

ARP-ESSER Application: State Reserves - ARP State ReservesIntroduction/Instructions - Background Information

Page Last Modified: 10/26/2021

Background Information

LANSINGBURGH CSD - 490601060000

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

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

Page Last Modified: 10/26/2021

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

Page Last Modified: 10/26/2021

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Submission Instructions

Page Last Modified: 10/26/2021

Submission Instructions

LANSINGBURGH CSD - 490601060000

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

Page Last Modified: 10/26/2021

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

Page Last Modified: 10/26/2021

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

Page Last Modified: 10/26/2021

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

Page Last Modified: 10/26/2021

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	Linda Klime	lklime@lansingburgh.org	11/30/02021
LEA Board President	Michael Cusack	mcusack@lansingburgh.org	11/30/2121

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 02/17/2022

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.

The Lansingburgh CSD sought the input of instructional staff on the use of ARP funds via meetings and electronic queries. Input from community, parents and students was sought via social media, public meetings as well as written and verbal communication. Stakeholders were consulted in the development of the District's plan through the District Comprehensive Improvement Plan (DCIP) meetings and the School Comprehensive Education Plan (SCEP). These committees consisted of teachers, administrators, and parents. Survey to students through K12 Insights Survey was conducted in May 2021 and December 2021.

The focus on the DCIP and the SCEP committee meetings focused on Data Collection and Implementation to Drive Instruction to address the impacts of lost instructional time. There are monthly Professional Learning Community (PLC) meetings K-12, in which teachers look directly at their data to make a plan for instruction to address deficits.

During PLC meetings, teachers also had the opportunity to provide feedback and plan summer learning and enrichment. Questar III provided the summer school curriculum and provided weekly PLC meetings for teachers to review data.

https://docs.google.com/document/d/1MnGqOQj9AanrZnm8reOdPMCxludMJn_ImFIWN_PAKel/edit?usp=sharing

- 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.**

<https://www.lansingburgh.org/arp-crrsaa-federal-funds>

- 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.**

The Lansingburgh CSD will continue to engage the parents, staff and community throughout the use of our ARP funds to ensure we are meeting their needs via ongoing open communications. Input is sought via board meetings, social media, parent/teacher communication, surveys and phone calls.

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

Page Last Modified: 02/28/2022

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.**

The district will utilize a variety of methods for assessing the needs of our students, families, and community including but not limited to: online and paper surveys regarding school climate & student/family concerns, Family Advisory Committees to provide open forums for input and feedback, parent-teacher conferences, Meet the Principal events, Open Houses, Board of Education workshops, student organizations/clubs and student government.

The District will address the social, emotional, mental health, and academic needs of students disproportionately impacted by the COVID-19 pandemic. In addition to the information above, the following strategies will be put in place to the following groups of students: low-income families, students of color, English learners, children with disabilities, students experiencing homelessness

Staff members are being trained in Trauma, Illness, Grief (TIG). TIG is a model of prevention, early intervention, and crisis response designed specifically for school districts. It originated in the Rochester area two decades ago and has been refined and improved over time. The TIG Consortium provides training on the TIG Model as well as ongoing support when a district has to respond to a crisis. The TIG model encompasses many of the challenges we see within our community and recognizes sources of trauma to our students, families and staff beyond situations of immediate violence. TIG Training modules include: *Grief & Loss, Trauma, Suicide, Chronic Illness, Threat Assessment, Infrastructure & Crisis Support Network and Critical Incident Stress Management*. To best streamline our crisis response across the school district, Lansingburgh CSD will be receiving TIG training during the 2021-2022 school year and summer 2022. The training will be provided to 50 total staff including district and building administration, pupil personnel services (social workers, school counselors, school psychologists, student assistance counselors) and select faculty and staff. District professional development days will be used for most of the training. More details will be provided as we get closer to the training dates. After this training is complete, an overview of the TIG model will be provided to all district staff so there is understanding and familiarity with the new procedures we have put in place.

Additionally, all students in PreK-12 receive a social-emotional learning curriculum. In grades K-8, SEL curriculum is delivered through the research-based Second Step Program, and in grades 9-12, it's delivered through a staff developer's M-Power Program.

