

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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Background Information

MARCELLUS CSD - 421101060000

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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

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standards with reservations. The studies use large, multi-site samples. No 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 that 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 the 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 which supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align to 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

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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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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.

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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.**

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 YES, the LEA provides the above assurance.

6. **The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).**

 YES, the LEA provides the above assurance.

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

 YES, the LEA provides the above assurance.

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**

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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.

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.

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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.

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ARP-ESSER State Reserves - State Reserves Intent to Apply

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ARP-ESSER State Reserves: Intent to Apply

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

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

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

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

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

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

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

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

| | Name | Email Address | Date of Final Review/Approval |
|-----------------------|--------------------|----------------------------------|-------------------------------|
| LEA Business Official | Anthony Sonnacchio | asonnacchio@marcellusschools.org | 11/8/2021 |
| LEA Board President | Michael McAuliff | mmcauliff@marcellusschools.org | 11/8/2021 |

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ARP-ESSER State Reserve: Consultation

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

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

The Board of Education held a meeting on June 7, 2021 and presented its draft ARP-ESSER plan. Public comments were sought at this meeting. The draft plan was also posted on the district's web site for review. The posting also provided a link to an online form, seeking public comment and input regarding the funding plan.

The following stakeholders were engaged to assist with developing a plan to use these funds: Superintendent of Schools, School Business Administrator, Assistant Superintendent for Curriculum, Data, and Assessment, High School Principal, Director of Special Education, Response to Intervention Teachers (2), Secondary Teachers (2), Middle School Teachers (2), Elementary Teachers (2), English as a New Language Teacher (1), Middle School Counselor (1), Board of Education Member (1), Community Members/Parents (3).

The District will continue to engage stakeholders throughout implementation of the plan via semi-annual meetings every January and September. The first followup stakeholder engagement meeting was scheduled for January 28, 2022, and has now been rescheduled to March 24, 2022.

- 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.**

<https://www.marcellusschools.org/teacherpage.cfm?teacher=3356>

For those with limited or no internet access, the plan is available to those who request it in person at the District Office, 2 Reed Parkway, Marcellus, NY 13108.

- 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.**

The Marcellus Central School District may use funds to implement an updated engagement platform (ParentSquare) which will allow the

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district to provide better and more effective two way communication between schools and parents. In addition, we may use funds to enhance our Response to Intervention (RTI) assessment tools to better identify student needs and gains, which will allow our RTI staff to better target student needs and foster student success. The funds may also allow us to reorganize our RTI systems to ensure that we are providing the best resources in the right locations to all of our students.

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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.**

The Marcellus Central School District may use funds to implement evidence-based strategies to meet students' social, emotional, mental health and academic needs through employment of social workers and counselors, implementing programs to reduce student anxiety, curriculum development pertaining to social-emotional learning, securing professional speakers for student engagement and implementing staff development programs centered around improving students' social, emotional, mental health and academic needs.

Low-Income Family Subgroup: The Marcellus Central School District will determine academic, social, emotional, and mental health needs of students from low-income families using targeted student in-classroom support specialists. Those specialists are identified in the FS-10 as Special Education Teachers, a School Social Worker and a Teacher Assistant. These specialists will assess the academic, social, emotional and mental health of students from low-income families via enhanced WIN (What I Need) time, through collaboration with mental health counseling support specialists (school counselors, school psychologists, school social workers) in each school building, and through collaboration with general education teachers to identify learning gaps.

Children with Disabilities Subgroup: The Marcellus Central School District will determine academic, social, emotional, and mental health needs of children with disabilities using targeted student in-classroom support specialists. Those specialists are identified in the FS-10 as Special Education Teachers, a School Social Worker and a Teacher Assistant. These specialists will assess the academic, social, emotional and mental health of students from low-income families via enhanced WIN (What I Need) time, through collaboration with mental health counseling support specialists (school counselors, school psychologists, school social workers) in each school building, and through collaboration with general education teachers to identify learning gaps.

