

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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Background Information

LIBERTY CSD - 590901060000

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Summary and Background Information

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

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

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

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

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

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

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

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

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

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

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

Project Period

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

Project Number

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

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

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

Submission Deadline

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

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

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

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

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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.

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Assurances - Assurances

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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.
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.

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Assurances - Assurances

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12. **The LEA assures that:**
1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
 2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
 3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
 4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
 5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.

 YES, the LEA provides the above assurance.

13. **The LEA assures that:**
1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
 2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
 3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
 4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

 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.

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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 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 | Rodney Asse | rasse@libertyk12.org | 11/23/2021 |
| LEA Board President | John L. Nichols | jnichols@libertyk12.org | 11/23/2021 |

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.

Liberty Central School District (LCSD) assembled two planning committees to develop and implement its 2021-2022 reopening/ARP-ESSER plan. A larger committee comprising more than 30 LCSD staff members, including Superintendent Dr. Patrick Sullivan, Assistant Superintendent Lynnette Brunger, Business Official Rodney Asse, school principals from each of the district's three schools (Liberty Elementary School, Liberty Middle School, and Liberty High School), several educators (representing special education and English Language Learners), and members of the community; and a smaller budget committee (led by LCSD Business Official Rodney Asse) responsible for planning and managing the use of ARP-ESSER funds. Through these committees, LCSD will ensure the district fulfills all ARP-ESSER funding requirements and follows all protocols outlined in the ARP-ESSER plan.

Stakeholder engagement has been a regular and proactive part of LCSD's reopening/ARP-ESSER planning. Content for the plan was compiled during multiple meetings, using feedback and public comments collected from surveys distributed to staff and community forums, collaborative meetings with multiple stakeholders, including district families and parents. The district also collected feedback and guidance from organizations in the Sullivan County region, including Sullivan County BOCES, other school districts, the Sullivan County Department of Public Health (to ensure the safety-related aspects of the plan mirror updated information published by the New York State Department of Health and Centers for Disease Control and Prevention), and local organizations that provide services to students with unique learning needs, including English Language Learners (ELLs), minority, and immigrant or migrant families (for example, Mid-Hudson Migrant Education, an organization located in New Paltz, New York that supports the educational needs of migrant-eligible farm workers and their children in the district).

Once LCSD's draft reopening/ARP-ESSER plan was created, the district gathered further public input via the distribution of printed paper copies of the plan (available in Spanish and other languages for those district members whose first language is not English), announcing and posting the plan on LCSD's webpage, and creating and posting a family-friendly pre-recorded video from Superintendent Dr. Sullivan (in English and Spanish) presenting information on LCSD's 2021-2022 reopening/ARP-ESSER plan. Through these avenues, all stakeholders had the opportunity to review the reopening/ARP-ESSER plan and share their thoughts and concerns about the contents of the plan and upcoming 2021-2022 school year, thereby ensuring the plan comprehensively addresses the district's and community's unique needs.

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- 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.

LCSD's draft ARP-ESSER Plan is available for viewing here: www.libertyk12.org/about-us/annual-notifications/american-rescue-plan-elementary-and-secondary-school-emergency-relief/ . Please note: The plan remains under development and will be updated as needed. Most components of the plan can be found in LCSD's 2021-2022 Re-opening Plan, which is posted at: <https://www.libertyk12.org/about-us/covid-19-resources-for-2020-21/reopening-and-the-2021-22-school-year/>.

LCSD has created an ARP-ESSER-specific webpage on the district's website, where all related updates and information are posted, ensuring staff, families, and other stakeholders have public access to current ARP-related information. Additional announcements and other information relating to the plan will be communicated via email, paper letters sent home to families and parents, and via social media (LCSD's Facebook page and Twitter). LCSD makes all district and school communication available through multiple means in the languages spoken by LCSD families.

The final plan will be made available as a downloadable PDF on the district's website and individuals can request paper copies from any of the district's three school main offices (Liberty Elementary School, Liberty Middle School, and Liberty High School). Upon approval of the ARP ESSER State Level Reserves application, the FS-10, budget narrative and application in pdf format will be posted to the above link.

- 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.

