

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

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**Background Information**

BRUSHTON-MOIRA CSD - 161601040000

**Summary and Background Information**

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

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

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

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

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

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

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

**RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.**

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

**Tier 1 - Strong Evidence:** Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

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

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other studies show that this strategy negatively impacts an outcome.

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

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

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

**Project Period**

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

**Project Number**

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

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

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

**Submission Deadline**

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

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

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

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**ARP-ESSER Application: State Reserves - ARP State Reserves**Introduction/Instructions - Submission Instructions

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**Submission Instructions**

BRUSHTON-MOIRA CSD - 161601040000

**Directions for Submitting the Application:**

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

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

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

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

*RE: ARP-ESSER Application – State Reserves*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234*

**Deadline for Submitting the Application:**

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

## ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

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**ARP-ESSER State Reserve: Assurances**

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

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Assurances - Assurances

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7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- ☒ YES, the LEA provides the above assurance.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- ☒ YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
- ☒ YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- ☒ YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- ☒ YES, the LEA provides the above assurance.
12. The LEA assures that:
1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
  2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
  3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
  4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
  5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
- ☒ YES, the LEA provides the above assurance.

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**13. The LEA assures that:**

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

☒ YES, the LEA provides the above assurance.**14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.**☒ YES, the LEA provides the above assurance.**15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.**☒ YES, the LEA provides the above assurance.**16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.**☒ YES, the LEA provides the above assurance.

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

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

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

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Angela Debeer	adebeer@bmcsd.org	12/13/21
LEA Board President	Marice Bright	mjbright5@gmail.com	12/13/21



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

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**ARP-ESSER State Reserve: Consultation**

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

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

In the beginning of May 2021 our school administrative team with some stakeholders including teachers, school counselors, special education teachers, homeless liaison, school social worker, school nurse, transportation, cafeteria and facility staff, parents, and school board member representation had a meeting to discuss what we would like to see in our plan.

On May 19th, we had a meeting with multiple stakeholders (listed above) to identify areas of concern with loss learning and the social emotional needs of our school community. After we identified those areas of concerns, we asked stakeholders to brainstorm ideas of how to utilize the funds to rectify those concerns but also keeping in mind that these were a one-time use and that ongoing recurring expenses past the grant timeline should be able to be sustained by the district. We then conducted a survey with the community, which was shared on our Facebook page as well as our school webpage. We wanted to reach out to the community on a broader scope. We did have good participation on this survey with 145 responses. We had a second meeting on May 26th with our stakeholder group. That group reviewed the community input from our surveys and established a baseline for ideas on use of funds and set up our priorities.

This team met again on October 22nd and December 14th to discuss progress with our planned interventions. We will have ongoing meetings to review interventions and progress of programs over the next few years.

The administrative team presented our interventions and progress to our Board of Education and community at our October, November and December meetings and will continue to do so at upcoming meetings.

We will continue to meet with our stakeholder group as needed to update on our plan progress as well as any changes that may be needed. An updated plan will also be posted on the district website. We will send out surveys and seek feedback from stakeholder on our implementation of funding. We do monthly reports to our Board Of Education and Teachers Union on our implementation and progress. We are always looking for feedback from stakeholders as we move ahead with our plan.

We provided summer programming for the summer of 2021 for five days a week for six weeks. This was held for all grade levels from pre-k through grade 12. All staff are NYSED certified to instruct the content area they were teaching. We are providing after-school programs and transportation home for students four days a week.

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

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

Our school website page -  
<https://www.bmcscsd.org>  
BMMCSO website  
ARP-Plan  
<https://www.bmcscsd.org/>

**BMCSO ARP STATE APPLICATION**

Our school facebook page -

[facebook.com/brushstonmoiracentral](https://www.facebook.com/brushstonmoiracentral)

A hard copy of the plan will also be available in the district office and can be requested to be reviewed during regular school hours

\* We have been researching web and mobile app designers such as Aptegy to develop a new webpage and possible mobile app.

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

Our district will support engagement with parents and families by such means as parent/teacher meetings, open forums, progress notes, letters home, emails, and the use of our Remind App. We have purchased multiple assessment and diagnostic programs as well as teacher observations and multiple sources of data such as behavior and attendance to measure student progress. Families can view their child's progress on our student management system (SchoolTool). We always encourage parents to attend school events and contact our staff if they have any questions or concerns. We have added a Community School Outreach Coordinator and School Social Worker to reach out to families in need. We have a multi-tiered system of supports in which we will review the data of all students and address concerns as they come forth.

