

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

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**Background Information**

BEEKMANTOWN CSD - 090301060000

**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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Introduction/Instructions - Submission Instructions

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**Submission Instructions**

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**Directions for Submitting the Application:**

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

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

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

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

*RE: ARP-ESSER Application – 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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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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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 intend 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	Jennifer Parliament	parliament.jennifer@bcsdk12.org	12/14/2021
LEA Board President	Ed Marin	marin.ed@bcsdk12.org	12/14/2021



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## ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

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**ARP-ESSER State Reserve: Consultation**

- 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.**

Beekmantown Central School District (BCSD) is situated in a rural valley bordered by the Adirondack Mountains and Lake Champlain, and within an hour's drive of Montreal, Quebec Canada. BCSD encompasses 89.7 square miles with a population density of 144 people per square mile. There are 4 school buildings configured into 2 elementary, 1 middle and 1 high school, with a total 3-Prek thru grade 12 enrollment of 2,171 students. All but one elementary school are located on a common campus in the hamlet of West Chazy, seven miles north of the city of Plattsburgh. According to RLIS 2020-21 data, the percentage of BCSD students living below the poverty threshold is 19%. Districtwide, over 44% of students qualify to receive free and reduced-priced lunches.

The District is highly homogeneous with a combined population of 6% minority students; 5% of students are Black or Hispanic. 16.9% of students are classified to receive special education services with 330 students in grades k-12 and an additional 50 PreK students having IEPs. There are currently 13 students in foster care and 39 students who have or are experiencing homelessness this year. Seven district students are English Language Learners. There are 3 classified Migrant Students who have lived for several years in housing provided on their employer's farm. There are no Tribal organizations, and no incarcerated youth within the district.

The District engaged in meaningful consultation with all students; families; school and district administrators (including special education administrators and the district's Homeless Liaison); teachers, principals, school leaders, other educators, school staff, and their unions to gather input on the best uses for ARP Funding to meet the academic and social emotional needs of BCSD students. The entire school community was surveyed using Parent Square, a digital tool with surveys sent to all staff members and all parent/caregivers within the district. Students also provided input through surveys and focus group discussions. The District conducted meetings with Clinton County DSS and Champlain Valley Mental Health Services to receive additional input about the needs of homeless, foster care and students identified for special education services. After results were compiled by the District Administration Team, members of the BoE and administrative team used the summaries, as well as district attendance, academic performance assessments, SAEBRS screening and climate survey data to prioritize needs and develop the ARP Plan. To avoid having efforts siloed between funding streams, the three reserve funds to support Afterschool, Summertime and Learning Loss activities were considered within the scope of the district's ARP Plan in its entirety and "braided" with Extended Learning Time, CRRSA, and ESSA grant-funded program initiatives to expand services and supports to students.

The District's Reopening Committee, which is comprised of members of the public healthcare system, stakeholders, parents and school district personnel, will continue to meet regularly, at least every six months, to assess and adjust the Reopening and Safety Plan to return to in-person instruction. The Committee will also review Fast Bridge Assessments in the Fall, Winter and Spring and make recommendations for the use of ARP funding throughout the pandemic, ensuring that funding is used to meet the safety, academic and social emotional needs of students, particularly those disproportionately impacted by the COVID-19 pandemic. The District will re-issue Parent Square online surveys in the fall and spring each year to gather ongoing stakeholder input. Proposed changes to the ARP spending plan, will be developed in response to changing conditions as needed and posted on our website, with continuous opportunities for stakeholder feedback provided through Parent Square and monthly Board of Education public comment sessions.

**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.**

The submitted application for the ARP State-Level Reserve Funds may be found here: <http://www.bcsdk12.org/arp/>  
 The District will make hard copies of the application available upon request.

