenings and during the day should we have to move to remote instruction. 1:1 devices provide equity for our low income students. The funds will be used for our technology coordinator and hiring a technology support staff member who will assist students and teachers with the implementation and usage of the grant funded technology purchases. As well as supporting the technology infrastructure within the district including but not limited to hardware, software, connectivity, maintenance, and installation. A teaching assistant will be hired to provide our 7-12 grade students with special needs additional support and intervention throughout the school day. The school nurse & COVID Coordinator will support the district's health offices with response to the COVID-19 pandemic. The school nurse will facilitate COVID-19 testing, monitoring, and contact tracing as well as the daily operations of the nurse's office. The executive secretary will support the office of the director of instruction with technology platforms, intervention planning, and curriculum and instruction throughout the district. Early intervention through universal pre-K will be a mechanism for the district to reach our youngest population. Starting our students prior to kindergarten with an academic rich program and structured learning environment will improve our students kindergarten readiness skills. Targeted intervention and enrichment in grades K-6 will be provided to students through the hiring of an enrichment and intervention teacher. Intervention will focus on learning loss caused by COVID-19.

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.

District diversity primarily includes students with low socioeconomic status and children with disabilities. In addition, there is a very small population of students of color (approximately 2%), less than 1% of the population is English Language Learners, and approximately 1% of the population is experiencing homelessness, in foster care, or migratory. The district does serve students with disabilities (approximately 16% of the total population) and a large number of low income students. The district is located in a rural population with over half of our students being from low-income families (56% of total population as determined by F&R lunch). The district will ensure that the interventions it is implementing supports all students by regularly monitoring and evaluating the program implementation. The district will do this by having the administration receive feedback from staff implementing newly purchased reading programs as to the effectiveness of the program in each demographic area. Data from the programs being implemented with grant funding will be analyzed to determine effectiveness of implementation and student achievement. Data will be desegregated by student demographics so that students from low income families, students of color, ELLs, students with disabilities, homeless students, children in foster care and migratory students will be represented in the data. This will allow the district to hone in on populations that are underserved to ensure student needs are being met through the designated interventions. If data for all students and sub groups of the student population shows an increase in student achievement and a closing of the learning gap, then this will be an indicator for the district that the grant funded programs and interventions are successfully working. If student data does not show improvement or shows regression, this will be an indicator that the programs and interventions are not working and an adjustment to the interventions may be warranted. Classroom observations and evaluations through the APPR process will evaluate the staff that are hired with grant funds. The district's pupil service team (which includes social workers, guidance counselors, special education director, school psychologist, building principals, social emotional learning coordinator, McKinney-Vento and Foster Care liaisons, and the ELL coordinator) meets weekly to address and target the mental health, social emotional, and academic needs of the student population. Through weekly meetings, the team will evaluate the implementation of the grant programs and determine whether or not they are working and what needs to be adapted for effective implementation.

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

ARP-ESSER Return to In-Person Instruction

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

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

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

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

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

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

The current re-opening/return to in-person learning plan is located on the District website: www.marathonschools.org

The plan will be made available upon request. Requests for the plan made by email or phone call will be directed to the district office. The district office will print a hard copy of the current re-opening/return to in-person learning plan posted on the school district's website. Those requesting the plan will come to the district office to pick up a hard copy of the plan.

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

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

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

The 2021-2022 reopening plan has been presented to the Marathon school employees and the Marathon community through a public forum held for each constituent group in August 2021. Parents, students, and community members were invited to the community forum to review the plan and to offer any comments about the plan. A final version of the reopening plan was presented to the board of education for approval in August, 2021. Updates will be brought to the board as changes occur through September 30, 2023. Additionally, two times annually (August and at the midpoint in the school year) through September 30, 2023 the district will review its opening plan during a public session of a board of education meeting. At the meetings, the community will have the opportunity to provide comments about the plan. Should community stakeholders be unable to attend the board of education meetings when the plan is being reviewed, minutes of the board of education meeting will be posted on the district website. Stakeholders can review the meeting minutes and provide comments to the district office by email or phone call. Comments will be reviewed and brought to the reopening plan committee to consider whether or not the suggestions will be incorporated into the plan. School employees will review the plan and provide comments at the district faculty meeting held half-way through the year. Updates to the plan will be made two times per year, however, if the CDC has significant changes to its guidance for schools, the district will hold community forums to explain the updated CDC guidance and how it will impact the re-opening plan. Any changes to the plan would be reviewed with all constituents and posted on the District's website. The review and updating of the plan will continue through September 30, 2023.