In grades 3-12, after-school tutoring is provided for all students. Our TESOL teachers also provide extra after-school tutoring to our ELL students as necessary. Students with disabilities are involved in a summer enrichment program to help prevent regression. Students experiencing homelessness are immediately connected with our school social workers to set up transportation and provide the families with any resources that they may need.

The District does not have migratory students.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 03/01/2022

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

- 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.**

Evidence-based approaches will be used to impact the loss of instructional time. The district has hired four AIS Math providers and two AIS reading teachers for the elementary schools, in addition to the other AIS providers already employed in the elementary schools. In the middle school, three AIS math and reading teachers were hired, in addition to those already employed. Across the district, all AIS providers collaborate with the classroom teachers in order to identify skill deficits of students based on data collection. All teachers, general ed and AIS, use data to form small groups for targeted instructional of foundational skills during the ELA or Math block. Interventions are also provided during an Intervention block K-5 and during the extra period of ELA and Math Seminar in grades 6-8. Interventions during that time, may include, but are not limited to, iReady rotation, Leveled Literacy Instruction (LLI), Tier 3 instruction, and an extra rotation with a teacher or AIS provider in order to target deficit skills.

Additionally, the district has added a Response to Intervention (RtI) coordinator in order to assist teachers in identifying student deficits and providing a tiered approach to closing those deficits. Duties of the RtI coordinator includes, but is not limited to:

- Facilitate Instructional Support Team (IST) Meetings at Turnpike Elementary School (K-2) and Rensselaer Park Elementary School (3-5)
- Maintain records of all students who are referred, and complete look observations of the students prior to IST meetings
- Create, monitor, and revise student RtI plans based on student progress with current instructional strategies
- Support teachers in RtI plan implementation

- 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	943,667	<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	Evidence-based approaches will be used to impact the loss of instructional time in the form of tailored/individual acceleration in grades K-12 for all students. In Grades K-5, the District created Intensive Classrooms to support students who were two or more grade levels behind and could benefit from small class sizes and more intensive instruction to address learning loss. Teaching Assistants were hired as an extra support in the classrooms to aid with small group instruction. The district has hired four AIS Math providers and two AIS reading teachers for the elementary schools, in addition to the other AIS providers already employed in the elementary schools. In the middle school, three AIS math and reading teachers

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 03/01/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>were hired, in addition to those already employed. Across the district, all AIS providers collaborate with the classroom teachers in order to identify skill deficits of students based on data collection. All teachers, general ed and AIS, use data to form small groups for targeted instructional of foundational skills during the ELA or Math block. Interventions are also provided during an Intervention block K-5 and during the extra period of ELA and Math Seminar in grades 6-8. Interventions during that time may include but are not limited to, iReady rotation, Leveled Literacy Instruction (LLI), Tier 3 instruction, and an extra rotation with a teacher or AIS provider in order to target deficit skills. Summer training was held in Summer 2021 to address creating pre and post test assessments and how to use data to drive instruction from those said tests.</p>

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.**

Progress monitoring is completed with fidelity for all students. Both AIS providers and classroom teachers collect meaningful data bi-weekly or in six-week increments if mandated by their Instructional Support Team (IST) and Behavioral Support Team (BST) plan. For students who are not making progress with their interventions through their IST plan, the team will reconvene and modify students’ interventions. Both IST and BST involve a variety of stakeholders involved with the student, including guardians. Additionally, The District uses iReady to address individual student learning deficits in both ELA and Math. The diagnostic is given three times per year and allows students to progress through skills that the diagnostic has identified as below grade level. iReady is individualized to students' individual pathways. The District will utilize Fountas and Pinnell assessments to measure reading groups, and then target small group instruction to those student needs. In primary classrooms, teachers will collect data on letter/sound identification, sight word identification, and phonological awareness, based on Wilson’s Foundations program. Mid-year common assessments and midterms will be analyzed as well at the secondary level. Additionally, the district uses an evidence-based Social-Emotional Learning curriculum, Second Step. Pre and post-assessments will be administered to students to monitor the effectiveness of the program. Reteaching will be provided based upon post-assessment results.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 03/01/2022

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	943667
Anticipated Number of Students Served	2100
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.**

FS10_Cert_Protected_Excel_041715 Learning Loss Final.xls
 FS-10 ARP - Learning Loss Signed.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 Learning Loss.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/01/2022

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/01/2022

- 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 district is also offering both academic, art, music and athletic after-care offerings for all students in the district. Programming will include:

