

**ARP-ESSER Application: Part 1 - Assurances****Summary & Submission Instructions**

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Page Last Modified: 05/17/2021

**Summary & Submission Instructions**

SOUTH JEFFERSON CSD

220101040000

**SUMMARY**

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 ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations will be administered by NYSED as a two-part application process:

**ARP-ESSER Application – Part 1:** The first step is for each LEA to submit signed assurances to NYSED by no later than **May 24, 2021**. Upon receipt of signed LEA assurances, NYSED will provide an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs may begin obligating their allocation of 90% base ARP-ESSER funds.

**ARP-ESSER Application – Part 2:** The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).

**SUBMISSION INSTRUCTIONS**

The ARP-ESSER Application: Part 1 is due by **May 24, 2021**.

**OBLIGATION OF FUNDS:**

Upon receipt of the assurances detailed in ARP-ESSER Application: Part 1, NYSED will generate a determination of a substantially approvable application status consistent with 34 CFR §76.708 of Uniform Grants Guidance (UGG) which provides specific regulations regarding when subgrantees may begin to obligate funds (UGG states that subgrantees may not obligate funds until the date that the applicant submits its application to the State in substantially approvable form for formulaic grants). Those LEAs that do submit signed assurances to NYSED by May 24, 2021 will be able to start obligating ARP-ESSER funds upon receipt of the notice from NYSED of substantial application approval.

**ALLOWABLE USES OF ARP-ESSER FUNDS**

~~USDE has published a fact sheet comparing the ESSER 1 fund under the CARES Act, the ESSER 2 fund under the CRRSA Act, and the ARP-ESSER fund, which is~~

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available at: [https://oese.ed.gov/files/2021/03/FINAL\\_ARP-ESSER-FACT-SHEET.pdf](https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf).

On April 21, 2021, USDE issued Interim Final Requirements (IFR) that include examples of ways in which an LEA may use its ARP-ESSER funds for a wide variety of activities related to educating students during the COVID-19 pandemic and addressing the impacts of the COVID-19 pandemic on students and educators. USDE's IFR also references the ARP statutory requirement that an LEA receiving ARP ESSER funds must reserve at least 20 percent of the funds to measure and address the academic impact of lost instructional time on all students through the implementation of evidence-based interventions, including but not limited to interventions implemented through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs. Moreover, USDE's IFR states that the LEA must also ensure that such interventions respond to students' academic, social, emotional, and mental health needs and address the impact of the COVID-19 pandemic on groups of students disproportionately impacted by the pandemic.

USDE has indicated that additional guidance on allowable uses of ARP-ESSER funds will be forthcoming. NYSED will ensure all LEAs are provided such guidance upon receipt.

**APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS**

The federal ARP statute requires SEAs to reserve:

- not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and
- not less than 1 percent to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System.

## ARP-ESSER Application: Part 1 - Assurances

## Assurances

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## American Rescue Plan (ARP) Act - Assurances

1. The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.  
 YES, the LEA provides the above assurance.
2. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:
  1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
  2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
  3. LEA uses of funds to sustain and support access to early childhood education programs;
  4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
  5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
  6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
  7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds. YES, the LEA provides the above assurance.
3. The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).  
 YES, the LEA provides the above assurance.
4. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.  
 YES, the LEA provides the above assurance.
5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.  
 YES, the LEA provides the above assurance.
6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).  
 YES, the LEA provides the above assurance.

## ARP-ESSER Application: Part 1 - Assurances

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7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- YES, the LEA provides the above assurance.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
- YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- YES, the LEA provides the above assurance.
12. The LEA assures that:
1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
  2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
  3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
  4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
  5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
- YES, the LEA provides the above assurance.

## ARP-ESSER Application: Part 1 - Assurances

## Assurances

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## 13. The LEA assures that:

1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

 YES, the LEA provides the above assurance.

## 14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

 YES, the LEA provides the above assurance.

## 15. The LEA assures the LEA will reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

 YES, the LEA provides the above assurance.

## 16. The LEA assures that the LEA will develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. As part of this process, consistent with Section 2001(i)(2) of the ARP Act, the LEA seek public comment on the plan and take those comments into account in the development of the plan. Per section 2001(i)(3) of the ARP Act, an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

 YES, the LEA provides the above assurance.

## 17. The LEA assures that the LEA will include in its application to the Department for ARP-ESSER funds a plan, in a format prescribed by the Commissioner, that describes the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

 YES, the LEA provides the above assurance.

ARP-ESSER Application: Part 1 - Assurances

Assurances

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- 18. The LEA assures that the LEA will include in its application to the Department for ARP-ESSER funds a plan, in a format prescribed by the Commissioner, that describes how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.

YES, the LEA provides the above assurance.

- 19. The LEA assures that the LEA will include in its application to the Department for ARP-ESSER funds a plan, in a format prescribed by the Commissioner, that describes how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

YES, the LEA provides the above assurance.

- 20. The LEA assures that the LEA will include in its application to the Department for ARP-ESSER funds a plan, in a format prescribed by the Commissioner, that describes how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and 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.

YES, the LEA provides the above assurance.

- 21. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of the plan referenced above in Assurances #17-20. 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, children who are incarcerated, and other underserved students.

YES, the LEA provides the above assurance.

- 22. The LEA assures that its LEA ARP ESSER plan will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

YES, the LEA provides the above assurance.

**ARP-ESSER Application: Part 2 - ARP Act****Introduction/Instructions - Summary & Background**

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**Summary & Background**

SOUTH JEFFERSON CSD

220101040000

**SUMMARY & BACKGROUND**

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 ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

***ARP-ESSER Application – Part 1:*** The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

***ARP-ESSER Application – Part 2:*** The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).

**Project Period**

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated by October 31, 2024.