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

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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

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 (\$)	1,816,446
Total Number of K-12 Resident Students Enrolled (#)	688
Total Number of Students from Low-Income Families (#)	386

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	2
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	2

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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.).	6,787
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.	73,320
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.	18,931
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.	151,719
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	135,121
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.	6,180
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	393,296

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.	15,457
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.	6,130
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	1,009,505
Totals:	1,816,446

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.**

UPDATED_ARP_ESSER.2_Budget_MarathonCSD.pdf
ARP_ESSER.2_Budget_MarathonCSD.pdf

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

ARP_ESSER.2_Budget_Narrative_MarathonCSD.pdf
UPDATED_ARP-ESSER-Part2_Budget_Narrative_MarathonCSD.docx.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	735,231
16 - Support Staff Salaries	253,563
40 - Purchased Services	363,598
45 - Supplies and Materials	231,969
46 - Travel Expenses	0
80 - Employee Benefits	226,585
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	5,500
Totals:	1,816,446

☐ = Required Field

Local Agency Information

Funding Source: Application for ARP-ESSER Part 2

Report Prepared By: Thomas Goskoski

Agency Name: Marathon Central School District

Mailing Address: 1 Park Street, P.O. Box 339

Street

Marathon

NY

13803

City

State

Zip Code

**Telephone # of
Report Preparer:** 607-849-3224

County: Cortland

E-mail Address: goskoskit@marathonschools.org

Project Funding Dates: 3/13/2020 9/30/2024
Start End

INSTRUCTIONS

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

			\$735,231
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
SEL Coordinator - 21-22	1.00	\$43,500	\$43,500
SEL Coordinator - 22-23	1.00	\$45,023	\$45,023
SEL Coordinator - 23-24	1.00	\$46,598	\$46,598
Elementary and Secondary Reorientation Meetings (ITP)	6 teachers	\$100	\$600
7th Grade orientation (Summer 21)	2 staff members	10.5 hours x \$30/hour	\$630
7th Grade orientation (Summer 22)	2 staff members	7 hours x \$30/hour	\$420
Elementary Enrichment/Intervention Teacher - 2021-22	0.12	\$74,678	\$8,961
Stipend for HS Enrichment Activities (September 2021 - June 22)	165 hours of activities	\$30/hour	\$4,950
Stipend for ES/HS Summer Enrichment Activities (Summer 2022)	100 hours of activities	\$30/hour	\$3,000
Stipend HS mentoring/after school academic support (January 2022-June 2022)	4 teachers	\$517.50	\$2,070
Stipends for staff to attend summer professional development training (summer 2021, 2022, 2023, 2024)	35 staff members	\$30/hr x 7.25 hrs x 4 summers	\$30,450
Stipend for district staff to complete ACES Training Course	125 staff	\$30/hr x 2 yrs taking the course	\$7,500
Stipend for staff to attend 1-hour After/Before School Professional Development (21-22, 22-23, 23-24)	96 staff	1hr PD session x \$30/hr x 3 years	\$8,640
Substitutes for 21 teachers to attend LETRS training	126 days of training	\$125 sub pay/day	\$15,750
Substitutes for 10 district consultants to coach grade levels and departments (21-22, 22-23, 23-24)	100 sub days per year	\$125 sub fee/day x 3 years	\$37,500

