

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

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**Background Information**

MAHOPAC CSD - 480101060000

**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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**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.  
☒ 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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7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- ☒ YES, the LEA provides the above assurance.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- ☒ YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
- ☒ YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- ☒ YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- ☒ YES, the LEA provides the above assurance.
12. The LEA assures that:
1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
  2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
  3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
  4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
  5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
- ☒ YES, the LEA provides the above assurance.

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**13. The LEA assures that:**

1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
2. in the case of any project involving construction—(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.

**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	Sandra Clohessy	clohessys@mahopac.org	11/30/2021
LEA Board President	Michael Mongon	mongonm@mahopac.org	11/30/2021

**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 LEA meaningfully engaged a diverse and representative set of applicable stakeholders in developing a plan to use these funds and implementing that plan via the following actions:

- Throughout the spring of 2020 the district sought input on the use of new federal funds through our established ESSA Funded Programs Consultation and Collaboration Committee. This committee, made up of students, support staff, teachers, administrators, community partners, and industry/related organizations engages in ongoing consultation regarding the amounts, purpose, allowable expenditures, and use associated with federal funding. Evidence contained in this Padlet memorializes this ongoing consultation.
- From July 27th, 2021 through September 1st, 2021 the district sought input on the use of new federal funds through the use of a Thought Exchange which garnered over 450 responses from community stakeholders and over 14,000 ratings on stakeholder responses.
- On August 10th, 2021, the district held town hall seeking community input on the use of new federal funding. The district explained the purpose/parameters of the use of this funding source and engaged in dialogue and a Q and A with the community on how the district should consider using federal funding.
- All events were communicated in multiple languages, and through a variety of means such as placing on our website and social media outlets. The district annually conducts a home language survey to help tailor communication.
- In addition to continuing to utilize the methods and tools described above for stakeholder involvement, the District holds regular advisory meetings with its ESSA Funded Program Advisory Group. This committee made up of various stakeholders including, students, parents, civic organizations, teachers, support staff, and administrators meets throughout the year to provide input into any federal funded programs that the District may participate in.

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

<https://www.mahopac.k12.ny.us/>

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

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

The district will utilize a number of standing stakeholder meeting/groups to support ongoing engagement with parents and families such as but not limited to:

- ESSA Funded Programs Consultation and Collaboration Committee
- Professional Learning Plan Committee
- Guidance Advisory Committee
- Building Site Based Committees
- Building and District Wide Parent Teacher Organizations
- Title I Parent and Community Engagement Evenings

The district will provide updates on the use of funds to build programs to support identified students needs, communicate areas of gains, and various assistance programs that families may access through these stakeholder committees as well as established protocols such as public updates at Board of Education meetings, weekly Superintendent updates, building based weekly newsletters, social media accounts, and participation by district personnel in community based organizations such as Rotary and Lions. To the greatest extent possible, written communication will be provided in appropriate home languages based on annual home language survey data.

**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.**

In accordance with best practices related to the use of data informed decision making, the district will use multiple measures of data to identify student needs and monitor student progress as a result of planning instructional and non-instructional interventions and supports. These measures include but are not limited to:

- Student demographic data
- Student/Stakeholder perception data
- ThoughtExchange results
- Parent input
- Teacher narrative/and/or anecdotal evidence
- Student achievement data
- Locally created benchmark data
- State assessment results
- Teacher/classroom based formative assessment measures
- Peer reviewed best practices such as those from
- Regional BOCES Professional Learning Communities
- Regional Education Laboratories
- Implementing programs, such as those described in detail in later sections that focus on academic, social, emotional, and skill development for all students
- All programs will prioritize students (unless a more appropriate, established program already exists such as our Summer ESY program for students whose IEP recommends attendance) who may be disproportionately impacted by the COVID-19 pandemic to include
  - Students who experienced trauma or family trauma
  - Student who experienced illness or family illness
  - Students who come from low-income families
  - Students of color,
  - ELL
  - Students with disabilities
  - Homeless students
  - Children in foster care
  - Migratory students
- Supporting students' academic, social, emotional, and mental health needs by supporting expansion of guidance and counseling services at the K-5 level
- Purchasing educational technology for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities by providing a district issued device to all students. The district has funded this program through other funding sources but will use ARP ESSER funds to supplement and expand this program.

