

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

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Background Information

BAINBRIDGE-GUILFORD CSD - 080201040000

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 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

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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 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 numbers 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 intend to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**. 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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Assurances - Assurances

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ARP-ESSER State Reserve: Assurances

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

YES, the LEA provides the above assurance.

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

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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Assurances - Assurances

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

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Assurances - Assurances

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

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ARP-ESSER State Reserves - State Reserves Intent to Apply

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ARP-ESSER State Reserves: Intent to Apply

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

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Janice Rideout	janice@bgcsd.org	1-4-22
LEA Board President	Keith Hanvey	khanvey@bgcsd.org	1-4-22

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ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

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ARP-ESSER State Reserve: Consultation

- 1. An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students. In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.**

The Bainbridge-Guilford school district established a "Re-Opening Committee" to assess and address the impacts from the COVID-19 pandemic. This committee is maintained, and called upon twice a semester. This committee affords the district the ability to have meaningful feedback from all stakeholders within our entire school community, including, teachers, parents, administrators, special education leaders, nurses, school counselors, school support staff, and families in developing our plans to address the impacts of lost instruction time, providing summer learning and enrichment, and supporting comprehensive after school activities. We have previously engaged these stakeholders in consultations regarding the ARP/ESSER Part II approved grant and we will build upon those conversations to address the components of this grant. Additionally, we have built in presentations and grant updates to our public BOE meetings to ensure all stakeholders are provided updates on the grant application, evaluation, program plans, and reports relating to each program as well as offering an opportunity to provide input. The Bainbridge-Guilford community is a small rural district located in the southern tier of NY. We currently do not have ELL, homeless, foster care, students involved with the juvenile justice system, tribal students, or migratory students.

- 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 url below is where the Plan for using State-Level Reserve Funds will be posted on our Bainbridge-Guilford website once it is approved. If an individual does not have internet access, they may request a copy of the plan from the district office.
<https://www.bgcsd.org/Downloads/ARP%20ESSR%20COMING%20SOON%20-%20State.pdf>

- 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 Bainbridge-Guilford district has multiple avenues to 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 primary engagement with families and parents is through our established Re-Opening Committee which continues to meet once a semester at minimum. Additionally, administrators prepare data reports regarding student gains for public BOE meetings and district wide staff meetings monthly. The Bainbridge-Guilford District Student Support Team, meets monthly to coordinate and make available appropriate assistance to all families that will support student success. Student support teams at each grade level include parents, teachers, administrators, support staff, and special area teachers to further identify individual student needs and design a plan for targeted interventions to support student growth and achievement in all areas; social, emotional, physical, and academic.

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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 Bainbridge-Guilford Central School district determines the social, emotional, and mental health needs of its students in various ways. At our district students from low-income families and students with disabilities are the two subgroups disproportionately impacted by the COVID-19 pandemic. The B-G district has added a half time Chenango Co. mental health provider to work with our staff on our student support teams. School counselors and school social workers coordinate teams at each building to identify at risk students and determine the specific needs and interventions for support. The B-G district partners with the local food pantry and has established a relationship with United Way for supporting families. Academic needs are determined through our extensive universal screening protocols. Through the ARP-ESSER Part II Grant, we were able to purchase the i-Ready program to determine skill gaps in students due to lost instruction time from the COVID-19 pandemic. We triangulate that data with our school data and state data to determine the needs of all students, particularly our low-income students and students with disabilities. We currently do not have a population of students of color, ELL students, homeless students, foster care, or migratory students.