**Project Number**

The project number stem for the program is:

*ESSER: 5880 - 21 - XXXX*

This number should be used on the appropriate FS-10 budget form.

**Submission Deadline**

Completed applications are due by **August 31, 2021** (with extensions by request), and will be reviewed on a rolling basis.

**ARP-ESSER Application: Part 2 - ARP Act**

**Introduction/Instructions - Summary & Background**

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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 allocation returned to the United States Department of Education.

**APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS**

The federal ARP statute requires SEAs to reserve:

- not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the [SED Monitoring and Vendor Reporting System](#). This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.



**ARP-ESSER Application: Part 2 - ARP Act**

Introduction/Instructions - Submission Instructions

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**Submission Instructions**

SOUTH JEFFERSON CSD

220101040000

**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 – Part 2*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234.*

**Deadline for Submitting the Applications:**

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

**ARP-ESSER Application: Part 2 - ARP Act**

LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

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**ARP-ESSER LEA Base 90% Allocation - Intent to Apply**

SOUTH JEFFERSON CSD

220101040000

- 1. Does the LEA intend to apply for American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding?**

Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

- 2. 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	Mrs. Cora Harvey	charvey@spartanpride.org	08/18/21
LEA Board President	Mrs. Pamela Thomas	pthomas@spartanpride.org	08/18/21

**ARP-ESSER Allocation - Construction-Related Costs**

- 3. Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?**

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

**ARP-ESSER Application: Part 2 - ARP Act**

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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**ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination**

SOUTH JEFFERSON CSD

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Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act; and section 2001(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

**NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are fully addressed in the LEA's application, combined with a budget, and then publicly posted after being developed with public input.**

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); 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, children who are incarcerated, and other underserved students.

Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

**ARP-ESSER Application: Part 2 - ARP Act**

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; Program Information

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1. **In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.**

The superintendent, business administrator and administrative team met on June 2nd to review the basics of the American Rescue Plan and to continue defining need. The district held a planning meeting on 06.08.21. The 29 member stakeholder group representatives include:

- parents from the elementary, middle and high school levels with children in both general education and special education programs
- both special education and general education teachers, school counselors, school administrators, and support staff
- the president of the board of education
- a county legislator

The stakeholders focused on 6 key areas including:

- after-school programming
- summer school programming
- elementary level supports
- middle and high school level supports
- social emotional supports for students and staff
- non-instructional supports

A Board of Education workshop was held on 06.09.21 during the regular board meeting and was open to the public and broadcast live. This workshop has been recorded, saved and is accessible on the District website and Youtube page. The Board of Education engaged in a similar process and focused on the same, 6 key areas. Twelve student representatives provided input for plan development on 06.16.21.

The District created a Grants and Human Resources Administrator position. One of the primary responsibilities for this position will be to actively engage stakeholders throughout the implementation of the plan. Together with the superintendent and the Board, this administrator will plan for engagement will include and not be limited to:

- input meetings with the original stakeholder team
- public sessions at Board of Education meetings
- Virtual town halls and information sharing with the community
- Surveys

The plan will be reviewed at least once every 6 months and more frequently as needs change.

2. **In the space provided below, please provide the URL for the website(s) where the LEA ARP-ESSER Plan 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 plan is posted on the District website as a draft. This draft has been publicly shared with the community using the District mass communication system, ParentSquare which sends out a message, posts the message to the District website and to the District Facebook page.

American Rescue Plan

<https://www.spartanpride.org/tfiles/folder1715/American%20Rescue%20Plan-%20District%20Plan.pdf>

The district will disseminate the SED approved plan link using Parent Square to all families and staff and will post on the District Facebook page. As with all our posted plans, anyone may request a copy by calling the District Office at 315.583.6104. A copy will be mailed or printed and provided to those wishing to stop into the District Office to pick it up. The newly created Human Resources and Grants Administrator will also be able to individually follow up and review the plan with parents and may do so face to face or virtually.

**ARP-ESSER LEA Base 90% Allocation - Program Information**

## ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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3. **In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

Funds will be used to support the current prevention and mitigation strategies of the district. The district will use funds to:

- Hire an additional licensed practical nurse (LPN), a part time RN, and add hours to a contracted LPN.
- This will allow for our Supervising RN to work more closely with our district medical director and buildings and grounds director and to have more time to review and help plan for responses as CDC guidance changes.
- This will offer our Supervising RN to learn about and prepare for mitigation strategies as outlined by the CDC and the NYS Department of Health.
- This will offer additional coverage in each of our four school health offices to support the daily screening of students for students who did not screen prior to coming into school.
- This will allow for increased care coverage at each of our four school health offices including oversight of school isolation areas for symptomatic students.
- This will supplement the ability of the district nursing team to develop and implement public health protocols and to effectively maintain the health and safety of students, educators, and other staff.
- The Human Resources and Grants Administrator will lead prevention initiatives including supporting the investigation/quarantine process as per the CDC and NYS Department of Health protocols, organizing and oversight of the mandatory weekly COVID-19 testing for unvaccinated staff in school, entering required COVID-19 data in the NYS Department of Health school dashboard on a daily basis, and working with community organizations like North Country Family Health Center to plan for vaccination clinics and student testing.
- Buy additional nursing and buildings and grounds supplies including PPE, cleaning and disinfecting products, and other products that support the return to daily, in-person instructions (ie: individual room air purifiers as needed, etc.).
- Supporting staffing needs when employees need to quarantine and/or isolate as mandated by public health agencies.

