

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

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**Background Information**

DALTON-NUNDA CSD (KESHEQUA) - 241101040000

**Summary and Background Information**

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

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

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

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

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

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

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

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

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

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

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

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

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**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.

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

Introduction/Instructions - Submission Instructions

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**Submission Instructions**

DALTON-NUNDA CSD (KESHEQUA) - 241101040000

**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.
7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.  
☒ YES, the LEA provides the above assurance.

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

Assurances - Assurances

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

12. The LEA assures that:

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

☒ YES, the LEA provides the above assurance.

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

Assurances - Assurances

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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	Tina Button	tbutton@keshequa.org	12/28/2021
LEA Board President	Todd Galton	tgaltan@keshequa.org	12/28/2021

**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.**

The LEA shared with the Board of Education, a group composed of both men and women from various demographics; all of whom have children currently or in the past attended Keshequa. Further, the LEA distributed a survey to the community seeking its input regarding on how best to utilize the funds made available to the District as the LEA focuses, with laser like intensity, on how best to make up for lost learning time and return students to full time in-person instruction, as it strives to meet all the needs of the District's diverse student population in as equitable and inclusive fashion as possible. The administrative team along with the Director of Facilities and Safety met multiple times over the course of the summer of 2021 to make sure that all of the health and safety factors were addressed for the safe return of all students and staff to in-person instruction in September. The District consulted with the County Department of Health on the best health practices to employ to ensure that students and staff can remain in in-person instruction throughout the year. In fact, the District engages in weekly Zoom meetings with local health officials to stay current on new strategies that can and have been incorporated into our safe return to in-person and continuity of services plan. As new strategies are implemented into our plan the community is notified through email, website postings, and hard copy through mailings. The District has sent out two surveys to the community and two to the staff to ask for input on how best to utilize the funds that are to be allocated to the District. The community surveys have consistently demonstrated that the three highest priorities are before and after school programming, additional academic support and intervention services and mental health support and social emotional learning needs for our students. The surveys of our school staff indicate that priorities are to hire more staff to reduce class sizes, clean/repair/replace existing student chromebooks, offer more enrichment activities and programs, provide more mental health for students, continue free lunch/breakfast for all, provide speakers to motivate students and staff, create wellness days for students, and provide more excellent field trips for students. The District has also engaged staff in discussions on how best to utilize the funds through ongoing meetings with staff at the building and department/grade level. As ideas are shared with administrators they are incorporated into our ever evolving plan. The District will also create and distribute quarterly surveys to the community to elicit further input to both understand how programming that has been implemented is working and what new ideas community members may have to improve existing programming so as to create new programming.

Additionally, an LEA must engage in meaningful consultation with each of the following, as applicable, The District has no Tribes, civil rights organizations (including disability rights organizations), English learners, children in foster care, migratory students, children who are incarcerated, and other underserved students.

The District has plans to purchase a license for a multi-purpose, interactive platform such a Thought Exchange so as to allow school and community members to provide input as how to best utilize funds.

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.**

[www.keshequa.org](http://www.keshequa.org)

Anyone requesting a copy of the plan will be provided one. Requests can be for an electronic PDF version or a printed hard copy. This information will be posted with the link on our website.

Grant Plans



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

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- 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.**

Periodically, the District will meet with the standing stakeholder group that has been established. This group will help the District determine what programs are working well, what programs need to be modified and what programs should be discontinued. The District will semi-annually survey the community by posting surveys to the website to elicit input as to the productivity, or lack thereof, regarding the programming these funds provide. Through data collection the District will identify which programs are meeting the needs of students, which may need to be modified, and which programs and resources need to be eliminated. The District's Home/School Liaison, along with the School's counselors, will identify the District's most vulnerable and at risk families, through district data sources and target them for intense intervention. The District will also report student progress to families through regular communication including report cards, progress monitoring reports, and access to the parent portal of our student information system. We will also seek feedback through regular discussions including frequent parent contacts, parent conferences and through technology tools that encourage parent participation.

**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.**

Through our MTSS Framework, the District will utilize evidence based Tier I practices including SEL surveys, integration of Tier I SEL programs at every grade level, academic benchmark assessments, interim curriculum based progress monitoring tools, classroom assessment data and high leverage teaching practices to gauge students' levels of progress and to identify specific district, building, grade level and classroom supports that are required. Tier II and II interventions will be determined through progress monitoring data tied to targeted interventions developed through the MTSS framework. In addition, the district will strategically deploy it's counselors and psychologists to hone in on those students who are already identified as children with a history of social, emotional, mental health, and academic needs. These groups include those students who come from low-income families, those students who come from dysfunctional families, single parent homes or those living with other family members such as grandparents. These groups also include our children with disabilities and those children experiencing homelessness. An integral element in identifying these children is the trusted relationships that our faculty and staff have established with the District's most vulnerable populations. In addition to confidential interviews with children, social emotions learning surveys of families through the Panorama platform will take place, while benchmark assessments will be administered on a consistent schedule. Through outreach initiatives with our home/school liaison and the School Resource Officer the District will engage in dialogue to discover the overall wellbeing of its students and specifically invest time and energy into those children who are identified as in need of help. The District will also partner with local mental health agencies to determine the best way to help identified students.