Substitutes for teacher release time to attend small group coaching (in district) for Lead to Read Program (25 teachers)	36 sub days per year	\$125 sub fee/day x 2 yrs in program	\$9,000
Substitutes for teacher release time to work with ELA, Math, Science, & Social Studies Coaches (40 teachers) (21-22, 22-23, 23-24)	57 sub days per year	\$125 sub fee/day x 3 years	\$21,375
Debate Extracurricular Club Advisor, enrichment club after school 2021-22	2 staff	\$413.5 stipend/person	\$827
E-Sports Extracurricular Club Advisor 2021-22	1 staff	\$1,305 stipend/per person	\$1,305
Fitness Gym Extracurricular Club Advisor 2021-22	1 staff	\$1,088 stipend/per person	\$1,088
ES UPK Summer Welcome Night (2021, 2022, 2023, 2024)	2 teachers	2 hours x \$30/hour x 4 summers	\$480
ES UPK/K Summer camp (2022)	6 teachers	4 hour camp x \$30/hour	\$720
District Wide Music Teacher - 23-24	1.00	\$45,500	\$45,500
HS Spanish Teacher - 22-23	1.00	\$45,500	\$45,500
HS Spanish Teacher - 23-24	1.00	\$46,598	\$46,598
UPK teacher - 23-24	1.00	\$53,200	\$53,200
Stipend for theater/video advisor - live stream & video recorder of school sponsored events/athletics (2021-22)	1 staff member	\$1,522.5 stipend/person	\$1,523
Stipend for staff to complete professional development- Indicator #13 (SPED)	3 teachers	16 hours x \$30/hour	\$1,440
Additional elementary teacher - 21-22	1.00	\$63,982	\$63,982
Stipend for HS Social Studies teacher to develop civic readiness/enrichment/coaching program (2022-23)	1 staff member	20 hours x \$30/hour	\$600
Technology Coordinator, 2021-2022	0.93	\$71,656	\$66,640
Technology Coordinator, 2022-2023	0.80	\$73,806	\$59,045
Technology Coordinator, 2023-2024	0.80	\$76,020	\$60,816

SALARIES FOR SUPPORT STAFF

Subtotal - Code 16			\$253,563
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
HS Peer tutoring program, 2021-2022, 2022-2023, 2023-2024	50 hours	\$10/hour x 3 years	\$1,500
School Nurse & COVID Coordinator (2021-2022)	1.00	\$35,000	\$35,000
School Nurse & COVID Coordinator (2022-2023)	1.00	\$35,000	\$35,000
High School TA (special education support for students in grades 7-12), 2021-2022	1.00	\$19,433.00	\$19,433
High School TA (special education support for students in grades 7-12), 2022-2023	1.00	\$19,433.00	\$19,433
ES UPK/K Summer camp TA's 22	6 TAs	4 hour camp x \$13.75/hour	\$330
Technology Support Staff, 2022-2023	0.80	\$50,000	\$40,000
Technology Support Staff, 2023-2024	0.80	\$51,500	\$41,200
Executive Secretary, 2021-22	1.00	\$30,000	\$30,000
Executive Secretary 2022-23	1.00	\$31,667	\$31,667

PURCHASED SERVICES

Subtotal - Code 40			\$363,598
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Software programs - Screencastify (2021-22, 2022-23, 2023-24)	Screencastify	\$348/year x 3 years	\$1,044
Software programs - Finale (2021-22, 2022-23, 2023-24)	Finale	\$350/year x 3 years	\$1,050
Software programs - Gizmo (2021-22, 2022-23, 2023-24)	Gizmo	\$2,195/year x 3 years	\$6,585
Software programs - Code HS (2021-22, 2022-23, 2023-24)	Code HS	\$2,600/year x 3 years	\$7,800
Software programs - Quia (2021-22, 2022-23, 2023-24)	Quia	\$300/year x 3 years	\$900
Software programs - SkyOP Program (2021-22, 2022-23, 2023-24)	SkyOP LLC	\$1,490 license fee/year x 3 years	\$4,470
Software programs - SkyOP Zephyr Flight Simulator License (2021-22, 2022-23, 2023-24)	SkyOP LLC	\$140/year x 3 years	\$420
Software programs - Box Cast (2021-22, 2022-23, 2023-24)	Box Cast	\$2,760/year x 3 years	\$8,280
Grades K-4 Reading Intervention Program (6 teacher licenses per year for 3 years, 39 student licenses per year for 3 years, 1-Day virtual training)	Voyager Sopris - Voyager Passport	\$19,067.30	\$19,067
Grades 5-12 Reading Intervention Program (8 teacher licenses per year for 3 years, 45 student licenses per year for 3 years, 1-Day Virtual training)	Lexia Learning - Language Live	\$21,811.50	\$21,812
ES LETRS Facilitator	Voyager Sopris	Reading Initiative (2 X \$1,300)	\$2,600
ES LETRS Comprehension (Units 5-8) Training (8 teachers)	Voyager Sopris	Reading Initiative LETRS 5-8 (8 x \$800)	\$6,400
ES LETRS Word Reading (Units 1-4) Training (10 teachers)	Voyager Sopris	Reading Initiative LETRS 1-4 (10 X \$800)	\$8,000