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

Beekmantown Central School District will focus on supporting parent and family engagement by implementing the "Six Types of Involvement", a research-based framework by Dr. Joyce L. Epstein, for bringing school, family and community together in a positive manner. The District will focus on:

1. **Parenting:** Support the home environment and strengthen families so as to support students at school.
2. **Communicating:** Create effective modes of school-to-home and home-to-school communications regarding school programs and child progress.
3. **Volunteering:** Recruit parents to support school endeavors.
4. **Learning at Home:** Share information regarding ideas for learning at home, as well what is going on in the classroom to support family-school alignment regarding educational endeavors.
5. **Decision Making:** Empower parents to be leaders, and involve them in school decision-making.
6. **Collaborating with Community:** Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

The District utilizes the Parent Square platform as their primary means of communicating on a day-to-day basis with the parents and guardians of students and to gather input for decision-making and collaboration. Parent Square responses will be used to gather important feedback for ongoing planning of the proposed Summer Bridge and After-school enrichment activities funded through Reserve ARP Grant funds. This will include informing the structure and types of offerings for students, as well as requests to support the specialized needs of individual students and their families. Communications about monthly activity offerings and registrations for both the Extended Learning Opportunities (ELO) Afterschool and the Summer Bridge Program will be conducted using Parent Square. Upon the completion of each four-week ELO session and the Summer Bridge Program, parents will be asked to provide feedback about the impact of the activities and invited to offer suggestions for improvements. Parents will also be given opportunities to sign up as volunteers to help facilitate activities, participate in family events and invited to attend culminating celebrations of their child's achievements. All Parent Square communications will be written in easy to understand language and translated into the native language of non-English-speaking families.

Families may also request additional information, supports and referrals, as needed by reaching out directly to their child's teacher, building administrator or to the Homeless and Foster Care Liaison. On the school website, there are links to make School Counselor appointment requests and parents will find many resources for everything from helping your child get organized to keeping them safe online. A new CRRSA/ARP-funded partnership with Champlain Valley Mental Health Services will employ two School/Family Outreach Workers who will work directly with families in the home and with their children in and out of school to assist with attendance and risk behaviors in an effort to prevent the need for crisis intervention.

**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.**

Beekmantown Central School District (BCSD) is situated in a rural valley bordered by the Adirondack Mountains and Lake Champlain, and within an hour's drive of Montreal, Quebec Canada. BCSD encompasses 89.7 square miles with a population density of 144 people per square mile. There are 4 school buildings configured into 2 elementary, 1 middle and 1 high school, with a total 3-Prek thru grade 12 enrollment of 2,171 students. All but one elementary school are located on a common campus in the hamlet of West Chazy, seven miles north of the city of Plattsburgh. According to RLIS 2020-21 data, the percentage of BCSD students living below the poverty threshold is 19%. Districtwide, over 44% of students qualify to receive free and reduced-priced lunches.

The District is highly homogeneous with a combined population of 6% minority students; 5% of students are Black or Hispanic. 16.9% of students are classified to receive special education services with 330 students in grades k-12 and an additional 50 PreK students having IEPs. There are currently 13 students in foster care and 39 students have experienced homelessness this year. Seven students are English Language Learners. There are 3 classified Migrant Students living within the district, however this family has lived in the same farm housing for several years and has not migrated beyond the region for work.

Need #1- BCSD Students are hindered by historically low educational attainment and a lack of workforce skills due to rural isolation and generational poverty. 88.4% of district residents are high school graduates; only 25.8% have attained a bachelor's degree or higher. The current labor shortage makes obtaining a job easier, but most students are unprepared for the workforce. Surveys and guidance data indicate students (and their parents) are wary of beginning the pursuit of a college degree at this time. The high cost of attending college and concerns about students' abilities and discipline for independently completing online college coursework during the pandemic are cited as reasons for this trend.

The District has focused on creating individualized pathways to STEM careers for students, whether they wish to pursue industry recognized credentialed programs and/or an advanced degree. Educators have worked diligently to create the systems and supports necessary for students to achieve their goals, but are hindered by the cost of tuition and testing fees at the current level of student participation. The number of enrollments in AP and CAP courses has increased from 284 in 2018-19 to 539 in 2021-22. The number of dual credit course offerings, many of which are blended, has also increased from 14 in 2018-19 to 34 in 2021-22.

