

ARP-ESSER Application: State Reserves - ARP State Reserves**Introduction/Instructions - Background Information**

Page Last Modified: 11/09/2021

Background Information

HARPURSVILLE CSD - 030501040000

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:
- Tier 2 - Moderate Evidence:
- Tier 3 - Promising Evidence:
- Tier 4 - Demonstrates a Rationale:

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

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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.

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Introduction/Instructions - Submission Instructions

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Submission Instructions

HARPURSVILLE CSD - 030501040000

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

- LEAs

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

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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.

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Assurances - 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.

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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—**
- 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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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	Joseph McLaughlin	jjmclaughlin@hcs.stier.org	12/20/21
LEA Board President	Michael Rhodes	mrhodes@hcs.stier.org	12/15/21

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 district created many opportunities for a representative set of stakeholders to give feedback regarding the impacts of lost instructional time, provide summer learning and enrichment, and support after school activities. The following opportunities were provided for stakeholders:

- Community Thoughtexchange with an invitation sent out via the school messenger system, the district application, the district website, and Board meetings.
- 86% of the district staff completed a survey specifically related to the impacts of lost instructional time, summer learning and enrichment opportunities, and comprehensive after school activities.
- Leadership and shared decision making teams (members included families of students with disabilities, support staff, & business owners) in the district had directed conversations regarding the impacts of lost instructional time, summer learning and enrichment opportunities, and comprehensive after school activities resulting in a prioritized list of needs/programs/activities for students.
- Student leadership teams had facilitated discussions about their experiences and needs regarding the impacts of lost instructional time, summer learning and enrichment opportunities, and comprehensive after school activities.
- Teachers, staff, and therapists talked with families and students at open house (via Zoom) for feedback about the impacts of lost instructional time, summer learning and enrichment opportunities, and comprehensive after school activities.
- Special education administrator facilitated directed conversations with families of students with disabilities to discuss their experiences, concerns, and needs.

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.hcs.stier.org/ImportantNotices.aspx>

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 support ongoing engagement with parents and families in a variety of ways:

- Informational messages sent through the district's 'Messenger' and push notifications through the district app.
- Monthly Board meetings
- Specific family meetings with the district's social worker, counselors, Restorative Practices Coordinator, school nurses, and Community Schools Coordinator
- Teachers will communicate with parents every five weeks with families to provide them with updated info. about student performance and needs.

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 a variety of means and measures to determine the social, emotional, mental health, and academic needs of students.

- The district will use two published surveys to determine baseline student social emotional and mental health needs. The Teacher Child Rating Scale (Children's Institute) will be used with PK-2 students in the fall, February, and May. The PEAR survey is used for students in grades 3-12.
- The counseling team, the Community Schools Coordinator, and MSW interns will meet continuously with small groups of students (K-6) to check in with students using intentional activities to monitor social emotional and mental health needs.
- The counselors and the Community Schools Coordinator will specifically attend to our students in foster families (5%) and those who are deemed homeless to determine academic and mental health needs.
- Students in 7-12 will meet in small groups for 40 minutes. each week with teachers and counselors during an advisory period to monitor students that may have higher level needs. Students with disabilities will also be monitored specifically by their resource room teachers in a smaller group.
- Teachers continuously check in with families about the well being of students referring students who are struggling to the counseling team.
- All students are assessed in the fall to determine the students' performance levels on the essential standards identified for the prior year's courses. Students will continue to be assessed in grades K-8 in reading and math three times each year using i-Ready. Students in grades 9-12 will be assessed using common formative assessments by course. Students with disabilities will also be monitored by their special education students for specific needs.
- Students from low income families make up 70% of our district's population. Students in this sub group are monitored with a specific intensity by our teachers and therapists.

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

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

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

The interventions we chose support the identification and acceleration of learning in our students with the most challenges as learners. The feedback from our stakeholders (families, teachers, counselors, administrators) all prioritized hiring specific teachers who would be focusing on the interventions necessary to accelerate our lowest achieving students both at the elementary and secondary levels. These intervention teachers would be focused on best practices backed up by student performance data. To go along with a focus on accelerating student learning we have looked at a 24 hour tutoring service called Paper. Many of our stakeholders prioritized as much individual help that we could put into place. This service allows students to seek help from a tutor at any time and in any subject. Another major need revealed by the feedback we received from all of our stakeholder groups was the social emotional and mental health needs of students. We chose to hire two mental health counselors who will be able to support students, teachers, and families as we put into place Character Strong (character education program), support our Restorative Practices goals. Professional Learning Communities have been an ongoing initiative for our district that continues to provide the vehicle necessary for us to collect and examine academic and social emotional data. This is a critical step necessary to accelerate student progress in both areas. It's important that our teams continue to work at being high performing teams; using data effectively and collaborating and creating ways to support students using student work and data as evidence of improvement and next steps. We will continue to work with Solution Tree to improved the effectiveness of our teacher teams to accelerate student learning and measure the impact of our teams..

