

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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Background Information

NORTH SYRACUSE CSD - 420303060000

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Summary and Background Information

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

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

- Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.
- Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.
- Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

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

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

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

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

- **Tier 1 - Strong Evidence:** Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.
- **Tier 2 - Moderate Evidence:** Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence

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standards with reservations. The studies use large, multi-site samples. No other studies show that this strategy negatively impacts an outcome.

- **Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies that can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet the sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.
- **Tier 4 - Demonstrates a Rationale:** High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

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

Project Period

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

Project Number

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

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

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

Submission Deadline

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

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by

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emailing CARESAct@nysed.gov prior to **November 5, 2021**.

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

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Submission Instructions

NORTH SYRACUSE CSD - 420303060000

Directions for Submitting the Application:

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

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

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ARP-ESSER State Reserve: Assurances

1. **The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.**
☒ YES, the LEA provides the above assurance.
2. **The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:**
 1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
 2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 3. LEA uses of funds to sustain and support access to early childhood education programs;
 4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
 6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
 7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.☒ YES, the LEA provides the above assurance.
3. **The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).**
☒ YES, the LEA provides the above assurance.
4. **The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.**
☒ YES, the LEA provides the above assurance.

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5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- ☒ YES, the LEA provides the above assurance.
6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- ☒ YES, the LEA provides the above assurance.
7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- ☒ YES, the LEA provides the above assurance.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- ☒ YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
- ☒ YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- ☒ YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- ☒ YES, the LEA provides the above assurance.

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Assurances - Assurances

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12. The LEA assures that:

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

☒ YES, the LEA provides the above assurance.

13. The LEA assures that:

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.
- ☒ YES, the LEA provides the above assurance.
16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
- ☒ YES, the LEA provides the above assurance.

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

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ARP-ESSER State Reserves: Intent to Apply

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

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Donald FX Keegan	dkeegan@nscsd.org	12/17/2021
LEA Board President	Paul Farfaglia	PFarfaglia@nscsd.org	12/17/2021

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 ARP information was shared via formal presentation at a public Board of Education meeting and posted on the district's website. NSCSD has had several discussions with various stakeholder groups about the use of ARP funds. Specifically, we have shared detailed information with our Board of Education, leadership teams and various shared decision-making groups / processes including both labor and management. There have also been discussions with Teacher Union Leadership. Our focus has been to work with the areas and personnel most impacted such as early education, elementary education, and our Social & Emotional Learning Coordinator. The general public's opportunity for engagement was at a public meeting (BOE) where the plan was discussed and the floor opened for comments and questions. We will continue to engage stakeholders via regular meetings and updates on spending and progress against specific initiatives. ARP funding and its impact on the 2021-22 budget will be included in our upcoming budget presentations. We expect that this will result in additional meaningful conversations about the continuing impacts of COVID and the best use of relief funds with both staff and district residents.

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

<https://www.nscsd.org/districtpage.cfm?pageid=3340>

Our District Dispatch (weekly newsletter) is distributed to all residents via bulk mail. We will include a section on the use of ARP funding in the Budget Edition of the District Dispatch. Hard copies of the ARP spending plan are available to any resident upon request.

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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.**

Two assistant middle school principals will be hired to monitor and administer a multi-tiered system of support using AIMSWeb and BIMAS data gleaned from administrations to 1,800 students in September, January, and May. Using this data these administrators will facilitate weekly meetings for approximately 1,800 students in grades 5, 6, and 7 to ensure they have the appropriate level of support, effective academic and behavioral interventions, and take the lead on parent engagement.

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.**

Because our schools work with students of all backgrounds, it is important that we honor differences so all students feel valued and affirmed. It is incumbent upon our staff and students to identify our implicit bias so that our policies, programming, words and deeds foster equity for all of our students and their families. The implicit bias work must begin first with our staff. DEI would be the content of this work and restorative practice would be the process. The DEI/Restorative Practice Coordinator would support both the DEI and Restorative practice work. The District will apply the BIMAS screener in September, January, and May to effectively monitor students' social, emotional, and mental health needs with a focus on those students disproportionally impacted by the COVID-19 pandemic (e.g., students with disabilities, students with low socio-economic status, and ENL students).