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

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

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

The Bainbridge-Guilford School district is implementing several evidence-based interventions to address the impacts of lost-instructional time. We are building upon the funding from our CRSSA and ARP-ESSER Part II grants to provide essential supplies for the new agriculture and science teacher at the Jr.-Sr. High School. This will provide students with opportunities and enrichment activities that have been lacking throughout the COVID-19 pandemic. We are also using funds to expand our RtI program. We use Title I funds to support the RtI program, but with CRSSA and ARP Part II and now ARP-ESSER State reserves we will expand the program at all 3 buildings to include essential staff to provide targeted evidence-based interventions for both ELA and Math. We will extend the position of our new kindergarten teacher we hired using ARP -ESSER Part II funds for two more years using State Reserve funds. We hired an additional PK classroom aide to support our PK students as we are seeing PK students coming into school with significant delays due to reduced exposure to skills from the impact of COVID-19. We have hired additional teachers with the previous grant funds that are essential for providing a continuum of interventions for all students due to impacts of COVID-19. We will extend these positions through the 23-24 school year. We have hired an additional nurse because having a nurse available in all three buildings of the Bainbridge-Guilford school district is essential in order to address the overwhelming health and safety needs of all students due to the impacts of COVID-19. The nurse will help to evaluate students and expedite getting them back to class to receive their instruction, thus mitigating further learning loss, or the nurse will isolate students as necessary and follow our COVID-19 protocol to ensure exposure to other students is limited which will prevent further learning loss for all students.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	733,185	<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 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	We are expanding our RtI program with additional RtI teachers and RtI supplies to provide individualized instruction in both ELA and Math targeted at student skill gaps due to the impact of COVID-19 pandemic.
Other Evidence-Based Intervention	169,420	<input checked="" type="checkbox"/> Primary <input type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing	PK and kindergarten children are entering school with no pre-COVID school experience. We are seeing students with significant deficits from lack of exposure to pre school experiences. Therefore we

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
(Tier I, II, III, or IV)		<input type="checkbox"/> Middle School <input type="checkbox"/> High School	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	are hiring an additional teacher, teacher aide, and providing supplies in order to provide these students with individualized and tailored instruction appropriate to their current needs.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	324,341	<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 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	Additional teachers available to provide targeted interventions and instruction in the absence of teachers sick or quarantined due to COVID-19 have been hired. These teachers are essential to lessen disruptions to the educational experiences which are necessary to address student skill gaps that have been attributed to the COVID-19 pandemic.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	54,600	<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 type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The district used previous ARP-ESSER grant funds to hire an agriculture/science teacher at the Jr.-Sr. High School. We will use State Reserve funds to provide enrichment and educational materials and supplies essential to this program for the next three years.
Integrated Social Emotional Learning	12,000	<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 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	We will use funds for SEL supplies essential to expanding our SEL program and address individual student needs affecting academic growth and achievement due to the impact of COVID-19. We will also use funds to provide training for staff to administer an SEL screener, compile data, and formulate individualized interventions for targeted students.
Other Evidence-Based	68,540	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners	An additional nurse is hired to be available in all three B-G buildings as necessary. This nurse is essential to address the overwhelming health and

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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
Intervention (Tier I, II, III, or IV)		<input type="checkbox"/> Elementary School <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<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	safety needs for all students relating to the impact of COVID-19. She will help evaluate students and expedite getting students back into the classroom or sending them home when appropriate.

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.

School counselors at each of the three B-G buildings will work with our social workers and mental health partners to evaluate students social emotional needs and deliver individualized interventions. Progress monitoring will take place to evaluate growth and adjust interventions. Academic teams working as PLC's will progress monitor students and triangulate data to ensure academic skill gaps are being addressed. The Bainbridge-Guilford School District communicates changes to the program with stakeholders in multiple ways. The newly established "Re-Opening" committee continues to meet to review and plan our responses to the COVID-19 pandemic. This committee meets at least twice a quarter, but often more frequently as needs arise. Our plans are posted on our website, once approved, for the school community to review. The B-G Superintendent continues to hold "Superintendent Coffees with the Community" quarterly, and more frequently as necessary to communicate ongoing changes to all stakeholders. The program plan is also communicated and updated to stakeholders at our monthly BOE meetings.

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	1,362,086.00
Anticipated Number of Students Served	801
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.

ARP State Reserves-Learning Loss FS-10 FINAL.pdf
 ARP State Reserves Learning Loss FS-10 revised budget.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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- 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 State Reserves Learning Loss budget narrative FINAL.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 01/18/2022

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

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

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

The Bainbridge-Guilford School District started providing a comprehensive after school program to address the learning gaps due to the COVID-19 pandemic with CRSSA funds. We will now use the ARP-ESSER State Reserve funds to continue this program through the 23-24 school year. During this program we are able to provide targeted instruction and interventions based upon triangulated data from our academic teams. With previous grant funds the district purchased the i-Ready program which provides our academic teams with diagnostic information regarding learning gaps. We use this data to select interventions that meet student's needs. We also use state testing data, where available, and curriculum based measures to determine a comprehensive approach to supporting the learning gaps of our students due to the impacts of the COVID-19 pandemic.