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

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**ARP-ESSER State Reserve: Comprehensive Needs Assessment**

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

We will ensure that our intervention include all aspect of our school community population through community surveys and contact with our families. With funding through our ARP-ESSER and CRRSA grants we have added a Community School Outreach Coordinator to build relationships with families in need. We have a multi-tiered system of supports in which we will review the data of all students and address concerns as they come forth. We have added additional staff such as a School Social Worker to address academic, social, emotional, and mental health needs of all our our school community. In particular, those students that have been identified by teachers and or family members whom are struggling with transtioning back into full in school learning as well as challenges at home with COVID related issues. We have three counselors to help with students social/emotional needs.

All of our students are included in all of our interventions despite their diverse needs. Our district has close to 65% of our students population qualifying for free and reduced meals. We have included all stakeholders from all backgrounds thier input and feedback from surveys and forums. We are allocating much of our funding for students who live in poverty and special needs. Throught our ARP ESSER grant we are proposing to build a new play area because children raised in poverty often times do not have a play area. Our community does not have a community playground and our funding will provide one here at school that all students can use during and after school hours. This playground will meet ADA requirements. This will allow our younger children to learn from play-based learning. Our play area will enable students to gain social/emtional skills by playing with their peers. We are providing an after school program as well as summer progrmas which includes transportation home for students. This eliminates transportation as an issue for familes for afterschool and summer programs. We have provided students with 1:1 devices for learning and internet access. We are hoping this will reduce our digital devide. We added a School Community Outreach person and a School Social Worker to reach out to families. This school Community Outreach Worker will work with our student register to identify our district foster care students and migratory students to ensure that we are meeting their needs for 1:1 devices as well as any additional identified needs for academic and social/emontional. In addition, students with disabilities who need additional supports will be identified by the special education teachers with assistance from classroom teachers who work with these students. Supports will include additional in school and after school tutoring as well as inclusion in summer programs for those students with disabilities that do not qualify for the regular Summer ESY program.

We have added COVID testing for screening and testing here at school. This allows families access to services closer to their homes and free of charge. We have held COVID-vaccine clinics here at school. We are aware that children living in poverty may have transportation issues getting to and from vaccine clinics.

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

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

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

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

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

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

Our goal at Brushton-Moira Central School is to maximize In-Person learning for all students from pre-k to grade 12. Our team collaborated with many stakeholders from the school and community. The team is comprised of parents, students, teachers, counselors, special education teachers, support staff, community members, school psychologist, board of education members, union leadership, homeless liaison and school administration. We started with a community survey for input from stakeholders. After review of this data, we then met with these stakeholders to discuss what evidence based interventions to implement. The group selected the following based on conversation about the social/emotional needs as well as the academic needs of our students. We discussed the need for students to connect with school, school staff and their peers. Our high rate of poverty and rural location was strongly considered when looking for the appropriate evidence-based interventions.

Brushton-Moira Central School has developed multiple interventions to accelerate learning. This level of support will occur of a four year period. The cost associated with the all of these interventions will use funds from many sources including funds from CARES, CRRSA, Title I and IDEA.

We selected the following evidence-based interventions to accelerate learning:

1. Summer Program – We ran a 6 week long program in the summer of 2021. We employed certified teaching staff from grades pre-k to grade 12. This program ran five days a week from July 5th- August 13th. All student populations (low-income, special needs, homeless, migratory, foster care, ELL, and others) we all invited to attend our program. We had a small student to teacher ratio for our program. We plan to run summer programs for the summers of 2022, 2023, and 2024. We developed this program from input of many stakeholders and evidence based studies. This is why we selected the duration, frequency, class size and curriculum of our program. This program involves additional staff for transportation and meals. We are offering summer counseling to students during this program to support their social/ emotional well-being. We will be using CRRSA, ARP and CARES funds to fund our summer program through the summer of 2024.

[https://www.rand.org/content/dam/rand/pubs/research\\_reports/RR2800/RR2836/RAND\\_RR2836.pdf](https://www.rand.org/content/dam/rand/pubs/research_reports/RR2800/RR2836/RAND_RR2836.pdf)

2. After School Program – We are offering after school programs for students. Our district has a high rate of poverty (over 60%). We discussed some afterschool programs with our stakeholders and we decided to offer programs what would meet student's social /emotional well-being as well as academic based. We are offering an after school arts and crafts program, physical fitness and exploring other classes such as ELA, Math, Engineering, Robotics, and Music. Instruction is and will be by NYSED certified staff. We are providing transportation for students after school because we do not want to place fiscal restraint on low income families. We will be using CRRSA, ARP and CARES funds to fund the after school program through the 2023-2024 school year..