Coding for Girls	Girls Who Code’s after school club program provides a safe and supportive environment of peers and role models for girls to learn and to see themselves as computer scientists
Yoga Club	Improve strength, flexibility, and coordination. Students will learn how to focus and center themselves with various breathing and visualization techniques.
Literacy Cooking Club	Great books and yummy food come together in this after-school club. Enjoy great stories and learn to make delicious snacks and treats! Each participant will decorate an apron and create a cookbook full of recipes to take home to share with their families. In this club, we will play with our food!
Spanish Club	In Spanish Club, we work on basic Spanish vocabulary words like colors, numbers, shapes, and basic introductory phrases. There are multiple learning styles incorporated throughout the club including media, hands-on learning games, and role-playing introductions in Spanish.
Ukulele Band	Students get together to learn about ukuleles, how to play them and learn how to strum, pluck, read chord/lead sheets, etc. Students come together to basically learn some awesome classics as well as some newer songs!
IDEAL Jr. or RPES (Inclusion, Diversity, Equity Alliance of Lansingburgh)	You already know the bad news: there are so many injustices and profound challenges in our communities. Our children face racism, climate change, underfunded public schools, homophobia, gun violence, and more... The good news? There are plenty of people, including kids and teens, who are organizing for social justice. We will meet to enjoy interactive read-aloud sessions of <u>Take Back the Block</u> by Crystal Giles and inspire each other to challenge injustice and work for a more beautiful world.
Choir	Choir is an after-school program that focuses on taking singing to the next level. Students hone their singing techniques and learn what it takes to put on a professional performance. At the beginning of the choir term, students will meet once a week for their rehearsal. However, a couple of weeks before the concert, students will meet 2 times a week to fully prepare for the concert. The choir is open to any 4th or 5th grader who loves to sing and is offered at no cost to parents.
STEAM Club	5th Grade STEAM Club will meet in room 206 on Wednesdays at 3:00 beginning on October 13th. STEAM Club is for students that love science, technology, and math. We will be taking part in fun, creative activities that promote critical thinking and scientific dialogue. LEGOs, KEVA planks, Magna tiles, K’Nex, and more!

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/01/2022

1st Grade STEAM Club

First and Second Graders are able to participate in an after-school program centered around STEAM activities. STEAM education is an approach to teaching and learning that integrates science, technology, engineering, art, and math.

2nd Grade STEAM Club

STEAM Club will focus on helping students follow the scientific method of conducting experiments, making observations, and drawing conclusions as they build, design, and create different projects to help them become resilient problem solvers. Students will be given time, and material requirements to complete a given task. Some examples of projects students will create this year are pumpkin stands, obstacle courses, building forts, and making bath bombs and slime!

Art Club

One session will run Oct.-Jan. And another session will run from February through May. First & Second-grade students will learn about different artists and ways to create art.

Dance Program

Students would learn dance techniques along with choreographic principles in order to create and perform original dance pieces. The arts have a huge impact on how we challenge ourselves to think and reflect upon the world around us.

LGBTQ CLUB

With SOGIs becoming more and more diverse and students coming out earlier and earlier, there is a need for these students to have a safe, inclusive space to be their authentic selves. Having established this club over ten years ago at the high school and three years ago at the middle school, students are craving this inclusive space, with inclusive people, doing things to educate and celebrate LGBTQ people

Science Careers Club

Students who have goals are more motivated to succeed in school. The fields requiring training in the sciences from the realms of clinical/medical, laboratory, drafting/architecture, engineering, and pharmaceuticals are among the most rapidly growing areas for future employment in our region. Informal exposure to professionals in these arenas would be an opportunity to ask questions about different science career tracks while having an after-school snack. Small hands-on activities and seed questions (if necessary) to ask professionals will be provided.

Days when no speaker is available, we will do virtual facility tours and/or visit with speakers by remote.

**Afterschool De-stress and Decompress
Afterschool 6 week stress management/mindfulness group**

A lot of students do not play sports and therefore do not have a daily outlet to “wind down” afterschool. This would help students by promoting social interaction, support their social and emotional well-being.

Academic Assistance for Juniors/Seniors 2 -3 days a week

Students who are struggling academically will receive academic assistance afterschool. The academic support provided to students will increase the academic achievement, particularly for students who may be at risk of diminished academic achievement due to absences.

