

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

Introduction/Instructions - Background Information

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**Background Information**

HANNIBAL CSD - 460701040000

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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.

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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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Introduction/Instructions - Submission Instructions

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**Submission Instructions**

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Directions for Submitting the Application:

- The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.
- LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.
- LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

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

RE: ARP-ESSER Application – State Reserves

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234*

Deadline for Submitting the Application:

- The ARP-ESSER Application – State Reserves is due by November 30, 2021.

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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	Nancy Dingman	nhenner@hannibalcsd.org	12/15/2021
LEA Board President	K. Michael LaFurney	jwakefie@hannibalcsd.org	12/8/2021

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

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**ARP-ESSER State Reserve: Consultation**

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

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

The Hannibal Central School District has publicly announced the opportunity to accept these funds as we collectively brainstorm interventions, strategies, and approaches to supporting our students academically, socially, and emotional needs to not only rebuild the confidence but also bridge gaps that students, faculty, staff, administration, and our families in the community have as we strive to recover from the crisis and come back even better position to be part of a productive society.

In our rural school, we have capitalized on the mechanisms that best work for our school district's learning community to anonymously contribute to the solicitation of ideas. Using a predictable model of a Friday Newsletter, an "email blast", our website, and social media (Facebook) we blanketed stakeholders, inclusive of those who do not have children in our school district to contribute to a survey. We shared our survey results and assured families that upon being awarded the funds, we would continue to be reflective and responsive to our learning community's needs.

It is essential for reviewers of this application understand that the school, the community, and our students will continue to evolve which may require our school district to amend budgets to be both proactive with approaches as well as be reactive as we reflect so we can best respond to a world that is new to all of us.

Stakeholders represented were: School administrators, Board of Education members, Teachers, Transportation Staff, Food Service workers, Maintenance, Cleaners, Teaching Assistants and Monitors, Parents, Grandparents, Foster Parents, members of the community at large, and most importantly, our students.

- 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.**

Upon completion of this application, the results will be posted: <https://www.hannibalcsd.org/domain/13>.

In addition, we will spread the application through the minutes of a Board of Education meeting minutes.

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

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

Recognizing that our understaffed school is striving to meet all of the needs our learning community has for students, we are using the minutes from each building's Pupil Service Team meetings, overview reports for student attendance and grades, behavioral reports, and high honor reports as barameters for comparison to past trends data as a general guide.

In addition, we will be summarizing our activities to draw lines of correlation between our intentional efforts to student outcomes.

Example: When we see activites such as high dose tutoring proving outcomes, we may be able to adjust practices in the classroom to further enrich as a tier one, global strategy, versus an independent activity, we will make adjustments.

With great intention, we will provide our school community with more forums to contribute to resetting expectations, norms, and levels of student success in our district.

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

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**ARP-ESSER State Reserve: Comprehensive Needs Assessment**

1. **In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

It is our District's believe that no one has been spared or sheltered from the impact of COVID-19. Our school's combined wealth ratio places our schools as a high need District. We have discovered through these past few months the various ways that students have responded to restarting a full school year with so much uncertainty. Based on this we have:

- Dedicated Therapeutic Crisis Intervention for Schools professional development targeted to our counseling staff and administrators which has helped to prepare to respond to students.
- Each school has adopted points of celebration (using character education traits) to incorporate into their schools as intentional efforts to describe healthy norms.
- Our District has extended the contract for outside service providers (mental health clinicians) to provide "in house" counseling under a practioners guidance which allows our students to not miss school and welcomes parents to sessions where perscribed.
- We have created new coursework at the secondary level to unify our students who would typically receive the bulk of their instruction in a self contained setting moving students to small class sizes with peers who excel in their studies to build relationships and mentoring pairs.
- We continue to collaborate with our local churches and food service program to assure that we further build upon our understanding of the food insecurity that exists throughout our community. (We are also a CEP school.)
- Unfortunately, many of our students have faced the loss of a loved one or care giver due to COVID-19. We provide each student with 1:1 counseling to support them and their family through changes that could include the need to move to another location.
- We have created wrap around services through our Pupil Support Teams at each building that study all quantitative and qualitative data we are able to collect on an individual student.
- We have made many attempts to maintain the lowest class size possible that we can fund so we can maintain the strongest connection to be most responsive.