**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.

Teachers have played a major role in using practice based and researched based innovative approaches to accelerate learning or addressing lost instructional time through our Teachers Teaching Teachers Professional Learning Program. This program utilizes courses designed by our teaching staff to address various pedagogical approaches such as:

- Educating the whole student
- Implementing approaches to Mindfulness
- Exploring community based classroom climates
- Redesigning physical space to maximize learning
- Creating a culture of rigor and excellence
- Developing engaged and empowered learners
- Differentiation of learning sequences and assessment
- Seamless integration of technology

The district has established a number of programs to address the academic impact of lost instructional time, listed and briefly described below. These programs have been developed in coordination with teachers, administrators, and support staff and are often facilitated by those same groups. These programs address lost instructional time, social emotional learning, learning skills/dispositions, and occur through afterschool and summer enrichment programs. The district will seek to utilize ARP-ESSER funds to supplement and or expand these programs. Of these programs have been implemented prior to the COVID Pandemic, use of these funds will help us expand the programs. The district collaborated with stakeholders as previously described, and held weekly leadership meetings, frequent faculty meetings, and meetings with teacher union leadership to review programs and approaches.

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	35,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Teachers will design, model and, facilitate professional learning activities for colleagues on enrichment based activities to address missed instructional time. Salary payments for teacher designed and presented professional development based on research and best practice. Instruction will include but not limited to: Providing professional development and training for teachers on effective strategies for addressing learning loss, addressing social emotional impact of the pandemic on students, and the delivery of remote and digital instruction

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## 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
Trauma Informed Practices	180,000	<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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Community and School Guest Speaker Series: The district will look to work with stakeholders to identify topics of interest for training and guest speaker series. The district will look to support families and help their students deal with externalities brought forth by the pandemic. Possible topics could include:</p> <ul style="list-style-type: none"> <li>• Supporting students social and emotional health</li> <li>• Addressing students fears</li> <li>• Helping students transition back to in-person learning</li> </ul> <p>Experts would be contracted to lead sessions for families, students and teachers in an evening speaker series. Exit surveys will be used to glean effectiveness and impact of the events. Additionally, the District will hire an elementary school counselor to oversee the program and take content from the speakers and translate into classroom based lessons. The counselor will also provide supports for students through the framework of the Yale Center for Emotional Intelligence RULER program to help address social and emotional needs.</p>
Curriculum-Aligned Enrichment Activities	70,000	<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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Teachers will design and deliver afterschool enrichment activities for students centered around the following themes:</p> <ul style="list-style-type: none"> <li>• Academic Skills</li> <li>• Wellness</li> <li>• Socialization</li> <li>• Content Reinforcement</li> </ul> <p>The district will work with teachers, administrators, and parent teacher organizations to select specific courses through a proposal process.</p>

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

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

In accordance with best practices related to the use of data informed decision making, the district will use multiple measures of data to monitor student progress as a result of planning instructional and non-instructional interventions and supports. These measures include but are not limited to:

- Student demographic data
- Student/Stakeholder perception data
- ThoughtExchange results
- Parent input
- Teacher narrative/and/or evidence
- Student achievement data
- Locally created benchmark data
- State assessment results
- Teacher/classroom based formative assessment measures
- Peer reviewed best practices such as those from
- Regional BOCES Professional Learning Communities
- Regional Education Laboratories
- Program facilitators will review the data and working with stakeholder groups such as parent teacher organizations make recommendations for modifications if needed.