The increase in nursing staff and the increase in appropriate PPE will allow for the continuous and safe operation of schools for in-person learning. This allows our health team to respond more quickly to students who are symptomatic of COVID-19, engage in mitigation strategies that isolate and quarantine students as needed, log on and check student and staff vaccination status as well as support implementation of State mandated weekly testing of non-vaccinated staff.

Increased staff will also support the investigation process to help identify students and staff that will be considered close contact of someone testing positive for COVID-19. This allows for close contacts to be removed from school in a prompt manner and reduces the potential for the spread of the virus. South Jefferson has not had to close school to daily in-person learning since May of 2020.

**ARP-ESSER Application: Part 2 - ARP Act**

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; Program Information

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**4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.**

The district will use multiple data points to monitor student progress. In some cases, this involves establishing a base-line at the beginning of the 21-22 school year for comparison. Data the district will use to continually identify student needs and monitor student progress includes:

- Attendance rates
- Number of referrals to the Pupil Services Team - behavioral/social emotional needs data
- Report card grades on a quarterly basis - targeting those at risk of failure
- NYS Assessments like the Regents exams
- Elementary benchmark data for math and English language arts including norm-referenced data from Aimsweb Plus, running records data, Fontas and Pinnel Benchmark Assessment Data, SAVVAS - Math benchmark data, STAR Assessment and the Diagnostic Assessment of Reading (DAR)
- Discipline referrals
- Graduation rate data
- Drop-out rate data
- Participation rates in extra-curricular activities to include and not limited to:
  - School sponsored clubs, specific to each building
  - Interscholastic athletics
  - Intramurals
  - Afterschool academic intervention services and support

The data and progress monitoring will help determine who well interventions and supports are working for students and will allow the District to change course as needed and as part of the stakeholder / plan revision process described in number 1 of this section of the plan. All supports are designed to help with the lost instructional time students experienced during the initial closure and hybrid model. Supports include:

- Hiring elementary general education teachers to support reduced class sizes giving increase attention, support, and instruction to our youngest learners given data indicates they are experiencing less progress based on lost instructional time.
- Supplementing and supporting the administrative teams' salaries helping the district to maintain the operation of and continuity of services through continued employment of existing staff. This will also allow administrative staff to support additional staff added by the grant as well as enrichment and other newly created academic supports like afterschool academic intervention services and extracurricular activities.
- Allowing the administrative team to plan for and eventually implement summer enrichment, after-school, and other instructional opportunities that meet the needs of all students and especially students who are economically disadvantaged
- Allowing the administrative team to review and revise plans in case long or short term closures should become necessary
- Dedicating individual building set asides to support district wide and building specific professional development activities as outlined in the district's Professional Development Plan
- Purchasing new furniture to create a welcoming and conducive environment for in-person learning while recognizing the potential need for physical distancing and the use of 1:1 devices by all students
- Stipends for certified staff for extra curricular programs for students. The goal will be to increase connectedness, increase engagement, increase social emotional support, and increase attendance rates

In addition, the district will plan for summer enrichment and support. The district will also plan for more specific after-school instructional support using the APR State Reserves funding dedicated to this purpose. This will be based on need and after reviewing the impact the in school and after school supports have on the loss of learning time for students.

## ARP-ESSER Application: Part 2 - ARP Act

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; Program Information

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5. **In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.**

The district will supplement current resources to help address the academic impact of lost instructional time. Some of the specific strategies include:

- Hiring elementary general education teachers to support reduced class sizes (20% reserve)
- Supplementing and supporting the administrative teams' salaries helping the district to maintain the operation of and continuity of services through continued employment of existing staff (20% reserve)
- Allowing the administrative team to plan for and eventually implement summer enrichment, after-school, and other instructional opportunities that meet the needs of all students and especially student who are economically disadvantaged (20% reserve)
- Enhancing our multi-tiered systems of support (MTSS), like Response to Intervention and PBIS - both models are researched and evidenced based. (20% reserve) PBIS
- Allowing the administrative team to review and revise plans in case long or short term closures should become necessary
- Dedicating individual building set asides to support district wide and building specific professional development activities as outlined in the district's Professional Development Plan (20% reserve)
- Purchasing new furniture to create a welcoming and conducive environment for in-person learning while recognizing the potential need for physical distancing and the use of 1:1 devices by all students (20% reserve)
- Stipends for certified staff for extra curricular programs for students. The goal will be to increase connectedness, increase engagement, increase social emotional support, and increase attendance rates (20% reserve)

Reducing class sizes is an evidence based strategy to support students. Having our administrators support and plan for evidence based strategies like summer school programs and afterschool support are also included. The Human Resources and Grants Administrator will use federal tools like the 'What Works Clearinghouse' to monitor and ensure that all interventions are research and/or evidence based. What Works Clearinghouse link

\*Required Reserve items are indicated with an \* on the FS10. Totaling: \$1,093,325

6. **In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.**

All expenditures in this category are either directly or indirectly related to the academic impact of loss instructional time, above the required 20%. All remaining funds will be spent on things that are allowable and continue to strengthen and support our students. Expenditures include:

- Continuing with the dedicated support of the district's athletic coordinator
- New furniture to support physical distancing requirements and 1:1 technology use
- STEM supplies and materials to support the Technology and Agriculture Department
- Athletic equipment to support increased involvement in interscholastic and intramural sports
- Art equipment to enrich the experiences of students and to increase student engagement and attendance
- Physical education equipment to enhance the physical education department supporting not only physical health, supporting students social/emotional well-being and body/mind connection
- Musical instruments allowing students from low-income families the opportunity to not have to rent their instruments
- Nursing supplies to support the increased need for in-school isolation
- Buildings and grounds supplies to support cleaning, disinfecting, and to maintain the continuity of services
- Continue employing key staff who support the instructional and social emotional needs of students
- Supporting staffing needs when employees are mandated by public health to quarantine and/or isolate