Lead to Read Course - (2 year registration fee = \$6,435/person x 22 staff members = \$141,570 for total 2 year registration) + (2 year payment = \$5,909.09/person x 22 staff members = \$130,000 for total 2 year payment for staff)	Stern Center for Language and Learning	\$271,570	\$271,570
Contract with Spanish Speaker - oral fluency tutoring for spanish class	Independent contractor	120 hours x \$30/hour	\$3,600

SUPPLIES AND MATERIALS

Subtotal - Code 45			\$231,969
Description of Item	Quantity	Unit Cost	Proposed Expenditure
SEL/Academic Incentive Materials (construction paper, stickers, flags)	5 items	\$14.00	\$70
HS Music Equipment - Guitars	15.00	\$159.99	\$2,400
HS Music Equipment - Guitar Bags	15.00	\$29.99	\$450
HS Music Equipment - Guitar Picks	5.00	\$4.99	\$25
HS Music Equipment - Guitar Straps	15.00	\$6.99	\$105
HS Music Equipment - Ukulele	15.00	\$65.00	\$975
ES Music equipment - Flute	2.00	\$399.00	\$798
ES Music equipment - Clarinet	3.00	\$599.00	\$1,797
ES Music equipment - Alto Sax	2.00	\$850.00	\$1,700
Outdoor classroom tables	6.00	\$1,518.71	\$9,112
Outdoor classroom chairs	15.00	\$22.99	\$345
Physical Education Equipment - Kettlebells	10.00	\$85.99	\$860
Physical Education Equipment - spinning studio (bikes)	15.00	\$339.99	\$5,100
Physical Education Equipment - mats for spinning studio	15.00	\$26.99	\$405
Physical Education Equipment - Bi-fold landing mats 6X6 8" orange	2.00	\$660.00	\$1,320

Physical Education Equipment - PS 100 Elliptical	1.00	\$2,800.00	\$2,800
Physical Education Equipment - Rowing Machine	3.00	\$249.99	\$750
Update unsafe furniture - chairs	30.00	\$200.00	\$6,000
Flexible seating/desk options for students	10.00	\$534.71	\$5,347
STEM Classroom - VIZO 32' Smartcast TV	5.00	\$190.00	\$950
STEM Classroom - Vibe all in one computer	1.00	\$3,000.00	\$3,000
STEM Classroom - Makerbot Sketch classroom	1.00	\$3,300.00	\$3,300
STEM Classroom - Mobile 3D printer	1.00	\$870.00	\$870
SkyOP Drones - student material kit	1.00	\$215.00	\$215
SkyOP Drones - Fly Sky FS-i6S Transmitter	3.00	\$80.00	\$240
SkyOP Drones - Syma battery charger	1.00	\$55.00	\$55
SkyOP Drones - Ryze Tello Kit	1.00	\$300.00	\$300
SkyOP - Drones	5.00	\$1,000.00	\$5,000
ES Physical Education Equipment - Archery Target, NASP Inc	8.00	\$145.00	\$1,160
ES Physical Education Equipment - Arrows, NASP Inc	10.00	\$35.40	\$354
ES Physical Education Equipment - 9 Hole putting greens, GopherSports	3.00	\$485.00	\$1,455
ES Physical Education Equipment - Spaulding portable basketball systems, GopherSports	4.00	\$519.00	\$2,076