[http://www.expandinglearning.org/sites/default/files/expandingminds\\_section\\_3\\_0.pdf#page=26](http://www.expandinglearning.org/sites/default/files/expandingminds_section_3_0.pdf#page=26)

[https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=1130&context=sph\\_health\\_promotion\\_education\\_behavior\\_facpub](https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=1130&context=sph_health_promotion_education_behavior_facpub)

<https://files.eric.ed.gov/fulltext/ED499113.pdf>

1. Additional Staff

1. School Social Worker – We had input from parents, students, and staff about the need for additional resources to meet our student's social/emotional needs during COVID. We added this position to help address this need.
2. Community Outreach Coordinator – We added this staff member to reach out to parents to build the bond between the school and families. This person reaches out to families during quarantines and other times of need. This positions helps families gain resource and materials. They help gather and distribute school learning materials when In-Person is not an options because of health concerns.
3. Additional School Nurse – More demands have been put on the school health systems because our local Department of Health cannot keep up with contract tracing and quarantines. This responsibility has been passed on to school districts. The health office still has to make sure all screenings, immunizations and daily student medications and other health concerns are being addressed. These stressors on the health office is what can lead to health issues if the proper staffing is not in place. This staff member is needed so we can maximize In-Person learning for all students

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

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4. Reading Specialist – We added an additional reading specialist to add instructional interventions to our struggling reader. The students served are identified by many data points (student grades, attendance, IREADY, observations, parent input, Fountas and Pinnell scores)
  5. Math Specialist – We added an additional math specialist to add instructional interventions to our struggling students in math. The students served are identified by many data points. (student grades, attendance, IREADY, observations, parent input, In Too Math)
  6. Spanish Teacher – We identified we had students who had fallen behind in foreign language because of Remote Instruction. The additional of this new staff member is helping address the needs of our students who struggled during this time.
  7. Computer Integration Teacher – We identified that students and families needed support on Digital Citizenship, Keyboarding, Google Classroom, and various online educational platforms. This staff member pushes into classrooms to work with students on the above topics. She reaches out to families if they have any questions about technology that we are using in school.
  8. Tutoring – Students are tutored by NYSED certified staff. This service is offered to students during non-instructional time and after school. This is offered at all grade levels from pre-k-12.
  9. Guided Study Hall – This is offered to middle and high school students. Services are offered to students during their regular study hall times. Small groups of students work with NYSED certified staff during their study hall time on a daily basis to support their academic needs.
  10. After School Focus Room - We have NYSED certified staff working with students in our elementary school to work on skills after school hours. This time is focused mostly on academics and areas of concerns for students. We provide transportation for all students enrolled in this intervention.
  11. Therapeutic Crisis Intervention for Schools (TCIS) - TCIS is a crisis prevention and intervention program created by Cornell University designed to teach staff how to help at-risk children learn constructive ways to handle crisis. Our goal is to create not only a safe environment, but also one that promotes growth and development so our students can learn to manage a variety of feelings and emotions including frustration, failure, anger, rejection, hurt, and depression. We have trained five staff members who can turn key this training for other staff in the district.
- Funds from CRRSA, ARP, CARES, Title I and IDEA ARP have been used to fund these additional positions.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Comprehensive After School Programming	56,613	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	We refer to this program as After-School Focus - Elementary students stay after school and work with NYSED certified staff. The instructions works mostly on academics and areas of concerns. We provide transportation and a snack for students.
High Dosage Tutoring Programs	165,894	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care	Tutoring – Students are tutored by NYSED certified staff. This service is offered to students during non-instructional time during and after school. This is offered at all grade levels from pre-k-12. Guided Study Hall – This is offered to middle and high school students. Services are offered to

## ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	students during their regular study hall times. Small groups of students work with NYSED certified staff during their study hall time on a daily basis to support their academic needs.
Summer Learning and Enrichment Activities	242,991	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Summer Program – We ran a 6 week long program in the summer of 2021. We employed certified teaching staff from grades pre-k to grade 12. This program ran five days a week from July 5th- August 13th. All student populations (low-income, special needs, homeless, migratory, foster care, ELL, and others) were all invited to attend our program. We had a small student to teacher ratio for our program. We plan to run summer programs for the summers of 2022, 2023 and 2024. We developed this program from input of many stakeholders and evidence based studies. This is why we selected the duration, frequency, class size and curriculum of our program. This program involves additional staff for transportation and meals. We are offering summer counseling to students during this program to support their social/ emotional well-being.</p> <p><a href="https://www.rand.org/content/dam/rand/pubs/research_reports/RR2800/RR2836/RAND_RR2836.pdf">https://www.rand.org/content/dam/rand/pubs/research_reports/RR2800/RR2836/RAND_RR2836.pdf</a></p>
Curriculum-Aligned Enrichment Activities	34,498	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>We are offering after school programs for students. Our district has a high rate of poverty (over 60%). We discussed some afterschool programs with our stakeholders and we decided to offer programs what would meet student's social /emotional well-being as well as academic based. We are offering an after school arts and crafts program, physical fitness and exploring other classes such as ELA, Math, Engineering, Robotics, and Music. Instruction is and will be by NYSED certified staff. We are providing transportation for students after school because we do not want to place fiscal restraint on low income families.</p> <p><a href="http://www.expandinglearning.org/sites/default/files/expandingminds_section_3_0.pdf#page=26">http://www.expandinglearning.org/sites/default/files/expandingminds_section_3_0.pdf#page=26</a></p> <p><a href="https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=1130&amp;context=sph_health_promotion_education_behavior_facpub">https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=1130&amp;context=sph_health_promotion_education_behavior_facpub</a></p>

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<a href="https://files.eric.ed.gov/fulltext/ED499113.pdf">https://files.eric.ed.gov/fulltext/ED499113.pdf</a>

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

1. LEA will monitor and evaluate the effectiveness and how will changes to programs be communicated to stakeholders and parents.
1. Brushton-Moira Central School will compile student data in multiple areas. The data points we use are student classroom grades, assessments on diagnostic tools (IREADY, NYSED 3-8 exams, NYSED Regents Exams), attendance, observations from teachers and parents, behaviors and student and parent feedback.
2. When we decide the interventions we implemented need to be changed we will communicate with families through multiple sources. If it is for an individual will be sending letters directly home from the school. Teachers, counselors and administrators will contact parents via phone and/or email and share the changes to their child's program. If our program change is affecting a large number of students. Then we will send letters home to families, post changes to our website, Facebook page, twitter account, Remind App and do a "One Call Now" to alert families them of any changes.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

4.

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

	Amount
LEA Allocation	499996
Anticipated Number of Students Served	761
Anticipated Number of Schools Served	2

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

FS-10 Brushton-Moira CSD ARP-ESSER-5 State-Lost instructional revised 2.22.22.pdf



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

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

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

Budget\_Narrative ARP ESSER 5 State Level Reserve- Address Impact of Loss Learning revised 2.22.22.docx

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

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

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

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

After School Program – We are offering after school programs for students. Our district has a high rate of poverty (over 60%). We discussed some afterschool programs with our stakeholders and we decided to offer programs what would meet student's social /emotional well-being as well as academic based. We are offering an after school arts and crafts program, physical fitness and exploring other classes such as ELA, Math, Engineering, Robotics, the Arts and Music. Instruction is and will be by NYSED certified staff. We are providing transportation for students after school because we do not want to place fiscal restraint on low income families

We are running an after school program for elementary students. We refer to this program as After-School Focus. Instruction and review is provided by NYSED certified staff. The focus of this program is academic based and subject areas of concern are addressed. We provide a snack and transportations home for students.

We will be using the CRRSA as well as ARP 5% State set aside and regular ARP to fund our after school programs through the 23-24 school year.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	100,002	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>After School Program – We are offering after school programs for students. Our district has a high rate of poverty (over 60%). We discussed some afterschool programs with our stakeholders and we decided to offer programs what would meet student's social /emotional well-being as well as academic based. We are offering an after school arts and crafts program, physical fitness and exploring other classes such as ELA, Math, Engineering, Robotics, and Music. Instruction is and will be by NYSED certified staff. We are providing transportation for students after school because we do not want to place fiscal restraint on low income families</p> <p>We are running an after school program for elementary students. We refer to this program as</p>

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

## ARP-ESSER State Reserves - Comprehensive After School

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				After-School Focus. Instruction and review is provided by NYSED certified staff. The focus of this program is academic based and areas of concern are addressed mostly. We provide a snack and transportations home for students.