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

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

*Office of ESSA-Funded Programs – Rm 320 EB*

*RE: ARP-ESSER Application - State Reserves*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234*

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

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

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

	Amount
LEA Allocation	646176
Anticipated Number of Students Served	2500
Anticipated Number of Schools Served	6

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

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Page Last Modified: 02/02/2022

5. **Please upload a completed copy of the FS-10 budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**  
**The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.**

ARP-ESSER Application 2021 FS10 State Allocation Lost Instruction.xlsx

ARP-ESSER Application 2021 FS10 State Allocation sIGNED.pdf

ARP ESSER STATE RESERVES.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.**

ARP-ESSER STATE RESERVES 2021 Budget Narrative 5 State Level Reserve.pdf

ARP-ESSER STATE RESERVES 2021 Budget Narrative.pdf

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

Page Last Modified: 02/02/2022

**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 district has established a number of programs to facilitate afterschool programs. These programs have been developed in coordination with teachers, administrators, and support staff and are often facilitated by those same groups. These programs address lost instructional time, social emotional learning, learning skills/dispositions, and occur through afterschool and summer enrichment programs. The district will seek to utilize ARP-ESSER funds to supplement and or expand these programs. Many of these programs have been implemented prior to the COVID Pandemic (such as STEP and MS afterschool extra help), use of these funds will help us expand the programs. The district collaborated with stakeholders as previously described, and held weekly leadership meetings, frequent faculty meetings, and meetings with teacher union leadership to review programs and approaches.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	70,000	<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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<ul style="list-style-type: none"> <li>Expanded Mahopac High School Expanded STEP</li> <li>STEP is a secondary student support program that acts as a TIER II intervention for students in need of academic assistance. Teachers in STEP must have experience in pre-test, post-test, content specific and skills support. Traditionally, STEP provides support for students who have been referred by administrators, parents or counselors for skill deficiency, content support, out-of-school suspension, tutoring and in special cases, and in rare instances, credit acquisition. Given the unique circumstances students have endured during the past few academic years STEP during the 2021/2022 academic year will look to provide additional support for all students without the previous requirement to be</li> </ul>

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

Page Last Modified: 02/02/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				recommended to the program. Additionally in previous years, STEP addressed mostly core classes, expanded STEP will address all classes where students need extra help. Teachers must be certified or highly qualified in the content area in order to support credit acquisition.
High Dosage Tutoring Programs	17,500	<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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<ul style="list-style-type: none"> <li>Expanded MS Extra Help/Homework/Learning Center</li> <li>Extra help will be expanded to support students in core classes. Additionally the homework/learning center will be offered to answer questions regarding homework/schoolwork.</li> </ul>

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.

In accordance with best practices related to the use of data informed decision making, the district will use multiple measures of data to monitor student progress as a result of planning instructional and non-instructional interventions and supports. These measures include but are not limited to:

- Student demographic data
- Student/Stakeholder preception data
- ThoughtExchange results
- Parent input
- Teacher narrative/anecdotal evidence
- Student achievement data
- Locally created benchmark data
- State assessment results
- Teacher/classroom based formative assessment measures
- Peer reviewed best practices such as those from
- Regional BOCES Professional Learning Communities
- Regional Education Laboratories
- Program facilitators will review the data and working with stakeholder groups such as parent teacher organizations make recommendations for modifications if needed.

**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

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

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Page Last Modified: 02/02/2022

*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	129239
Anticipated Number of Students Served	2000
Anticipated Number of Schools Served	2

5.

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

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

ARP ESSER STATE RESERVES -AFTER SCHOOL.pdf

ARP-ESSER Application 2021 FS10 State Allocation After School.xlsx

6.