The LEA will monitor and determine students' academic and social emotional needs in two primary ways. We will use an AIMSWeb screener administered in September, January, and May to identify students who require additional academic support and tiered interventions. Similarly, we will use the BIMAS assessment which will be administered in September, January, and May to determine which students need additional support, allocate counseling resources, and work with outside agencies such as CONTACT and ACCESS.

The assessments will be administered to all students, with special attention to students who are economically disadvantaged, English language learners, students with a pattern of absenteeism, students from low-income families, and students of color. The Restorative Practices Coordinator and our social workers will prioritize these groups in an effort to address learning loss and unique social emotional and academic needs. They will also serve as a liaison to underserved students and families in charting a path to progress and closely monitoring student needs using the data made available from AIMSWeb assessment and BIMAS screener.

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

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

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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.

1. Addition of 1.0 Instructional Coaches to Elementary Schools (k-4) to support the implementation of high-leverage instructional practices to address learning loss and students' social-emotional needs. Instructional Coaches will work with all core content area staff who support all students.

2. 1.0 FTE Teacher on Special Assignment (TOSA) to supervise and coordinate food service program for district students. The food program TOSA will plan and implement lessons on civic competencies from the NYSED Civics Readiness Initiative for all CNS seniors in their government classes , as well as coordinate the assembly and distribution of the snack pack bags

3. Additional 2.0 middle school assistant administrators to coordinate multi-tiered system of support, oversee SEL BIMAS screenings and student support, lead restorative practices initiatives, and implement multi-year plan to reduce chronic absenteeism.

4. 5-year strategic action plan to support the implementation of a Multi-Tiered System of Support (MTSS) for K-12 in collaboration with Solution Tree.

5. Restorative Practices Training for all District teachers to move beyond traditional punitive disciplinary measures. meet student needs, and increase hours students are in school.

6. Restorative Practices "Turn-key" trainers to support staff in learning and integrating restorative practices.

7. 1.0 FTE Diversity, Equity, Restorative Practices teacher on special assignment

The District supported these evidence-based interventions to address three critical needs for students in K-12. The first need is academic learning loss. The instructional coaches and middle school administrators will be in place to support academic challenges, the implementation of targeted instruction, and the development of a multi-tiered system of support (MTSS).

The second is the implementation of Civics Readiness curriculum, with an emphasis on volunteerism within the community and facilitating a food distribution program. Additionally, this will support the District and our students in fully integrating this curriculum in a way that is meaningful for our students and beneficial to our community.

The third is the use of restorative practices to proactively respond to student needs and challenging behaviors presented in the school setting. Additionally, chronic absenteeism at the middle school level is another need these resources will address. We have been closely monitoring the increase in chronic absenteeism in the middle schools and the additional administrators will allow us to more actively engage parents, students and leverage and foster relationships with community organizations such as ACCESS and CONTACT.

The state reserve funds requested will complement and enhance local initiatives that currently exist and allow us to reach more students and strengthen systems we have in place. We currently have teachers on special assignments funded by the School Improvement Grant (SIG). This additional 1.0 instructional coach and 1.0 TOSA will allow us to extend this resource and allow for increased contact during the instructional planning process and within the teachers' classroom setting. The additional staff will also compliment an increased focus on supporting literacy in the elementary and middle school levels where we have added additional support using Title I funds for schools that qualify. This will allow our administration team in both middle schools to actively participate in weekly data team meetings, professional learning communities, engage our parent community, and closely monitor students' academic progress and manage and address social-emotional needs.

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The District is currently finalizing a 5-year strategic action plan with an emphasis on building and implementing a viable multi-tiered system of support (MTSS). These funds will allow the District to partner with *Solution Tree* to build capacity, gather resources, and implement MTSS in each of our schools.