Supplies for new K room - writing center with tubs (School Specialty)	1.00	\$545.21	\$545
Supplies for new K room - Carpet (School Specialty)	1.00	\$360.71	\$361
Supplies for new K room - creative block set (School Specialty)	1.00	\$28.76	\$29
Supplies for new K room - magnetic building tiles (School Specialty)	1.00	\$73.07	\$73
Supplies for new K room - manipulative builder set (School Specialty)	1.00	\$48.33	\$48
Supplies for new K room - fold and go barn (School Specialty)	1.00	\$43.98	\$44
Supplies for new K room - building block set (School Specialty)	1.00	\$66.79	\$67
Supplies for new K room - Pattern set (School Specialty)	1.00	\$28.24	\$28
Supplies for new K room - Knex building cards (School Specialty)	1.00	\$84.30	\$84
Supplies for new K room - Vehicle set (School Specialty)	1.00	\$38.24	\$38
Supplies for new K room - dino magnets (School Specialty)	1.00	\$12.06	\$12
Supplies for new K room - Letters construction kit (School Specialty)	1.00	\$48.33	\$48
Supplies for new K room - Career figures (School Specialty)	1.00	\$28.25	\$28
Supplies for new K room - play food pizza set (School Specialty)	1.00	\$17.61	\$18
Supplies for new K room - Mr. and Mrs. Potato Head (School Specialty)	1.00	\$9.48	\$9
Supplies for new K room - School glue (School Specialty)	1.00	\$2.58	\$3
Supplies for new K room - Glue sticks (School Specialty)	1.00	\$21.79	\$22

Supplies for new K room - Dry erase pens (48) (School Specialty)	1.00	\$25.02	\$25
Supplies for new K room - Dry erase marker set - chisel tip (School Specialty)	1.00	\$12.89	\$13
Supplies for new K room - construction paper (School Specialty)	1.00	\$18.51	\$19
Supplies for new K room - water color paint brushes (School Specialty)	1.00	\$35.51	\$36
Supplies for new K room - bear manipulative counters (School Specialty)	1.00	\$18.05	\$18
Supplies for new K room - Smart chart paper pad (School Specialty)	2.00	\$4.93	\$10
Supplies for new K room - magnetic dress up play set (School Specialty)	1.00	\$19.54	\$20
Supplies for new K room - crayons classroom pack (School Specialty)	1.00	\$43.02	\$43
Supplies for new K room - scissors classroom pack (School Specialty)	1.00	\$47.47	\$47
Smart TV's (Walmart)	34.00	\$1,000.00	\$34,000
Smartboards	5.00	\$2,300.00	\$11,500
Nitrile Gloves-medium	25.00	\$90.00	\$2,250
Antibacterial Wipes	264.00	\$5.99	\$1,581
Sanitizer Gel (Gallon-4 ct)	6.00	\$132.76	\$797
Hand Sanitizer	30.00	\$175.00	\$5,250
Nitrile Gloves-large	30.00	\$90.00	\$2,700
Hand Sanitizer-6/case	6.00	\$103.39	\$620

3 Ply Masks-disposable	1000.00	\$0.52	\$520
Hand Sanitizer - 12/cs	20.00	\$182.69	\$3,654
Wet wipes	144.00	\$11.25	\$1,620
BruTab Disinfecting Tablets(1200/cs)	2.00	\$229.49	\$459
Cloth Face Masks	1000.00	\$5.25	\$5,250
Disposable Face Masks	2000.00	\$0.18	\$360
Media Center - round ottoman w/casters	2.00	\$840.00	\$1,680
Media Center - tall chairs	12.00	\$437.00	\$5,244
Media Center - tall tables	2.00	\$832.00	\$1,664
Media Center - sprocket table	6.00	\$631.00	\$3,786
Media Center - tablet table	4.00	\$201.00	\$804
Media Center - chairs	18.00	\$240.00	\$4,320
Media Center - nesting tables	7.00	\$784.00	\$5,488
Media Center - armless chairs	8.00	\$1,280.00	\$10,240
Media Center - round table	1.00	\$558.00	\$558
Media Center - whiteboard	1.00	\$300.00	\$300
Media Center - chairs	24.00	\$87.00	\$2,088

Media Center - crescent table	6.00	\$196.00	\$1,176
Media Center - center ottoman	1.00	\$579.00	\$579
Media Center - task chair	1.00	\$409.00	\$409
Work station PC's	2.00	\$3,500.00	\$7,000
Second monitors	25.00	\$250.00	\$6,250
PC's for Smartboards/TV's	40.00	\$1,000.00	\$40,000
5000 Ink Jet Printers	2.00	\$3,500.00	\$7,000
Laser printers	4.00	\$400.00	\$1,600
Blue yeti caster	1.00	\$200.00	\$200