Liberty is a rural district with a diverse population. With a significant number of students identified as economically disadvantaged and nearly 40 students experiencing housing issues, the district recognizes the importance of good communication and engagement with parents and families. This includes 1044 of students from low-income families (65%), 964 students of color (60%), 152 English Language Learners and more than 200 students with disabilities. With this diverse enrollment, the district already has in place services and supports that extend equity to these student groups. The district's Office of Student Services connects regularly with families of students with disabilities through Parents As Partners and works with families of students learning English as a new language. Innovation, equity and engagement is the focus of the Assistant Superintendent, who works with all district departments to engage with families and keep the lines of communication open. Parents are encouraged to use district resources such as SchoolTool and a dedicated communications specialist keeps stakeholders informed through social media channels and a good working relationship with local media outlets.

With good options to support ongoing engagement with parents and families, the district makes the personal connections that help to identify student needs. For example, the Office of Student Services provides temporary housing options for students at risk of homelessness. Referrals come from families, teachers, counselors or the students themselves.

Academically, the district provides ongoing support for student success by making tutors available for extra help, before and after school programming as well as summer programs that balance restorative practices with academic gains.

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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.

Liberty CSD has developed its ARP ESSER spending plan with special attention to academic supports, social-emotional learning and additional opportunities for arts and music enrichment for all students in response to extensive feedback and interactions with the school community. The district learned that ARP ESSER funds should allow the district to add academic content specialists to the after school and summer enrichment programs as well as a full time Creative Arts Therapist and Social Worker to respond to students' needs for mental health supports. Through the district's data-driven decision-making model, the superintendent and assistant superintendent will remain in contact with classroom teachers, social workers, school psychologists, parent liaisons and building principals as well as multiple personal interactions with families each month to identify and meet the needs of all students. The Office of Student Services focuses on the student groups at most risk due to impact from COVID-19 to include students from low-income families, students of color, students with disabilities, students experiencing homelessness or at risk of housing insecurity, students in foster care, migrant students and English language learners. The district will continue to support all students and particularly those impacted by COVID-19, by strong communication practices and organizing many opportunities for authentic connections with the school community throughout the year.

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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 interventions planned through the 5% State-Level Reserve will address the impacts of lost instructional time by providing compensation for teachers directly serving students in district-wide Academic Intervention Services (AIS) programming. NYS Certified teachers will work with students one on one and in small groups to identify gaps in learning and address those gaps for academic achievement. AIS is a NYSED-recognized piece of the evidence based approach to identifying student needs and planning to address them. Once the student need is described, AIS teachers will work with students through Response to Intervention tiered supports, tutoring services, or SPED services if indicated.

State-Level Reserve funds will be coordinated with ARP ESSER Pt 2 funding to support the AIS programming through compensation for the following positions directly serving students in after school programming: School counselor, School Psychologist or Social Worker, and math, science and English content specialists in both the high school and middle school programs. The district will coordinate these positions to concentrate resources on identifying student need and working to address the gaps brought on by the COVID-19 crisis.

Additionally, ARP ESSER Pt 2 funding will support a full-time math and MTSS/AIS teacher who will work with AIS services teachers while also working directly with students. ARP ESSER Pt 2 funding will also add three teacher aides in the Elementary School and a Bilingual teacher aide in the high school to assist in AIS programming, classroom management and after school programming as needed.

- 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) | 3,222,708 | <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle 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 | Academic Intervention Services (AIS) help students who are struggling to make learning progress in English language arts, math in elementary school and then social studies and science in the upper grades. Students are typically identified by |

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| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|-------------------------|-----------------|---|---|--|
| | | <input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | <p>substandard classroom work and failure to pass state assessments. AIS is additional instructional time and support services to help students identify and overcome barriers to learning. Circumstances such as attendance problems, food and/or housing insecurity, trauma or health issues can be significant barriers to learning. AIS offers guidance and counseling services to help lower or eliminate these issues. The connections between teachers, service providers and students are authentic and longlasting benefits can be seen as a result. Therefore the district has dedicated ARP ESSER resources to ensure each student in need can benefit from AIS. ARP ESSER funding will support afternoon tutoring sessions to prepare students for Regents, credit recovery and extra help in core classes. As this program's content is driven by individual student need, it would best be described as Tier 4 based on available research and district experience. Ongoing evaluation is built into the program. Tutors design sessions to meet individual student needs and are flexible to respond as the student makes progress.</p> |

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

The district's ARP ESSER State-Level Reserve spending plan to address learning loss is dedicated to compensating teachers directly serving students in Academic Intervention Services (AIS). AIS is a long standing program with built in monitoring and evaluation processes to manage the strategies for student gain that might be indicated. District leadership, school psychologists, social workers, content specialists and teachers will coordinate on indicated strategies or interventions and capture data and observed improvements to be discussed at regular intervals. Through one on one and small group contact with consistent teachers and service providers, students' academic, social emotional and mental health needs will be identified and addressed. The district has many programs available to address further identified needs such as housing or food insecurity or family-related trauma or chronic stressors. District leadership will make regular progress reports to the Board of Education in public session and regularly update the webpage dedicated to ARP ESSER progress. The district's website is fully accessible. Stakeholders will be updated as changes in programming are made through regular communication channels and social media where feedback and comments are encouraged. Families of students in AIS programming are essential partners and communication with them is, and will continue to be, regular and substantive.

