

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

Introduction/Instructions - Background Information

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Page Last Modified: 10/26/2021

**Background Information**

WASHINGTONVILLE CSD - 440102060000

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Summary and Background Information

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

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

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

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

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

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

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

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

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

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

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

Project Period

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

Project Number

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

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

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

Submission Deadline

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

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

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

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

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Introduction/Instructions - Submission Instructions

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**Submission Instructions**

WASHINGTONVILLE CSD - 440102060000

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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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.

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

ARP-ESSER State Reserves - State Reserves Intent to Apply

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

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

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Lorine Van Put-Lamerand	llamerand@wcsdk12.org	12/20/21
LEA Board President	Jennifer Dellova	jdellova@wcsdk12.org	12/20/21

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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 LEA engaged in meaningful consultation with all stakeholders through monthly meetings with our administrative team, faculty and staff, meetings, district-level monthly meetings with our PTO/PTA/PTSO organizations, parent forums and Superintendent's meetings with small groups or individual members of our community to assess our students educational needs and the impact the pandemic on had on their academic learning and social emotional well-being. As a result of district-wide surveys and the data we received from them, it identified the need to offer summer school for our students to have the opportunity to partic All stakeholders had the opportunity for questions to be submitted to our Board of Education clerk with follow-up discussions at our monthly BOE meetings. Each month our Superintendent of Business provides a financial report of the funding status with input from the Assistant Superintendent of Curriuculum and Instruction on how these funds have been allocated to support all of our students academically and social-emotionally. Multiple surveys have been administered to our students and the families within our community to obtain data that allowed us to identify the needs of our students and their families. These needs assessments provided guidance in the development of our plan. Throughout the year we will continue with our monthly meetings with all stakeholders. We will administer additional surveys as needed to analyze the fluctuating needs of all our students, including our students with disabilities, economically disadvanatged students, our ENL and migratory students and those facing homelessness. After analysis of the data from our students and the community, we will reevalaute our plan, and make adjustments to ensure that all students are receiving the instructional support needed to address any learning loss and any mental health resources needed to cope with the ongoing challenges of the pandemic.

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.**

Information regarding our ARP-ESSER State-Level Reserves Plan can be found on our district website under the following URL:  
<https://www.wcsdk12.org>

In addition, paper copies of our ARP-ESSER State-Level Reserves plans will be made available upon request at our Central Office and in each of the District's school buildings in native languages of families.

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

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

The LEA will continue to engaged in meaningful consultation with all stakeholders through monthly meetings with our administrative team, faculty and staff, meetings, district-level monthly meetings with our PTO/PTA/PTSO organizations, parent forums and Superintendent's meetings with small groups or individual members of our community. All stakeholders will have the opportunity for questions to be submitted to our Board of Education clerk with follow-up discussions at our monthly BOE meetings. Each month our Superintendent of Business will provide a financial report of the funding status. Building administration will examine student data evaluating the effectiveness of the intervention services in place that support all of our students academically and social-emotionally. Throughout the year we will continue with our monthly meetings with all stakeholders. We will administer additional surveys as needed to analyze the fluctuating needs of all our students, including our students with disabilities, economically disadvantaged students, our ENL and migratory students and those facing homelessness. After analysis of the data from our students and the community, we will reevaluate our plan, and make adjustments to ensure that all students are receiving the instructional support needed to address any learning loss and any mental health resources needed to cope with the ongoing challenges of the pandemic.

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

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

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

The district administered our Diagnostic Tool for School District Effectiveness Culture and Climate Survey in June to gather data on the social-emotional, mental health and academic needs of all of our students. This data was used to plan for interventions, mental health resources and community-based supports to provide students during our summer school programs and throughout the school year. A mid-year survey will be administered to assess students and their families SEL and academic needs. Our school psychologist, social workers and guidance counselors will continue to monitor the needs of all of our students, including students from low-income families, ELL students, SWD and our homeless and migratory students through monthly meetings with students and their families. Additional tiered supports will be put in place if needed.

