

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

Introduction/Instructions - Background Information

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**Background Information**

FALCONER CSD - 061101040000

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Summary and Background Information

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

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

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

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

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

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

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

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

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

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

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

Project Period

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

Project Number

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

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

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

Submission Deadline

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

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

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

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

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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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**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.

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☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

12. The LEA assures that:

1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and

accounting for, Federal funds paid to that agency under each program;

4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and

5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.

☒ YES, the LEA provides the above assurance.

13.

The LEA assures that:

1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

14.

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.

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

☒ YES, the LEA provides the above assurance.

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☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

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

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

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Mrs. Sara Kennison	skennison@falconerschools.org	12/17/2021
LEA Board President	Mr. Todd Beckerink	tbeckerink@falconerschools.org	12/17/2021

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

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**ARP-ESSER State Reserve: Consultation**

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

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

The Falconer Central School District launched an online survey to families, as well as faculty and staff to seek public comment on the best ways to use the allotted funds. The survey was posted on the District webpage and on ClassDoJo, a communication system used to connect to all elementary families. Along with the survey multiple meetings were held by the District to consult with teacher/staff member, the Board of Educations, technology representatives, buildings and grounds representatives, as well as administration. The District has carefully considered the use of the funds to set up for long-term, sustainable success. The Falconer Central School District will continue to meet with the stakeholder groups throughout the school year to gain feedback and obtain information from the groups. Monthly and/or Bi-Monthly meetings will be held throughout the school year. Such meetings may include but are not limited to Board of Education Meetings, Administration Meetings, Faculty Meetings, Curriculum and Instruction Cabinet Meetings, Building Level Department and/or Grade Level Meetings, and Department and/or Grade Level Meetings.

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

The Falconer Central School District will publicly post the State-Level Reserve Funds on the District's Website - Falconer Central School District Website

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

The Falconer Central School District supports ongoing engagement with parents and families in the District throughout the school year. The District has four half-days scheduled throughout the school year for teachers in grades PreK-2 at Paul B. D. Temple Elementary and grades 3-5 at Harvey C. Fenner Elementary to conference with parents, guardians, and families. Additional conferences are scheduled throughout the school year on an as need basis to meet the academic and social-emotional needs of the students. The Falconer

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Middle/School High has one half-day scheduled for conferences yearly. Grades 6-8 have daily team meetings and weekly have parents, guardians, and families in to discuss the academic and social-emotional needs of students. Again, conferences are scheduled throughout the school year on an as need basis to meet the academic and social-emotional needs of the students. When new families register in the Falconer Central School District and intake meeting is held to learn about the students that will be attending the district, as well as younger siblings, and the family dynamics. The District has a school counselor at both Paul B. D. Elementary School, as well as Harvey C. Fenner Elementary School. The two elementary buildings also share a school psychologist. Student Support Team meetings are held monthly in both building. The meetings are held to discuss the academic and social-emotional needs of a targeted population. Falconer Middle/High School has three school counselors, along with a school psychologist. In the Middle School, monthly Student Support Team meetings are held to discuss the academic and social-emotional needs of a targeted population. Along with the availability of school counselors, a social worker, and a Case Worker/Behavioral Specialist help support and meet the academic and social-emotional needs, areas of student gains, and offer assistance to families of the middle school and high school students to support success.

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

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**ARP-ESSER State Reserve: Comprehensive Needs Assessment**

1. **In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The Falconer Central School District collects data in a number of ways to determine the social-emotional, mental health, and academic needs of students in area categories. The District uses *iReady* in grades K-8 to track student progress and to help the District plan for interventions and supports. *iReady* is a comprehensive assessment and instruction program that provides educators with the resources they need to help all students succeed. *iReady* connects diagnostic data to personalized instruction and provides differentiated instruction to every student. With the data collected, small group instruction is made available with evidence-based practices aligned to the Next Generation Learning Standards in grades K-8. In grades 6-12, progress reports are conducted throughout the school year every three weeks. With the data from these reports, learning loss can be identified and evidence-based interventions may be made available to students through tutoring sessions by highly-qualified teachers from the Falconer Central School District. The District also uses the *Devereux Student Strengths Assessment (DESSA)*. The DESSA assesses eight social and emotional competencies - self-awareness, self-management, personal responsibility, decision making, goal-directed behavior, social awareness, relationship skills, and optimistic thinking. The eight skills are important because they have been found to have a strong relationship with success in academics and positive engagement in school activities. DESSA shows administrators, teachers, and support staff strengths and shows which skills the District need to provide further instruction in. Through the use of this tool the school counselors, school psychologists, school social worker, and the case manager/behavioral specialist can instruct or support teachers in areas of need. Along with planning instruction, DESSA will also inform progress monitoring and evaluate program outcomes.