Need #2- BCSD students need better individualized support plans and Tier I interventions within the MTSS framework to focus on improving academic progress. Since the pandemic, many students have become less engaged in learning due to a lack of stable home environments that support online learning, especially during frequent instances of quarantine where some students have disengaged altogether. Fastbridge fall benchmarking data administered K-8 for Reading and Math indicates over 62% of district first graders and 45% of third graders are currently at High Risk for Reading. 46% of sixth graders are also at-Some or High Risk for reading and over 50% of Middle School students are at-Some or High Risk for Math. Disaggregated data for minority students indicates that 78% are at-Some or High risk for math and 50% at-Some or High risk for reading compared with 45% for math and 52% for reading districtwide.

Need #3- Many BCSD students lack stable, supportive home environments and are rurally isolated. The ongoing pandemic has intensified stress factors and created gaps in students' social emotional development. Fast Bridge 2021 benchmark SAEBRS screening and attendance data indicate a percentage of K-12 students and their families are in need of more preventative supports to cope with the ongoing stress of the pandemic and its impact on risk behaviors **before** they escalate into crisis. Approximately 28% of Elementary School, 19% of Middle School and 16% of High School students are identified as at some risk with 2.5% of students overall identified at high risk by the Fall SAEBRS. Among students of color, ELL and migrant students, 7 students have been identified as having some risks, but none are indicated at high risk. The District partners with Behavioral Health Services North to provide wrap around supports and case management to students and families in crisis. However, there is a need for additional crisis prevention services to support students struggling just below the radar with attendance and behavioral issues.

**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.**

The BCSD will address the impact of lost instructional time through evidence-based interventions and activities aligned to identified student needs, particularly for district students who have been most adversely impacted by the Covid-19 pandemic.

**Need #1-** *BCSD Students are hindered by historically low educational attainment and a lack of workforce skills due to rural isolation and generational poverty.*

Beekmantown Central School District will use a portion of its 5% State-level reserve to provide **Tailored Individualized Acceleration** opportunities at the High School Level as part of its MTSS Program interventions. Additional access to individualized opportunities for students to enroll in in-person dual credit and remote college coursework while still supported in high school will increase post-secondary transition outcomes, particularly within the under-served student groups who have been most adversely impacted during the COVID-19 pandemic. Working with partners, Clinton Community College, Paul Smith's College and Plattsburgh State University, the District's High School Accelerated Learning Program will be aligned with evidence-based strategies documented by NYSED at, <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>. These include:

- Creating learning communities that partner with colleges and universities to offer secondary students an opportunity to earn an associate degree or up to two years of college credits toward a bachelor's degree during high school at no or little cost to the students.
- Offering dual enrollment high school course and college course enrollment options to provide a rigorous high school curriculum tied to the incentive of earning college credits.
- Extending curriculum to include online courses
- Developing courses to be offered on weekends and during summer months
- Developing a school master schedule that will provide common planning time for teachers to discuss and monitor student progress

ARP funds will provide rurally isolated underserved students with no-cost access to virtual and in-person credit-bearing college coursework during and after school. ARP funding will be used in conjunction with ESSA Title IV and NYS Extended Learning Time Grant funds to assist students at all levels of the learning spectrum to obtain industry recognized job credentials and college course credits at no cost to them or their families. The program's intended outcomes include: 1) increasing the achievement of students in grades 9-12, particularly in advanced STEM-related coursework and, 2) Creating a system of supports (academic and developmental) to assist students in developing career and college readiness skills for transitioning beyond high school.

**Need #2-** *BCSD students need better individualized support plans and Tier I interventions within the MTSS framework to focus on improving academic progress.*

ARP funding will be used to supplement the Tier I **High Dosage Tutoring** Program at each of the District's four schools by providing stipends and related benefits for teachers to work with small groups of students at the Elementary Schools during extended learning time for four-week intervals. High Dosage Tutoring at the Middle and High School will be conducted by teachers through the Middle and High School Learning Center during the school day and afterschool, also in four-week intervals for small groups of students. Students will be referred for tutoring based on diagnostic and formative assessments. ARP support for High Dosage Tutoring will be used to supplement funding from the district's Extended Learning Time Grant, which provides support for the Middle and High School Learning Centers' activities and enrichment opportunities for students at all grade levels. Intended outcomes include: 1) a decrease in the number of students identified as needing Tier 2 interventions and, 2) an increase in the percentage of district students who perform at or above grade-level standards.