This work aligns with the work we've sited in all other grant and application areas. This focus on learning loss and identifying students who are performing below level in reading and math and providing the necessary mental health supports for our students is the central focus of the district. The structure of professional learning communities allows our teachers and therapists to continuously identify and monitor students who need intervention and supports in both academic areas and mental health. This same work is supported with plans, data collection, and allocations of staff in our Title 1 application, the ARP-ESSER part 2 application and our CRSSA funds.

- 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
Tailored/Individualized Acceleration	273,700	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the	2 ELA and 2 Math focused intervention positions (200,000 salary plus 55,300 employee benefits) will use assessment data to both push in to classrooms and pullout students to address specific learning needs of students. 1 ELA position will serve 3rd grade (with the data we have now) while the other position will serve grades 6-8. 1 math position will serve students in grades 1-6 and the other in grades 7-9. Both of those areas have the lowest assessment scores and the highest student need. Baseline assessments will be used in the fall, on

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
			Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	going formative assessment data will be used weekly to continue to monitor and make next instructional/intervention decisions. We will provide supplies for interventionists to use with students to accelerate learning (18,400).
Integrated Social Emotional Learning	137,650	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	1 counselor will work with students in grades 7-12 and 1 counselor with students in grades K-6 (110,000 Salary and 17,650 in benefits). To support the social and emotional needs of our students we will implement the program Character Strong (10,000 subscription K-12) which both counselors will support. Intentional lessons and activities will follow the social emotional and mental health surveys our students will take. Character Strong also supports our Restorative Practices goals.
High Dosage Tutoring Programs	75,000	<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	The tutoring program, Paper, is online and available to students 24 hours a day 7 days each week. Students can reach out for help in any subject at any grade level. Tutors make a point of focusing in the expectations of the school district and supporting the individual needs of each student.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	13,646	<input checked="" type="checkbox"/> Primary <input checked="" 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 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	Our district leaders will work with a Solution Tree associate on site 2 days to assess student data pertaining to social emotional learning and academics and assess the effectiveness of our teacher teams' abilities to improve student learning.

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input checked="" 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 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's guiding coalition will oversee both the elementary's and the Jr. Sr. High's leadership teams as they analyze the data pertaining to each intervention. Data will be collected student by student in Google Sheets and posted on the district's Google Site. The staff members directly involved with the interventions will be responsible for collecting and analyzing the data. Data will be reviewed and next steps planned in each professional learning team.

Students will be taking diagnostic assessments in both reading and math in Sept., Jan., and June on i-Ready which is already used by the district. i-Ready is an online platform that will continue to provide formative assessments for students receiving interventions that they will take weekly that will monitor their progress. This formative data will allow the intervention teachers to continue to plan intervention that will improve student learning.

Any changes made to the overall plan will be highlighted on the district website.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

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

	Amount
LEA Allocation	499,996
Anticipated Number of Students Served	622
Anticipated Number of Schools Served	

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

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	Amount
	2

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

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

ARP - FS 10 21-22 - 5 Lost Instructional Time.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.

HCSD BN ARP 5 Loss of Inst.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.**

Stakeholder feedback identified students who struggle as readers and students with disabilities who have missed in person services on and off throughout shutdowns and quarantines as places to provide intentional opportunities for acceleration after school. We have a Reading Recovery program that runs throughout the day at the elementary level. These teachers are highly trained literacy specialists. Their time is limited to a finite number of students during the day. Creating opportunities after school for students to receive individual instruction from Reading Recovery teachers will triple the opportunity students have to accelerate their reading. Special education teachers also have limited time during the day to meet the needs of students individually. We will add both of these opportunities to our already existing after school program. This opportunity after school will allow students more opportunity to receive one on one specially designed instruction from special education teachers.

Another identified focus area was students participating in the performing arts and other hands on activities tied to curriculum to accelerate learning in new ways. Students will be able to choose to participate in performing arts after school and they will have the opportunity to participate in an archeology program with hands on activities to get kids excited about science and improve their academic performance.

This work aligns with the work we've sited in all other areas. This focus on learning loss and identifying students who are performing below level in reading and math is the focus of the district. This same work is supported with plans, data collection, and allocations of staff in our Title 1 application, the ARP-ESSER part 2 application and our CRSSA funds. The intervention teaching positions and teacher leader positions in reading and math funded by each of the applications listed above support this work during the school day and the plans and expenditures in this application will extend this same work to our after school program.