The district will continue to utilize its District and Building Level Data Teams to analyze student data, monitor student growth and provide the appropriate students with researched based-interventions and supports. Over the summer, the district screened all incoming kindergarteners using the Brigance Screening III and will continue to administer each trimester. Monthly progress monitoring will be completed and students will receive multi-tiered support from the classroom teacher and/or academic intervention specialists. The district uses iReady K-8 in ELA and Math. iReady will be used as a diagnostic tool and will be administered to students in September, February, and June, providing data on students' strengths and areas of need. Students requiring Tier I and Tier II instruction will receive targeted instruction from their classroom teachers and will complete lessons on their iReady Personalized Instruction path. Students requiring Tier III intervention services will receive small group support from intervention specialists. As part of our Balanced Literacy initiative, students in K-3 will receive instruction in Foundations progress monitoring using unit assessments. In addition, students in need of Tier III support will receive explicit direct instruction in Wilson (K-12) and Leveled Literacy Intervention (LLI) (K-8). All students K-8 will be monitored through benchmark assessments using Fountas and Pinnell and/or pre and post assessments related to the Units of Study. All students in Grades 6-12 will be assessed through content related pre and post unit assessments based on the NYS Learning Standards, as well as the usage of data points from Gradpoint, Castle Learning and iReady to monitor student growth.

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

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

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

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

All of our students will be offered the academic and social emotional support needed to be successful in our schools. The district will continue to utilize it's District and Building Level Data Teams to analyze student data, monitor student growth and provide the appropriate students with researched based-interventions and supports. Over the summer, the district screened all incoming kindergarteners using the Brigance Screening III and will continue to administer each trimester. Monthly progress monitoring will be completed and students will receive multi-tiered support from the classroom teacher and/or academic intervention specialists. The district uses iReady K-8 in ELA and Math. iReady will be used as a diagnostic tool and will be administered to students in September, February, and June, providing data on students' strengths and areas of need. Students requiring Tier I and Tier II instruction will receive explicit direct instruction(EDI) from their classroom teachers and will complete lessons on their iReady Personalized Instruction path. Students requiring Tier III intervention services will receive small group instruction from academic intervention specialists in ELA and Mathematics. Additionally special education teachers are receiving professional learning in LLI Intervention (Fountas and Pinnell) and Wilson Reading to provide researched based interventions to our special education students and will progress monitor based on IEP and intervention goals.

As part of our Balanced Literacy initiative, students in K-3 will receive instruction in Foundations with progress monitoring using unit assessments. In addition, students in need of Tier III support will receive explicit direct instruction in Wilson(K-12) and Leveled Literacy Intervention (LLI)(K-8). All students K-8 will be monitored through benchmark assessments using Fountas and Pinnell and/or pre and post assessments related to the Units of Study. All students in Grades 6-12 will be assessed through content related pre and post unit assessments based on the NYS Learning Standards, as well we, the usage of data points from Gradpoint, Castle Learning and iReady to monitor student growth.

Students in our elementary schools will participate in our Choose Love SEL Program. Our MS/HS students will participate in DBT STEP B program and PBIS. All schools will provide student assemblies addressing mental health issues. Funding has been allocated for a new school psychologist to help assist students with transitioning back to in-person learning and their social emotional growth. In addition, many students have experienced trauma and losses due to the pandemic, including but not limited to loss of a family member, decrease in family income, loss of jobs, loss of housing, food insecurity, etc.. causing a financial hardship on them and their families. Our school psychologist and other support staff will work with students to help them cope with the challenges they are facing as a result of the pandemic. Our district guidance counselors and social workers will continue to work with building administration and outside network agencies to support our homeless, foster care and migratory students to provide students and their families with the resources they need both in their school and home environment.

Funding has been allocated for an additional ENL teacher to meet the increasing linguistics needs of our growing ENL population. Our entire ENL department will work with our ELL students and their families to help them acclimate to their new school environment and community, providing parent-workshops, connecting students with mentors, and providing after school support through our HS Evening Academy and MS Bridge Academy to receive additional academic support needed to support their learning. All students at the elementary level will be given extra support during an intervention block (30 minutes for math and 30 minutes for ELA ) that has been

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

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built into their master schedules.  
 Funding Allocation for School Psychologist: \$97,973  
 Funding Allocation for ENL teacher: \$214,384  
 Funding Allocation for AIS Math Teachers: \$176,929  
 Funding Allocation for AIS LLI Intervention Teacher: \$101,232  
 Salaries for HS Evening Academy: \$97,190  
 Salaries for MS Bridge Academy: \$50,869  
 Funding for EDI PD: \$11,881

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Comprehensive After School Programming	97,190	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Students will participate in our HS Evening Academy, a credit bearing after-school program, that will provide academic support using research-based instructional strategies (ie. EDI, LLI, Grad Point, Castle Learning) to help close their learning gaps and/or provide enrichment for students that wish to further excel in their academics.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	214,384	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System	Funding to support the increasing instructional needs of our ENL students and help to address learning loss incurred during the pandemic using reserached based instructional practices including LLI and EDI.



ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	
Other Evidence-Based Intervention (Tier I, II, III, or IV)	176,929	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Funding to support the increasing instructional needs of all our students through the hiring of additional intervention specialists to provide small group targeted researched based instruction on the NYS Learning Standards to help address learning loss incurred during the pandemic.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	101,232	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Funding to support the hiring of an LLI Intervention Specialist to provide small group targeted instruction to students to assist in closing student learning gaps.
Integrated Social Emotional Learning	97,973	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Funding to hire district-wide school psychologist to address the social-emotional and mental health needs of our our students and their families using reserached based practices and trauma informed practices.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	11,881	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Funding for Explicit Direct Instruction professional development for our teachers to incorporate into their daily classroom lessons.
Comprehensive After School Programming	50,869	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Students will participate in our MS Bridge Academy after-school that will provide academic support using research-based instructional strategies (ie. EDI, LLI, Grad Point, Castle Learning) to help close their learning gaps and/or provide enrichment for students that wish to further excel in their academics.

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

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

As a result of the COVID-19 pandemic, some of our students have experienced learning loss due to the loss of instructional time during the 2020-2021 school year. To address the academic impact of lost instructional time we have allocated funding to hire additional staff to implement evidence-based interventions to all of our students. The allotted funding will maintain the functioning of our instructional programs during and after school, as well as, our summer school programs. Students in need of additional academic support are referred to our building level Response To Intervention Teams to identify targeted goals to address academic and social-emotional needs of students. Building level teams will continue to meet on a monthly basis to monitor student achievement, student's SEL needs and the mental health needs of all of our students. Supports and targeted plans will be put in place and progressed monitored by classroom teachers, support staff and administration with ongoing communication with students and their families.

Students at the elementary level had the opportunity this summer to participate in an Enrichment Program that focused on SEL. This program allowed us to get students back into a school environment, while focusing on their social-emotional development. Students will continue to participate in morning meetings and engaged in classroom lessons utilizing the Choose Love Program. In addition, an Academic Intervention Block has been designed and will be implemented at the elementary level this year to support all of our students, those in need of academic support, as well as, enrichment activities. Students will receive support/enrichment during two 30 minute intervention blocks each day that have been integrated into the elementary master schedules. Data will be monitored on a quarterly basis and communication with students and their families will be shared via conferences, phone calls, emails and/or team meetings to keep all stakeholders informed of a student's needs, goals and progress.

This summer students at both the MS and HS were given the opportunity to participate and earn credit in our Summer School/Credit Recovery Programs. In both programs, student were given in-person instruction by a classroom teacher with additional support from teaching assistants, in combination with asynchronous work through Gradpoint, Castle Learning and iReady.

Beginning in October, at the MS level, we will continue to run our Bridge Academy providing additional academic support after school to all of our struggling students. Students requiring Tier III support will receive targeted instruction during school through AIS and Tier 2 interventions during our iReady Intervention Block. Data will be monitored on a quarterly basis and communication with students and their families will be shared via conferences, phone calls, emails and/or team meetings to keep all stakeholders informed of a student's needs, goals and progress.

At the HS level, our failing students or students at risk of failing will be recommended to participate in our Evening Academy that offers credit bearing classes for both local and Regents level classes and/or AIS services during and after school. Students will be monitored on a quarterly basis with mid-quarter reviews.

At all levels, we will continue to offer our summer enrichment and summer school/credit recovery programs for the 2022-2023 and 2023-2024 school years.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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

Table with 2 columns: Description, Amount. Rows include LEA Allocation (\$750,458), Anticipated Number of Students Served (650), and Anticipated Number of Schools Served (5).

5.

Please upload a completed copy of the FS-10 budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.

- FS-10 RESERVES LOST INSTRUCTIONAL TIME.pdf
FS 10 RESERVES INS. LOST TIME.pdf
ARP-ESSER RESERVE LOST INS.pdf

6.