## ARP-ESSER Application: Part 2 - ARP Act

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; Program Information

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7. In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and 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 South Jefferson Central School District serves students from the following demographics:

- About 19% of the 1818 students served are students with disabilities. The district is known for quality programs for students with disabilities and many families move to the district because of this. Only 3 students are served in programs not located in the school district.
- 51% of students qualify as students who are economically disadvantaged.
- 94% of students are white, 1% are black, 2% are hispanic/latino, 1% are Asian and 2% are multi-racial.
- 1% of students qualify as homeless / temporary housing under McKinney-Vento
- 8 students are considered migrant students
- 3 students are English Language Learners

The District will increase the amount of transportation it typically offers so that more students, especially those who are economically disadvantaged, have the opportunity to participate in afterschool instructional supports, athletics, intramurals, and club activities. This increase to opportunities allows greater access to afterschool instructional and social-emotional supports.

An additional school social worker will be hired to support the social, emotional, and mental health needs. This social worker will be an active member of our Pupil Services Team (PST). The PST reviews data, including things like students socio-economic needs, attendance, and learning needs (i.e. students with disabilities). Each building PST, including the grant funded school social worker, reviews data and deploys resources, supports, and offerings. Those social, emotional and mental health supports vary depending upon need and could include:

- direct in-district individual counseling for students
- direct in-district group counseling for students
- functional behavioral assessments
- development of behavioral intervention plans and support for individual students
- development of academic intervention plans and supports for individual students
- wrap around supports for students and families including coordination of support through the United Way ALICE program (asset limited income constrained employed)
- Home visits
- Coordination of support with the imbedded care coordinator from the Children's Home of Jefferson County
- Working with classroom teachers to modify and align behavioral and academic supports for all students in the classroom setting

The PST will continue to be the system by which the district supports our neediest of families. The American Rescue Plan funding will supplement the good work this team already engages in and will help increase the membership of this team by an LPN and school social worker.



ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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**ARP-ESSER Return to In-Person Instruction**

SOUTH JEFFERSON CSD

220101040000

Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA’s website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA’s website and was developed after the LEA sought and took into account public comment).

The LEA’s plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC’s safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students’ academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

LEA plans must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

**NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).**

- 1. In the space provided below, please provide the URL for the website(s) where the district’s most current re-opening/return to in-person learning plan is/will be located. 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 current and approved re-opening plan is located at:

Reopening Plan Information

Included on that page are the approved re-opening plan from August of 2020 as well as an re-opening addendum from May 2021. The May 2021 addendum moved the district to daily, in-person instruction for all children not wanting to continue with remote learning. Anyone wanting a copy may call the District Office at 315.583.6104 and request a printed copy. Copies are also downloadable on the district website.

**ARP-ESSER Application: Part 2 - ARP Act**

**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction**

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- An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.**

**In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.**

The District administrative team and Board of Education will review the plan every 6 months. The Board of Education review will be public and part of a regular board meeting.

Should major changes be suggested or needed as indicated by student needs data and/or progress monitoring data, the District will convene the 29 member stakeholder group to review the plan.

The District will host virtual Town Hall(s) if substantive changes are made. Any member of the public may participate in the Town Hall. Any input provided via a virtual Town Hall is recorded and saved. Town Halls are accessible for viewing after broadcast on the district's website and Youtube page.

**ARP-ESSER Application: Part 2 - ARP Act**

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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**ARP-ESSER LEA Base 90% Allocation - Funding Distribution**

SOUTH JEFFERSON CSD

220101040000

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	2,924,557
Total Number of K-12 Resident Students Enrolled (#)	1,747
Total Number of Students from Low-Income Families (#)	880

**ARP-ESSER Schools Served**

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number (#)
Total Number of Schools in the LEA	4
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	4

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

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ARP-ESSER LEA Base 90% Allocation - Use of Funds

SOUTH JEFFERSON CSD

220101040000

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity. PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	301,002
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	567,135
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	55,000
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	110,061
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	452,179
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	248,074
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster	694,426

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

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	FUNDING Amounts (\$)
care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	96,898
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	399,782
<b>Totals:</b>	<b>2,924,557</b>

**ARP-ESSER Application: Part 2 - ARP Act**

LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

Page Last Modified: 12/14/2021

**ARP-ESSER LEA Base 90% Allocation - Budget**

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

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. **Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER LEA Base 90% Funds.**

S Jefferson CSD ARP Part 2 Revised.12.14.21.pdf

2. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER LEA Base 90% Funds.**

ARP Budget Narrative 11.8.docx

3. **Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.**

	Total Funds (\$)
15 - Professional Salaries	1,413,759
16 - Support Staff Salaries	202,433
40 - Purchased Services	9,198
45 - Supplies and Materials	900,789
46 - Travel Expenses	0
80 - Employee Benefits	291,983
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	106,395
<b>Totals:</b>	<b>2,924,557</b>

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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**Background Information**

SOUTH JEFFERSON CSD - 220101040000

**Summary and Background Information**

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund.

The federal ARP statute requires that States reserve ARP ESSER funds for three State-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

The 2021-2022 enacted New York State budget fully allocated the required SEA reserves as subgrants to 398 LEAs and NYSED has made allocations to two additional LEAs. Specific LEA allocations are detailed in Columns D, E, and F in the **ARP ESSER Allocations Chart** (see also in the Document Library). Please note that these funds are in addition to the *90% LEA ARP-ESSER ALLOCATION* listed in Column C of that workbook and must be budgeted for separately.