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.

-

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 | 3222708 |
| Anticipated Number of Students Served | 1625 |
| Anticipated Number of Schools Served | 3 |

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 02/23/2022

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.

LCSD_Learning Loss_ARP ESSER_FS-10_SIGNED.pdf

LCSD_Learning Loss_ARP ESSER_FS-10_SIGNED_supplies substitute.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.**

LCSD_State_Learning Loss_Budget Narrative_FOR DISTRICT REVIEW.docx

LCSD_State_Learning Loss_Budget Narrative_Supplies substitution.docx

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

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

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

- 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.**

LCSD's spending plan to address learning loss through a comprehensive after-school program is dedicated to compensating teaching content specialists, teacher aides, after-school program coordinators and the purchase of Chromebooks for student use during the program. The district has a long-standing after-school program district wide that has shown a positive impact on student academic achievement, social-emotional growth and stronger connections between the district and families. Through one on one and small group instruction, the after-school program works to identify gaps in students' grasp of core concepts and address them in a targeted manner. Content specialists in Social Studies, Special Education and English Language learning in both the high school and the middle school will work with after-school program classroom teachers to develop teaching plans in response to student assessments and analysis of classroom work. After-school program coordinators will work with student schedules, classroom teachers, department leaders and school psychologists and social workers as well as students' families to address barriers to learning such as housing and food insecurity or delays in special services. After-school programming in the elementary school will continue to serve students with a full complement of teachers and specialists with compensation provided from the district's general fund.

The district will coordinate funding provided by CRRSA and ARP ESSER Pt 2 to ensure a safe learning environment taking into consideration costs for COVID-19 cleaning measures, testing, and social distancing requirements. Additionally, the district's plan includes using ARP ESSER Pt 2 funding for the analysis of assessments for students receiving SPED and English Language Learners, and will implement indicated improvements as part of the after-school program to throughout the school year.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/23/2022

| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|--|-----------------|--|---|--|
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 644,560 | <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 checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | <p>LCSD will continue to operate its long-standing, district-wide, after-school programming with the addition of program coordinators and content specialists in the high school and the middle school. All students are eligible to participate. The program runs daily each school day with flexibility immediately following the school day to later evening to accommodate students and families. Special effort is currently made to refer students at risk academically or social-emotionally to the program to get help in subject-specific areas and/or time to address emotional health issues outside the regular school day. Through one on one and small group instruction, the after-school program works to identify gaps in students' grasp of core concepts and address them in a targeted manner. Content specialists in Social Studies, Special Education and English Language learning in both the high school and the middle school will work with after-school program classroom teachers to develop teaching plans in response to student assessments and analysis of classroom work. After-school program coordinators will work with student schedules, classroom teachers, department leaders and school psychologists and social workers as well as students' families to address barriers to learning such as housing and food insecurity or delays in special services.</p> <p>Teachers in grades 3 to 5 use Read 180 and System 44, each is part of the What Works Clearing house and are Tier 2. Grades 3 to 5 also use Into Reading, a Tier 1 curriculum. For grades 5 to 8 teachers use Math 180, also part of the What Works Clearinghouse and also Tier 2.</p> |

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/23/2022

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

The district's ARP ESSER State-Level Reserve spending plan to address learning loss will be evaluated in a similar manner as the learning loss intervention plan and the summer enrichment plan. The district's spending plan for comprehensive after school programming is dedicated to compensating teachers and teacher aides directly serving students in after-school programming district wide, supplemented by the purchase of Chromebooks and chargers for use by students in the program each day. The district has a longstanding after-school program to provide academic support to students with built in monitoring and evaluation processes to manage the strategies for student gain that might be indicated. District leadership, school psychologists, social workers, content specialists and teachers will coordinate on indicated strategies or interventions and capture data and observed improvements to be discussed at regular intervals. Through one on one and small group contact with consistent teachers and service providers, students' academic, social emotional and mental health needs will be identified and addressed. The district has many programs available to address further identified needs such as housing or food insecurity or family-related trauma or chronic stressors .