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

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

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

The Falconer Central School District has carefully considered the use of the funds to set up for long-term, sustainable success. The funds available in the ARP-ESSER State Reserve Application will be coordinated with other initiatives in the American Rescue Plan Act of 2021, CRRSA Act Funds, Title I, Part A - Funds Improving Basic Programs, and the Title IV, Part A – Student Support and Academic Enrichment Programs.

The State Reserve will support the American Rescue Plan Act (ARP) monies being used to pay salaries for five Elementary School Teachers, two Middle/High School Mathematics Teachers, a Physical Education Teacher, and a Special Education Teacher. It will also help support the purchase Second Step to address the academic, social, emotional, and mental health needs of all students and staff/teachers. *Second Step* for grades UPK-8 is a social-emotional learning curriculum. This researched-based curriculum will help teachers engage students with age-appropriate, culturally relevant content. The program builds a foundation for a positive, inclusive culture through developing social-emotional competencies, which include perspective-taking, empathy, processing emotions, understanding and resolving conflicts, and building positive relationships. The American Rescue Plan Act (ARP) will also provide funds to upgrade technology at Harvey C. Fenner Elementary School.

The State Reserve will support the CRRSA Act Funds being used to pay salaries for Elementary School Counselor, a STEAM Coordinator, and a Literacy Teacher. All staff are certified and highly qualified in their areas. The Elementary School Counselor is certified and highly qualified to serve our youngest population at Paul B. D. Temple Elementary School. The STEAM Coordinator is certified and highly qualified and will assist teachers and students across the District. The Literacy Teacher is certified and qualified and will provide services to students at Harvey C. Fenner Elementary. The CRRSA Act Funds will also provide funds to upgrade technology at Paul B. D. Temple Elementary School.

The State Reserve will support the Title I, Part A - Improving Basic Programs being used to pay salaries for certified and highly qualified specialists in Literacy and Mathematics. The Reserve will also support the Fountas & Pinnell Literacy - Benchmark Assessments and Leveled Literacy Intervention Systems that the Falconer Central School District will utilize with the students who receive Academic Intervention Services.

The State Reserve will support Title IV, Part A – Student Support and Academic Enrichment Program as well. All students in grades K-12 students will access to programs from Prevention Works. Prevention Works provides alcohol and substance use awareness, prevention education and intervention programs for K-12 students, school faculty in-service trainings, and parents. The prevention programs used by Prevention Works are evidence-based prevention programs for students in elementary, middle school, and high school.

The funds in the ARP-ESSER 5% State-Level Reserve – Impact of Lost Instructional Time have been allocated to provide tutoring for Students in grades K-6 who are absent from school and are experiencing learning loss will be provided with tutoring for one hour daily to address learning loss. Students in grades 7-12 who are also experiencing learning loss due to COVID-19 will be provided tutoring for

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two hours daily to address learning loss. The tutors that will be used are highly-qualified certified teachers employed by the Falconer Central School District. The tutors will work closely with classroom teachers to provide evidence-based interventions to meet individual student needs. The following evidence-based curriculum/programs may be used with students in grades K-12, but are not limited to, Too Good for Drugs, Leveled-Literacy, Orton-Gillingham, Reflex Mathematics, Phonological Awareness, New York State English-Language Arts and Mathematics Modules, Second Step, Guided Reading, Heggerty Phonological & Phonemic Awareness, Educational Software for Guided Instruction (ESGI), Road to the Code, and Reading Inspires Students to Excel (RISE).

