

ARP-ESSER Application: State Reserves - ARP State ReservesIntroduction/Instructions - Background Information

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Background Information

GOUVERNEUR CSD - 511101060000

Summary and Background Information

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

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

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

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

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

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

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

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

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

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

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

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other studies show that this strategy negatively impacts an outcome.

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

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

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

Project Period

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

Project Number

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

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

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

Submission Deadline

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

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

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

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Introduction/Instructions - Submission Instructions

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Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

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

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Assurances - Assurances

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ARP-ESSER State Reserve: Assurances

1. The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.

YES, the LEA provides the above assurance.

2. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:

1. data on each school’s mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
2. LEA uses of funds to meet students’ social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
3. LEA uses of funds to sustain and support access to early childhood education programs;
4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

YES, the LEA provides the above assurance.

3. The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

YES, the LEA provides the above assurance.

4. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

YES, the LEA provides the above assurance.

5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

YES, the LEA provides the above assurance.

6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

YES, the LEA provides the above assurance.

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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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Assurances - Assurances

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13. **The LEA assures that:**
1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
 2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
 3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
 4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- YES, the LEA provides the above assurance.
14. **The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.**
- YES, the LEA provides the above assurance.
15. **The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.**
- YES, the LEA provides the above assurance.
16. **The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.**
- YES, the LEA provides the above assurance.

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ARP-ESSER State Reserves - State Reserves Intent to Apply

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ARP-ESSER State Reserves: Intent to Apply

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

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Carol LaSala	lasala.carol@gcck12.org	12/13/2021
LEA Board President	David Fenlong	fenlong.david@gcck12.org	12/13/2021

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ARP-ESSER State Reserve: Consultation

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

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

The LEA engaged with a diverse group of stakeholders by sharing a document with questions aligned with evidence-based programs, skills, strategies, and supports that would address the impact of the COVID-19 pandemic on students through a survey shared on the district website, social media (ex. Facebook), and a communication platform such as the Remind app. The results of the questionnaire were then revised by a decision making team including stakeholder groups such as parents, teachers, other school personnel, administrators, and students. This team included the above constituents associated with the population that make up the school district community. For example, Gouverneur has constituents associated with the following populations: Migratory, students with disabilities, and children experiencing homelessness. Based on the results, feedback was provided to the community indicating areas in which students struggles during the pandemic and the results were used to allocate funding for the ARP Act to:

- safely returning students to full-time, in-person instruction
- maximizing in-person instructional time
- operating schools and meeting the needs of all students
- purchasing educational technology
- addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss on low income students, children with disabilities, English Language Learners, and students experiencing homelessness
- implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs
- offering evidence-based summer, after school, and other extended learning and enrichment activities
- supporting early childhood education

Information continues to be updated on the district website. The district will gather continuous feedback regarding the ARP- State Reserve Plan from the community through an open online survey posted on our website.

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

The URL is:

- <http://www.gcsk12.org/covid/files/21-22-gouverneur-APR-state-reserve.pdf>

The LEA has

- posted this URL on the district website
- shared the information in a newsletter
- shared the URL on social media

If requested electronically, the requestor would be given the URL or would be able to view the document on the website. If a paper copy is requested, it would be available in the district office or mailed if necessary.

ARP-ESSER Application: State Reserves - ARP State ReservesARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

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

Every six months, or earlier if necessary, the LEA will update it's reopening plan by:

- reviewing the documentation from various data points gathered by the multi-tiered student support team as well as the Google Form (Public Comment)
- collaborating with other local districts within the consortium/county to have a streamlined approach
- meeting with a shared decision making team in the district to review the plan and adjust the plan as needed (The shared decision making team includes stakeholder groups such as parents, teachers, other school personnel, administrators, and students.)

Public comments will be reviewed with the shared decision making team quarterly to implement any changes necessary to support the needs of the community within the guidelines of the plans.

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ARP-ESSER State Reserve: Comprehensive Needs Assessment

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

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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 LEA will use their multi-tiered student support system to collect data using:

CST: Child Study Team (whole student evaluation) to review:

- classroom evaluations
- parent meetings
- data from benchmarking tool
- progress monitoring feedback
- formative assessments
- attendance records
- social-emotional learning survey
- climate survey data
- referrals

To identify student needs and monitor student progress as a result of planned interventions and supports, the district will continue to monitor student progress with diagnostic testing using a benchmark tool, meeting regularly to analyze diagnostic results, and develop and implement intervention strategies for struggling learners using a multi-tiered system of supports. In addition, we will utilize monitoring data and individual student data (both formative and summative assessments and observations) from teachers. Other data that will be collected to analyze is connected to attendance, counseling records, and student/parent/teacher feedback survey results.