- 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	154,368	<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 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	We will extend the positions of after school staff, such as teachers and aides, etc in order to expand our current afterschool program for a third year in the 23-24 school year.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	118,057	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High	<input checked="" type="checkbox"/> All Students <input checked="" 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	In order to use our facilities for an after school program, it is essential to have a custodian on site to clean and disinfect rooms used during the after school program.

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
		School	<input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	

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

Teachers in the program will have access to students screening and/or baseline data, as well as progress monitoring data. Regular education teachers will share progress monitoring data with after school teachers in order for them to adjust instruction and individualize interventions ensuring that student needs are being met and student growth and achievement are being accelerated. Continuous meetings with our ongoing "Re-Opening / Grant Committee" will take place to share data, provide updates to changes, and seek input from all stakeholders. Grant updates, including use of funds, will take place during monthly public board meetings. The Superintendent will continue to host Community Coffees to allow the entire school community to offer input.

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	272,425.00
Anticipated Number of Students Served	801
Anticipated Number of Schools Served	3

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

ARP State Reserves After School FS-10 FINAL.pdf

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

ARP State Reserves After School budget narrative FINAL.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

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

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

The Bainbridge-Guilford School district began a summer learning and enrichment program at each of our three buildings using CRSSA funds. We will continue and expand this program using our ARP-ESSER State Reserve funds. These programs provide our most needy students with ongoing instruction throughout the summer, minimizing the disruption of learning which usually occurs during the summer months. Our enrichment components of the program allow students with skill gaps due to COVID-19 to accelerate their learning. Transportation will be offered to students so that students without transportation are not excluded from the benefits of the program. Teachers will provide ongoing instruction and interventions based on individual student data in ELA and Math. Enrichment opportunities in the areas of the arts, including music and physical fitness, will be offered as well. Specialty clubs offering SEL support will also be planned to encourage a sense of connection throughout the summer months for students who have become isolated due to the COVID-19 pandemic.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	157,690	<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 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	Expand the summer program for the summer of the 23-24 school year at all three buildings. The Bainbridge-Guilford school district will continue the summer program in all three buildings for the 23-24 school year. We will provide instruction for students that have learning gaps due to the impacts of COVID -19. The district has already began summer programs in all three buildings using previous grant funds. Using the ARP-State reserve funds we will be able to continue this for another year. At Guilford and Greenlawn schools we provide academic instruction to fill learning gaps in ELA and Math. We also provide science enrichment activities. At the Jr.-Sr HS we provide instruction to fill learning gaps as

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
				needed as well as enrichment in the Arts/music and a fitness program.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	85,098	<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 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	Providing transportation is essential to the summer program. B-G is a rural community with a high poverty rate. Much of our student population would be excluded from attending without transportation services.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	19,867	<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 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	Having a custodian on site is essential to running a summer school program for maintaining the building and adhering to safety and health protocols. We will use ARP- State Reserves to prorata the summer custodian (.2FTE) for 2 summers (22-23 and 23-24 school years).
Curriculum-Aligned Enrichment Activities	9,770	<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 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	Field trips and Programs for summer enrichment such as 4-H, Cornell Cooperative Extension, SUNY Oneonta Discovery Center, Roberson Planetarium, Howe Caverns and other activities.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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- 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.**

Administrators will guide data meetings throughout the summer program to evaluate and monitor the effectiveness of the summer program initiatives. Adjustments to interventions will be made based on the outcome of those meetings. Continuous meetings with our ongoing "Re-Opening / Grant Committee" will take place to share data, provide updates to changes, and seek input from all stakeholders. Grant updates, including use of funds, will take place during monthly public board meetings. The Superintendent will continue to host Community Coffees to allow the entire school community to offer input.

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

LEAs are *REQUIRED* to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to: *Office of ESSA-Funded Programs – Rm 320 EB*
RE: ARP-ESSER Application - State Reserves New York State Education Department 89 Washington Avenue Albany, NY 12234 Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5882-21-XXXX. ***PLEASE NOTE*** - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

- 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	272,425.00
Anticipated Number of Students Served	801
Anticipated Number of Schools Served	3

- 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 State Reserves Summer FS-10 budget FINAL.pdf
 ARP State Reserves Summer Learning FS-10 revised budget.pdf
 ARP State Reserves Summer Learning FS-10 revised budget-b.pdf

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

ARP State Reserves Summer budget narrative FINAL.pdf