

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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Background Information

ALLEGANY-LIMESTONE CSD - 040302060000

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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.

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5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- YES, the LEA provides the above assurance.
6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- YES, the LEA provides the above assurance.
7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- YES, the LEA provides the above assurance.
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.

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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.**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.

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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.

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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	Daniele Vecchio	dvecchio@alcsny.org	12/14/2021
LEA Board President	Susan Shifley	sshifley@alcsny.org	12/14/2021

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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.

During the summer and fall of 2021, the Allegany-Limestone Central School District meaningfully engaged with district stakeholders regarding the expenditure of federal funds. The district communicated with stakeholders through the website and email communications asking stakeholders to complete an online form to provide feedback from said stakeholders regarding the expenditure of funds. Once this feedback was received, the district administrative team discussed the proposed ideas and developed an initial plan for the expenditure of funds. Then, ideas were shared with stakeholder groups through a variety of meetings. This input and feedback were utilized in prioritizing initiatives that were identified as directly related to meeting diverse student needs. Throughout the course of the federal funding expenditure cycle, stakeholders will be engaged in reviewing the plan and providing feedback regarding how funds were spent. This will be accomplished in a variety of ways including staff meetings, PTA meetings, grade-level and content-area meetings, as well as through presentations and discussions at Board of Education meetings.

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

The Allegany-Limestone Central School District APR-ESSER Plan can be found on the district's website at <https://www.alcsny.org/Page/5279>. The plan will be updated on a monthly basis to include updates regarding funding expenditures and program implementation. Once the plan is approved by NYSED the proper forms, including FS 10 information, will be uploaded on the website.

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

As part of our efforts to support ongoing engagement with families, the district is working on processes and protocols to help ensure that the lines for two-way communication and open and available for families.

Information about all programming and federal funding expenditures will be posted on the District website. Surveys will be distributed to families of students engaging with planned programming to receive their feedback on program effectiveness as well as providing thoughts on program changes or revisions to better meet the needs of individual students. The results of the surveys/feedback will be presented to the BOE every six months ensuring that we, as a District, are providing opportunities for public comment and reflection.

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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 district will utilize a number of metrics to identify student needs and monitor student progress as a result of the planned interventions and supports. The planned interventions and supports will address the academic, social, emotional, and mental health needs of students. Within the Allegany-Limestone Central School District, two subgroups of students will be the focus our of efforts: low-income students and students with disabilities. The additional subgroups (students of color, English learners, students experiencing homelessness, children in foster care, and migratory students) are an extremely low number of less than 5%, for each individual subgroup, of our total student population.

The metrics that will be used to monitor student progress will include, but are not limited to:

- * Reflections/surveys of both teachers, staff, and students
- * Attendance rosters for additional supports to monitor student attendance rates
- * Monitoring the usage of services provided
- * Educator running records directly tied to the supports provided

The use of data in monitoring and evaluating the effectiveness of the interventions that will be implemented as a result of this funding. As part of our district MTSS (Rtl) plan, we have a comprehensive system for reviewing data and using that data to make informed decisions regarding programmatic effectiveness and student movement towards mastery of learning standards. Our MTSS (Rtl) plan includes an intervention menu to address the academic, social, emotional and mental health needs of our students. The administrative team works collaboratively with Student Services (school counselors and school psychologists) to provide a comprehensive program that links students to services available both within the district and through community partners.

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

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

The Allegany-Limestone Central School District focuses on the utilization of evidence-based approaches in meeting the diverse needs of our student population. All activities/programs planned for the use of state reserve funds are coordinated and aligned with other district initiatives including our MTSS (RtI) Plan, Title I Plan, Technology Plan, Special Education Plan and Professional Learning Plan. The coordination and alignment of these plans allows for the delivery of a comprehensive program to meet the needs of students. Lost instructional time as a result of the COVID-19 pandemic has been significant for many students. Our plan includes the implementation of a number of programs to address lost instructional time and loss of learning. These include:

