

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

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Background Information

HOOSICK FALLS CSD - 490501060000

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	Emily Sanders	sanderse@hoosickfallscsd.org	12/23/2021
LEA Board President	Joseph Patire	patirej@hoosickfallscsd.org	12/23/2021

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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.

Meetings with stakeholders took place to create a plan for the use and implementation of the associated funds after the release of the ARP-ESSER State Reserve allocations. In-house stakeholders included the local teachers association, support staff association, administrator association and managerial/confidential employee association. Discussions also took place with the Board of Education at the monthly April, May and June meetings. A public survey was released to community members focused on the funds allocated to Hoosick Falls CSD. A public forum was conducted with community members on June 29, 2021 to review the results of the survey and how the funds would tentatively be used.

- 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.**

<http://hoosickfallscsd.org/hfcsd-use-of-stimulus-funds/>

Once approved, the ARP-ESSER application and budget forms will be available at the same url listed above.

For individuals that make the request, details of the plan will be made available via email, mail or to be picked up at the District Office.

- 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.**

Approximately every six months, January and July, a review of the submitted ARP Plan and implementation will take place using data gathered at the mid-year and end-of-year points. During the review, the ARP Plan will be cross-referenced with the most recent CDC, NYSDOH and NYSED guidelines and adjusted accordingly. The data used during each review may include NYS exams, midterm exams, final exams, NWEA reading and math assessments, Fountas and Pinnell assessments, speech language and articulation assessments, IEP goals, Holistic Student Assessment, report card information, attendance, discipline, enrollment and graduation rates.

These results will be communicated to the stakeholders involved in creating the ARP Plan; teacher, administrator, support staff and managerial/confidential associations, Board of Education and public. A State of the Schools report will be generated in July addressing the goals of the plan, student results, and changes in guidance by the CDC, NYSDOH and/or NYSED. The information will be disseminated at the monthly BOE meeting, through meetings with said associations and through a virtual public forum.

Future meetings will take place approximately every six months with the Academic Planning Committee. This committee will consist of at least one representative from all stakeholders in the community including parents, administration, Board of Education, support staff and teachers.

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.**

A variety of assessments will be administered in the 2021-2022 school year to assess literacy, mathematics and SEL student need. Students in grades UPK-2, special education 3-6 and AIS 3-6 will be administered Fountas & Pinnell reading assessments at the beginning and end of the school year. All students in grades K-8 will be administered pre- and post- NWEA reading and math assessments. All students in grades 5-12 will be administered a pre- and post- Holistic Student Assessment (SEL screener).

In addition to the above assessments, student results from the 2020-2021 school year will be used to help create a baseline for students. These results will include report card data, NYS assessments and midterm/final exams when applicable.

As an LEA of over 1100 students, we have an extremely low percentage of students identified as homeless, migrant and in foster care. Each year there are less than 15 in total combined for all three categories. This population is also intermittent as many families move in and out midyear. This population has remained stable for over 10 years with services being provided in the general fund.

As an LEA, we also have a very small percentage (~5%) of minority students of all ethnicities and races. There is statistically no difference in academics or behavioral success between the ethnic or racial demographic groups.

As an LEA, we have averaged ~50% low-income families for the past decade. Many of our services address this population including the delivery of food to every family in the District since the beginning of the pandemic, including Summer 2020. This included mass distribution of breakfast and lunch on a weekly basis employing all support staff to create the lunches, load buses, hand deliver all lunches, all by bus - up to 5500 meals a week.

We have also continued to maintain a safe and healthy work environment by fogging all classrooms on a daily basis, clean all railings, doors, handles and other common-touch areas every day, support an outdoor parent pick-up and drop-off in the elementary school to limit contact with non-employees, and distribute technology (chromebooks and wifi devices) for families in need.

Additional hiring of support staff allow us to continue these services on a daily basis (wiping down of common areas and fogging of classrooms) or when needed (food delivery and technology distribution).

Addressing the at-home needs of low-income families (food, health/safety and technology) helps alleviate the issues faced when the students are not in the building. In-school services can then be provided by AIS, speech, ENL and counseling to address the academic needs.

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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

- 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 5% State-Level Reserve funds will be used to address learning loss by creating a program focused on dropout prevention in the middle school and support dual enrollment programs in the high school.

Following the premise under the What Works Clearinghouse for an Accelerated Middle School, funds will be used to provide a teacher and aide in a newly created middle school (grades 7/8) Learning Academy. Increased access to social-emotional learning and coping strategies will be addressed by adding a counseling position to the middle school. The Learning Academy is being created to address learning loss with students that are at a high-risk of failing a grade and/or dropping out of school. The purpose of the academy is to reduce discipline referrals, increase focused learning in core areas where learning loss is more prevalent and support the social emotional growth of the students. Students in the academy have failed at three or more core classes in the prior year, have a significant number of discipline referrals, have been involved in the juvenile justice system and/or have identified emotional/psychological issues preventing them from being successful in a regular classroom setting. Funds from the State-Level Reserves will be used to employ both a teacher and an aide in this program.