Employee Benefits		
Subtotal - Code 80		\$226,585
Benefit		Proposed Expenditure
Social Security		\$28,205
Retirement	New York State Teachers	\$45,492
	New York State Employees	
	Other - Pension	
Health Insurance		\$152,888
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		
Music Teacher		
UPK Teacher		
Spanish Teacher		
SEL Coordinator		
Enrichment teacher		

EQUIPMENT

Subtotal - Code 20			\$5,500
Description of Item	Quantity	Unit Cost	Proposed Expenditure
STEM Classroom - Beam interactive projector	1.00	\$5,500.00	\$5,500

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$735,231
Support Staff Salaries	16	\$253,563
Purchased Services	40	\$363,598
Supplies and Materials	45	\$231,969
Travel Expenses	46	
Employee Benefits	80	\$226,585
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	\$5,500
Grand Total		\$1,816,446

Agency Code:

110901040000

Project #:

5880-21-0575

Contract #:

Agency Name:

Marathon Central School District

FOR DEPARTMENT USE ONLY

Funding Dates:

From

To

Program Approval:

Date:

CHIEF ADMINISTRATOR'S CERTIFICATION

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

11/11/21

Date

Signature

Rebecca Stone-Superintendent of Schools

Name and Title of Chief Administrative Officer

Fiscal Year

First Payment

Line #

Voucher #	First Payment

Finance: Logged _____ Approved _____ MIR _____

BUDGET NARRATIVE

LEA: Marathon Central School District	FOR TITLE: American Rescue Plan - ESSER Part 2
BEDS CODE: 110901040000	

**** 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 Professional Salaries \$735,231	<p>The funding will be used to fund the salary of one 1.0 FTE Social Emotional Learning (SEL) Coordinator, for three years (\$135,121). Position will support staff who are teaching students with social emotional needs, trauma informed instruction, mental health concerns, and behavioral challenges. .12 FTE Elementary Enrichment/intervention teacher for one year (\$8,961) will provide enrichment and intervention to students in grades K-6. Intervention will focus on learning loss caused by COVID-19. 1.0 FTE K-12 music teacher, for one year (\$45,500). The music position was eliminated in 2020-2021 due to budget reductions. The funding will replace the music position. 1.0 FTE High School Spanish Teacher, for two years (\$92,098). The additional Spanish teaching position was reduced due to staffing reductions. The funding will replace the Spanish position. 1.0 FTE UPK Teacher for one year (\$53,200). The UPK classroom will provide students with early intervention to target students' learning and prepare students for kindergarten. 1.0 FTE Elementary School Teacher for one year (\$63,982). An additional staff member will be hired in order to maintain social distancing in classroom spaces where student occupancy exceeded capacity due to social distancing requirements. .93 FTE Technology Coordinator, for one year (\$66,640) and .8 FTE Technology Coordinator for two years (\$119,861). The position will support the technology infrastructure: hardware, software, connectivity, maintenance, installation, and purchasing throughout the district.</p> <p>Summer enrichment activities (\$3,000), ES and HS reorientation meetings (\$600), 7th grade orientation (\$1,050), UPK summer welcome night (\$480), and UPK/K summer camp (\$720) will provide students with social and emotional support, and to ease the anxiety of returning to school. Staff who coordinate the summer orientation will be paid a stipend funded through the reserve.</p> <p>Stipend for HS enrichment activities (\$4,950) and stipend for HS mentoring/after school academic support (\$2,070) will provide students with academic support after school hours. Extending the school day to address</p>