Students in the sub-groups of student from low-income families, children with disabilities, students experiencing homelessness, and children in foster care will all be impacted by the above evidence, curriculum/programs. All students in the four sub-groups participate in Too Good for Drugs. The students are given instruction in leveled-literacy and Orton-Gillingham on a weekly basis. The students are also provided evidence-based instruction in the English-Language Arts and Mathematics Modules daily. Students in the four sub-groups are also given weekly instruction in Second Step and Phonemic Awareness.

Funds will be utilized for all students in the Falconer Central School District 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 Falconer Central School District has very limited English-Language learners, students experiencing homelessness, foster care, and migratory students. When the District is made aware of a student(s) in one of these situations the building principal and school counselors provide and/or make arrangements for the student(s) receive the needed academic and social-emotional assistance.

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
High Dosage Tutoring Programs	823,407	<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	<p>The Falconer Central School District provides extensive tutoring to students of the District. All tutoring is provided by a highly qualified, certified teachers employeeed by the Falconer Central School District. The Falconer Central School District make available high-dosage to any student in grades PreK-12. Tutoring is high-quality teacher lead instruction to meet the needs of students. If the highly-qualified tutor is not the students' regular classroom teacher, collaboration by the tutor occurs to ensure instruction is being delivered and met. High-quality instructional materials that are aligned with classroom content are used in each tutoring</p>

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>session. The tutors will work closely with classroom teachers to provide evidence-based interventions to meet individual student needs. Tutoring for students in grades PreK-6 occurs one hour daily until the time they can return to full in-person instruction. Tutoring for students in grades 7-12 occurs two hour daily until the time they can return to full in-person instruction. Tutoring sessions for all students are held five days per week. The District has a wide variety of tutors available. Tutors are matched with students' needs in mind. Over the period of at-home instruction, consistency is imperative. Tutors not only provide academic support, but also support the social-emotional and mental well-being of each student. If a student is in need of a tutor more than one time during the academic year, the District provides the same tutor. Tutoring sessions are via Zoom. All students in Grade 2-12 have a one-to-one device. If a device is need for a student in grades PreK-1 the District will provide one for the student/family. Internet connectivity is closely monitored by the District to ensure that sessions can be held. If a student/family is need of connectivity, the District will supply the student/family with a hot spot.</p>

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 Falconer Central School District monitors and evaluates the effectiveness of the high-dosage tutoring on a regular bases. Tutors work closely with building administration, school counselors, and classroom teachers to ensure that the academic, social-emotional, and mental well-being of each student is being met. After consultation with the stakeholders, if the highly-dosage tutoring needs to be modified, the District works with the student and family to make the adjustments to meet the needs of the student.

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

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

4.

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

	Amount
LEA Allocation	823,445
Anticipated Number of Students Served	1,211
Anticipated Number of Schools Served	3

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.**

FalconerARP\_ESSERFS\_10InstructionalTimeUpdate.pdf

FalconerARP\_ESSERFS\_10InstructionalTime.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.**

FalconerBudgetNarrativeLostInstruction.pdf

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

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

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

- 1. 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 Falconer Central School District has carefully considered the use of the funds to set up for long-term, sustainable success. The funds available in the ARP-ESSER State Reserve Application will be coordinated with other initiatives in the American Rescue Plan Act of 2021, CRRSA Act Funds, Title I, Part A - Funds Improving Basic Programs, and the Title IV, Part A – Student Support and Academic Enrichment Programs.

The State Reserve will support the American Rescue Plan Act (ARP) monies being used to pay salaries for five Elementary School Teachers, two Middle/High School Mathematics Teachers, a Physical Education Teacher, and a Special Education Teacher. It will also help support the purchase Second Step to address the academic, social, emotional, and mental health needs of all students and staff/teachers. *Second Step* for grades UPK-8 is a social-emotional learning curriculum. This researched-based curriculum will help teachers engage students with age-appropriate, culturally relevant content. The program builds a foundation for a positive, inclusive culture through developing social-emotional competencies, which include perspective-taking, empathy, processing emotions, understanding and resolving conflicts, and building positive relationships. The American Rescue Plan Act (ARP) will also provide funds to upgrade technology at Harvey C. Fenner Elementary School.