It is impossible to think that there is a single test or indicator that will assist us with identifying which child needs us the most. Being a small rural school, we take great pride in being able to reach all of our students in a way that supports them. Ultimately, our key tool is using data to inform action plans for each student studied by the Pupil Support Team.

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

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

- 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.**

- 1. The District will appoint a Multi-Tiered System of Support Liaison (Coordinator.)** The MTSS Liaison would be responsible for the systemic implementation of the district's PK-12 Multi-Tiered System of Support. Specific responsibilities would include:  
Development of Systems and Procedures to support academic and behavioral growth: Alignment of building based student selection process at each level  
Alignment of creation and implementation of referral form at each level  
Identification of relevant data points to monitor at each level  
Selection of research based intervention tools for each level  
Development of systems to support creation and implementation of individual student plans to support growth in academic and/or behavioral skills  
Creation and implementation of intervention monitoring system at each level  
Creation of district level MTSS Team  
Creation and implementation of data analysis protocols at grade, building, and district level  
Development of Communication Structure  
Biweekly interventionist meetings at each level  
Biweekly meeting with building administrators  
Monthly meeting with Assistant Superintendent and Director of Pupil Services  
Quarterly meeting with district MTSS Team  
Regular collaboration with District Data Coordinator  
Professional Development Support Assist in improving the instructional program through modeling best practices and participation in professional learning communities. Model and promote skillful use of data to inform decision making  
Facilitate district professional learning focused on best practices in student interventions and data collection and analysis
- 2. The District will appoint a Behavioral Specialist:** The Behavior Intervention Specialist would be responsible for providing classroom specific and school-wide behavior management support at all grade levels. Specific responsibilities would include:  
Assisting staff in defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents.  
Facilitating team meetings with the identified student's teacher and parents for the purpose of completing a Functional Behavior Assessment.  
Participating in each building's Pupil Support Team meetings to develop behavior intervention plans  
Developing and implementing data driven protocols to monitor the effectiveness of behavior intervention plans.  
Providing support to individual teachers, groups of teachers, or the entire faculty and staff on crisis intervention  
Engaging families in the behavior intervention process and empower parents/guardians by providing them with the skills and techniques to support the positive behavior development in their child.  
Working collaboratively at each level to promote positive student behavior by providing professional development that targets research based strategies and best practices to support teachers in their implementation of positive behavior support in their classrooms.  
Participating in quarterly MTSS Team meetings.  
Exploring the development and implementation of restorative practices at each level
- 3. The District has contacted NYSED who has confirmed that this funding stream will support our District's initiative to fully fund full day Pre-Kindergarten. Research clearly describes students who participate in structured pre-kindergarten have long-term benefits of language acquisition and use. In addition, students who begin their studies in pre-kindergarten have a range of life long skills that benefit them throughout their academic career. Social emotional learning is also best supported through early this intervention.**

- 2. In the chart below, please provide additional information about the planned evidence-based interventions that have**

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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)	174,934	<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	1. The MTSS Liaison would be responsible for the systemic implementation of the district's PK-12 Multi-Tiered System of Support. Specific responsibilities would include: Development of Systems and Procedures to support academic and behavioral growth: 2. Alignment of building based student selection process at each level 3. Alignment of creation and implementation of referral form at each level 4. Identification of relevant data points to monitor at each level 5. Selection of research based intervention tools for each level 6. Development of systems to support creation and implementation of individual student plans to support growth in academic and/or behavioral skills 7. Creation and implementation of intervention monitoring system at each level 8. Creation of district level MTSS Team 9. Creation and implementation of data analysis protocols at grade, building, and district level 10. Development of Communication Structure 11. Biweekly interventionist meetings at each level 12. Biweekly meeting with building administrators 13. Monthly meeting with Assistant Superintendent and Director of Pupil Services 14. Quarterly meeting with district MTSS Team 15. Regular collaboration with District Data