As indicated in NYSED's approved **ARP ESSER State Plan**, NYSED has included within this application a list of evidence-based interventions related to each state reserve. LEAs will be required to utilize state reserve funds to implement evidence-based interventions either chosen from the NYSED-selected list or from another reputable source (such as, but not limited to, the What Works Clearinghouse).

**RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.**

LEAs must select and implement evidence-based activities and interventions either chosen from the NYSED-provided list (embedded within each section of the application) or from another reputable source. Selected interventions must fall into one of the four tiers of evidence defined in the Every Student Succeeds Act (ESSA). Specifically, evidence tiers are defined as:

**Tier 1 - Strong Evidence:** Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

**Tier 2 - Moderate Evidence:** Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence standards with reservations. The studies use large, multi-site samples. No

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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other studies show that this strategy negatively impacts an outcome.

**Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

**Tier 4 - Demonstrates a Rationale:** High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

Further information may be found in the **Federal Guidance on Evidence-Based Interventions**. There are a number of resources available that identify research that supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align with the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

**Project Period**

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated and an FS-10F Final Expenditure Report submitted by October 31, 2024.

**Project Number**

The project number stems for the three state-reserve programs are:

Fund Code	Project
5884-21-XXXX	ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time
5883-21-XXXX	ARP-ESSER 1% State-Level Reserve - Comprehensive After School
5882-21-XXXX	ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment

This number should be used on the appropriate FS-10 budget form.

**Submission Deadline**

Completed applications are due by **November 30, 2021** (with extensions by request) and will be reviewed on a rolling basis.

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

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER State Reserve allocation returned to the United States Department of Education.



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

Introduction/Instructions - Background Information

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Page Last Modified: 11/22/2021

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

Introduction/Instructions - Submission Instructions

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**Submission Instructions**

SOUTH JEFFERSON CSD - 220101040000

**Directions for Submitting the Application:**

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

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

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

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

*RE: ARP-ESSER Application – State Reserves*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234*

**Deadline for Submitting the Application:**

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

## ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

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## ARP-ESSER State Reserve: Assurances

1. The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.  
 YES, the LEA provides the above assurance.
2. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:
  1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
  2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
  3. LEA uses of funds to sustain and support access to early childhood education programs;
  4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
  5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
  6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
  7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds. YES, the LEA provides the above assurance.
3. The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).  
 YES, the LEA provides the above assurance.
4. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.  
 YES, the LEA provides the above assurance.
5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.  
 YES, the LEA provides the above assurance.
6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).  
 YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

Page Last Modified: 11/22/2021

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

YES, the LEA provides the above assurance.

- 8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

YES, the LEA provides the above assurance.

- 9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.

YES, the LEA provides the above assurance.

- 10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

YES, the LEA provides the above assurance.

- 11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.

YES, the LEA provides the above assurance.

- 12. The LEA assures that:

1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.

YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

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13. The LEA assures that:

1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

YES, the LEA provides the above assurance.

14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

YES, the LEA provides the above assurance.

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

ARP-ESSER State Reserves - State Reserves Intent to Apply

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Page Last Modified: 12/01/2021

**ARP-ESSER State Reserves: Intent to Apply**

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

1. **Does the LEA intend to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding?**  
 YES, the LEA intends to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.
2. **Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding?**  
 YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.
3. **Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding?**  
 YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.
4. **Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Mrs. Cora Harvey	charvey@spartanpride.org	12/1/2021
LEA Board President	Mrs. Pamela Thomas	pthomas@spartanpride.org	12/1/2021

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

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

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**ARP-ESSER State Reserve: Consultation**

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

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

The superintendent, business administrator and administrative team met on June 2nd to review the basics of the American Rescue Plan and to continue defining need. The district held a planning meeting with stakeholders on 06.08.21. The 29 member stakeholder group representatives include:

- parents from the elementary, middle and high school levels with children in both general education and special education programs
- both special education and general education teachers, school counselors, school administrators, and support staff
- the president of the board of education
- a county legislator

The stakeholders focused on 6 key areas including:

- after-school programming
- summer school programming
- elementary level supports
- middle and high school level supports
- social emotional supports for students and staff
- non-instructional supports

A Board of Education public workshop was held on 06.09.21 during the regular board meeting and was open to the public and broadcast live. This workshop has been recorded, saved and is accessible on the District website and Youtube page. The Board of Education engaged in a similar process and focused on the same, 6 key areas. Twelve student representatives provided input for plan development on 06.16.21.

The District created a Grants and Human Resources Administrator position using ARP Part 2 Funds. This position will be braided with the State Reserve funds to support ongoing community outreach and meaningful consultation.

One of the primary responsibilities for this position will be to actively engage stakeholders throughout the implementation of the plan. Together with the superintendent and the Board, this administrator will plan for engagement will include and not be limited to:

- input meetings with the original stakeholder team
- public sessions at Board of Education meetings
- Virtual town halls and information sharing with the community
- Surveys

The plan will be reviewed at least once every 6 months and more frequently as needs change.

- 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 State-Level Reserve Funds plan will be posted publicly once approved. It will be found at:

<https://www.spartanpride.org/districtpage.cfm?pageid=1715>

The link to the plan will be provided to all parents and staff using the District mass communication system, ParentSquare. Anyone wanting a copy or anyone wanting to review the plan may contact the Human Resources/Grants Administrator at 315.232.2109.. A copy will be mailed and/or an appointment may be made for review.

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

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.**

The District will continue to use the 29 member stakeholder group to make decisions and change course as data/need indicate. The District will also hold public Board of Education Worksessions focused on the grant and areas of need and gains.