**Need #3-** *Many BCSD students lack stable, supportive home environments and are rurally isolated. The ongoing pandemic has intensified stress factors and created gaps in students' social emotional development resulting in an increase in behaviors that seriously impede learning.*

Drawing upon the IES Practice Guide for Reducing Behavior Problems in Elementary School, [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior\\_pg\\_092308.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf)

BCSD's ARP-funded collaboration with Champlain Valley Mental Health Services will focus on Recommendation #4 (page 6) to : *Draw on relationships with professional colleagues and students' families for continued guidance and support.*

ARP Funds will expand the District's partnership with Champlain Valley Mental Health Services to facilitate an integrated framework for Social Emotional Learning based on the Collaborative for Academic, Social and Emotional Learning (CASEL). Two School/Family Outreach Workers (SFOWs), one assigned to the elementary schools and one to the secondary schools, will help educators, families and students to strengthen SEL competencies and capacity resulting in students exhibiting improved attitudes towards school, more positive behaviors and relationships and better post-secondary outcomes. In years one and two, funding for this initiative will be provided through CRRSA, ESSER 2 with ARP ESSER 3 supporting

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the contract with Champlain Valley Mental Health for year-three services. Intended outcomes include: 1) a reduction in the number of students who are chronically absent, 2) a reduction in the number of classroom disruptions and discipline referrals.

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
Tailored/Individualized Acceleration	183,750	<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 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 will create learning communities that partner with colleges and universities to offer secondary students an opportunity to earn an associate degree or up to two years of college credits toward a bachelor's degree during high school at no or little cost to the students. BCSD will offer dual enrollment high school courses and AP college course enrollment options to provide a rigorous high school curriculum tied to the incentive of earning college credits in addition to: <ul style="list-style-type: none"> <li>• Extend curriculum to include online courses</li> <li>• Develop courses to be offered on weekends and during summer months</li> <li>• Present a school master schedule that will provide common planning time for teachers to discuss and monitor student progress</li> </ul> Interventions will focus on <u>1) Building capacity and preparing students for rigorous college instruction through;</u> <b>Regular Visioning and Steering Team meetings and Common Planning Time for PLCs</b> during the school day, which will support program planning, STEM integration and continuous improvement. <b>Academic Preparation for Grades 7&amp;8</b> utilizing <b>Computer Science &amp; Intro to Engineering Instruction, STEM Enrichments, and Student-requested Enrichment Activities.</b> These will build a foundation for learning and help define student interests. <b>6th and 9th Grade Summer Bridge</b> programs will prepare for transitions to Middle School and High School and reinforce skills for inquiry-based collaborative learning. <u>2) Building awareness of career opportunities for applying STEM- knowledge and the processes of scientific inquiry-</u> This includes: <b>Student-led High School Course and Pathway Showcases:</b> day-long student/faculty poster and/or demonstration sessions in the

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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
				auditorium to recruit students and build interest. <b>Technology Showcases-</b> Peer-to peer lunchtime and afterschool demonstrations will highlight student research, problem solving and creativity. <b>College and Industry Visits-</b> day-long fieldtrips will align to career pathways to build awareness of potential careers, educational requirements and regional academic opportunities for training and higher education. <b>Summer Bridge- Admissions Test Prep and STEM Challenges</b> will build skills and momentum for future success. <b>College Finance and Admissions Nights-</b> annual seminars held for just students and for parent/guardians with students-will help to alleviate the stresses of applying for and financing college.
High Dosage Tutoring Programs	196,246	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" 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	The District will provide High Dosage Tutoring during the Extended School Day period to small groups of 1st and 2nd grade students in each elementary school, as a Tier I reading intervention. Students will be grouped based on early reading assessments of phonemic awareness, decoding, fluency and reading comprehension, as well as interests. The reading interventions will be intentional and based on a continuous improvement Plan-Do-Study-Act cycle. Tutoring will feature high-interest literacy-rich activities conducted 40 minutes per day two-to-three times per week with groups of three or fewer students over the course of four weeks for each session. Students will be regrouped for subsequent four-week sessions based on assessment data. In addition to literacy instruction, students will receive other required services, such as interventions and accommodations outlined in an individualized education program (IEP), as needed. Middle and High School Students will be provided access to the Learning Center, staffed by teachers and teaching assistants, as well as peer mentors to assist them in closing skill and content gaps. Interaction will be 1:1 and scheduled during Extended School Day, open study periods, before school or during the day as indicated in a student's IEP. The format will be similiar to tutoring at the elementary level in terms of duration and monthly progress monitoring.
Integrated Social Emotional Learning	120,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing	Two, School/Family Outreach Workers (SFOWs), one working with Elementary students and one primarily in the Middle School, will provide Tier 3 preventative pre-crisis intervention for behavior