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

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

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

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

The district has been updating our MTSS framework and is using Tier I benchmark assessments in academics and social emotional skills to gauge students' level of progress as well as to identify specific needs that must be addressed. When looking at the district level, gaps in academic areas and in social emotional needs were clearly indicated as areas that need to be addressed. It was evident that our Tier I instruction and student engagement practices in ELA required coaching support to build vertical alignment and to increase common research based high leverage instructional practices. The district is using an instructional coach to support teachers in these activities. In our ongoing efforts to build our offerings and promote highly engaging experiential learning for all of our students, the District will incorporate multiple Project Lead The Way modules that will offer pathways in computer science and engineering through highly engaging, high quality activities that encourage students to use what they learn to solve real-world problems. As students have returned from remote learning during the pandemic, there has been a significantly increased level of mental health needs as well as lack of coping skills. The District will expand its Secondary CharacterStrong program to the lower grade levels to build a comprehensive SEL program that will provide structured opportunities to build these skills that are lacking.

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
Curriculum-Aligned Enrichment Activities	156,209	<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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Purchase and integrate multiple Project Lead the Way units into our daily curriculum as well as our afterschool and summer programming that will be accessible by all students in 3rd -12th grades. Learning curriculum and teacher professional development with pathways in computer science, engineering, and biomedical science. PLTW provides engaging, high-quality activities and projects that encourage students to use what they learn in the classroom to solve real-world problems. . The afterschool program will deliver meaningful engagement in learning through collaboration, communication, and problem-solving. Staffing, Training, and materials will be required. Instructional spaces will be remodeled to align with evidence based instructional spaces that are conducive to project based learning and current technology needs.
Other Evidence-Based	331,875	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners	Instructional Coach at the Secondary level provided in a hybrid model that allow instructional coaching of colleagues while remaining in the classroom, as well

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

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Intervention (Tier I, II, III, or IV)		<input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	as assuming other responsibilities such as collaborating with administrators to develop and implement best practices in reading and writing instruction across all content areas to support the gaps identified in these particular areas in the district data.
Integrated Social Emotional Learning	31,691	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Implementation of the CharacterStrong program at Knd-12th grades to support student gaps and develop their skills in the areas of socio-emotional learning and character development. This program provides explicit, continuous instructional lessons across grades in the areas of <ul style="list-style-type: none"> <li>• <b>SEL Competencies:</b> Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making</li> <li>• <b>Character Development:</b> Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility</li> </ul>
Comprehensive After School Programming	212,796	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	A coordinator and a support staff member will have oversight of planning, implementation and financial management of all afterschool, summer learning, enrichment programs under the guidance of building administrators.
Tailored/Individualized Acceleration	54,000	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The District has purchased spots for two students to be able to participate in 100% remote learning to meet their individualized instructional and mental health needs.

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

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

The district has been updating our MTSS framework and will use our Tier I benchmark assessments in academics and social emotional skills to gauge students' level of progress as well as to identify specific needs that must be addressed. Students who receive Tier II and III supports will be progress monitored more frequently, based on the district assessment matrix. This data will be reviewed at the district, building and grade levels to guide instructional and programmatic decisions for our summer programming. The district will utilize several tools to communicate with our families and to also get feedback from them. This will be done at the district level through district newsletters, social media and surveys. At the building level, administrators and teachers will communicate and get feedback through regular communication including; social media, phone calls, email, classroom Technology(Seesaw, Google Classroom) and parent conferences.

**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	786571
Anticipated Number of Students Served	597
Anticipated Number of Schools Served	3

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

FS10 ARP ESSER 5-12282021134521.pdf

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

Budget\_Narrative ESSER State 5.docx 1.pdf

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

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

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

In the past, the District has been able to provide some very targeted after school opportunities for students who were struggling academically, most often at the upper secondary levels. Our new after school tutoring and enrichment program will focus on increasing academic skills not only through traditional tutoring experiences but will also provide hands-on activities, project-based learning and field trips aimed at bringing skill to practice. Families have requested these types of additional opportunities for our students; our students do not often have these opportunities due to our rural location and high rates of poverty. Our Afterschool program will allow us the opportunity to provide after school activities to all students to participate in. This, paired with a routine Saturday offering, will engage our students in targeted academic and social-emotional experiences that are supported, structured, and goal driven. Offerings will be available so that all students would have a chance to participate at different times of the year. District data collection tools, with an emphasis on diagnostic assessments, in the areas of academics and social emotional learning will be used to identify students with Tier II and III level needs. Students chosen for these programs will have an opportunity to engage with continuous, ongoing support throughout these programs. It is our intent to staff these programs with district-certified teachers and paraprofessionals, supporting common understanding and collegial relationships between student and staff. A coordinator will have oversight of planning and implementation under the guidance of building administrators.