	<p><i>learning loss and provide targeted intervention and enriching opportunities for students.</i></p> <p><i>Stipends for staff to attend professional development opportunities (\$48,030), substitute salary (\$15,750) for staff to attend professional development opportunities, and substitute salary (\$68,475) for staff to engage in coaching experiences in each content area. In order for teachers to meet students' academic and social emotional needs, teachers need high quality professional development opportunities and opportunities to work with a coach who is a specialized instructional leader of their content area. Funding will be used for teachers to attend PD focused on the science of reading as well as training for implementing the newly purchased reading intervention programs.</i></p> <p><i>Stipends for extracurricular advisors (\$4,743). Additional extracurriculars activities will be offered to provide students with additional engaging opportunities outside the school day. Students who are involved in school sponsored activities are able to make connections with peers and teachers and have a support system outside the classroom. The theater/video advisor will record and live stream school sponsored events and athletics for family and friends who are unable to attend live events due to COVID-19.</i></p>
<p>Code 16 Support Staff Salaries \$253,563</p>	<p><i>HS peer tutoring (\$1,500). Students will receive tutoring from their peers during the school day in targeted subject areas of student deficit. Extended learning and support will focus on closing the learning gap and support academic coursework.</i></p> <p><i>1.0 FTE School Nurse & COVID Coordinator, for two years (\$70,000). The position will support the district's health offices with response to the COVID-19 pandemic. The school nurse will facilitate COVID-19 testing, monitoring, and contact tracing as well as the daily operations of the nurse's office.</i></p> <p><i>1.0 FTE High School TA (special education support for students in grades 7-12), for two years (\$38,866). Additional support and intervention within the classroom for students with special needs will be provided by the TA. The TA will work with students in grades 7-12.</i></p> <p><i>UPK/K summer camp TA stipends (\$330). Teaching assistants will support the lead teacher with facilitating a summer camp for UPK and kindergarten students. Academic content, socialization, and social emotional learning will be a focus of the camp.</i></p> <p><i>.8 FTE Technology Support Staff for two years (\$81,200). The position will support the technology infrastructure: hardware, software, connectivity, maintenance, and installation, throughout the district.</i></p> <p><i>1.0 FTE Executive Secretary for two years (\$61,667). The position will support the office of the director of instruction with technology platforms, intervention</i></p>

	<i>planning, curriculum and instruction, grant management, and student information system.</i>
Code 40 <i>Purchased Services</i> \$363,598	<p><i>- Purchasing software programs (\$30,549) will allow teachers to differentiate instruction. To provide students with a virtual platform for curriculum materials should we return to remote learning. To address learning loss in targeted areas.</i></p> <p><i>- Purchasing of K-12 Reading Intervention Programs (\$40,879). Key components of reading instruction have been lost due to school closures causing gaps in students' learning. Voyager Passport and Language Live are research-based, supplemental reading intervention programs that provide struggling readers with explicit instruction, corrective feedback, and more time to master critical reading skills.</i></p> <p><i>- Purchasing LETRS (Language Essentials of Teachers of Reading and Spelling) professional development (\$17,000) and Lead to Read Course (\$271,570). Both professional development opportunities for staff are driven by the science of reading. A widening achievement gap in children's reading has occurred due to COVID-19. The program will address student learning loss and components of a highly effective reading instruction program.</i></p> <p><i>- Contract for Spanish speaker (\$3,600). The independent contractor will provide students with oral fluency tutoring during Spanish classes.</i></p>
Code 45 <i>Supplies and Materials</i> \$231,969	<p><i>Funding will be used to purchase:</i></p> <p><i>- SEL Materials (\$70). SEL and incentive materials will be purchased to motivate students to achieve high academic standards, setting personal goals, attending school on a regular basis, and engaging during instruction.</i></p> <p><i>- Music Instruments (\$8,250). Students in our economically disadvantaged community can't afford to purchase or rent music instruments. Instruments will be purchased so students can borrow them. Allowing equal access for all students to the arts.</i></p> <p><i>- Outdoor classroom materials (\$9,457). Tables and chairs will be purchased to set up instructional spaces outdoors. Teaching outside will be utilized during the COVID-19 pandemic.</i></p> <p><i>- Physical Education Equipment (\$16,280) will assist students during physical education classes. Equipment will provide teachers with additional curricular content resources to teach students. Equipment can safely be used and sanitized between student usage.</i></p> <p><i>Chairs and flexible seating (\$11,347). Chairs that are no longer safe to use will be replaced. Stand up desks will be purchased for students who have special education needs and those that have difficulty attending and focusing during instruction.</i></p>