District leadership will make regular progress reports to the Board of Education in public session and regularly update the webpage dedicated to ARP ESSER progress. The district's website is fully accessible. Stakeholders will be updated as changes in programming are made through regular communication channels and social media where feedback and comments are encouraged. Families of students in after-school programming are essential partners and communication with them is, and will continue to be, regular and substantive.

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.**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/23/2022

| | Amount |
|---------------------------------------|--------|
| LEA Allocation | 644560 |
| Anticipated Number of Students Served | 1625 |
| 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.

LCSD_After School_ARP ESSER-FS-10_SIGNED.pdf

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

LCSD_State_After School_Budget Narrative_FOR DISTRICT REVIEW.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/23/2022

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.

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

Liberty CSD has elected to use ARP ESSER 1% State-Level Reserve funds to pay teachers hourly to directly serve students in the summer enrichment program, and purchase summer curriculum for each grade level district wide. Using a prepared curriculum that focuses on English Language Arts and math in the primary grades, and adds social studies and science in the secondary grades will allow the district to connect concepts and teach core competencies needed for achieving passing scores on state standards testing. While academics is the main focus of the summer enrichment program, the district will also plan field trips, activities and guest speakers that align with the curriculum and offer students, many of whom come from low-income households, the opportunity for fun and exciting events throughout the four-week program.

The district will coordinate funding provided by CRRSA and ARP ESSER Pt 2 to ensure a safe summer experience taking into consideration costs for COVID-19 cleaning measures, testing, and social distancing requirements. Additionally, the district's plan includes using ARP ESSER Pt 2 funding for the analysis of assessment for students receiving SPED and English Language Learners, and will implement indicated improvements as part of the summer enrichment program to prepare for the coming school year.

- 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.**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/23/2022

| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|--|-----------------|--|--|--|
| Curriculum-Aligned Enrichment Activities | 644,560 | <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 checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | <p>The district's summer enrichment program serves all district students for four weeks each summer with curriculum-based academic activities as well as fun enrichment that aligns with the classroom curriculum. ARP ESSER 1% State Level Reserve funding will compensate teachers directly serving students hourly over the course of the summer enrichment program and will purchase a district-wide comprehensive summer curriculum that focuses on identifying gaps in learning. The curriculum has built in flexibility to allow teachers to concentrate on missing core competencies and move students forward with the skills needed for standards testing achievement.</p> <p>The district leadership will meet with classroom teachers, School Psychologists, Social Workers and Special Education department leaders to assess the needs of students with disabilities, English Learners, students who are homeless or at risk of becoming homeless, students in foster care, migratory students and students involved in the juvenile justice system to ensure adequate services are in place to serve the unique needs of these groups.</p> <p>The district plans to supplement classroom curriculum with field trips aligned with the curriculum at all grade levels, guest speakers and curriculum-aligned project based learning.</p> |

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/23/2022

- 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.

Similar to, and in conjunction with the AIS and after-school programs, the district's ARP ESSER State-Level Reserve spending plan to address learning loss through summer learning and enrichment is dedicated to compensating teachers directly serving students in the summer enrichment program. Liberty CSD has a long standing summer program with built in monitoring and evaluation processes to manage the strategies for student gain that might be indicated. District leadership, school psychologists, social workers, content specialists and teachers will coordinate on indicated strategies or interventions and capture data and observed improvements to be discussed at regular intervals. Through one on one and small group contact with consistent teachers and service providers, students' academic, social emotional and mental health needs will be identified and addressed. The district has many programs available to address further identified needs such as housing or food insecurity or family-related trauma or chronic stressors. District leadership will make regular progress reports to the Board of Education in public session and regularly update the webpage dedicated to ARP ESSER progress. The district's website is fully accessible. Stakeholders will be updated as changes in programming are made through regular communication channels and social media where feedback and comments are encouraged. Families of students in summer enrichment programming are essential partners and communication with them is, and will continue to be, regular and substantive.

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 | 644560 |
| Anticipated Number of Students Served | 1625 |
| Anticipated Number of Schools Served | |

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/23/2022

| | |
|--|--------|
| | Amount |
| | 3 |

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

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

[LCSD_Summer_ARP ESSER_FS-10_SIGNED.pdf](#)

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

[LCSD_State_Summer_Budget Narrative_FOR DISTRICT REVIEW.docx](#)