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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"/> Middle School <input type="checkbox"/> High School	<input type="checkbox"/> 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	supports in a wrap-around setting. SFOWs will nurture social relationships with under-served students, their family members and teachers to help collaboratively address behavioral problems in the classroom. This will be done through small group SEL activities, positive behavioral reinforcement, out-of-school-time excursions and the facilitation of effective family and school communications.

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.

**Tailored Individualized Acceleration** - The District will monitor programmatic elements such as student enrollment counts (duplicated and unduplicated) in dual credit bearing courses and the number of college credits offered as relevant to the intervention planned. Other evaluation indicators will include:

- Student report cards and assessment data
- Student Aspiration Surveys
- Student graduation data
- District data on post-graduation plans
- Number of ACT/SAT, FAFSA Informational Forums held
- Number of College Visits and Forums
- Guidance records
- Student self-reporting
- Parent feedback surveys
- Feedback collected during informational forums
- Collegeboard Reports for Educators on student exam performance by category and comparative data

**High Dosage Tutoring**- In deference to the diversity among students, teachers will use multiple assessments to gather information on student progress obtaining skills and will be responsive and assets-oriented. Teachers will informally quiz students, analyze work samples, observe tasks and talk to students about their learning challenges in a positive mentoring way throughout their interactions. Student work samples will be shared with stakeholders, as appropriate, with the approval of the student.

**Integrated Social Emotional Learning**- Students who are referred to a School/Family Outreach Worker (SFOW) will be monitored by both Champlain Valley Mental Health Services staff members and the School's Intervention Team. School officials will observe and document ongoing problems and successes, such as where and when behavioral issues occur, which classroom instructional periods or transitions are associated with increased behavioral disruptions and what strategies have been found to be effective with the student. They will provide this information to the SFOW and family members who will help them implement strategies for students to acquire positive behaviors over time. As student behaviors improve, the level of intervention will decrease, but SFOWs will maintain social contact with students to reinforce positive SEL.

The ARP State Reserves Plan will be assessed at least bi-annually by the stakeholder Planning Team. Changes to this plan will be placed on an agenda for approval by the Board of Education at one of their regular meetings, with time allowed for public input and comment. Minutes for all BOE meetings are available to the public on the District's website and by request. Once any changes have been approved by the BOE and NYSED, a revised plan and updated budget materials will be uploaded to the ARP Reserves Plan page on the District's website, These documents will also be made available in hardcopy by request.

**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



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

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

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*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	1850
Anticipated Number of Schools Served	4

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.**

BCSD-ARP Reserve-Learning Loss.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.**

ARP\_5 Learning Loss Reserves\_Budget Narrative\_BeekmantownCSD 2020-24.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.**

The BCSD has conducted a robust state-funded Extended Learning Time (ELT) Program since 2016-17 to improve academic achievement, school climate, attendance and promotional outcomes. ELT provides academic enrichment and integrated SEL through student-selected, project-based learning activities. It ensures all district students receive additional direct instruction and targeted interventions as needed. The ELT program also supports collaborations with community partners to conduct a wide variety of learning activities. However, the ongoing pandemic has created staffing shortages and disrupted both school and CBO-led programming. The District continues to counter these challenges by increasing student access to educational software programs that can be accessed remotely during out-of-school time and by before-school and weekend curriculum aligned enrichment activities to expand learning and mitigate learning loss, particularly among students from low-income backgrounds, students who are struggling, and students at risk for academic disengagement. In response to recent K-8 reading assessment data, the District has also begun requiring the integration of one or more books into every ELT enrichment activity unit plan in order to increase reading for pleasure and information and to build home libraries resources for students.