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

- Budget\_Narrative\_ARP-ESSER\_5\_Impact\_of\_Lost\_of\_Instructional\_Time.docx
BUDGET RESERVES LOST INS TIME.pdf

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

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 03/02/2022

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

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

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

The district will continue to utilize its District and Building Level Data Teams to analyze student data, monitor student growth and provide the appropriate students with researched based-interventions and supports. The district uses iReady K-8 in ELA and Math. iReady will be used as a diagnostic tool and will be administered to students in September, February, and June, providing data on students' strengths and areas of need. Students requiring Tier I and Tier II instruction will receive targeted instruction from their classroom teachers and will complete lessons on their iReady Personalized Instruction path. Students requiring Tier III intervention services will receive small group support from intervention specialists. Students in need of Tier III support will receive explicit direct instruction in Wilson(K-12) and Leveled Literacy Intervention (LLI)(K-8). All students 6-8 will be monitored through benchmark assessments using Fountas and Pinnell and/or pre and post standards based assessments related to the Units of Study. All students in Grades 6-12 will be assessed through content related pre and post unit assessments based on the NYS Learning Standards, as well as, the usage of data points from Gradpoint, Castle Learning and iReady to monitor student growth. Any students that continue to remain at-risk despite interventions provided during the school day, will be recommended to our after-school programs for additional support.

- 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
Other Evidence-Based Intervention (Tier	150,096	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners	Funding to support the salaries for the implementation of our HS Evening Academy and MS Bridge Academy. Faculty will utilize research-based

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
I, II, III, or IV)		<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	instructional strategies such as EDI to provide targeted small group instruction to help close the learning gap and support our at-risk struggling students.

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.

As a result of the COVID-19 pandemic, some of our students have experienced learning loss to due the loss of instructional time during the 2020-2021 school year. As a district we have continued to allocate funding for staffing for our HS Evening Academy and our MS Bridge Academy. Both programs provide after school support to our struggling and at-risk students at the secondary level. Beginning in October, at the MS level, we will continue to run our Bridge Academy providing additional academic support after school to all of our struggling students. Students requiring Tier III support will receive targeted instruction during school through AIS and Tier 2 interventions during our iReady Intervention Block. Data will be monitored on a quarterly basis and communication with students and their families will be shared via conferences, phone calls, emails and/or team meetings to keep all stakeholders informed of a student's needs, goals and progress.

At the HS level, our failing students or students at risk of failing will be recommended to participate in our Evening Academy that offers credit bearing classes for both local and Regents level classes and/or AIS services during and after school. Students will be monitored on a quarterly basis with mid-quarter reviews. Communication by classroom teachers and/or guidance counselors with students and their families will be shared via conferences, phone calls, emails and/or team meetings to keep all stakeholders informed of a student's needs, goals and progress.

At all levels, we will continue to offer our summer enrichment and summer school/credit recovery programs for the 2022-2023 and 2023-2024 school years.

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: 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	\$150,096
Anticipated Number of Students Served	200
Anticipated Number of Schools Served	2

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

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

FS-10 RESERVE COMPREHENSIVE AFTER SCHOOL.pdf  
FS-10 RESERVES COM. AFTER SCH.pdf  
ARP-ESSER RESERVE COMP AFTER .pdf

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

Budget\_Narrative\_ARP-ESSER\_1\_Reserves\_Comprehensive\_After\_School.docx  
BUDGET RESERVES COMP. AFTER SC.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.



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

ARP-ESSER State Reserves - Summer Learning and Enrichment

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- 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.**

As a result of the COVID-19 pandemic, some of our students have experienced learning loss as a result of our hybrid model during the 2020-2021 school year while other students met and exceeded expectations of the NYS Learning Standards. Students in need of additional academic support were referred to our building level RTI Committees. Students at the elementary level had the opportunity this past summer to participate in an Enrichment Program that focused on SEL. This program allowed us to get students back into a school environment, while focusing on their social-emotional development. In addition, an Intervention Block has been designed and will be implemented at the elementary level this year to support all of our students, those in need of academic support, as well as, enrichment activities. Students will receive support during two 30 minute intervention blocks each day that have been integrated into the elementary master schedules. This past summer students at both the MS and HS were given the opportunity to participate and earn credit in our Summer School/Credit Recovery Programs. Our MS program offered support in ELA and Mathematics in two week sessions for four weeks. At the HS level, students were able to participate in a four week program focusing on the four main content areas and foreign language. Any MS student that was enrolled in a foreign language program was able to participate in our summer language program. In both programs, student were given in-person instruction by a certified classroom teacher in combination with asynchronous work through Gradpoint, Castle Learning and iReady. Students were provided with explicit direct instruction through whole class and small group lessons. Special education and ENL teachers worked with their students to provide additional scaffolding and differentiated instruction to help close their learning gaps. At the MS level, this fall we will continue with our Bridge Academy and will provide additional academic support after school to all of our struggling students with Tier III support during school through AIS and our iReady Block. At the HS level, our failing students or students at risk of failing will be recommended to participate in our Evening Academy that offers credit bearing classes for both local and Regents level classes and/or AIS services during and after school. Students will be monitored on a quarterly basis with mid-quarter reviews. At all levels, we will continue to offer our summer enrichment and summer school/credit recovery programs for the 2022-2023 and 2023-2024 school years for all students.