The District created a Grants and Human Resources Administrator position. One of the primary responsibilities for this position will be to actively engage stakeholders throughout the implementation of the plan. Together with the superintendent and the Board, this administrator will plan for engagement to include and not be limited to:

- input meetings with the original stakeholder team
- public sessions at Board of Education meetings
- Virtual town halls and information sharing with the community
- Surveys
- Review of needs data

The plan will be reviewed at least once every 6 months and more frequently as needs change.



**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.**

The District will use multiple data points in helping determine the social, emotional, mental health and academic needs of students. Much of this work and data review will be done by the District level Pupil Services Team (PST) and the building level PSTs. The District and building level PSTs will identify those disproportionately impacted by the COVID-19 pandemic. In some cases, this will involve establishing baseline data points over the 21-22 school year for comparison. Data used to identify student needs and monitor student progress includes:

- Attendance rates
- Number of referrals to the Pupil Services Team - behavioral/social emotional needs data
- Report card grades on a quarterly basis - targeting those at risk of failure
- NYS Assessments like the Regents exams
- Elementary benchmark data for math and English language arts including norm-referenced data from Aimsweb Plus, running records data, Fontas and Pinnell Benchmark Assessment Data, SAVVAS - Math benchmark data, STAR Assessment and the Diagnostic Assessment of Reading (DAR)
- Discipline referrals
- Free and Reduced Lunch data
- Graduation rate data
- Drop-out rate data
- Participation rates in extra-curricular activities to include and not limited to:
  - School sponsored clubs, specific to each building
  - Interscholastic athletics
  - Intramurals
  - Afterschool academic intervention services and support

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 01/19/2022

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 district will supplement and braid together current resources, including Title programs and ARP Part 2 funding to help address the academic impact of lost instructional time. The State Reserve funding will compliment and further support both current and new District initiatives. Some of the specific strategies include:

- Hiring 4 elementary general education teachers to support reduced class sizes at the elementary level.
- Hiring an additional literacy specialist to support elementary age students to support the work offered by literacy specialists funded by Title grant funds.
- Hiring 2 certified teachers to serve as Learning Center teachers at our middle and high school to enhance the work being done by our existing Learning Center teacher. Learning Center teachers offer students support in all subject areas and in executive functioning skills and strategies.
- Hiring an additional licensed school social worker to help support the social and emotional needs of students.
- Enhancing our multi-tiered systems of support (MTSS), like Response to Intervention, functional behavioral assessment based interventions, Sources of Strength, Social Skills Training and PBIS - these models are researched and evidenced based. PBIS
- Allowing the administrative team to review and revise plans in case long or short term closures should become necessary and supporting an additional stipend for teachers who give up their planning periods to cover classes given our current COVID-19 related substitute teacher shortage. This strategy allows the District to remain open and provide meaningful instruction when teachers are out because of testing positive for COVID-19 or having to quarantine from being a close-contact of someone testing positive.
- Continued use of research based interventions like Read 180, Leveled Literacy Intervention, Accelerated Reader, IXL Math and IXL English Language Arts, and enVisions Math.
- Certified staff focusing on instruction to accelerate learning will be operating under a Tier 4 Model of evidenced-based requirements. The goal is to look at multiple data points and progress monitor student outcomes to ensure the strategy is working as planned.
- Stipends for staff to work remotely with students who have to quarantine because of being a close contact or for students testing positive for COVID-19.

Many of the strategies, especially those involving hiring additional elementary teachers, literacy specialists, and Learning Center teachers allow for students identified as needing the most help get increased, individualize instruction from a certified teacher. The Human Resources and Grants Administrator will use federal tools like the 'What Works Clearinghouse' to monitor and ensure that all interventions are research and/or evidence based. What Works Clearinghouse link

The state reserve funds will be aligned with other district initiatives. To coordinate this effort, the District will capitalize on the ARP Part 2 grant funded Human Resources / Grants administrator position. This administrator will work with district level administration to ensure the use of these funds are aligned with Part 2 interventions, Title Grants, and IDEA 611 and 619 funding. Regular, weekly meetings have been scheduled between the superintendent, assistant superintendent and human resources/grants administrator to progress monitor and to continually align initiatives as needs change over the course of the pandemic. Regular meetings with the larger, multi-representative stakeholder group will also make coordinating and aligning all the improvement efforts part of the on-going planning process.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - 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
Tailored/Individualized Acceleration	927,942	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Four elementary teachers will be hired to reduce class sizes in both elementary buildings. This will allow for an increase in individualized supports and services and smaller group supports and services.
Tailored/Individualized Acceleration	194,361	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Additional certified literacy specialists will be hired and will use the Leveled Literacy Instruction system to support students struggling with reading and writing. These teachers will also support our multi-tiered systems of support like Response to Intervention and AIS.
Tailored/Individualized Acceleration	482,331	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Two certified Learning Center teachers will be hired. These teachers will support the work of the current Learning Center model at the MS/HS. The teachers will providing tailored instruction to qualifying, underserved children to help in any subject area and executive functioning skills. The Learning Center teachers also support the transition between the middle school and high school helping set our incoming freshman up for greater high school success. Learning Centers are part of the District's multi-tiered systems of support.
Integrated Social Emotional Learning	184,141	<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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students	The District will hire an additional licensed school social work who will support students social and emotional needs as identified by the District and/or building level Pupil Services Team (PST). The school social worker will also support aspects of the District's behavioral multi-tiered systems of support like PBIS and Sources of Strength.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 01/19/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> None of the Above	
Comprehensive After School Programming	92,955	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	All students required to quarantine because of COVID-19 will be offered individual and remote instruction during the period of quarantine from their certified teachers. This will take place afterschool and ensures students do not fall behind when needing to miss 10 or more days of school in a row because of COVID-19. It allows for continuity of instruction ensuring greater success when students return.