Interventions and supports include but are not limited to:

- The District Trauma Sensitive Team (DTST): This team meets to determine supports for individualized students as well as supports and addresses school climate and social emotional learning.
- Character Education Program: This supports building relationships, organization, self-regulation, and other attributes of the five social emotional learning core competencies with monthly recognition and assemblies.
- Poverty Initiative: The staff has received professional development on how to understand poverty, teach children of poverty, and engage students with poverty in mind.
- Additional counseling support: This is provided by school counselors and school social workers.
- McKinney-Vento Mentoring Program: Title I mentors work with identified homeless students to support social, emotional, and academic achievement.
- Migrant Program: The Migrant Educator communicates and supports identified students and families with 1:1 or small group tutoring. The educator also acts as a liaison with faculty and staff and offers career and college information.
- Grade-Level Teams: These teams will use data analysis information to select, learn about, and implement intervention strategies to support struggling learners to determine specific student interventions and goals.
- Targeted Tiered AIS Interventions (Tiers I - III): At-risk and high-risk students will receive intervention supports.
- Integrated Co-Teaching (ICT) classrooms: Additional staffing is provided to include special education students in general education classes.
- Effective Teaching Strategies: All faculty members are trained in the use of and implement Effective Teaching strategies.
- Enhance the elementary literacy and mathematics program for differentiation and individualized instruction with data driven priority standards, supplemental supports, and small group interventions.
- Continue to build upon the balanced literacy program by implementing new phonics programming for structured language.
- After School Programming: This will address students learning with activities such as tutoring, additional classroom instruction, differentiation, small group instruction, reteaching, learning loss recovery, and addressing students individual learning needs. The program will also enhance student engagement and interest and provide well rounded educational activities and STEM curriculum.
- Summer Learning Programming: This program will provide academic intervention services to students who struggle academically. It will also provide social emotional learning supports, cooperative learning activities, and project-based instruction and enrichment activities to increase engagement and address learning loss.
- Professional Development Groups: These teams will work on aligning curriculum, prioritizing standards, data analysis of assessments, integrating technology, effective teaching strategies, student engagement, and intervention planning.
- Purchase additional classroom supplies to support programming, increase student engagement, enhance teacher instruction, and provide student activities.
- Digital programs and technology assistance to support multiple groups of students including students with disabilities and English Language Learners to differentiate instruction to help bridge learning gaps.

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

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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.**

From our needs assessment it was determined that students need:

- additional learning opportunities to address the academic impact of lost instructional time
- additional opportunities to support social emotional learning
- additional opportunities to build relationships, organization, self-regulation, and other attributes of the five social emotional learning core competencies
- differentiation of instruction to meet the needs of all students

The Gouverneur Central School District is planning to address the academic impact of lost instructional time through the implementation of evidence-based interventions such as planning and implementing activities related to summer learning and enrichment including providing classroom instruction during the summer months and addressing the needs of all students including low-income students, students with disabilities, English Language Learners, migrant students, students experiencing homelessness, and children and youth in a foster care setting. An instructional coach will work closely with teachers to help create differentiated instruction to help all students be more successful.

During the summer learning program the following will occur:

- Inclusion of Special Education students into general education classrooms
- All teachers will implement Effective Teaching strategies to maximize instruction and learning
- Literacy and Mathematics programming will be enhanced for differentiation and individualized instruction with data driven priority standards, supplemental supports, and small group interventions
- Character education will be integrated with instruction to support building relationships, organization, self-regulation, and other attributes of the five social emotional learning core competencies

The Gouverneur Central School District will plan and implement activities related to summer learning and enrichment as follows:

2021 - 2022

Summer School Program

Kindergarten - Grade 7 Stipends:

- 16 Teachers @ \$6,000 for the summer = \$96,000
- 16 Teaching Assistants @ \$2,500 for the summer = \$40,000

Grades 8 - 11 Stipends:

- 5 Teachers @ \$8,000 for the summer = \$40,000
- 5 Teaching Assistants @ \$2,500 for the summer = \$12,500

Grade 12 Credit Recovery Stipends:

- 2 Teachers @ \$8,000 for the summer = \$16,000
- 2 Teaching Assistants @ \$2,500 for the summer = \$5,000

2022 - 2023

Summer School Program

Kindergarten - Grade 7 Stipends:

- 16 Teachers @ \$6,000 for the summer = \$96,000
- 16 Teaching Assistants @ \$2,500 for the summer = \$40,000

Grades 8 - 11 Stipends:

- 5 Teachers @ \$8,000 for the summer = \$ 40,000
- 5 Teaching Assistants @ \$2,500 for the summer = \$12,500

Grade 12 Credit Recovery Stipends:

- 2 Teachers @ \$8,000 = \$16,000
- 2 Teaching Assistants @ \$2,500 = \$5,000

Instructional Coach

1.0 FTE (\$80,000)

The ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funds will coordinate with the ARP ESSER 3 Plan.