- Summer Learning Opportunities for Students in Grades K-5 – This program will focus on both academics and STEAM. Evidence-based programs will include the use of Core Knowledge CKLA English Language Arts Curriculum with a focus on the utilization of the remediation guide to address foundational skill building for future movement towards mastery of standards. Incorporated will also be Leveled Literacy Instruction (K-2 What Works Clearinghouse) and Peer- Assisted Learning Strategies (PALS) (K-5 What Works Clearinghouse)
- Summer Learning Opportunities for Students in Grades 6-8 – This program will focus both on academic and social emotional learning. Evidence-based programs will include Accelerated Reader (6-8 What Works Clearinghouse) as well as Odyssey Math (6-8 What Works Clearinghouse) to address ELA and Mathematics. Additionally, the Connect with Kids (3-12 What Works Clearinghouse) along with THE 7 HABITS OF HIGHLY EFFECTIVE TEENS will be used to address the social emotional learning needs of students.
- Summer Learning Opportunities for Students in Grades 9-12 – This program will focus both on academic and social emotional learning. Evidence-based programs will include Check and Connect (9-12 What Works Clearinghouse) as well as Self-Regulatory Strategy Development (2-12 What Works Clearinghouse) in helping student develop skills to connect with school as a means to achieving 21st Century Skills that will move them forward towards college and career readiness. In addition, Read180 (4-12 What Works Clearinghouse) and Core Plus Mathematics (9-10 What Works Clearinghouse) will be utilized to supplement core instruction provided for Regents and non-regents courses.

Additional programming provided to address learning loss will include:

- Professional learning and book clubs for ALCS staff on the topics of social emotional learning, diversity/equity/inclusion and restorative practices. We will partner with our local BOCES to ensure the professional learning provided is evidence-based.
- A large proportion of our funds will be used to contract with local agencies to provide in-house social work and mental health services to students. As has been evidenced throughout the pandemic, the mental health issues, particularly depression and anxiety, that students are experiencing are negatively impacting their movement towards mastery of standards. These programs will allow us to better meet the mental health needs of our students.
- Field trips for students will allow for students to make a deeper connection between the learning occurring in school and the application of that learning through the exploration of arts, theatre and museums.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Summer Learning and Enrichment Activities	380,000	<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	<ul style="list-style-type: none"> • Summer Learning Opportunities for Students in Grades K-5 – This program will focus on both academics and STEAM. Evidence-based programs will include the use of Core Knowledge CKLA English Language Arts Curriculum with a focus on the utilization of the remediation guide to address foundational skill building for future movement towards mastery of standards. Incorporated will also be Leveled Literacy Instruction (K-2 What Works Clearinghouse) and Peer- Assisted Learning Strategies (PALS) (K-5 What Works Clearinghouse) • Summer Learning Opportunities for Students in Grades 6-8 – This program will focus both on academic and social emotional learning. Evidence-based programs will include Accelerated Reader (6-8 What Works Clearinghouse) as well as Odyssey Math (6-8 What Works Clearinghouse) to address ELA and Mathematics. Additionally, the Connect with Kids (3-12 What Works Clearinghouse) along with THE 7 HABITS OF HIGHLY EFFECTIVE TEENS will be used to address the social emotional learning needs of students. • Summer Learning Opportunities for Students in Grades 9-12 – This program will focus both on academic and social emotional learning. Evidence-based programs will include Check and Connect (9-12 What Works Clearinghouse) as

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>well as Self-Regulatory Strategy Development (2-12 What Works Clearinghouse) in helping student develop skills to connect with school as a means to achieving 21st Century Skills that will move them forward towards college and career readiness. In addition, Read180 (4-12 What Works Clearinghouse) and Core Plus Mathematics (9-10 What Works Clearinghouse) will be utilized to supplement core instruction provided for Regents and non-regents courses.</p>
Curriculum-Aligned Enrichment Activities	206,143	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Interventions include providing additional opportunities for students to engage with the musical/performing arts, creation of a STEAM program to encourage exploration and diversify instructional practices to engage students in real-world learning, field trips that will engage students across content areas.</p>
Community Schools Model Programming	500,000	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>The ALCS Community Schools Model Programming will focus on partnerships between the school and other community resources, with a focus on mental health and social work services for our students in grades K-12. These partnerships will allow us to engage with community-based organizations with an integrated focus on health and social services leading to improved student learning, stronger families, and healthier communities. Our goal is for our schools to become stronger centers of the community by providing needed services within the school buildings, helping to relieve the burden on families of securing mental health and social work services for their children and the family unit as a</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				whole.
Trauma Informed Practices	27,000	<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	Meeting the needs all students who have experienced trauma and to ensure that our district is adhering to the Culturally Responsive-Sustaining Education Framework (CRSE) developed by NYSED, we will focus efforts on raising the professional learning of staff in the areas of student social, emotional, and mental health with a focus on Social Emotional Learning, DEI initiatives, and restorative practices. This will be accomplished through increased professional learning opportunities including attendance at workshops, speakers within the district, and district-led book clubs/discussions to engage in meaningful dialogue around these key issues. The impact will be for all students K-12 and for all staff to engage in learning opportunities, from classroom teachers to aides to support staff including food service and transportation.