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 use multiple data points in helping determine if interventions are meeting the social, emotional, mental health and academic needs of students. Much of this work and data review will be done by the District level Pupil Services Team (PST) and the building level PSTs. The District and building level PSTs will identify those disproportionately impacted by the COVID-19 pandemic. In some cases, this will involve establishing baseline data points over the 21-22 school year for comparison. Data used to identify student needs and monitor student progress includes:

- Attendance rates
- Number of referrals to the Pupil Services Team - behavioral/social emotional needs data
- Report card grades on a quarterly basis - targeting those at risk of failure
- NYS Assessments like the Regents exams
- Elementary benchmark data for math and English language arts including norm-referenced data from Aimsweb Plus, running records data, Fontas and Pinnel Benchmark Assessment Data, SAVVAS - Math benchmark data, STAR Assessment and the Diagnostic Assessment of Reading (DAR)
- Discipline referrals
- Graduation rate data
- Drop-out rate data
- Participation rates in extra-curricular activities to include and not limited to:
- School sponsored clubs, specific to each building
- Interscholastic athletics
- Intramurals
- Afterschool academic intervention services and support

The District will continue to use the 29 member stakeholder group to make decisions and change course as data/need indicate. The District will also hold public Board of Education Worksessions focused on the grant and areas of need and gains.

The District created a Grants and Human Resources Administrator position. One of the primary responsibilities for this position will be to actively engage stakeholders throughout the implementation of the plan. Together with the superintendent and the Board, this administrator will plan for engagement to include and not be limited to:

- input meetings with the original stakeholder team
- public sessions at Board of Education meetings
- Virtual town halls and information sharing with the community
- Surveys
- Review of needs data

The plan will be reviewed at least once every 6 months and more frequently as needs change.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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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	1881730
Anticipated Number of Students Served	365 per year
Anticipated Number of Schools Served	4

- 5. **Please upload a completed copy of the FS-10 budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding. The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.**

Revised Signed Learning Loss FS10.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.**

LL Budget Narrative.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.**

Comprehensive after school programming will be planned for and provided over the course of the funding. The program will provided 23 certified teachers working with students in most need at each of the four buildings in the District. All instructional supports offered are intended to supplement daily, during school instruction and to help accelerate learning in all content areas and in executive functioning skills and strategies. Afterschool programming will compliment and be braided together with programming funded by ARP Part 2, Title grant funds and programs funded by the District's general fund.

The interventions provided by the 23 teachers will be specific to the individual needs of students and be provided in small groups. These supports will be considered Tier V interventions. Some of the tools used to offer support are research and evidenced based like Read 180, Leveled Literacy Instruction, Sources of Strength, IXL ELA and IXL Math, and solid, individualized pedagogy.

The District will monitor progress of students in key areas to ensure the indivualized instruction and support is meeting their needs.

The interventions selected for initial use are evidenced based tools already used by the district. Staff and students are familiar with these tools decreasing the need for professional development specific to these interventions. As needs change over the course of the funding period, new interventions may need to be utilized. A team, led by the ARP Part 2 funded Human Resources/Grants Administrator will engage stakeholders in defining the need and use the What Works Clearinghouse to ensure any new interventions are research and/or evidenced based. The interventions listed are also tools and strategies supported by other grant initiatives like Title I and IDEA 611 and 619 grants.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	376,357	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students	Specific data points will be used to identify students in need of after school programming. Those students will receive Tier IV interventions. The instructional interventions and supports provided will be individualized to the student or to small groups of students and be offered by certified teachers. Support will be provided in all content areas and in executive functioning skills and strategies. 23 teachers will be utilized to offer these supports to students. Data will be reviewed to determine the ongoing effectiveness of individualized or small



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
			<input type="checkbox"/> None of the Above	group instruction in an after school setting.

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.

After school programming will be monitored to ensure that the direct individualized and small group instruction and supports by certified teachers is meeting student needs.

The District will use multiple data points in helping determining if interventions are meeting the social, emotional, mental health and academic needs of students. Much of this work and data review will be done by the District level Pupil Services Team (PST) and the building level PSTs. The District and building level PSTs will identify those disproportionately impacted by the COVID-19 pandemic. In some cases, this will involve establishing baseline data points over the 21-22 school year for comparison. Data used to identify student needs and monitor student progress includes:

- Attendance rates
- Number of referrals to the Pupil Services Team - behavioral/social emotional needs data
- Report card grades on a quarterly basis - targeting those at risk of failure
- NYS Assessments like the Regents exams
- Elementary benchmark data for math and English language arts including norm-referenced data from Aimsweb Plus, running records data, Fontas and Pinnel Benchmark Assessment Data, SAVVAS - Math benchmark data, STAR Assessment and the Diagnostic Assessment of Reading (DAR)
- Discipline referrals
- Graduation rate data
- Drop-out rate data
- Participation rates in after school instructional and extra-curricular activities to include and not limited to:
  - Academic Interventions Services (AIS)
  - School sponsored clubs, specific to each building
  - Interscholastic athletics
  - Intramurals
  - Afterschool academic intervention services and support

The District will continue to use the 29 member stakeholder group to make decisions and change course as data/need indicate. The District will also hold public Board of Education Worksessions focused on the grant and areas of need and gains.