In the ARP-ESSER 3 money was allocated to: a summer school principal, Literacy Professional Development, Reading/Writing Units of Study

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

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professional development, Responsive classroom techniques training, foundations training, summer school bussing, summer school supplies for students, math manipulatives, and a summer school readiness program. These allocations are aligned with addressing the impact of loss instructional time allocation. The ARP- ESSER State Reserve 5%, which pays for summer school staffing, will provide an opportunity for staff members to implement the strategies learned through the professional development and training. The supplies and materials purchased through the ARP-ESSER 3 will be used by the staff and students at summer school through the ARP-ESSER 5%.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Summer Learning and Enrichment Activities	499,996	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<ul style="list-style-type: none"> • Inclusion of Special Education students into general education classrooms • Implementation of Effective Teaching strategies • Enhanced literacy and mathematics programming to provide for differentiation and individualized instruction • Summer school best practices • Small group/1:1 instruction (especially in the areas of literacy and mathematics) • STEAM enrichment programming • Differentiated Instruction provided to students to meet individual needs

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 02/04/2022

- 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 LEA will monitor and evaluate the effectiveness of the selected strategies by reviewing with the Child Study Team:

- classroom evaluations
- parent meetings
- data analysis from benchmark tools
- progress monitoring (and feedback)
- formative assessments
- summative assessments
- attendance records
- social emotional learning survey
- climate survey

Changes to the program plan will be communicated to stakeholders and families/caregivers based on the students disproportionately impacted by the pandemic:

- district website
- district social media
- newsletters
- information can be mailed or picked up (in the district office) upon request

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	200
Anticipated Number of Schools Served	3

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 02/04/2022

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.

Gouverneur - Lost Instruction FS-10.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.**

1. Gouverneur-Lost Instructional Time- BN.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/04/2022

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

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

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

From our needs assessment, it was determined that students need:

- additional learning opportunities to address the academic impact of lost instructional time during the COVID-19 pandemic
- intensive individualized or small group instruction to meet the needs of all students
- tutoring services to help students develop the knowledge and skills necessary to be successful during the academic year

The Gouverneur Central School District is planning to address the academic impact of lost instructional time during the COVID-19 pandemic by offering an after school tutoring program providing 1:1 or small group instruction to address the needs of all students, including low-income students, students with disabilities, English language Learners, migrant students, students experiencing homelessness, and children and youth in a foster care setting.

During the after school tutoring program, the following will occur:

- Teachers will review previous material taught in order to help students maintain their knowledge and develop skills to achieve success
- Teachers will teach new material to help students recover from lost instructional time due to COVID-19 and build a foundation to move on to the next level of instruction
- Teachers will work the help students develop skills of material missed due to being placed in isolation or quarantine due to COVID-19 using evidence based best practices

The Gouverneur Central School District will plan and implement the after school tutoring program as follows:

2022 - 2023

Elementary After School Tutoring Program

- 5 Teachers @ \$4,680 (156 hours x \$30/hr.) for the year = \$23,400

Middle School After School Tutoring Program

- 8 Teachers @ \$4,680 (156 hours x \$30/hr.) for the year = \$37,440

High School After School Tutoring Program

- 8 Teachers @ \$4,680 (156 hours x \$30/hr.) for the year = \$37,440

Classroom Read Aloud Books to support tutoring efforts

21 sets @ \$82.00 = \$1,722

The ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funds will coordinate with the ARP ESSER 3 Plan.

In the ARP-ESSER 3 money was allocated to: a summer school principal, Literacy Professional Development, Reading/Writing Units of Study professional development, Responsive classroom techniques training, foundations training, summer school bussing, summer school supplies for students, math manipulatives, and a summer school readiness program. These allocations are aligned with addressing the impact of loss instructional time allocation. The ARP-ESSER State Reserve 1%, which pays for summer school staffing, will provide an opportunity for staff members to implement the strategies learned through the professional development and training. The supplies and materials purchased through the ARP-ESSER 3 will be used by the staff and students at summer school through the ARP-ESSER 1%.