Winter Running Club

Students who wish to train throughout the winter in a guided couch-to-5k style running program.

Spanish Club

Students who wish to develop a deeper understanding of the Spanish Culture

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/01/2022

Strength Training

Open to all students, 3 days per week after school in the high school weight room, November-June.
 Will teach students the components of weight training utilizing the BFS (Bigger, Faster, Stronger) program, a school-implemented workout designed to improve both athletic and physical fitness/performance. It is a total conditioning program for all, regardless of age or gender. The BFS Program improves all aspects of athletic performance, including strength, power, speed, agility, and flexibility.

ALL LHS students are welcome 7:15-7:45 am every day.

Morning/Intramural PE

Students will be able to participate in whatever the current PE unit is during that week.

Exercise in the morning is essential to the learning experience as it stimulates the mind and body.

LHS Musical Choreographer

Students will be taught choreography to the high school musical.

Knights Boxing Club

Teach time-tested training methods used by boxers to build physical fitness, mental focus, and other healthy life habits. Club members learn activities to build strength, endurance, and physical literacy as well as confidence, self-awareness, and concentration. The NON-CONTACT program includes a circuit of boxing training stations along with some boxing history, using matches of all-time great champions and some of the most famous rounds of boxing.

Healthy Cooking Club

Cooking with kids is a great way to educate them about good nutrition, what's in season, planning and preparing meals, and reading food labels. It can encourage them to eat healthy foods, especially ones they may normally refuse to try. Expand their horizons by getting students in the kitchen through a healthy cooking club.

Popcorn club

This is a reading club where students gather and engage in reading a book decided by the group. Students read together and also independently. We come together, share our thoughts about the book, and enjoy snack food.

KMS Jazz Ensemble

Students will be taught music in the swing, funk, rock, and ballad styles of music. Some students will learn a secondary instrument during this time.

Homework Help

This club gives students the opportunity for one on one support with their homework. The homework help club can also be used as a quiet and safe place to independently do their homework.

Physical Education Club

In this club, students will play games and interact competitively while maintaining a safe environment. They will learn team concepts and get lots of daily physical fitness.

Technology club

Students will have hands-on experience with maker space resources. They will learn how to use 3D printers, graphics cutters, circuit basics, and other pieces of lab equipment. Students will work collaboratively with others to problem solve, design, build, code, and create new and exciting projects to showcase with students and families.

Drama club

This club incorporates singing, acting, and behind-the-scenes stage hands-on experience. Students will reenact old shows to make them sound like the new up-and-coming attraction.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/01/2022