**Curriculum-aligned Enrichment Activities at both Elementary Schools one hour per day for 177 days before school.** ARP funds will be used to supplement the District's Extended Learning Time Grant to provide additional hands-on learning opportunities for students to develop social, emotional, and leadership skills. Funds will support enrichment before the school day for all elementary school students to reinforce and extend their knowledge and improve or enhance skills and well-being. Proposed enrichment lesson and unit plans will be submitted monthly to building leaders by teachers, school staff and CBOs. Once approved, communication via Parent Square will be sent to parents/care-givers including overviews of that month's Extended Learning opportunities and sign-up information. All opportunities will be designed for small groups of diverse students to work individually and collaboratively. Transportation, additional supports and accommodations, as needed, will be provided to ensure equitable access for all students.

- 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 type="checkbox"/> Middle School <input type="checkbox"/> High	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students	Four teachers, two at each elementary school, will provide curriculum aligned enrichment activities for 1 hour each morning before the school day begins at 9am.

**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
		School	<input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	

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's ELT Program is monitored by each school's Principal and Data Team, comprised of representatives from the building who have been trained to make decisions about student growth and social emotional development using a variety of progress monitoring tools, including Fast Bridge assessments for Reading, Math and SEL, which are conducted three times per year. Data Team members will meet with Grade-level teachers to discuss strengths and gaps in program strategies. Principals will also meet with each department on a monthly basis to discuss pertinent student achievement data and to share progress with implementation strategies intended to boost student achievement. A continuous data and analysis cycle will inform Extended Learning Program offerings and identify the need for additional supports and interventions to respond to student's social, emotional, mental health, and academic needs. Communication with stakeholders will occur monthly using Parent Square where program opportunities are posted and enrollment forms shared. Parents, students and teachers will also be surveyed at the culmination of each ELT unit, thus providing important feedback for improving enrichment units and their implementation.

**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	915
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.**

BCSD-ARP Reserve- Afterschool 2020-24.pdf

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

ARP\_Afterschool Reserves\_ Budget Narrative\_ BeekmantownCSD 2020-24.docx

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.

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

ARP Funds will help defray the cost of hourly stipends and the associated benefits for 25 teachers who will conduct a two-week Summer Bridge Program to serve the entire cohort of rising Elementary to Middle School and Middle to High School students (approximately 320) each year. The goal of the Summer Bridge Program is to engage transitioning students in curriculum-aligned STEAM active learning experiences that will help prepare them academically and social emotionally for success in Middle School and High School.

The Summer Bridge Program will:

- Reduce the number of students identified as at-risk and/or at high risk of not meeting grade-level standards as indicated by fall benchmark assessments of Reading and Math skills and the SEL Pathway.
- Increase attendance and school engagement of rising 6th and 9th grade students as indicated by school attendance data and participation in organized afterschool extra-curricular opportunities.

STEAM enrichment activities will be challenge-based and allow diverse teams of students to work together as they learn about the resources within their new schools, their community and each other. Team-Based Learning (TBL) is a pedagogical strategy that engages student knowledge through individual testing and group collaboration.[i] Challenge-Based Learning (CBL) provides an efficient and effective framework for learning while solving real-world challenges. The evidence-based (CBL) framework fuels collaboration to identify big ideas, ask thoughtful questions, and identify, investigate and solve challenges.[ii] Student teams will conduct research, develop a hypothesis and present a solution to a real-world problem to their families and peers.

ARP funds for Summer Bridge activities will supplement three additional weeks of districtwide summertime enrichment programming supported by the Extended Learning Time (ELT) grant. ELT provides all BCSD students with afterschool, weekend and summertime learning opportunities designed to improve academic achievement, school climate, attendance and promotional outcomes. ELT will also provide specialized services and transportation to ensure all students have the supports needed to access learning opportunities.

[i] Huggins, C., and Stamatel, J. (2015). An Exploratory Study Comparing the Effectiveness of Lecturing versus Team-based Learning. Teaching Sociology 43.3: 227-235.