The State Reserve will support the CRRSA Act Funds being used to pay salaries for Elementary School Counselor, a STEAM Coordinator, and a Literacy Teacher. All staff are certified and highly qualified in their areas. The Elementary School Counselor is certified and highly qualified to serve our youngest population at Paul B. D. Temple Elementary School. The STEAM Coordinator is certified and highly qualified and will assist teachers and students across the District. The Literacy Teacher is certified and qualified and will provide services to students at Harvey C. Fenner Elementary. The CRRSA Act Funds will also provide funds to upgrade technology at Paul B. D. Temple Elementary School.

The State Reserve will support the Title I, Part A - Improving Basic Programs being used to pay salaries for certified and highly qualified specialists in Literacy and Mathematics. The Reserve will also support the Fountas & Pinnell Literacy - Benchmark Assessments and Leveled Literacy Intervention Systems that the Falconer Central School District will utilize with the students who receive Academic Intervention Services.

The State Reserve will support Title IV, Part A – Student Support and Academic Enrichment Program as well. All students in grades K-12 students will access to programs from Prevention Works. Prevention Works provides alcohol and substance use awareness, prevention education and intervention programs for K-12 students, school faculty in-service trainings, and parents. The prevention

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

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programs used by Prevention Works are evidence-based prevention programs for students in elementary, middle school, and high school.

The funds in the ARP-ESSER 1% State-Level Reserve – Comprehensive After School have been allocated to provideThe Falconer Central School District make available high-dosage to any student in grades PreK-12. Tutoring is high-quality teacher lead instruction to meet the needs of students. If the highly-qualified tutor is not the students' regular classroom teacher, collaboration by the tutor occurs to ensure instruction is being delivered and met. High-quality instructional materials that are aligned with classroom content are used in each tutoring session. Tutoring for students in grades PreK-6 occurs one hour daily until the time they can return to full in-person instruction. Tutoring for students in grades 7-12 occurs two hour daily until the time they can return to full in-person instruction. Tutoring sessions for all students are held five days per week. The District has a wide variety of tutors available. Tutors are matched with students' needs in mind. Over the period of at-home instruction, consistency is imperative. Tutors not only provide acedemic support, but also support the social-emotional and mental well-being of each student. If a student is in need of a tutor more than one time during the academic year, the District provides the same tutor. Tutoring sessions are via Zoom. All students in Grade 2-12 have a one-to-one devices. If a device is need for a student in grades PreK-1 the District will provide one for the student/family. Internet connectivity is closely monitored by the District to ensure that sessions can be held. If a student/family is need of connectivity, the District will supply the student/family with a hot spot. The tutors will work closely with classroom teachers to provide evidence-based interventions to meet individual student needs. The following evidence-based curriculum/programs may be used with students in grades K-12, but are not limited to, Too Good for Drugs, Leveled-Literacy, Orton-Gillingham, Reflex Mathematics, Phonological Awareness, New York State English-Language Arts and Mathematics Modules, Second Step, Guided Reading, Heggerty Phonological & Phonemic Awareness, Educational Software for Guided Instruction (ESGI), Road to the Code, and Reading Inspires Students to Excel (RISE).

Students in the sub-groups of student from low-income families, children with disabilities, students experiencing homelessness, and children in foster care will all be impacted by the above evidence, curriculum/programs. All students in the four sub-groups participate in Too Good for Drugs. The students are given instruction in leveled-literacy and Orton-Gillingham on a weekly basis. The students are also provided evidence-based instruction in the English-Language Arts and Mathematics Modules daily. Students in the four sub-groups are also given weekly instruction in Second Step and Phonemic Awareness.

Funds will be utilized for all students in the Falconer Central School District 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 Falconer Central School District has very limited English-Language learners, students experiencing homelessness, foster care, and migratory students. When the District is made aware of a student(s) in one of these situations the building principal and school counselors provide and/or make arrangements for the student(s) receive the needed academic and social-emotional assistance.