- 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.**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/04/2022

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)	100,002	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<ul style="list-style-type: none"> Tutors will differentiate instruction to meet the individual needs of students. Small group/1:1 instruction to address areas in need of improvement. Tutors will work to help students develop the knowledge and skills necessary to be successful during the academic year. The above will be driven by progress monitoring results, prioritized standards and student goals.

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 LEA will monitor and evaluate the effectiveness of the selected strategies by reviewing with the Child Study Team:

- classroom evaluations
- parent meetings
- data analysis from benchmark tools
- progress monitoring (and feedback)
- formative assessments
- summative assessments
- attendance records
- social emotional learning survey
- climate survey

Changes to the program plan will be communicated to stakeholders and families/caregivers based on the students disproportionately impacted by the pandemic:

- district website
- district social media
- newsletters
- information can be mailed or picked up (in the district office) upon request

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/04/2022

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

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4.

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

	Amount
LEA Allocation	100,002
Anticipated Number of Students Served	125
Anticipated Number of Schools Served	3

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

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

Gouverneur - After School FS-10.pdf

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

2. Gouverneur-Comprehensive After School- BN.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/04/2022

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

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

- 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.**

From our needs assessment it was determined that students need:

- additional learning opportunities to address the academic impact of lost instructional time due to the COVID-19 pandemic
- additional opportunities to support social emotional learning
- additional opportunities to build relationships, organization, self-regulation, and other attributes of the five social emotional learning core competencies

The Gouverneur Central School District is planning to address the academic impact of lost instructional time through the implementation of evidence-based interventions such as planning and implementing activities related to summer learning and enrichment including providing classroom instruction during the summer months and addressing the needs of all learners including low-income students, students with disabilities, English Language Learners, migrant students, students experiencing homelessness, and children and youth in a foster care setting.

During the summer learning program the following will occur:

- Inclusion of Special Education students into general education classrooms
- All teachers will implement Effective Teaching strategies to maximize instruction and learning
- Literacy and mathematics programming will be enhanced for differentiation and individualized instruction with data driven priority standards, supplemental supports, and small group interventions
- Character education will be integrated with instruction to support building relationships, organization, self-regulation, and other attributes of the five social emotional learning core competencies

The Gouverneur Central School District will plan and implement activities related to summer learning and enrichment as follows:

2023 - 2024

Summer School Program

Kindergarten - Grade 7 Stipends:

Teacher Assistant Stipends 16 @ \$2,500 for the summer = \$40,000

Grades 8 - 11 Teacher Stipends:

Teacher Stipends 5 @ \$8,000 for the summer = \$40,000

Teacher Assistant Stipends 5 @ \$2,500 = \$12,500

Grade 12 Credit Recovery Stipends:

Teaching Assistant Stipends 2 @ \$2,500 = \$5,000

Remote Summer School Grades 8 - 12 Stipend:

Teacher Stipend 1 @ \$2,502

The ARP-ESSER 1% State-Level Reserve - Comprehensive After School funds will coordinate with the ARP-ESSER 3 Plan.

The ARP-ESSER 3 is allocating funds towards afterschool professional development stipends, extended school day coordinators, high school tutoring program, and professional development connected to reading, writing, responsive classroom, and classroom management, as well as supplies for the after school robotics program. Leveled readers will also be used in the afterschool program. The ARP-State Reserve- Comprehensive After School allocated funds to the staffing who will implement the strategies learned from the professional development and training provided by the funds allocated by the ARP-ESSER 3 Plan.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	100,002	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<ul style="list-style-type: none"> Inclusion of Special Education Students into general education classrooms Implementation of Effective Teaching strategies Enhanced literacy and mathematics programming to provide for differentiation and individualized instruction Summer school best practices Small group/1:1 instruction (especially in the areas of literacy and math) Differentiated instruction provided to students to meet individual needs

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 LEA will monitor and evaluate the effectiveness of the selected strategies by reviewing with the Child Study Team:

- classroom evaluations
- parent meetings
- data analysis from benchmark tools
- progress monitoring (and feedback)
- formative assessments
- summative assessments
- attendance records
- social emotional learning survey
- climate survey

Changes to the program plan will be communicated to stakeholders and families/caregivers based on the students disproportionately impacted by the pandemic:

- district website
- district social media
- newsletters
- information can be mailed or picked up (in the district office) upon request

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/04/2022

*New York State Education Department
89 Washington Avenue
Albany, NY 12234*

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

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with 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	100,002
Anticipated Number of Students Served	200
Anticipated Number of Schools Served	3

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

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

Gouverneur - Summer School FS-10.pdf

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

3. Gouverneur-Summer Learning and Enrichment- BN.docx