- 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	152,818	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Provide opportunities for students to participate in afterschool and select Saturday structured offerings in a supported environment. Offerings will be available to all students at different times of the year. In addition, district data collection tools, with an emphasis on diagnostic assessments, in the areas of academics and social emotional learning will be used to identify students with Tier II and III level needs. Those students will have an opportunity for continuous, ongoing support in these programs. These programs will be provided by district certified teachers and paraprofessionals. The program will focus on increasing academic and skills not only through traditional tutoring</p>

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				experiences but will focus on hands-on activities, project-based learning and field trips. A coordinator and a support staff member will have oversight of planning, implementation and financial management under the guidance of building administrators (funded under the 5% reserve funding).
Integrated Social Emotional Learning	4,500	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Implement a Girls on the Run program to support our elementary and middle school aged females who have been negatively impacted by lack of socialization and fitness opportunities during the pandemic. This program is designed to encourage girls to recognize and embrace inner strengths and to build connections between physical and emotional health and wellbeing. District data has shown increased gaps in our students ability to develop these skills and it is impacting all areas of their development.

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

The district has been updating our MTSS framework and will use our Tier I benchmark assessments in academics and social emotional skills to gauge students' level of progress as well as to identify specific needs that must be addressed. Students who receive Tier II and III supports will be progress monitored more frequently, based on the district assessment matrix. This data will be reviewed at the district, building and grade levels to guide instructional and programmatic decisions for our summer programming. The district will utilize several tools to communicate with our families and to also get feedback from them. This will be done at the district level through district newsletters, social media and surveys. At the building level, administrators and teachers will communicate and get feedback through regular communication including; social media, phone calls, email, classroom Technology(Seesaw, Google Classroom) and parent conferences.

**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 -

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

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**Comprehensive After School funding.**

	Amount
LEA Allocation	157318
Anticipated Number of Students Served	597
Anticipated Number of Schools Served	3

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.**

FS10 ESSER 1 After School-12282021134716.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 Afterschool.docx.pdf



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

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

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

In the past, the District has been able to provide a summer program that has focused on our elementary students who received interventions supported through district and Title grant funding. This program was developed to support building ELA and math skills through the lens of a STEAM (Science, Technology, Engineering, Arts and Math) focus. This program has been well attended and received very positive feedback from our families and community. There has been an interest from families for their children to attend. This funding will allow us to scale up and expand this program to all grade levels and provide broader experiential learning opportunities for our students. As a rural district, our students' exposure to STEAM fields is quite limited. In addition, the lack of opportunities for our students impacts their academics and social-emotional needs. The expansion of this program will provide opportunities for students to participate in a summer enrichment program in a supported environment. This program will build from our STEAMKademy that we have offered in the past so that it is inclusive of all grade levels, continues to provide a strong emphasis on activities that fall within recommended STEAM offerings and also supports math, reading and writing components, and physical fitness. This program will include transportation options for students as well as breakfast and lunch offerings. Programs will be available to all students. In addition, district data collection tools, with an emphasis on diagnostic assessments, in the areas of academics and social emotional learning will be used to identify students with Tier II and III level needs. Those students will have an opportunity for continuous, ongoing support in these programs. These programs will be provided by district certified teachers and paraprofessionals. The program will focus on increasing academic and SEL skills not only through traditional tutoring experiences but will focus on hands-on activities, project-based learning and field trips. A coordinator will have oversight of planning and implementation under the guidance of building administrators.

- 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
Curriculum-Aligned Enrichment Activities	157,318	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the	Provide opportunities for students to participate in a summer enrichment program in a supported environment. This program will build from our STEAMKademy that we have offered in the past so that it is inclusive of all grade levels, continues to provide a strong emphasis on activities that fall within recommended STEAM offerings and also supports math, reading and writing components, and

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>physical fitness. This program will include transportation options for students as well as breakfast and lunch offerings. Programs will be available to all students. In addition, district data collection tools, with an emphasis on diagnostic assessments, in the areas of academics and social emotional learning will be used to identify students with Tier II and III level needs. Those students will have an opportunity for continuous, ongoing support in these programs. These programs will be provided by district certified teachers and paraprofessionals. The program will focus on increasing academic and skills not only through traditional tutoring experiences but will focus on hands-on activities, project-based learning and field trips. A coordinator will have oversight of planning and implementation under the guidance of building administrators.</p>

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

The district has been updating our MTSS framework and will use our Tier I benchmark assessments in academics and social emotional skills to gauge students' level of progress as well as to identify specific needs that must be addressed. Students who receive Tier II and III supports will be progress monitored more frequently, based on the district assessment matrix. This data will be reviewed at the district, building and grade levels to guide instructional and programmatic decisions for our summer programming. The district will utilize several tools to communicate with our families and to also get feedback from them. This will be done at the district level through district newsletters, social media and surveys. At the building level, administrators and teachers will communicate and get feedback through regular communication including; social media, phone calls, email, classroom Technology(Seesaw, Google Classroom) and parent conferences.

**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	157318
Anticipated Number of Students Served	597
Anticipated Number of Schools Served	3

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

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

FS10 ESSER 1 Summer Learning-12282021134632.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 Esser Summer.docx 1.pdf