Following the premise under the What Works Clearinghouse for Dual Enrollment Programs, funds will be used to support access to classes offering both high school credit and college credit. These classes may include courses offered through SUNY College of Environmental Science and Forestry, Hudson Valley Community College, SUNY Albany and possibly others with collegiate approval. Classes offered may include science (Environmental Science and/or Physics), math (Discrete Mathematics and/or Calculus), social studies (U.S. History), Spanish (Spanish) and English (Journalism and/or Communications).

Funds will also be used to address the fluctuating ENL/ELL population in the district. This population can change from one student to nine on a yearly basis or within a school year. High dosage interventions will be added to new ENL/ELL student schedules when enrolled. These interventions will be provided by a certified English as a Second Language teacher during the school day.

Additionally, funds will be used to add an aide to a first grade classroom. The addition of this position will increase personalized instruction with the teacher in the classroom, reduce the size of groupings, assist in classroom and behavioral management, and assist in the transition of students back into school or into school for the first time since the start of the pandemic.

- 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	67,669	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input 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 checked="" type="checkbox"/> Students Involved with the Juvenile Justice System	Funds will be used to support and aide in the grades 7/8 Learning Academy. This program follows the Accelerated Middle Schools program in the What Works Clearinghouse. Students in this program are at a high risk of failure and/or dropping out of school. The aide will assist the teachers assigned to the program with supervision as well as addressing the academic, social and emotional needs of the students.

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	
Tailored/Individualized Acceleration	67,669	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Funds will be used to add an aide to a first grade classroom. This position will increase personalized instruction with the teacher, reduce group sizes, assist in classroom and behavioral management, and help transition students back into the classroom or into the classroom for the first time since the pandemic.
Integrated Social Emotional Learning	202,883	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Funds will be used to add a school counselor to the middle school (grades 5-8) with a focus on the grades 7/8 Learning Academy. This program follows the Accelerated Middle Schools program in the What Works Clearinghouse. Students are placed in this program due to a high risk of failure and/or dropping out of school. The counselor will work specifically with students on social-emotional issues, attendance and academics.
Tailored/Individualized Acceleration	195,087	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Funds will be used to support the addition of a teacher in the grades 7/8 Learning Academy. This program focuses on students at high risk of failure or dropping out of school and follows the Accelerated Middle Schools program in the What Works Clearinghouse.
Tailored/Individualized Acceleration	203,660	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input 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	Funds will be used to support Dual Enrollment Programs, from the What Works Clearinghouse, for students in the high school. Students will be able to enroll in classes offering both high school credit as well as college credit. Credit may be earned in science, math, English, social studies and Spanish from college such as Hudson Valley Community College, SUNY Albany and the SUNY College of

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 12/29/2021

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Environmental Science and Forestry.
High Dosage Tutoring Programs	52,523	<input 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 checked="" 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	Funds will be used to increase and/or provide contact time for ELL students during the school day with a certified English as a Second Language teacher. Hoosick Falls CSD has a very small ENL/ELL population that fluctuates considerably on a year-to-year basis as well as within a school year. These funds will allow for flexibility of instruction by providing access to a teacher when students enroll and programming needs must be met.

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 effectiveness of all programs listed above will be monitored by analyzing the data associated with each strategy. For the Learning Academy (Accelerated Middle School) this data will include: quarterly grades, attendance, discipline referrals, NWEA Reading and Math scores and SEL assessments. For the Dual Enrollment Programs the data will include: number of students enrolled, number of students dropping the course (if any), course grades and number of students achieving both high school and collegiate course credit, and the reasons for not receiving collegiate credit (if any). For the English as a Second Language teacher data will include: number and grades of ENL/ELL students, NYSESLAT results, registration dates and attendance. For the first grade classroom aide, data will include the change in group sizes for the classroom, discipline referrals, NWEA Reading and Math, Fountas and Pinell, and speech and language scores.

Approximately every six months, January and July, a review of the strategies will take place using data gathered at the mid-year and end-of-year points. These results will be communicated to the stakeholders involved in creating the ARP Plan; teacher, administrator, support staff and managerial/confidential associations, Board of Education and public. A State of the Schools report will be generated in July addressing the goals of the plan, student results, and changes in guidance by the CDC, NYSDOH and/or NYSED. The information will be disseminated at the monthly BOE meeting, through meetings with said associations and through a virtual public forum.

Future meetings will take place approximately every six months with the Academic Planning Committee. This committee will consist of at least one representative from all stakeholders in the community including parents, administration, Board of Education, support staff and teachers.