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

ARP-ESSER STATE RESERVES 2021 Budget Narrative 1 After School.pdf

ARP-ESSER STATE RESERVES 2021 Budget Narrative.pdf

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

Page Last Modified: 02/02/2022

**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.**

The district has established a number of summer programs to address the academic impact of lost instructional time, listed and briefly described below. These programs have been developed in coordination with teachers, administrators, and support staff and are often facilitated by those same groups. These programs address lost instructional time, social emotional learning, learning skills/dispositions, and occur through afterschool and summer enrichment programs. The district will seek to utilize ARP-ESSER funds to supplement and or expand these programs. For programs such as the Learning Essentials, Accelerating Progress program, the district has built in feedback loops to provide information to improve the program for students. Many of these programs have been implemented prior to the COVID Pandemic. Use of these funds will help us expand the programs. The district collaborated with stakeholders as previously described, and held weekly leadership meetings, frequent faculty meetings, and meetings with teacher union leadership to review programs and approaches.

- 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	140,000	<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 checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<ul style="list-style-type: none"> <li>Continuation of K-8 Learning Essentials, Advancing Progress (LEAP) Summer Program</li> <li>Recognizing the impact the global pandemic has had on our students' academic progress and social emotional development, the district has begun to explore the possibilities of implementing voluntary summer programs to help students. We are planning to create a program where students engage in various learning blocks focused on               <ul style="list-style-type: none"> <li>Social Emotional Learning/Wellness</li> <li>Academic Skill Development and Curricular Reinforcement, and</li> <li>STEAM/Project Based Learning experiences</li> </ul> </li> </ul>

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

## ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/02/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<ul style="list-style-type: none"> <li>Instruction will take place around social emotional learning, wellness activities, literacy instruction and STEAM based project learning. The focus of this program is to help continue to support our students with connecting to our school community, their academics, and each other. Opportunities for students to learn through "no and/or low tech" learning experiences will be provided in this program.</li> </ul>
High Dosage Tutoring Programs	70,000	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<ul style="list-style-type: none"> <li>Continuation of 9-12 Credit Recovery Summer Program-Expansion to Middle School of Program</li> <li>Recognizing the impact the global pandemic has had on our students' academic progress and social emotional development, the district has begun to explore the possibilities of implementing a voluntary summer program to help our 9th-12th grade students who may have lost credit due to not passing certain academic courses. This is a program where students can make up academic credit towards graduation requirements and receive support as they seek to make up that credit. Students make up a class(es) through an online, self-paced program called Educere. This program will allow students to make up course(es) in a credit recovery format specific to our Mahopac curriculum. We are aware that some students may have struggled with an online academic environment. After considering staffing and logistical challenges for a 9-12 in person program, we decided on utilizing Educere due to the support that it provides students. The district creates opportunities for onsite in-person support as students are completing their Educere courses. The District assigns students an academic coach (a MCSD teacher) who supports students as they progress through the Educere course(s). A school counselor and school clinician are also be available to support students. These staff members will provide support and guidance on topics such as organization, dealing with anxiety, developing and utilizing effective behavioral/academic habits, and other social emotional aspects associated with learning.</li> </ul>

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

Page Last Modified: 02/02/2022

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.

In accordance with best practices related to the use of data informed decision making, the district will use multiple measures of data to monitor student progress as a result of planning instructional and non-instructional interventions and supports. These measures include but are not limited to:

- Student demographic data
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- Parent input
- Teacher narrative/anecdotal evidence
- Student achievement data
- Locally created benchmark data
- State assessment results
- Teacher/classroom based formative assessment measures
- Peer reviewed best practices such as those from
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- Program facilitators will review the data and working with stakeholder groups such as parent teacher organizations make recommendations for modifications if needed.

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

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*Office of ESSA-Funded Programs – Rm 320 EB*

*RE: ARP-ESSER Application - State Reserves*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234*

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

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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	129239
Anticipated Number of Students Served	3000
Anticipated Number of Schools Served	6

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

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

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

ARP ESSER STATE RESERVES - SUMMER LEARNING.pdf  
ARP-ESSER Application 2021 FS10 State Allocation Summer.xlsx  
ARP-ESSER Application 2021 FS10 State Allocation Summer.xlsx

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

ARP-ESSER STATE RESERVES 2021 Budget Narrative 1 Summer Learning.pdf  
ARP-ESSER STATE RESERVES 2021 Budget Narrative.pdf