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

The district will utilize a number of metrics to identify student needs and monitor student progress as a result of the planned interventions and supports. The metrics include, but are not limited to:

- * Reflections/surveys of both teachers, staff, and students
- * Attendance rosters for additional supports including after-school events
- * Monitoring the usage of services provided

The use of data in monitoring and evaluating the effectiveness of the interventions that will be implemented as a result of this funding. As part of our district MTSS plan, we have a comprehensive system for reviewing data and using that data to make informed decisions regarding programmatic effectiveness and student movement towards mastery of learning standards.

The LEA will communicate changes to the program plan to stakeholders through a variety of methods including, but not limited to: presentations at BOE meetings at minimum every 6 months, narrated informational slide decks shared on the district website after BOE presentations, and articles in the District Newsletter, the Gator Communicator.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 02/28/2022

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	\$1,113,143.00
Anticipated Number of Students Served	450
Anticipated Number of Schools Served	2

5.

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

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

FS10 Learning Loss.pdf

6.

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

Federal Reserves.Narrative.Learning Loss.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/28/2022

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.

- 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 Allegany-Limestone Central School District focuses on the utilization of evidence-based approaches in meeting the diverse needs of our student population. All activities/programs planned for the use of state reserve funds are coordinated and aligned with other district initiatives including our MTSS (Rtl) Plan, Title I Plan, Technology Plan, Special Education Plan, and Professional Learning Plan. The coordination and alignment of these plans allow for the delivery of a comprehensive program to meet the needs of students.

Our comprehensive plan for after-school programming is based on partnering with local agencies and organizations to provide programming for our students. These organizations range from youth sports organizations to area theatre and arts programs, to the local public library, local science center, local farming cooperative, and more. Our goal is to survey student needs and interests and then, in collaboration with community partners, develop programs that are pedagogically based and engaging to meet student interests.

community partners, develop programs that are pedagogically based and engaging to meet student interests.

The work outlined is aligned to other district initiatives including our Title I Part A plan and ARP-ESSER Plan: Part 2. Connection to the district Title I Part A plan focuses on the use of Comprehensive After School Programming to increase family engagement including collaborative work with the parent-teacher organization at the Elementary School, Booster Organizations at the middle-high school (booster organizations include academic, athletic, and performing arts), as well as securing parent volunteers to assist with the afterschool programming. The coordination with ARP-ESSER Plan: Part 2 is focused on the creation of spaces within the school building that allows for an environment conducive to comprehensive after-school programming. Through the creation of welcoming spaces within the school libraries at both buildings as well as the enhancement of the STEAM Room at the elementary school, with the additional inclusion of flexible seating options throughout our buildings, spaces will be created to allow for more collaboration and exploration for students engaged with after school programming.

- 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.**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/28/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Community Schools Model Programming	222,635	<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	Our comprehensive plan for after-school programming is based on partnering with local agencies and organizations to provide programming for our students. These organizations range from youth sports organizations to area theatre and arts programs, to the local public library, local science center, local farming cooperative, and more. Our goal is to survey student needs and interests and then, in collaboration with community partners, develop programs that are pedagogically based and engaging to meet student interests.

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

The district will utilize a number of metrics to identify student needs and monitor student progress as a result of the planned interventions and supports. The metrics include, but are not limited to:

- * Reflections/surveys of both teachers, staff, and students
- * Attendance rosters for additional supports including after-school events
- * Monitoring the usage of services provided

The use of data in monitoring and evaluating the effectiveness of the interventions that will be implemented as a result of this funding. As part of our district MTSS plan, we have a comprehensive system for reviewing data and using that data to make informed decisions regarding programmatic effectiveness and student movement towards mastery of learning standards.

The LEA will communicate changes to the program plan to stakeholders through a variety of methods including, but not limited to: presentations at BOE meetings at minimum every 6 months, narrated informational slide decks shared on the district website after BOE presentations, and articles in the District Newsletter, the Gator Communicator.

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: 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.

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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	R222,635.00
Anticipated Number of Students Served	450
Anticipated Number of Schools Served	2

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 After School.pdf

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

Federal Reserves.Narrative.After School Grant.docx

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

Page Last Modified: 02/28/2022

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/28/2022

- 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 Allegany-Limestone Central School District focuses on the utilization of evidence-based approaches in meeting the diverse needs of our student population. All activities/programs planned for the use of state reserve funds are coordinated and aligned with other district initiatives including our MTSS (RtI) Plan, Title I Plan, Technology Plan, Special Education Plan, and Professional Learning Plan. The coordination and alignment of these plans allow for the delivery of a comprehensive program to meet the needs of students.