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

1. Brushton-Moira Central School will compile student data in multiple areas. The data points we use are student classroom grades, assessments on diagnostic tools (IREADY, NYSED 3-8 exams, NYSED Regents Exams), attendance, observations from teachers and parents, behaviors and student and parent feedback.
2. When we decide the interventions we implemented need to be changed we will communicate with families through multiple sources. If it is for an individual will be sending letters directly home from the school. Teachers, counselors and administrators will contact parents via phone and/or email and share the changes to their child's program. If our program change is affecting a large number of students. Then we will send letters home to families, post changes to our website, Facebook page, twitter account, Remind App and do a "One Call Now" to alert families them of any changes.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

**4.**

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

	Amount
LEA Allocation	100002
Anticipated Number of Students Served	300
Anticipated Number of Schools Served	2

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

ARP-ESSER State Reserves - Comprehensive After School

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

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

FS-10 Brushton-Moira CSD ARP-ESSER-1 State After School.pdf

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

Budget\_Narrative 2020-2024 ARP ESSER 1 State -After School and Enrichment.pdf

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

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

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

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

1. Summer Program – We ran a 6 week long program in the summer of 2021. We employed certified teaching staff from grades pre-k to grade 12. This program ran five days a week from July 5th- August 13th. All student populations (low-income, special needs, homeless, migratory, foster care, ELL, and others) we all invited to attend our program. We had a small student to teacher ratio for our program. We plan to run summer programs for the summers of 2022, 2023 and 2024. We developed this program from input of many stakeholders and evidence based studies. This is why we selected the duration, frequency, class size and curriculum of our program. This program involves additional staff for transportation and meals. We are offering summer counseling to students during this program to support their social/ emotional well-being.

[https://www.rand.org/content/dam/rand/pubs/research\\_reports/RR2800/RR2836/RAND\\_RR2836.pdf](https://www.rand.org/content/dam/rand/pubs/research_reports/RR2800/RR2836/RAND_RR2836.pdf)

1. Summer Program – We ran a 6 week long program in the summer of 2021. We employed certified teaching staff from grades pre-k to grade 12. This program ran five days a week from July 5th- August 13th. All student populations (low-income, special needs, homeless, migratory, foster care, ELL, and others) we all invited to attend our program. We had a small student to teacher ratio for our program. We plan to run summer programs for the summers of 2022, 2023 and 2024. We developed this program from input of many stakeholders and evidence based studies. This is why we selected the duration, frequency, class size and curriculum of our program. This program involves additional staff for transportation and meals. We are offering summer counseling to students during this program to support their social/ emotional well-being.

[https://www.rand.org/content/dam/rand/pubs/research\\_reports/RR2800/RR2836/RAND\\_RR2836.pdf](https://www.rand.org/content/dam/rand/pubs/research_reports/RR2800/RR2836/RAND_RR2836.pdf)

We will be using combined funding from CARES, CRRSA and the ARP regular learning loss grant to fund the summer program 4 summers from the summer of 2021 through the summer of 2024.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	100,002	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing	Summer Program – We ran a 6 week long program in the summer of 2021. We employed certified teaching staff from grades pre-k to grade 12. This program ran five days a week from July 5th- August

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	13th. All student populations (low-income, special needs, homeless, migratory, foster care, ELL, and others) we all invited to attend our program. We had a small student to teacher ratio for our program. We plan to run summer programs for the summers of 2022, 2023 and 2024. We developed this program from input of many stakeholders and evidence based studies. This is why we selected the duration, frequency, class size and curriculum of our program. This program involves additional staff for transportation and meals. We are offering summer counseling to students during this program to support their social/ emotional well-being.  <a href="https://www.rand.org/content/dam/rand/pubs/research_reports/RR2800/RR2836/RAND_RR2836.pdf">https://www.rand.org/content/dam/rand/pubs/research_reports/RR2800/RR2836/RAND_RR2836.pdf</a>

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

1. Brushton-Moira Central School will compile student data in multiple areas. The data points we use are student classroom grades, assessments on diagnostic tools (IREADY, NYSED 3-8 exams, NYSED Regents Exams), attendance, observations from teachers and parents, behaviors and student and parent feedback.
2. When we decide the interventions we implemented need to be changed we will communicate with families through multiple sources. If it is for an individual will be sending letters directly home from the school. Teachers, counselors and administrators will contact parents via phone and/or email and share the changes to their child's program. If our program change is affecting a large number of students. Then we will send letters home to families, post changes to our website, Facebook page, twitter account, Remind App and do a "One Call Now" to alert families them of any changes.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

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

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

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	Amount
LEA Allocation	100002
Anticipated Number of Students Served	200
Anticipated Number of Schools Served	2

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

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

FS-10 Brushton-Moira CSD ARP-ESSER-1 State Summer Learning.pdf

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

Budget\_Narrative 2020-2023 ARP ESSER 1 State -Summer Learning and Enrichment.pdf