The District created a Grants and Human Resources Administrator position. One of the primary responsibilities for this position will be to actively engage stakeholders throughout the implementation of the plan. Together with the superintendent and the Board, this administrator will plan for engagement to include and not be limited to:

- input meetings with the original stakeholder team
- public sessions at Board of Education meetings
- Virtual town halls and information sharing with the community
- Surveys
- Review of needs data

The plan will be reviewed at least once every 6 months and more frequently as needs change.

**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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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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	376357
Anticipated Number of Students Served	365 per year
Anticipated Number of Schools Served	4

- 5. **Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding. The fund code for the 1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.**

Revised Signed After School FS10.pdf

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

After School Budget Narrative.docx



ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 01/19/2022

**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.

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

Summer learning and enrichment will be planned for and provided over the course of the funding. Direct, explicit instruction will be provided by 21 teachers in all four buildings with a summer school principal, school nurse and custodial staff included as well. These teachers will be providing accelerated learning opportunities through evidenced based pedagogy and high quality, individualized tutoring rather than tracking students. Intensive tutoring, found to be highly effective Learning Policy Institute, both establishes strong relationships and allows for customized teaching directly related to student readiness levels and student need.

Summer learning and enrichment will compliment and braid with other District initiatives like after-school programming. The majority of supports will be Tier IV supports and interventions. Some of the tools used as part of the Tier IV interventions are evidenced based like Read 180, Leveled Literacy Intervention, PLATO and solid, individualized pedagogy.

The interventions selected for initial use are evidenced based tools already used by the district. Staff and students are familiar with these tools decreasing the need for professional development specific to these interventions. As needs change over the course of the funding period, new interventions may need to be utilized. A team, led by the ARP Part 2 funded Human Resources/Grants Administrator will engage stakeholders in defining the need and use the What Works Clearinghouse to ensure any new interventions are research and/or evidenced based. The interventions listed are also tools supported by other grant initiatives like Title I and IDEA 611 and 619 grants. The District is also using information and interventions presented in the NYS Eastern Technical Assistance Center (NYS ETAC) training titled, 'How to Develop and Staff Summer Learning Programs'. The NYS ETAC is an extension of the NYS Education Department and the district will continue to collaborate with them when identifying interventions and strategies to use for summer programs.

The state reserve funds will be aligned with other district initiatives. To coordinate this effort, the District will capitalize on the ARP Part 2 grant funded Human Resources / Grants administrator position. This administrator will work with district level administration to ensure the use of these funds are aligned with Part 2 interventions, Title Grants, and IDEA 611 and 619 funding. Regular, weekly meetings have been scheduled between the superintendent, assistant superintendent and human resources/grants administrator to progress monitor and to continually align initiatives as needs change over the course of the pandemic. Regular meetings of the larger stakeholder group will also use coordination of resources as a criteria/lens when reviewing needs and planning for additional supports based on those needs.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	376,357	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	7 high school teachers, 5 middle school teachers, and 9 elementary teachers including literacy specialists and special education teachers will provide direct, explicit and needs based or content based instruction to students. This will support accelerated learning opportunities and credit recovery opportunities for students in high school. Summer learning and enrichment will be planned for and provided over the course of the funding. Direct, explicit instruction will be provided by 21 teachers in all four buildings with a summer school principal, school nurse and custodial staff included as well. These teachers will be providing accelerated learning opportunities through evidenced based pedagogy and high quality, individualized tutoring rather than tracking students. Intensive tutoring, found to be highly effective Learning Policy Institute, both establishes strong relationships and allows for customized teaching directly related to student readiness levels and student need. Summer learning and enrichment will compliment and braid with other District initiatives like after-school programming. The majority of supports will be Tier IV supports and interventions. Some of the tools used as part of the Tier IV interventions are evidenced based like Read 180, Leveled Literacy Intervention, PLATO and solid, individualized pedagogy.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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- 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.

Summer learning and enrichment strategies will be monitored to ensure that the direct individualized and small group instruction and supports by certified teachers is meeting student needs.

The District will use multiple data points in helping determining if interventions are meeting the social, emotional, mental health and academic needs of students. Much of this work and data review will be done by the District level Pupil Services Team (PST) and the building level PSTs. The District and building level PSTs will identify those disproportionately impacted by the COVID-19 pandemic. In some cases, this will involve establishing baseline data points over the 21-22 school year for comparison. Data used to identify student needs and monitor student progress includes:

- Attendance rates
- Number of referrals to the Pupil Services Team - behavioral/social emotional needs data
- Report card grades on a quarterly basis - targeting those at risk of failure
- NYS Assessments like the Regents exams
- Elementary benchmark data for math and English language arts including norm-referenced data from Aimsweb Plus, running records data, Fontas and Pinnel Benchmark Assessment Data, SAVVAS - Math benchmark data, STAR Assessment and the Diagnostic Assessment of Reading (DAR)
- Discipline referrals
- Graduation rate data
- Drop-out rate data
- High School credits earned or recovered
- Participation rates in extra-curricular activities to include and not limited to:
- School sponsored clubs, specific to each building
- Interscholastic athletics
- Intramurals
- Afterschool academic intervention services and support

The District will continue to use the 29 member stakeholder group to make decisions and change course as data/need indicate. The District will also hold public Board of Education Worksessions focused on the grant and areas of need and gains.

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- public sessions at Board of Education meetings
- Virtual town halls and information sharing with the community
- Surveys
- Review of needs data

The plan will be reviewed at least once every 6 months and more frequently as needs change.

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

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

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

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

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with

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

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

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terms such "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

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

	Amount
LEA Allocation	376357
Anticipated Number of Students Served	200-350 per year
Anticipated Number of Schools Served	4

- 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.**

Revised Signed Summer School FS10.pdf

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

Summer School Budget Narrative.docx