Lastly, the funds from this grant will be used to expand the restorative practices work we have begun in our elementary and middle schools currently funded through a School Improvement Grant (SIG). The SIG supports the funding of a restorative practices' specialist and a family engagement specialist serving two schools. By making these funds available, we will be able to expand our efforts and develop capacity to implement restorative practices in an additional middle school and two additional elementary schools. Family Engagement Specialists/ family outreach programming and other outreach will coordinate with the grant funded positions. Other supports include:

- Focus on chronic absenteeism through working with families
- Training and support for building's attendance aides in being potential 'traffic flow directors' for families that could benefit from resources in the district
- Mental health support and programming for families
- Translation services for families so that they can access school announcements, services and supports
- Community/family events that focus on math, reading or other areas of our curriculum
- Coordination of food, clothing and other family needs for families who are disproportionately impacted by the pandemic
- Support with using technology for marginalized families through our Instructional Technology Department

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	210,098	<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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The Instructional Coach will support K-4 staff in all areas of instruction. The coach is responsible for bringing evidence-based practices into K-4 classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement and building teacher capacity. Their primary role is to work with teachers to support best teaching practices using data to inform practice and monitor student growth. Coaches also provide building and district professional development to teachers and administrators as well as assist with

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				curricular decisions and co-facilitate building level data meetings. Instructional coaches are the "lead learners" around ELA, Math and SEL and are expected to build their knowledge in these core areas.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	225,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Ensuring Equity Through Districtwide RTI/MTSS Systems. During these training sessions, the North Syracuse Central School District will focus on the "system-ness" of the district's RTI/MTSS systems. Teams will learn to use assessment data to ensure high levels of learning for all students by adjusting instructional strategies, using RTI strategies, or applying enhancement/enrichment strategies. This two year commitment will start year 1 with district and building leadership teams with on-site embedded professional learning and coaching around RTI/MTSS. As capacity and knowledge grow, year two will shift to all staff as we build a comprehensive RTI model to support the academic, behavior and social emotional needs of all students
Integrated Social Emotional Learning	550,000	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Two assistant middle school principals will be hired to monitor and administer a multi-tiered system of support using AIMSweb and BIMAS data gleaned from administrations to 1,800 students in September, January, and May. Using this data these administrators will facilitate weekly meetings for approximately 1,800 students in grades 5, 6, and 7 to ensure they have the appropriate level of support, effective academic and behavioral interventions, and take the lead on parent engagement.
Community Schools Model Programming	210,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing	Our snack pack food distribution serves two purposes: 1. It provides students across our district from food insecure homes with food to sustain

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
		School <input checked="" type="checkbox"/> High School	Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	them over the weekend. 2. It provides real world service/civics experience for seniors at CNS who learn about hunger, government policy and service by serving as the work force behind the program. In its current iteration, our snack pack program assembles 250 bags a week (each with 7-9 food items) and supplies 5000 pound of food to various community food banks per week. We are on track to provide over 9000 snack pack bags this year to district students. But the hunger need surpasses what we can currently provide.
Integrated Social Emotional Learning	31,050	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Restorative practices develop community and manage conflict and tensions by repairing harm and building relationships, (International Institute for Restorative Practices.) Restorative practices strengthen connections among all members of the school community which contribute to the creation of a positive school climate. Because of the strength of these connections, restoration of relationships and reparation of damage when harm is caused can more readily happen. Restorative practices are most successful in organizations where all stakeholders are trained in and use these practices as foundations for behavioral expectations and SEL skills.
Integrated Social Emotional Learning	29,950	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the	To support our district's transition to a restorative system, it is imperative that all of our staff will be trained in Restorative Practices. To achieve that goal, there must be building based turn-key trainers who will be responsible for training and supporting their buildings in the foundations of Restorative Practice. These building based trainers will remain in their current positions and provide this training in

ARP-ESSER Application: State Reserves - ARP State ReservesARP-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
			Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	addition to their contractual positions.
Integrated Social Emotional Learning	210,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Because our schools work with students of all backgrounds, it is important that we honor differences so all students feel valued and affirmed. It is incumbent upon our staff and students to identify our implicit bias so that our policies, programming, words and deeds foster equity for all of our students and their families. The implicit bias work must begin first with our staff. DEI would be the content of this work- restorative practice would be the process. The DEI/Restorative Practice Coordinator would support both the DEI and Restorative practice work.