[ii] Cator, K. & Nichols, M. (2008) . Challenge Based Learning, A White Paper. Cupertino, CA: Apple, Inc. accessed at: [https://www.challengebasedlearning.org/wp-content/uploads/2019/03/CBL\\_Paper\\_2008.pdf](https://www.challengebasedlearning.org/wp-content/uploads/2019/03/CBL_Paper_2008.pdf) 12/5/2021

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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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 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	ARP Funds will help supplement the cost of stipends and benefits for 25 teachers who will conduct a two-week Summer Bridge Program serving 320 rising Elementary to Middle and Middle to High School students each year in the Beekmantown Central School District. STEAM enrichment activities will be challenge-based and allow diverse teams of students to work together as they learn about the resources within their new schools, their community and each other. Student teams will conduct research, develop a hypothesis and present a solution to a real-world problem to their families and peers. Teachers will work as resource guides and learning facilitators. They will also assist teams to assess individual student strengths, skills and interests to help ascribe each member's role within the team. This process will motivate students by holding them accountable to themselves and one another, while introducing them to a variety of thought processes devoted to a single problem. Summer Bridge sessions will be conducted four hours per day, four days per week for two weeks, followed by a culminating student presentation and reception for families. During the reception, student teams will also conduct tours of their new school with family members.

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 Summer Bridge Program will be monitored and assessed for its impact in helping to transition students more successfully into Middle School and High School.

Indicators of success or the need for improve considered by the School Data Teams will be:

- Student and parent pre-and-post surveys indicating a reduction in their concerns or discomfort about transitioning to a new school
- A reduction the number of students identified as at-risk and/or at high risk of not meeting grade-level standards from year-to-year as indicated by fall Fast Bridge benchmark assessments of 6th and 9th grade Reading and Math skills and the SEL Pathway.
- An increase in school attendance as indicated by school attendance data
- An increase in school engagement as indicated by student participation rates in organized afterschool and weekend extra-curricular opportunities

Communication to stakeholders will occur using Parent Square and during culminating school tours and challenge presentations.

**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: Fiscal Information**

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

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

*RE: ARP-ESSER Application - State Reserves*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234*

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

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

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

	Amount
LEA Allocation	100002
Anticipated Number of Students Served	960
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.**

BCSD-ARP Reserve-Summer Enrichment.pdf

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

ARP\_Summer Program Reserves\_Budget Narrative\_BeekmantownCSD 2020-24.docx

**BUDGET NARRATIVE**

<b>LEA: Beekmantown Central School District</b>	<b>FOR TITLE: ARP 1% Summer Program Reserve</b>
<b>BEDSCODE: 090301060000</b>	

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

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

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<b>Code 15</b> <i>Professional Salaries</i>	Stipends for Teachers to facilitate a Summer Bridge Enrichment Program using Curriculum Aligned Enrichment Activities to prepare rising 6 <sup>th</sup> and 9 <sup>th</sup> grade students, many of whom are struggling academically and emotionally due to the pandemic, to make positive transitions to Middle and High School. (25 teachers x 42.4 hours/year x \$40/hour) = \$42,400 x 2 years = \$84,800 <p align="right">Total: \$84,800</p>
<b>Code 16</b> <i>Support Staff Salaries</i>	
<b>Code 40</b> <i>Purchased Services</i>	
<b>Code 45</b> <i>Supplies and Materials</i>	
<b>Code 46</b> <i>Travel Expenses</i>	
<b>Code 80</b> <i>Employee Benefits</i>	Benefits related to Professional Salaries for the Summer Bridge Program Social Security = \$6,488 NY State Teachers Retirement = \$8,367 Worker’s Compensation = \$347 <p align="right">Total: 15,202</p>
<b>Code 90</b> <i>Indirect Cost</i>	
<b>Code 49</b> <i>BOCES Services</i>	
<b>Code 30</b> <i>Minor Remodeling</i>	
<b>Code 20</b> <i>Equipment</i>	



**BUDGET NARRATIVE**

<b>LEA: Beekmantown Central School District</b>	<b>FOR TITLE: ARP 1% Afterschool Reserve</b>
<b>BEDSCODE: 090301060000</b>	