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>Coordinator</p> <p>16. Professional Development Support</p> <p>17. Assist in improving the instructional program through modeling best practices and participation in professional learning communities.</p> <p>18. Model and promote skillful use of data to inform decision making</p> <p>19. Facilitate district professional learning focused on best practices in student interventions and data collection and analysis</p>
<p>Other Evidence-Based Intervention (Tier I, II, III, or IV)</p>	<p>758,196</p>	<p><input checked="" type="checkbox"/> Primary</p> <p><input type="checkbox"/> Elementary</p> <p><input type="checkbox"/> Middle School</p> <p><input type="checkbox"/> High School</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input type="checkbox"/> Students with Disabilities</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Students Experiencing Homelessness</p> <p><input type="checkbox"/> Students in Foster Care</p> <p><input type="checkbox"/> Migratory Students</p> <p><input type="checkbox"/> Students Involved with the Juvenile Justice System</p> <p><input type="checkbox"/> Other Underserved Students</p> <p><input type="checkbox"/> None of the Above</p>	<p>1. The District has contacted NYSED who has confirmed that this funding stream will support our District's initiative to fully fund full day Pre-Kindergarten. Research clearly describes students who participate in structured pre-kindergarten have long-term benefits of language acquisition and use. In addition, students who begin their studies in pre-kindergarten have a range of life long skills that benefit them throughout their academic career. Social emotional learning is also best supported through early this intervention.</p>
<p>Other Evidence-Based Intervention (Tier I, II, III, or IV)</p>	<p>206,941</p>	<p><input checked="" type="checkbox"/> Primary</p> <p><input checked="" type="checkbox"/> Elementary</p> <p><input checked="" type="checkbox"/> Middle School</p> <p><input checked="" type="checkbox"/> High School</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input type="checkbox"/> Students with Disabilities</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Students Experiencing Homelessness</p> <p><input type="checkbox"/> Students in Foster Care</p> <p><input type="checkbox"/> Migratory Students</p> <p><input type="checkbox"/> Students Involved with the Juvenile Justice System</p> <p><input type="checkbox"/> Other Underserved Students</p> <p><input type="checkbox"/> None of the Above</p>	<p>1. <b>The District will appoint a Behavioral Specialist:</b> The Behavior Intervention Specialist would be responsible for providing classroom specific and school-wide behavior management support at all grade levels. Specific responsibilities would include: Assisting staff in defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents. Facilitating team meetings with the identified student's teacher and parents for the purpose of</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
				<p>completing a Functional Behavior Assessment.Participating in each building's Pupil Support Team meetings to develop behavior intervention plansDeveloping and implementing data driven protocols to monitor the effectiveness of behavior intervention plans.Providing support to individual teachers, groups of teachers, or the entire faculty and staff on crisis interventionEngaging families in the behavior intervention process and empower parents/guardians by providing them with the skills and techniques to support the positive behavior development in their child.Working collaboratively at each level to promote positive student behavior by providing professional development that targets research based strategies and best practices to support teachers in their implementation of positive behavior support in their classrooms.Participating in quarterly MTSS Team meetings.Exploring the development and implementation of restorative practices at each level</p>

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

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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.

MTSS Liaison- Systems for studying pupil access to targeted services in each building will become more systematized with applications and parent communication becoming expedited. Teachers will also received targeted professional development that will better support students in their classroom setting with evidence of success in student studies; attendance; and improvement in various behaviors.

Behavior Specialist- Immediate access will allo for earlier in the classroom interventions to be placed with consistent monitoring of students' access to their studies in their Least Restrictive Environment.

MTSS Liaison—The MTSS liaison will be responsible for the systematic implementation of the district's PK-12 Multi-Tiered System of Support. The effectiveness of this strategy will be measured using the following:

- Creation of a comprehensive tool that compiles a selection of research based interventions that can be accessed district wide by members of the pupil support teams and individual teachers.
- Written protocols that outline the student selection process at the elementary and secondary levels.
- Triennial review of data reports that include universal benchmarks and diagnostic screening assessments.
- Quarterly review of MTSS Committee reports, that include progress monitoring data related to individual student plans.
- Evidence of the implementation of best practices during formal and informal instructional observations.

Behavior Specialist—The Behavior Intervention Specialist will be responsible for providing classroom specific and school-wide behavior management support at all grade levels. The effectiveness of this strategy will be measured using the following:

- Completion of Functional Behavior Assessments and behavior intervention plans for students identified as needing support.
- Quarterly review of progress monitoring data related to behavior intervention plans.
- Implementation of restorative practices at the elementary and secondary levels.
- Decrease in the student suspension rate.
- Increase in students receiving instruction in the least restrictive environment.