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

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

1. Instructional Coach will be supervised by building principals and scheduled within building structures. Coaches will assist facilitating PLC data meetings, monitoring student progress, identifying gaps and assist teachers with research-based strategies to close learning and SEL gaps. Surveys will be used to gauge quality and impact of coach support. Universal screening (AIMS Web Plus) will monitor academic growth. BIMAS2 will monitor SEL growth of students.
2. The Food Distribution TOSA (FDT) will be supervised by the Director of SEL and Social Studies. The FDT will work closely with building principals, Family Engagement Specialists and counseling staff to ensure that students in need receive food. The FDT will also work closely with the CNS Social Studies Department Chair and the Government teachers to collaborate on learning experiences for all seniors that expand their knowledge of government and civics and SEL competencies surveys will be used to gauge the quality and impact of instruction and service experience.
3. These positions will be monitored for effectiveness by monthly review of attendance data, student participation in restorative practices, discipline referrals and AIMSWeb academic data in ELA and Math.
4. All staff will undergo training and knowledge building for a comprehensive RTI/MTSS framework and system across a 5-year period. Student growth will be measured using our academic screening tool (AIMSWeb plus) and our SEL screening tool (BIMAS2)
5. In addition to the initial training, these leadership teams will be supported by our DEI/Restorative Practice Coordinator so that meetings will be facilitated in ways that align with Restorative Practices. As the RP practices are embedded into the ways that our teams conduct their work, they will serve as models for the rest of our system.
6. The RP Turnkey trainers will be supervised by the Director of SEL and Social Studies. In order for Restorative Practices to be used in all buildings, training and ongoing support will be monitored by the DEI/Restorative Practice Coordinator. The Coordinator will provide ongoing professional learning and feedback for our cadre of turnkey trainers.
7. The DEI/RP Coordinator will be supervised by the Director of SEL and Social Studies. This coordinator will engage in on-going professional learning in the areas of DEI and RP. The coordinator will work to integrate DEI and RP will be integrated into all district practices

This District will provide this information to stakeholders in the following ways: within Superintendent's weekly newsletter; within the District Strategic Plan set to be published in May, 2022, on the District website, and in our Spring issue of the *District Dispatch* sent in digital and paper formats to all residents of the District.

The first teacher on special assignment will be directing the food service program will also be supporting our social studies educators in fully implementing the NYSED Civic Readiness Initiative available here: <http://www.nysed.gov/curriculum-instruction/civic-readiness-initiative>. To implement this, this teacher on special assignment will also lead community engagement, volunteerism efforts, support teachers with implementing the Civics Curriculum, and actively deliver professional development and embedded instructional coaching in grades 7-12. This \$68,000 salary will be dedicated to this teacher completing these tasks.

The teacher on special assignment that will lead the Diversity, Equity, and Inclusion program will facilitate district-wide committee reviewing student data and various subgroups (i.e., students of color, students with disabilities, English-language learners, students who represent economically-disadvantaged families). This data analysis will focus on school readiness, chronic absenteeism, placement in advanced classes, graduation rates, diploma conferral, and disciplinary consequences. This will also provide turn-key training on culturally sensitive instructional practices for all teachers in grades K-12. This \$68,000 salary will be dedicated to this teacher completing these tasks.