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

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

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<b>Code 15</b> <i>Professional Salaries</i>	Elementary Teacher Stipends for four teachers (2 at each school) to conduct Tier I Curriculum Aligned small group Enrichment programing to help mitigate the academic and social emotional impact of the COVID-19 pandemic, particularly among at-risk students who have been disproportionately impacted. $(4 \text{ teachers} \times 1 \text{ hour/day} \times 177 \text{ days/ year} \times \$40/\text{hour}) = \$28,320 \times 3 \text{ years} = \$84,960$ Total: \$84,960
<b>Code 16</b> <i>Support Staff Salaries</i>	
<b>Code 40</b> <i>Purchased Services</i>	
<b>Code 45</b> <i>Supplies and Materials</i>	
<b>Code 46</b> <i>Travel Expenses</i>	
<b>Code 80</b> <i>Employee Benefits</i>	Employee Benefits related to Professional Salaries to conduct Enrichment Activities Social Security = \$6,499 NYS Teacher Retirement = \$8,326 Worker’s Compensation = \$217 Total: \$15,042
<b>Code 90</b> <i>Indirect Cost</i>	
<b>Code 49</b> <i>BOCES Services</i>	
<b>Code 30</b> <i>Minor Remodeling</i>	
<b>Code 20</b> <i>Equipment</i>	

**BUDGET NARRATIVE**

<b>LEA: Beekmantown Central School District</b>	<b>FOR TITLE: ARP 5% Learning Loss Reserve</b>
<b>BEDSCODE: 090301060000</b>	

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

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

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<b>Code 15</b> <i>Professional Salaries</i>	<p>Professional services to mitigate the impacts of the COVID-19 pandemic, particularly among at-risk students who have been disproportionately impacted by the ongoing quarantine occurrences</p> <p>Hourly stipends for 4 teachers (2 per school) to provide High Dosage Tutoring 1.5 hours per day for 120 days at the Beekmantown Elementary and Cumberland Head Elementary Schools (4 staff x 1.5 hours per day x 120 days/year x \$40/hour) = \$28,800 x 3 years = \$86,400</p> <p>Hourly stipends for 2 teachers to provide High Dose Tutoring for 2 hours per day for 100 days at the Beekmantown Middle School (2 staff x 2 hours/day x 100 days/year x \$40/hour) = \$16,000 x 3 years = \$48,000</p> <p>Hourly stipends for 2 teachers to provide High Dose Tutoring for 2 hours per day for 100 days at the Beekmantown High School (2 staff x 2 hours/day x 100 days/year x \$40/hour) = \$16,000 x 3 years = \$48,000</p> <p align="right">Total: \$182,400</p>
<b>Code 16</b> <i>Support Staff Salaries</i>	
<b>Code 40</b> <i>Purchased Services</i>	<p>Purchased services with Clinton Community College to provide CAP Dual College Course Tuition enrollment for the Tailored Individualized Acceleration of High School Students who have been adversely impacted by the COVID-19 pandemic (\$175/ CAP course x 350 student courses/year) = \$61,250 x 3 years = \$183,750</p> <p>Purchased services agreement with Champlain Valley Mental Health Services for pandemic-related mitigation to provide (2) School-Family Outreach Social Workers to support student and family mental health in an Integrated Social Emotional Learning Program Contract for 2.0 FTE Social Workers x \$60K each for one year = \$120,000</p> <p align="right">Total: \$303,750</p>
<b>Code 45</b> <i>Supplies and Materials</i>	
<b>Code 46</b> <i>Travel Expenses</i>	
<b>Code 80</b> <i>Employee Benefits</i>	<p>Employee Benefits related to Professional Salaries Social Security = \$4,651 NYS Teacher Retirement = \$8,946 Worker's Compensation = \$249</p>

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
	Total: 13,846
<b>Code 90</b> <i>Indirect Cost</i>	
<b>Code 49</b> <i>BOCES Services</i>	
<b>Code 30</b> <i>Minor Remodeling</i>	
<b>Code 20</b> <i>Equipment</i>	