Children in Foster Care Subgroup: The Marcellus Central School District will determine academic, social, emotional, and mental health needs of children in foster care using targeted student in-classroom support specialists. Those specialists are identified in the FS-10 as Special Education Teachers, a School Social Worker and a Teacher Assistant. These specialists will address the academic, social, emotional and mental health of students in foster care via enhanced WIN (What I Need) time, through collaboration with mental health counseling support specialists (school counselors, school psychologists, school social workers) in each school building, and through collaboration with general education teachers to identify learning gaps.

Students Experiencing Homelessness Subgroup: The Marcellus Central School District will determine academic, social, emotional, and mental health needs of students experiencing homelessness using targeted student in-classroom support specialists. Those specialists are identified in the FS-10 as Special Education Teachers, a School Social Worker and a Teacher Assistant. These specialists will address the academic, social, emotional and mental health of students experiencing homelessness via enhanced WIN (What I Need) time, through collaboration with mental health counseling support specialists (school counselors, school psychologists, school social workers) in each school building, and through collaboration with general education teachers to identify learning gaps.

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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

- 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 Marcellus Central School District may use funds to provide evidenced-based interventions through a variety of means. Through a multi-tiered system of support model, we may identify a variety of student needs such as reading, mathematics, and social-emotional. This may span all grade levels with a targeted focus on K-6. Using some of the research of Fisher as well as Mendling and Mather, we selected evidence-based practices to address identified student needs. Some of the interventions we may implement include a targeted student in-classroom support by specialists, an enhanced WIN (what I need time) during the school day, additional mental health counseling support inside of school, as well as support for general education teachers in identifying and addressing learning gaps. The same measures identified in the 5% State Level Reserve are also found in the 1% State-Level Reserve for comprehensive after school programming, the 1% State-Level Reserve for summer learning and enrichment, and therefore inherently align with and will be coordinated with these other initiatives.

- 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 |
|--------------------------------------|-----------------|--|--|---|
| Integrated Social Emotional Learning | 124,999 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students | As student needs are identified, teachers and specialist will provide individualized instruction to support students progress and growth. This personalized approach will provide opportunities for students to access a variety of supports based on their individual needs. |

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| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|--|-----------------|--|--|---|
| | | | <input type="checkbox"/> None of the Above | |
| Integrated Social Emotional Learning | 124,999 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | Students' social emotional needs may be addressed in a number of ways. Support from counselors, social workers, and/or programs such as the positivity project will allow students to access quality resources to improve their overall academic and social-emotional outlook and success. |
| Trauma Informed Practices | 124,999 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | Living through a pandemic has exacerbated trauma in our student population. That being said, we will continue to implement and enhance our collective knowledge around trauma informed practices. Our counselors, social workers, and teachers will continue to study and implement trauma informed practices into their daily activities and lessons with students. |
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 124,999 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | Using research of Fisher, Mendling, and Mather as well as others, our Response to Intervention teachers will enhance their identification skills and implement interventions faithfully and consistently to make targeted gains with identified students. These evidenced-based practices will continue to be studied and adopted by our general education teachers too as they work to amplify their Tier I instruction. |

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected strategies

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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 Marcellus Central School district may monitor and evaluate the effectiveness of these selected strategies in a variety of ways. Depending on the intervention implemented (social, emotional, mental health, and academic), we will assess the whole child to determine progress based on the need. We will use different measures to do this on a micro level, but will also view the child's progress on a macro level. In evaluating the effectiveness, we will continue to make adjustments to ensure that the provided interventions are indeed targeting these student needs. As far as stakeholders, the district has a very robust communication agenda (email, social media, etc.) and we will continue our communication practices ensuring that we are making stakeholders aware of supports and services for their children.

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

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

Office of ESSA-Funded Programs – Rm 320 EB
 RE: ARP-ESSER Application - State Reserves
 New York State Education Department
 89 Washington Avenue
 Albany, NY 12234

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

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

4.

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

| | Amount |
|---------------------------------------|--------|
| LEA Allocation | 499996 |
| Anticipated Number of Students Served | 1440 |
| Anticipated Number of Schools Served | 3 |

5.

Please upload a completed copy of the FS-10 budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.