Full Day Pre-Kindergarten- Language developed through research based tools that measure specific indicators in language acquisition and predictable access to CPSE services such as speech, occupational and physical therapies.

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

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

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**5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: 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	1140071
Anticipated Number of Students Served	1202
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.**

ARP ESSR 5 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.**

Budget Narrative ARP-ESSER 5 State-Level Reserve - Addressing the Impact of Lost Instructional Time.docx

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

ARP-ESSER State Reserves - Comprehensive After School

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**1% State-Level Reserve - Comprehensive After School: Program Design**

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

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

In this allocation we wish to designate funds in two key areas:

High does tutoring focused on secondary students who have experienced interrupted instruction. Using district resources we will provide transportation for students to attend after school programming that is customized and will offer course specific initial direct instruction, recovery, and/or intervention to promote students having individual (or at times small group) instruction.

To support students physical conditioning and promote healthy opportunities for social and emotional learning, we will be establishing intramural programs for students in all buildings to stay after school and engage in a range of physical activities in an organized fashion. Our goal is to increase student attendance and eventually detect correlations with behavior and academic success.

- 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
High Dosage Tutoring Programs	1	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input 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	Our pupil services team will recommend students for this program. We have entitled the program "Twilight" as it happens after school and students have helped select that title. The school counselor, school administrator, the student, and parent will meet to discuss the student's individual goals while

**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	reviewing academic transcripts. The students will need to accept the invitation into the program which will offer a range of access points and supports provided by certified classroom teachers and teaching assistants.

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 school's Pupil Service Team (PST), coordinated by the building principal, will establish individual goals for the participating student in "Twilight." On a weekly basis the PST will review progress reports presented by a member of the "Twilight" staff.

Intramurals- We will monitor student attendance with academic and behavior data through to identify a coorelation between students who participate and and those who do not participate.

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

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

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

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5883-21-XXXX.

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

4. **Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

	Amount
LEA Allocation	228021
Anticipated Number of Students Served	

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

ARP-ESSER State Reserves - Comprehensive After School

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	Amount
	1202
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.**

Extended Day 1.pdf

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

Budget Narrative ARP-ESSER 1 State-Level Reserve - Comprehensive After School.docx

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

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

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

- 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 District wishes to institute a summer program that can operate independent from academic summer school (and ESY) or as a companion program to summer school offerings.

Our goals would include enrichment experiences for students to engage in inclusive of:

- Sporting related "Summer Olympics"
- Enrichment based "Field Trips"
- STEAM Camps

Using NYS Standards, we will identify the most qualified faculty to build upon PE, ELA, and STEAM to connect structured play, collaboration, social emotional learning, and grade level standards to bridge "school year learning" to activities. Across the board, we see students needing a direct connection to structured activities to bridge learning loss, maintain healthy social connections, and continue to be exposed to enriching experience where cost, transportation, or parental access may be an inhibitor.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-	228,021	<input checked="" type="checkbox"/> Primary	<input checked="" type="checkbox"/> All Students	Our community lacks access to no cost opportunities

**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
Aligned Enrichment Activities		<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	for students to enjoy their summer in a structured fashion.  Our District is prepared to use District resources to break down barriers for access such as transportation and summer feeding programs to welcome all students into our programs.  We are also looking to create entry points to jobs for our upperclassmen and recent graduates to support our programs under the direction of school faculty and staff.

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.

Through norm setting, student participation, and restorative practices, we will collaborate with families to create the healthiest environment for students to "enjoy their summer." We will provide access to student services such as outside counselors and specific cooperative activities to develop skills necessary to thrive during this period of enrichment.

**1% State-Level Reserve - Summer Learning and Enrichment: 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  
 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.**

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

ARP-ESSER State Reserves - Summer Learning and Enrichment

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	Amount
LEA Allocation	228021
Anticipated Number of Students Served	1202
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.**

Summer 1.pdf

ARP-ESSER 1 State-Level Reserve - Summer Learning and Enrichment.xls

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 ARP-ESSER 1 State-Level Reserve - Summer Learning and Enrichment.docx

Budget Narrative ARP-ESSER 1 State-Level Reserve - Summer Learning and Enrichment.docx