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 12/29/2021

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	789491
Anticipated Number of Students Served	1044
Anticipated Number of Schools Served	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.**

FS-10 ARP 5 learning loss.pdf

- 6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

Budget narrative ARP 5 learning loss.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 01/18/2022

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.**

The constantly shifting nature of the pandemic caused a significant disruption to the education of students and exponentially increased the need for additional services. Funds will be used to provide High Dosage after school and before school Tutoring Programs for students in grades K-12. All programs will be taught by a certified teacher. Provision of programming will be determined by need on a rolling basis throughout the school year. Students will be offered tutoring as a result absenteeism, quarantine due to COVID-19, course grades, and/or NWEA Reading and Math scores. Quarantine tutor positions will be assigned to work with students on a rolling basis as they are sent out of school due to COVID-19 and/or associated absenteeism. Another set of tutors will be assigned to work with students at risk of failure or struggling academically.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	157,903	<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 Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Funds will be used to provide High Dosage Tutoring Programs both before school and after school for students in grades 3-12. The programs themselves, as well as enrollment in the programs, will be determined by analyzing data on a rolling basis throughout the school year. This data will include absenteeism, quarantine due to COVID-19, NWEA Reading and Writing, and course grades.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 01/18/2022

- 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 effectiveness of the High Dosage after school and before school Tutoring Program will be determined by analyzing course grades quarterly. The results of the beginning of year NWEA Reading and Math, Fountas and Pinell, and Holistic Student Assessment in addition to course grades, attendance and absenteeism will be used to determine the efficacy of the programs.

Each quarter, the tutoring programs will be analyzed for efficacy by the Academic Committee and the results communicated to the Board of Education, teachers, and administrators. Additionally, this information will be communicated at the February and July Board of Education meeting, opening staff development days for school employees and in a public forum in August. The information will be used to identify areas of strength and weakness in the programs as well as drive academic instruction and SEL moving into the both the Summer School Program and upcoming school year.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

- 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	157903
Anticipated Number of Students Served	1044
Anticipated Number of Schools Served	2

- 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.**

FS-10 ARP 1 afterschool - updated.pdf
 FS-10 ARP 1 afterschool.pdf

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

Budget narrative ARP 1 afterschool - updated.pdf
 Budget narrative ARP 1 afterschool.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 01/18/2022

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.**

Funds will be used to provide a Summer School program for students in grades K-12. The program will run five weeks in July and August, three hours a day and taught by certified teachers. Students in grades K-4 will be offered reading and math enrichment. Students in grades 5-12 will be offered classes in the five core subject areas (English, Spanish, math, social studies and science). Baseline data will be drawn from June results, including; final course grades, final/Regents exams, NWEA Reading and Math, and attendance. End of Summer School Program data will be drawn from the same information in August; final course grades, final/Regents exams, NWEA Reading and Math, and attendance. Summer Program results will determine the progress of students moving into the upcoming school year, including the granting of course credit, Regents exam credit, determination of AIS services, and determination of grouping levels of reading and math.

Summer School programming will not be able to take place at Hooick Falls CSD due to construction taking place throughout the campus during the 2021, 2022 and 2023 summers. This has resulted in Summer School taking place at an off site location. The layout of this location is not like a public school. Classrooms are located in multiple buildings across a small campus. Additional personnel will be needed to assist teachers in management of students, supervision and assisting teachers in the classroom. Funds will be allocated to cover the cost of renting the facility, additional classroom aides and transportation for summer school students.

- 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
High Dosage Tutoring Programs	157,903	<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 Juvenile Justice System <input type="checkbox"/> Other Underserved	A Summer School Program will be funded for students in K-12, five weeks in July and August, three hours a day, by certified teachers. Classes will include reading, math, English, Spanish, social studies, science. Data from June will be used to create a baseline with end of program results used to determine efficacy.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 01/18/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Students <input type="checkbox"/> None of the Above	

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected 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.

Baseline data will be drawn from June results, including; final course grades, final/Regents exams, NWEA Reading and Math, and attendance. End of Summer School Program data will be drawn from the same information in August; final course grades, final/Regents exams, NWEA Reading and Math, and attendance. Summer Program results will analyzed for effectiveness and efficacy. This information will be used to determine the progress of students moving into the upcoming school year, including the granting of course credit, Regents exam credit, determination of AIS services, and determination of grouping levels of reading and math.

Once an analysis of the Summer School Program is completed by the Academic Committee, the results will be communicated to the Board of Education, teachers, administrators, staff and public through a State of the Schools Report. Additionally, this information will be communicated at the August Board of Education meeting, opening staff development days for school employees and in a public forum. This information will be used to drive instruction and SEL moving into the upcoming school year as well as identify areas of strength and weakness in programming for the following summer.

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

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

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

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

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with 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	157903
Anticipated Number of Students Served	1044
Anticipated Number of Schools Served	2

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 01/18/2022

- 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.

FS-10 ARP 1 summer updated.pdf

FS-10 ARP 1 summer.pdf

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

Budget narrative ARP 1 summer - updated.pdf

Budget narrative ARP 1 summer.pdf