2. **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.**

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

## ARP-ESSER State Reserves - Comprehensive After School

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	164,658	<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	<p>The Falconer Central School District provides extensive tutoring to students of the District. All tutoring is provided by a highly qualified, certified teachers employed by the Falconer Central School District. The Falconer Central School District make available high-dosage to any student in grades PreK-12. Tutoring is high-quality teacher lead instruction to meet the needs of students. If the highly-qualified tutor is not the students' regular classroom teacher, collaboration by the tutor occurs to ensure instruction is being delivered and met. High-quality instructional materials that are aligned with classroom content are used in each tutoring session. High-quality instructional materials that are aligned with classroom content are used in each tutoring session. The tutors will work closely with classroom teachers to provide evidence-based interventions to meet individual student needs. Tutoring for students in grades PreK-6 occurs one hour daily until the time they can return to full in-person instruction. Tutoring for students in grades 7-12 occurs two hour daily until the time they can return to full in-person instruction. Tutoring sessions for all students are held five days per week. The District has a wide variety of tutors available. Tutors are matched with students' needs in mind. Over the period of at-home instruction, consistency is imperative. Tutors not only provide academic support, but also support the social-emotional and mental well-being of each student. If a student is in need of a tutor more than one time during the academic year, the District provides the same tutor. Tutoring sessions are via Zoom. All students in Grade 2-12 have a one-to-one devices. If a device is need for a student in grades PreK-1 the District will provide one for the student/family. Internet</p>

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				connectivity is closely monitored by the District to ensure that sessions can be held. If a student/family is need of connectivity, the District will supply the student/family with a hot spot.

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 Falconer Central School District monitors and evaluates the effectiveness of the high-dosage tutoring on a regular bases. Tutors work closely with building administration, school counselors, and classroom teachers to ensure that the academic, social-emotional, and mental well-being of each student is being met. After consultation with the stakeholders, if the highly-dosage tutoring needs to be modified, the District works with the student and family to make the adjustments to meet the needs of the student.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

4.

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

	Amount
LEA Allocation	164,658
Anticipated Number of Students Served	1,211
Anticipated Number of Schools Served	

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

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	Amount
	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.**

FalconerARP\_ESSERFS\_10AfterSchool.pdf

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

FalconerBudgetNarrativeAfterSchool.pdf

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

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

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

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

The Falconer Central School District has carefully considered the use of the funds to set up for long-term, sustainable success. The funds available in the ARP-ESSER State Reserve Application will be coordinated with other initiatives in the American Rescue Plan Act of 2021, CRRSA Act Funds, Title I, Part A - Funds Improving Basic Programs, and the Title IV, Part A – Student Support and Academic Enrichment Programs.

The State Reserve will support the American Rescue Plan Act (ARP) monies being used to pay salaries for five Elementary School Teachers, two Middle/High School Mathematics Teachers, a Physical Education Teacher, and a Special Education Teacher. It will also help support the purchase Second Step to address the academic, social, emotional, and mental health needs of all students and staff/teachers. *Second Step* for grades UPK-8 is a social-emotional learning curriculum. This researched-based curriculum will help teachers engage students with age-appropriate, culturally relevant content. The program builds a foundation for a positive, inclusive culture through developing social-emotional competencies, which include perspective-taking, empathy, processing emotions, understanding and resolving conflicts, and building positive relationships. The American Rescue Plan Act (ARP) will also provide funds to upgrade technology at Harvey C. Fenner Elementary School.

The State Reserve will support the CRRSA Act Funds being used to pay salaries for Elementary School Counselor, a STEAM Coordinator, and a Literacy Teacher. All staff are certified and highly qualified in their areas. The Elementary School Counselor is certified and highly qualified to serve our youngest population at Paul B. D. Temple Elementary School. The STEAM Coordinator is certified and highly qualified and will assist teachers and students across the District. The Literacy Teacher is certified and qualified and will provide services to students at Harvey C. Fenner Elementary. The CRRSA Act Funds will also provide funds to upgrade technology at Paul B. D. Temple Elementary School.

The State Reserve will support the Title I, Part A - Improving Basic Programs being used to pay salaries for certified and highly qualified specialists in Literacy and Mathematics. The Reserve will also support the Fountas & Pinnell Literacy - Benchmark Assessments and Leveled Literacy Intervention Systems that the Falconer Central School District will utilize with the students who receive Academic Intervention Services.