5884 - 5 Impact of Lost Instructional Time.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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

5 State-Level Reserve Budget Narrative.pdf

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 Marcellus Central School District may use funds to provide evidenced-based interventions through a variety of means. Through a multi-tiered system of support model, we may identify a variety of student needs such as reading, mathematics, and social-emotional. This may span all grade levels with a targeted focus on K-6. Using some of the research of Fisher as well as Mendling and Mather, we selected evidence-based practices to address identified student needs. We may provide a targeted after-school tutoring program to assist students with identified needs as well as others who may not have specialized support at home.

The same measures identified in the 1% State-Level Reserve for comprehensive after school programming are also found in the 5% State-Level Reserve to address the impacts of lost instructional time, the 1% State-Level Reserve for summer learning and enrichment, and therefore inherently align with and will be coordinated with these other initiatives.

- 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 |
|--|-----------------|---|---|---|
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 100,002 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High | <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 | Using research of Fisher, Mendling, and Mather as well as others, our teachers and staff will identify student needs and implement personalized learning. These evidenced-based practices will continue to be studied and refined by our teachers and staff to ensure that students' needs are being met. |

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"/> 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 | |

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 Marcellus Central School District will evaluate the effectiveness of the after school programming by monitoring the attendance of such programs to assess its utilization. In addition, we will monitor and evaluate students' progress on the continuum of social, emotional, mental health, and academic needs. In some cases, students may exhibit multiple needs in a variety of areas and we will view student progress on both a micro level - analyzing the specific intervention's success and on a macro level, assessing the progress of the whole child. As far as stakeholders, the district currently has a robust communication procedure and we will continue to implement this, notifying stakeholders using a myriad of methods. Stakeholders will be apprised of opportunities for students in need using multiple communication modes.

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

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Office of ESSA-Funded Programs – Rm 320 EB
 RE: ARP-ESSER Application - State Reserves
 New York State Education Department
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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.**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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| | Amount |
|---------------------------------------|--------|
| LEA Allocation | 100002 |
| Anticipated Number of Students Served | 1440 |
| Anticipated Number of Schools Served | 3 |

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

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

5883 - 1 After School Programming.pdf

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

1 State-Level Reserve Budget Narrative Comprehensive After School.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

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

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

The Marcellus Central School District may use funds to provide evidenced-based interventions through a variety of means. Through a multi-tiered system of support model, we may identify a variety of student needs such as reading, mathematics, and social-emotional. This may span all grade levels with a targeted focus on K-6. Using some of the research of Fisher as well as Mendling and Mather, we selected evidence-based practices to address identified student needs. We may provide a targeted summer tutoring program to assist students with identified needs as well as others who may not have specialized support at home. In addition, we may provide professional learning support to district teachers to enhance their grade level and content area curriculum and to study strategies to address learning gaps.

The same measures identified in the 1% State-Level Reserve for summer learning and enrichment are also found in the 5% State-Level Reserve to address the impacts of lost instructional time, the 1% State-Level Reserve for comprehensive after school programming, and therefore inherently align with and will be coordinated with these other initiatives.

- 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 | 100,002 | <input type="checkbox"/> Primary | <input checked="" type="checkbox"/> All Students | Using research of Fisher, Mendling, and Mather as |

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 |
|--|-----------------|--|--|---|
| Evidence-Based Intervention (Tier I, II, III, or IV) | | <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School | <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 | well as others, our teachers and staff will identify student needs and implement personalized learning. These evidenced-based practices will continue to be studied and refined by our teachers and staff to ensure that students' needs are being met. |

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 Marcellus Central School District will evaluate the effectiveness of the summer school programming by monitoring the attendance of such programs to assess its utilization. In addition, we will monitor and evaluate students' progress on the continuum of social, emotional, mental health, and academic needs. In some cases, students may exhibit multiple needs in a variety of areas and we will view student progress on both a micro level - analyzing the specific intervention's success and on a macro level, assessing the progress of the whole child. As far as stakeholders, the district currently has a robust communication procedure and we will continue to implement this, notifying stakeholders using a myriad of methods. Stakeholders will be apprised of opportunities for students in need using multiple communication modes.

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

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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: 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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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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 | 1440 |
| Anticipated Number of Schools Served | 3 |

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

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

5882 - 1 Summer Learning 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.**

Budget Narrative - 1 State-Level Reserve - Summer Learning and Enrichment.pdf