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

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5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Fiscal InformationLEAs 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	1466098
Anticipated Number of Students Served	7,773
Anticipated Number of Schools Served	11

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

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

5884-21-2090 Lost Learning 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.**

5884-21-2090 Budget Narrative.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Comprehensive After School**

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

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

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

Afterschool tutoring is provided in core areas of instruction (e.g., social studies, science, math, ELA, world languages) for students in grades K-7 for one hour each day. This allows for students who have missed school due to testing positive for COVID-19 or being quarantined due to an exposure to someone who has tested positive for COVID-19.

Afterschool tutoring program in grades 5-7 was offered in the summer of 2021 and is an extension of the District's effort to address learning loss associated with COVID-19. One component of this program is summer learning program funded by the CRRSA funds. This program allows for certified teachers to provide afterschool instruction for students who have to isolate or quarantine and address learning loss associated with absenteeism. It also allows us to provide a targeted support for identified student populations (e.g., students of color, students with disabilities, English language learners, students representing economically-disadvantaged families).

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	293,228	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High	<input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care	Afterschool tutoring will be provided for one-hour Monday through Friday where students will have access to a certified teacher within the core area in which they need additional support. Each school will coordinate instruction with these after school tutors and the students' teacher of record.

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Comprehensive After School**

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		School	<input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	

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

Participating teachers and school building leaders will monitor attendance, academic achievement, and participation on a weekly basis. Students' academic success will be measured by attendance, core-area grades, and AIMSWeb data from assessments administered in January and May 2022.

This District will provide this information to stakeholders in the following ways: within Superintendent's weekly newsletter; within the District Strategic Plan set to be published in May, 2022, on the District website, and in our Spring issue of the *District Dispatch* sent in digital and paper formats to all residents of the District.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

4.

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

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Comprehensive After School**

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	Amount
LEA Allocation	293228
Anticipated Number of Students Served	5200
Anticipated Number of Schools Served	8

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

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

5883-21-2090 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.**

5883-21-2090 Budget Narrative.pdf

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

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

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

- 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.**

We will develop and implement a K-7 6-week summer program to address students' academic needs in ELA and Math. It will have an academic component staffed with certified teachers focused on targeted deficits.

Afterschool tutoring program in grades 5-7 was offered in the summer of 2021 and is an extension of the District's effort to address learning loss associated with COVID-19. This summer learning program was funded by the CRRSA funds and designed as part of a larger district initiative to address learning loss in the summer of 2021. Students are selected based on their academic performance, AIMSweb data in reading and math, and teacher recommendation. It allows us to provide targeted support for identified student populations (e.g., students of color, students with disabilities, English language learners, students representing economically-disadvantaged families) in a 6-week summer program, staffed with certified teachers, a social worker, an administrator, and a school nurse.

This evidence-based intervention, extended school year, provides additional instruction time for a targeted student population prior to advancing to the next level. Without this intervention, academic deficits are not addressed and retention rates increase or students are passed along to the next grade without the skills to perform at grade level and be successful.

- 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

Page Last Modified: 01/31/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	293,228	<input checked="" type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	We will plan and implement a 6-week summer program for students in grades K-7. It will take place at two schools located on the same campus, transportation will be provided, and it will operate from 9:00 am to 12:00 pm and class sizes will be capped at 15 students. This will allow for intensive, targeted academic support.

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.

Students will be placed in this program using AIMSWeb thresholds for academic performance. Student progress in ELA and Math will be measured by gains made after the 6-week summer program as evidenced by the fall administration of AIMSWeb.

This District will provide this information to stakeholders in the following ways: within Superintendent's weekly newsletter; within the District Strategic Plan set to be published in May, 2022, on the District website, and in our Spring issue of the *District Dispatch* sent in digital and paper formats to all residents of the District.

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

Page Last Modified: 01/31/2022

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

	Amount
LEA Allocation	\$293,228
Anticipated Number of Students Served	5200
Anticipated Number of Schools Served	8

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

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

5882-21-2090 Summer 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.**

5882-21-2090 Budget Narrative.pdf