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

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The State Reserve will support Title IV, Part A – Student Support and Academic Enrichment Program as well. All students in grades K-12 students will access to programs from Prevention Works. Prevention Works provides alcohol and substance use awareness, prevention education and intervention programs for K-12 students, school faculty in-service trainings, and parents. The prevention programs used by Prevention Works are evidence-based prevention programs for students in elementary, middle school, and high school.

The funds in the ARP-ESSER 1% State-Level Reserve – Summer Learning and Enrichment have been allocated The Falconer Central School District offers a summer program called "Summer Boost". The program is designed to provide enriching classes where children can boost their learning, learn a new skill, and/or improve knowledge in a fun and relaxed atmosphere. Classes are designed with age appropriateness in mind. Evidence-based academic instruction has been woven throughout each class to provide a learning boost for all students. Classes are structured to include, but not limited to, daily objectives, a daily read aloud, hands-on activities, centers, reading, writing, social-emotional learning, a check for understanding, and daily feedback for all students. The program is open to all students entering grades 1-6. Summer Boost provided a seventeen different classes in the Summer of 2021. There were a wide range of classes including but not limited to, Expedition Unknown: Legends and Lore Edition, Sew-Tastic Crafts, Hand to Paw: Helping Local Animal Shelters, and Ooey Goey Science Experiments. Along with teachers, aides and a nurse was on staff daily. Lunch and breakfast was served daily and transportation was provided for students who were in need of it. The program runs for four weeks and students are provided a half-day program. The following evidence-based curriculum/programs may be used with students, but are not limited to, Leveled-Literacy, Orton-Gillingham, Reflex Mathematics, Phonological Awareness, New York State English-Language Arts and Mathematics Modules, Second Step, and Guided Reading,

Students in the sub-groups of student from low-income families, children with disabilities, students experiencing homelessness, and children in foster care will all be impacted by the above evidence, curriculum/programs. Funds will be utilized for all students in the Falconer Central School District including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

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
Curriculum-Aligned Enrichment Activities	164,684	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students	Curriculum-aligned enrichment activities were provided by highly-qualified, certified teachers in the Falconer Central School District. Classes were made available to any student entering grades 1-6 in the District. The Falconer Central School District offers a summer program called "Summer Boost". The program is designed to provide enriching classes

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>where children can boost their learning, learn a new skill, and/or improve knowledge in a fun and relaxed atmosphere. Classes are designed with age appropriateness in mind. Evidence-based academic instruction has been woven throughout each class to provide a learning boost for all students. Classes are structured to include, but not limited to, daily objectives, a daily read aloud, hands-on activities, centers, reading, writing, social-emotional learning, a check for understanding, and daily feedback for all students. The program is open to all students entering grades 1-6. Summer Boost provided a seventeen different classes in the Summer of 2021. There were a wide range of classes including but not limited to, Expedition Unknown: Legends and Lore Edition, Sew-Tastic Crafts, Hand to Paw: Helping Local Animal Shelters, and Ooey Gooley Science Experiments. Along with teachers, aides and a nurse was on staff daily. Lunch and breakfast was served daily and transportation was provided for students who were in need of it. The program runs for four weeks and students are provided a half-day program.</p>

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

The Summer Boost program was monitored on a daily basis. Daily data on attendance, transportation, class participation, and meals was kept. Modifications to classes, transportation, and meals were made when needed. Monthly presentation were made to the Board of Education on the status of the Summer Boost program and it's effectiveness to provide meaningful, evidence-based instruction to students in grades 1-6. Communication to the program plan to stakeholders by Falconer Central School District, may occur but is not limited to, bi-monthly Board of Education meetings, month faculty meetings, monthly Curriculum & Instruction Cabinet meetings, District Website, District Facebook page, Class DoJo, and the PTO Facebook page.

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

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

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RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 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	164,684
Anticipated Number of Students Served	540
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.**

FalconerARP\_ESSERFS\_10Enrichment.pdf

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

FalconerBudgetNarrativeSummerLearning.pdf