The district's comprehensive plan for summer learning and enrichment will focus on a detailed analysis of data for students who have been identified as needing additional summer support. This data will be directly tied to the Next Generation Standards to identify individualized needs for each student. The final step will be an alignment of this information with curriculum resources that will allow staff to move students towards mastery of standards. For enrichment, a survey will be distributed to students in the early spring to identify areas of interest for the summer enrichment program. This will allow district administrators and staff to provide programming that is of interest to students.

The main resources utilized by the LEA to select evidence-based interventions to address identified student needs included The National Center on Intensive Interventions and What Works Clearinghouse.

The work outlined is aligned to other district initiatives including our Title I Part A plan and ARP-ESSER Plan: Part 2. Connection to the district Title I Part A plan focuses on the use of Comprehensive After School Programming to increase family engagement including collaborative work with the parent-teacher organization at the Elementary School, Booster Organizations at the middle-high school (booster organizations include academic, athletic, and performing arts), as well as securing parent volunteers to assist with the afterschool programming. Additionally, summer learning and enrichment will focus on collaboration with community partners as a means of strengthening the programmatic offerings available to students as well as strengthening the relationships between community stakeholders and the district.

The coordination with ARP-ESSER Plan: Part 2 is focused on the creation of spaces within the school building that allows for an environment conducive to comprehensive after-school programming. Through the creation of welcoming spaces within the school libraries at both buildings as well as the enhancement of the STEAM Room at the elementary school, with the additional inclusion of flexible seating options throughout our buildings, including indoor and outdoor areas, spaces will be created to allow for more collaboration and exploration for students engaged with during all aspects of our summer learning and enrichment programs. The goal is to move learning beyond the classrooms to additional areas throughout our buildings that have been created to provide warm, welcoming learning environments.

- 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**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	225,635	<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	<ul style="list-style-type: none"> • Summer Learning Opportunities for Students in Grades K-5 – This program will focus on both academics and STEAM. This will include possible programming in the areas of coding, outdoor activities, arts/theatre, foundational physical activity (sports-focused), foundational physical activity (fun-focused). • Summer Learning Opportunities for Students in Grades 6-8 – This program will focus both on academic and social-emotional learning, and STEAM. This will include possible programming in the areas of coding, outdoor activities, arts/theatre, foundational physical activity (sports-focused), foundational physical activity (fun-focused). The use of THE 7 HABITS OF HIGHLY EFFECTIVE TEENS will be used to address the social-emotional learning needs of students. • Summer Learning Opportunities for Students in Grades 9-12 – This program will focus both on academic and social-emotional learning, and STEAM. This will include possible programming in the areas of coding, outdoor activities, arts/theatre, foundational physical activity (sports-focused), foundational physical activity (fun-focused). <p>The Summer Learning/Enrichment program will run for specific weeks during the summer. The program will be a strong collaboration between ALCS Staff and community stakeholder groups. Our goal is to bring in as many community partners as possible to create a well-rounded, holistically aligned program to meet a variety of student interests.</p> <p>Additionally, the district will hold sessions for students transitioning to Middle School (grade 5 to</p>

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
				grade 6) and High School (grade 8 to grade 9). This program will serve as a summer bridge program to help students make a successful transition. The program will focus on THE 7 HABITS OF HIGHLY EFFECTIVE TEENS as well as the LeadWorthy Program

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

The district will utilize a number of metrics to identify student needs and monitor student progress as a result of the planned interventions and supports. The metrics include, but are not limited to:

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- * Monitoring the usage of services provided

The use of data in monitoring and evaluating the effectiveness of the interventions that will be implemented as a result of this funding. As part of our district MTSS plan, we have a comprehensive system for reviewing data and using that data to make informed decisions regarding programmatic effectiveness and student movement towards mastery of learning standards.

The LEA will communicate changes to the program plan to stakeholders through a variety of methods including, but not limited to: presentations at BOE meetings at minimum every 6 months, narrated informational slide decks shared on the district website after BOE presentations, and articles in the District Newsletter, the Gator Communicator.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

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

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

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

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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	\$222,635
Anticipated Number of Students Served	450
Anticipated Number of Schools Served	2

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

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

FS-10 Summer Learning.pdf

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

Federal Reserves.Narrative.Summer Enrichment.docx