- 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
Tailored/Individualized Acceleration	53,226	<input checked="" type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness	Stakeholder feedback identified after school as an opportunity to provide high quality, tailored instruction for students who are struggling readers and for students with disabilities. We will include our 4 Reading Recovery teachers in our after school program (salary and benefits). This will allow them

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"/> High School	<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	to serve students who have aged out of the program during the day or they are on a waiting list for this intervention. The other identified group to give students more opportunity to participate in specifically tailored instruction by a highly qualified special education teachers (salary and benefits) was students with disabilities. These interventions will occur after school for identified students through data collected from teachers and interventionists. This will be an extension of the work students are doing during the day.
Curriculum-Aligned Enrichment Activities	46,400	<input type="checkbox"/> Primary <input checked="" 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	<p>We will be working with the Education for Performing Arts Center in our after school program. This group will work with students to align performance activities with curriculum. Students will have the opportunity to work with the performing arts center throughout the spring.</p> <p>Binghamton University will provide an archeology program for students in the after school program. Four of our teachers will also work in the program to connect students with content.</p>

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

The district's guiding coalition will oversee both the elementary's and the Jr. Sr. High's leadership teams as they analyze the data pertaining to each intervention. Data will be collected student by student in Google Sheets and posted on the district's Google Site. The staff members directly involved with the interventions will be responsible for collecting and analyzing the data. Data will be reviewed and next steps planned in each professional learning team.

Students will take a diagnostic in both reading and math three times during the year (Sept., Jan., and June). Those students identified at risk and needing interventions will continue to take formative assessments using the i-Ready platform each week. These assessments will allow students to be monitored with an online tracking progression that will provide information for the intervention teachers to continue to meet students' needs specifically to improve each students' performance.

Any changes made to the overall plan will be highlighted on the district website.

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

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

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RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

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

	Amount
LEA Allocation	100002
Anticipated Number of Students Served	622
Anticipated Number of Schools Served	2

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

ARP - FS 10 21-22 - 1 After School.pdf

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

HCSD BN ARP Comprehensive After School.pdf

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

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

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

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

Stakeholders discussed the pandemic limiting activity and social interaction repeatedly for students. The majority of the feedback recommended activities in the summer that would promote activity and the opportunity to learn social skills while participating. We are adding the following pieces to our summer program in order to meet the needs of our students. Providing summer sports camps with coaches who intentionally focus on social emotional learning will provide a positive pro-social environment for students. Therapy horses will give students an opportunity to focus on social emotional learning in an integrated setting with animals. The Ninja course focuses on self discipline and regulation and success from perseverance. These activities extend the social emotional learning students do in school during the year to a different setting in the summer to allow them to use and continue to develop those pro-social skills in new environments..

This work aligns with the work we've sited in all other grant and application areas. This focus on learning loss and identifying students who are performing below level in reading and math and providing the necessary mental health supports for our students is the central focus of the district. The structure of professional learning communities allows our teachers and therapists to continuously identify and monitor students who need intervention and supports in both academic areas and mental health. This same work is supported with plans, data collection, and allocations of staff in our Title 1 application, the ARP-ESSER part 2 application and our CRSSA funds. Supporting mental health through the addition of summer sports camps, Ninja courses, and the use of therapy horses extends the Restorative Practices and mental health support that we've put into place with the use of all of the funds from the grants and applications listed above.

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

Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Integrated Social Emotional Learning	100,002	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness	Feedback from stakeholders rated summer sports activities high on their lists to fulfill the needs of kids. Social emotional needs are the focus of the sports camps. Camps are planned with weekly character focus. This program included 2 coaches each of the three years (10, 400/summer plus employee

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
		<input type="checkbox"/> High School	<input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>benefits) for four weeks in the summer. The budget also allows for the summer coordinator (10,000 for each of three summers).</p> <p>Other activities that integrate social emotional learning are the use of therapy horses (8000 per summer for 2 summers-16,000) and Ninja course (6000 per summer for 2 summers--12,000). Students will focus on social emotional skills while participating actively in all of these opportunities. .</p>

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

The district's guiding coalition will oversee both the elementary's and the Jr. Sr. High's leadership teams as they analyze the data pertaining to each intervention. Data will be collected student by student in Google Sheets and posted on the district's Google Site. The staff members directly involved with the interventions will be responsible for collecting and analyzing the data. Data will be reviewed and next steps planned in each professional learning team.

The summer program leaders will collect data on identified criteria (problem solving, sportsmanship, leadership, resilience) through a check mark system and anecdotal records that will be posted by student on a Google sheet and discussed with the summer PLC group each week to make decisions about program changes and student interventions.

Any changes made to the overall plan will be highlighted on the district website.

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

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Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

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quantities or unit costs, or with terms such "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

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

	Amount
LEA Allocation	100002
Anticipated Number of Students Served	622
Anticipated Number of Schools Served	2

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

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

ARP - FS 10 21-22 - 1 Summer-Enrichment.pdf

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

HCSD BN ARP State Level Reserve Summer Learning and Enrichment.pdf