2. 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
Restorative Practices	188,739	<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	<p>High-quality after-school programs were created for curriculum-aligned enrichment activities for all students in Grades K-12. The following activities will be implemented and will address additional instructional opportunities, social-emotional learning, STEAM, the Arts, Diversity, Equity, and Inclusion, physical fitness, nutrition, and languages. Specific descriptions are as follows:</p> <p>Coding for Girls Girls Who Code's after school club program provides a safe and supportive environment of peers and role models for girls to learn and to see themselves as computer scientists</p> <p>Yoga Club Improve strength, flexibility, and coordination. Students will learn how to focus and center themselves with various breathing and visualization techniques.</p> <p>Literacy Cooking Club Great books and yummy food come together in this after-school club. Enjoy great stories and learn to make delicious snacks and treats! Each participant will decorate an apron and create a cookbook full of recipes to take home to share with their families. In this club, we will play with our food!</p> <p>Spanish Club In Spanish Club, we</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/01/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>work on basic Spanish vocabulary words like colors, numbers, shapes, and basic introductory phrases. There are multiple learning styles incorporated throughout the club including media, hands-on learning games, and role-playing introductions in Spanish.</p> <p>Students get together to learn about ukuleles, how to play them and learn how to strum, pluck, read chord/lead sheets, etc. Students come together to basically learn some awesome classics as well as some newer songs!</p> <p>Ukulele Band</p> <p>You already know the bad news: there are so many injustices and profound challenges in our communities. Our children face racism, climate change, underfunded public schools, homophobia, gun violence, and more... The good news? There are plenty of people, including kids and teens, who are organizing for social justice. We will meet to enjoy interactive read-aloud sessions of <u>Take Back the Block</u> by Crystal Giles and inspire each other to challenge injustice and work for a more beautiful world.</p> <p>IDEAL Jr. or RPES (Inclusion, Diversity, Equity Alliance of Lansingburgh)</p> <p>Choir is an after-school</p> <p>Choir</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/01/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>program that focuses on taking singing to the next level. Students hone their singing techniques and learn what it takes to put on a professional performance. At the beginning of the choir term, students will meet once a week for their rehearsal. However, a couple of weeks before the concert, students will meet 2 times a week to fully prepare for the concert. The choir is open to any 4th or 5th grader who loves to sing and is offered at no cost to parents.</p> <p>5th Grade STEAM Club will meet in room 206 on Wednesdays at 3:00 beginning on October 13th. STEAM Club is for students that love science, technology, and math. We will be taking part in fun, creative activities that promote critical thinking and scientific dialogue. LEGOs, KEVA planks, Magna tiles, K'Nex, and more!</p> <p>1st Grade STEAM Club First and Second Graders are able to participate in an after-school program centered around STEAM activities. STEAM education is an approach to teaching and learning that integrates science, technology, engineering,</p> <p>2nd Grade STEAM Club</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/01/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>art, and math. STEAM Club will focus on helping students follow the scientific method of conducting experiments, making observations, and drawing conclusions as they build, design, and create different projects to help them become resilient problem solvers. Students will be given time, and material requirements to complete a given task. Some examples of projects students will create this year are pumpkin stands, obstacle courses, building forts, and making bath bombs and slime!</p> <p>Art Club</p> <p>One session will run Oct.-Jan. And another session will run from February through May. First & Second-grade students will learn about different artists and ways to create art.</p> <p>Dance Program</p> <p>Students would learn dance techniques along with choreographic principles in order to create and perform original dance pieces. The arts have a huge impact on how we challenge ourselves to think and reflect upon the world around us.</p> <p>LGBTQ CLUB</p> <p>With SOGIs becoming more and more diverse and students coming out</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/01/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>earlier and earlier, there is a need for these students to have a safe, inclusive space to be their authentic selves. Having established this club over ten years ago at the high school and three years ago at the middle school, students are craving this inclusive space, with inclusive people, doing things to educate and celebrate LGBTQ people</p> <p>Students who have goals are more motivated to succeed in school. The fields requiring training in the sciences from the realms of clinical/medical, laboratory, drafting/architecture, engineering, and pharmaceuticals are among the most rapidly growing areas for future employment in our region. Informal exposure to</p> <p>Science Careers Club professionals in these arenas would be an opportunity to ask questions about different science career tracks while having an after-school snack. Small hands-on activities and seed questions (if necessary) to ask professionals will be provided.</p> <p>Days when no speaker is available, we will do virtual facility tours and/or visit with speakers by remote.</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/01/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>Afterschool De-stress and Decompress Afterschool 6 week stress management/mindfulness group</p> <p>A lot of students do not play sports and therefore do not have a daily outlet to “wind down” afterschool. This would help students by promoting social interaction, support their social and emotional well-being.</p> <p>Students who are struggling academically will receive academic assistance afterschool. The academic support provided to students will increase the academic achievement, particularly for students who may be at risk of diminished academic achievement due to absences.</p> <p>Academic Assistance for Juniors/Seniors 2 -3 days a week</p> <p>Winter Running Club</p> <p>Students who wish to train throughout the winter in a guided couch-to-5k style running program.</p> <p>Spanish Club</p> <p>Students who wish to develop a deeper understanding of the Spanish Culture</p> <p>Open to all students, 3 days per week after school in the high school weight room, November-June.</p> <p>Strength Training</p> <p>Will teach students the components of weight training utilizing the BFS (Bigger, Faster, Stronger) program, a school-implemented workout designed to improve both athletic and physical fitness/performance. It is a total conditioning</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/01/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>program for all, regardless of age or gender. The BFS Program improves all aspects of athletic performance, including strength, power, speed, agility, and flexibility.</p> <p>ALL LHS students are welcome 7:15-7:45 am every day.</p> <p>Students will be able to participate in whatever the current PE unit is during that week.</p> <p>Exercise in the morning is essential to the learning experience as it stimulates the mind and body.</p> <p>Morning/Intramural PE</p> <p>LHS Musical Choreographer</p> <p>Students will be taught choreography to the high school musical.</p> <p>Teach time-tested training methods used by boxers to build physical fitness, mental focus, and other healthy life habits. Club members learn activities to build strength, endurance, and physical literacy as well as confidence, self-awareness, and concentration. The NON-CONTACT program includes a circuit of boxing training stations along with some boxing history, using matches of all-time great champions and some of the most famous rounds of boxing.</p> <p>Knights Boxing Club</p> <p>Healthy Cooking Club</p> <p>Cooking with kids is a great way to educate them about good</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/01/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>nutrition, what's in season, planning and preparing meals, and reading food labels. It can encourage them to eat healthy foods, especially ones they may normally refuse to try. Expand their horizons by getting students in the kitchen through a healthy cooking club.</p> <p>Popcorn club This is a reading club where students gather and engage in reading a book decided by the group. Students read together and also independently. We come together, share our thoughts about the book, and enjoy snack food.</p> <p>KMS Jazz Ensemble Students will be taught music in the swing, funk, rock, and ballad styles of music. Some students will learn a secondary instrument during this time.</p> <p>Homework Help This club gives students the opportunity for one on one support with their homework. The homework help club can also be used as a quiet and safe place to independently do their homework.</p> <p>Physical Education Club In this club, students will play games and interact competitively while maintaining a safe environment. They will learn team concepts and get lots of daily physical fitness.</p> <p>Technology club Students will have</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/01/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>hands-on experience with maker space resources. They will learn how to use 3D printers, graphics cutters, circuit basics, and other pieces of lab equipment. Students will work collaboratively with others to problem solve, design, build, code, and create new and exciting projects to showcase with students and families.</p> <p>Drama club</p> <p>This club incorporates singing, acting, and behind-the-scenes stage hands-on experience. Students will reenact old shows to make them sound like the new up-and-coming attraction.</p>