	<p>- <i>Hardware & Hardware Protection (\$121,480): STEM classroom hardware, drones, Smart TV's, Smartboards, PCs, monitors, and printers will be purchased. Upgrade hardware in order to operate the latest instructional technology needed for in person and remote learning. Replace outdated and broken Smartboards & Smart TVs within the classrooms. Purchase drones for technology coursework.</i></p> <p>- <i>Supplies and materials for kindergarten (K) classroom (\$1,688). Additional classroom section needed to be added due to an increase in enrollment and the inability to place a larger number of students in the classroom due to COVID-19 protocols and the need to social distance students within the classroom.</i></p> <p>- <i>PPE (\$25,061) supplies will be purchased district wide to operate schools safely for all in-person students and employees.</i></p> <p>- <i>Media Center furniture and supplies (\$38,336) access to the media center for all students and staff will be supplied with safe furniture that can be easily cleaned and sanitized. Furniture can be moved to keep students socially distanced when utilizing the media center.</i></p>
Code 46 <i>Travel Expenses</i>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 80 <i>Employee Benefits</i> \$226,585	<i>The funding will help to fund (\$28,205) in social security taxes, (\$45,492) in NYS Teacher Retirement fund contributions, and (\$152,888) of health insurance benefits for the positions listed above.</i>
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	

Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i> \$5,500	<i>Hardware (\$5,500): STEM classroom hardware, beam interactive projector. Students will have an interactive experience while using the beam projector which gives children the opportunity to explore, discover, and interact with instructional content.</i>

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

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

☐ = Required Field

Agency Name:	Marathon Central School District	Cortland
Mailing Address:	1 Park Street, P.O. BOX 339	County
	Marathon, NY 13803	

Agency Code:

Amendment #:

Project Number:

Contract #:

Contact Person:

Tel:

E-mail Address:

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.
- 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.
- If extra room is needed for explanations, expand the rows using the row breaks on the left.
- Do not use the FS-10-A for requesting a project extension.

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, & accurate, & the expenditures, disbursements, & cash receipts are for the purposes & objectives set forth in the terms & 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: 9/6/22

Signature: William S. Hoyt

FOR DEPARTMENT USE ONLY

Program Approval: _____

Date: _____

Finance:

Logged

Approved

SUBTOTAL	EXPLANATION (Provide same detail as required in FS-10 Budget)	SUBTOTAL INCREASE	SUBTOTAL DECREASE
15 - Professional Salaries	<p><u>ORIGINAL DESIGNATION:</u> Substitutes for 10 district consultants to coach grade levels and departments (21-22, 22-23, 23-24). Amount of \$37,500 will be reduced to \$24,708</p> <p><u>CHANGED DESIGNATION:</u> Stipend for 10 grade level chairs (UPK-grade 8: N. Davis (\$1,180), B. Hoyt (\$1,180), E. Colvin (\$1,180), L. Mikels (\$1,180), C. Newkirk (\$1,180), J. Lung (\$1,180), V. Widdall (\$1,180), T. Hayes (\$1,180), L. Nitsch (\$1,000), R. Visco (\$1,000)). Total = \$11,440. Grade level chairs will lead in the implementation, revision and continued improvement in curriculum, facilitate grade level team meetings focused on student assessment outcomes, achievement, and curriculum alignment.</p> <p>Lead to Read Course - (2 year payment = \$5,909.09/person x 22 staff members = \$130,000 for total 2 year payment for staff). Moved the participants payment for the Lead to Read Course out of purchased services and into professional salaries.</p>	\$130,000	\$1,352
16 - Support Staff Salaries	<p><u>ORIGINAL DESIGNATION:</u> High School TA (special education support for students in grades 7-12) - 2021-22 (\$19,433) & 2022-23 (\$19,433)</p> <p><u>CHANGED DESIGNATION:</u> ES Aide (the high school TA for special education support was not needed as anticipated, however there is a need for an aide to support our special education students at the elementary school): J. Burlingame - 2022-23 (\$19,812) & 2023-24 (\$20,406)</p>	\$1,352	
40 - Purchased Services	Lead to Read Course - (2 year registration fee = \$6,435/person x 22 staff members = \$141,570 for total 2 year registration) + (2 year payment = \$5,909.09/person x 22 staff members = \$130,000 for total 2 year payment for staff)		\$130,000

45 - Supplies & Materials			
46 - Travel Expenses			
80 - Employee Benefits			
90 - Indirect Cost			
49 - Boces Services			
30 - Minor Remodeling			
20 - Equipment			
ENTER BUDGET >	Total Increase or Decrease:	(+) \$	131,352 (-) \$ 131,352
	Net Increase or Decrease:	\$	0
	Previous Budget Total:	\$	1,816,446
	Proposed Amended Total:	\$	1,816,446