Funding Allocation for salaries for Summer School Programs K-12: \$150,096

We have added additional staff to help support all of our students academic and SEL needs and allotted funding for salaries for our staff to maintain the functioning of our research-based programs during and after school and for our summer school programs.

- 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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	150,096	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Elementary students will have the opportunity to participate in our Summer Enrichment program at the elementary level that will focus on social-emotional learning and character development for 3 weeks over the summer. At the MS and HS level our at risk and struggling students including our SWD, ENL, homeless and migratory students, will be able to participate in a 4 week summer school program focusing on explicit direct instruction in the four core content areas and credit bearing classes. School psychologists and social workers will also be on staff to provide students with support for any mental health issues or social emotional challenges that they may be experiencing.

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

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

All students at the elementary level will have the opportunity this summer to participate in an Enrichment Program that focuses on SEL and character development. Although open to all students, each building will examine data collected through RTI referrals and the end of year culture and climate survey to identify specific students that are at risk and make recommendations to students and their families to attend the summer enrichment program. Teachers and staff will assess students through different Choose Love activities and DBT assessments, as well as, informal observations with the students.

Data will be monitored on a weekly basis and communication with students and their families will be shared via conferences, phone calls, emails and/or parent meetings to keep all stakeholders informed of a student's needs, goals and progress.

This summer students at both the MS and HS will be given the opportunity to participate and earn credit in our Summer School/Credit Recovery Programs. In both programs, student will be given in-person instruction by a classroom teacher with additional support from teaching assistants, in combination with asynchronous work through Gradpoint, Castle Learning and iReady.

Beginning in October, at the MS level, we will continue to run our Bridge Academy providing additional academic support after school to all of our at-risk students. Students requiring Tier III support will receive targeted instruction during school through AIS and Tier 2 interventions during our iReady Intervention Block. Data will be monitored on a quarterly basis and communication with students and their families will be shared via conferences, phone calls, emails and/or team meetings to keep all stakeholders informed of a student's needs, goals and progress. This data will be used to help identify students to be recommended for our Summer Skills Program in ELA and Math. In addition, if any of our struggling students wish to enroll in our Summer Skills academy they will have the option to participate in the program. Data on student progress will be monitored on a weekly basis and communicated with students and their families through email, phone calls and/or parent/guardian meetings. In addition, progress will be monitored through any assessments using iReady, GradPoint, Castle Learning, or other technology-based learning platforms being utilized.

At the HS level, our failing students or students at risk of failing will be recommended to participate in our Evening Academy that offers credit bearing classes for both local and Regents level classes and/or AIS services during and after school. Students will be monitored on a quarterly basis with mid-quarter reviews. This data will be used to help identify students to be recommended for our Summer School- Credit Recovery Program in the four main content areas and other credit bearing classes (ie. PE, World-Languages, etc) In addition, if any of our struggling students wish to enroll in our Summer School Program for academic support they will have the option to participate in the program. Data on student progress will be monitored on a weekly basis and communicated with students and their families through email, phone calls and/or parent/guardian meetings. In addition, progress will be monitored through any assessments using Gradpoint, Castle Learning, or other technology-based learning platforms being utilized.

We will continue to offer our summer enrichment and summer school/credit recovery programs for the 2023-2024 school year.

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: 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.

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**4. Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.**

	Amount
LEA Allocation	150096
Anticipated Number of Students Served	500
Anticipated Number of Schools Served	5

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

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

FS-10 RESERVES SUMMER LEARNING ENRICHMENT GRANT.pdf  
FS-10 RESERVES SUMMER LEARNING.pdf

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

Budget\_Narrative\_ARP-ESSER\_1\_Reserves\_Summer\_Learning\_Enrichment\_Grant Final.docx  
BUDGET RESERVES SUMMER LEARN.pdf