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.

Mid-year and end-of-year surveys will be completed for each of the afterschool programming options that students can choose from. Both students and families will be surveyed. The results of those surveys will inform the second-semester programming. Stakeholders will be informed of changes and survey results through the monthly BOE meetings.

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/01/2022

- 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	188739
Anticipated Number of Students Served	500
Anticipated Number of Schools Served	4

- 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_Cert_Protected_Excel_041715 ARP Extended Day.xls
 FS-10 ARP - Extended Day Signed.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 Extended Day.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 03/01/2022

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.**

During the Summer of 2021, through the Summer of 2022, the District will implement a Summer Success Academy at each of its four schools. The program will focus on preventing regression and providing extra instruction for students who lost instructional time, including recommended students who are below grade level in ELA and/or Math. The district partners with Questar III BOCES for curriculum materials and assessments for Summer Success Academy. Curriculum was based on the Critical Concepts (priority/power standards) at each grade level. The district will employ classroom teachers, special education teachers, ENL teachers, and ELA and Math AIS teachers to support students. In addition, in each building, a social worker will be employed in order to push in and facilitate social-emotional learning programs using the Second Step SEL curriculum. Furthermore the ARP funds will be used to add AIS and reading teachers to the academic school year. These teachers will work with students throughout the school year to provide academic support.

- 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
Other Evidence-Based Intervention (Tier I, II, III, or IV)	188,739	<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	Summer instructional programming is being provided for all students (K-12) who choose to participate. These programs were offered in the summer of 2021 and will be offered for the summer of 2022 as well. If funding permits, we will continue into the summer of 2023.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 03/01/2022

- 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.**

Through the curriculum provided by Questar, weekly assessments on the Critical Concepts were provided. Based upon the assessment data, classroom teachers, AIS teachers, and special education teachers formed target groups for instruction for reteaching opportunities. Social workers will administer both pre and post-assessments to monitor the effectiveness of the Second Step SEL program. Reteaching will be provided based upon post-assessment results. Guardian communication will be ongoing during the summer. Guardians will receive a notice of completion of Summer Success Academy, as well as a list of the Critical Concepts covered during the summer.

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.

- 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	188739
Anticipated Number of Students Served	2100
Anticipated Number of Schools Served	4

- 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_Cert_Protected_Excel_041715 ARP Summer.xls
 Summer FS-10.pdf

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

budget-narrative Summer program.pdf
 budget-narrative Summer program.pdf