

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

Background Information

MEDINA CSD - 450801060000

Summary and Background Information

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

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

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

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

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

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

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

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

Tier 1 - Strong Evidence: Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

Tier 2 - Moderate Evidence: Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence standards with reservations. The studies use large, multi-site samples. No other studies show that this strategy negatively impacts an outcome.

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Tier 3 - Promising Evidence: Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

Tier 4 - Demonstrates a Rationale: High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

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

Project Period

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

Project Number

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

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

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

Submission Deadline

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

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

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

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Submission Instructions

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Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

The *ARP-ESSER Application – State Reserves* is **due by November 30, 2021.**

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

ARP-ESSER State Reserve: Assurances

1. **The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.**
 YES, the LEA provides the above assurance.
2. **The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:**
 1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
 2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 3. LEA uses of funds to sustain and support access to early childhood education programs;
 4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
 6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
 7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds. YES, the LEA provides the above assurance.
3. **The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).**
 YES, the LEA provides the above assurance.
4. **The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.**
 YES, the LEA provides the above assurance.
5. **The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.**
 YES, the LEA provides the above assurance.
6. **The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).**
 YES, the LEA provides the above assurance.
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.

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Assurances - Assurances

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

12. The LEA assures that:

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

YES, the LEA provides the above assurance.

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Assurances - Assurances

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - State Reserves Intent to Apply

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	Marc Graff	mgraff@medinacsd.org	12/15/2021
LEA Board President	Arlene Pawlaczyk	apawlaczyk@medinacsd.org	12/16/2021

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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.

There were a variety of meetings and conversations held to discuss the needs of our district and students in regards to lost instructional time, opportunities for summer learning and enrichment, and after school supports. Here is a list of the collaborations:

- Administrative Cabinet Meetings to review the broad scope of the plan (includes SpecEd director and McKinney Vento coordinator)
- Sept 30, Oct 28, Nov 18
- Central Office Administrator Meetings (Superintendent, SBO, Director of Special Programs)
- Weekly meetings every Monday to discuss concerns of learning gaps throughout the district - Sept 20, Oct 4,12,18,25, Nov 2,8,15,22,29, Dec 6
- Individual meetings with Building Principals to discuss areas of need and plan for future opportunities
- Oak Primary Principal Jennifer Stearns - Sept 29, Oct 13, Oct 27, Nov 10, Dec 7
- Wise Intermediate Principals Chris Hughes and Daniel Doctor - Oct 19, Nov 2, Nov 9, Nov 23, Dec 6
- Jr/Sr High School Principal Michael Cavanagh 0 Sept 20, Oct 4, Oct 18, Nov 15, Nov 29
- Consultation with HS Student government about programming options - Dec 2
- District Assessment Team Meetings
- To analyze data and review highest areas of need - Sept 27, Oct 18, Dec 7
- Curriculum Council Meetings - all department chairs and administrators
- Review each dept area - Oct 4, Nov 8
- Parents as Partners
- Survey conducted to explore parent opinion and support of after school and summer learning program structures. Nov 17-Nov 30
- Names were collected for Parents as Partners committee
- Community Groups
- Conversation with Greg Reed, Director of YMCA - November 16, 2021 - partnering for summer and after school activities
- Presentation and Discussion with Program Director Magaly Rosario from the Brockport Migrant Education Program - supporting our ELL and migrant populations - Nov 18
- Conversations with Carin Farina - contracted social worker and mental health coordinator
- Vendor Consultations
- AVID - Pamela Leibring and Beto Howell - Secondary, Elementary, Summer Bridge, STEM - Nov 10, 22, 24
- PAPER - Mark Allaman - 24/7 tutoring support for students - Nov 29, Dec 3, Dec 8

*Our district does not have any tribal organizations to consult with. We do not have any students involved with the juvenile justice system at this time.

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

The information will be posted on our district webpage under the District News section at the following address:

<https://www.medinacsd.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=26&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=18328&PageID=1>

In the event that someone does not have internet access, a printed copy can be requested from the District Office.

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

- 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.**

Our district uses the Remind application to maintain two way communication with families, in addition to phone calls and emails. We will continue to hold Parents as Partners committee meetings to gain parent input and feedback about past, current and future programming and opportunities. Each building has a routine for general communication via newsletter and website updates. We have various committees that will routinely meet to monitor student progress and adjust our efforts accordingly. (Data and Assessment Team, Professional Development Committee, Curriculum Council) The district website, newsletter and Board of Education meeting presentations will be used to keep the community informed of efforts and progress.

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

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.**

We use a variety of methods to determine the social, emotional, mental health and academic needs of our students, including data collection systems, observations, and perceptual information.

- Pre-K students are assessed multiple times throughout the year using the COR Advantage Assessment. It is based on an observational record of student progress in social and academic areas.
- Incoming Kindergarten students complete a screening using the Brigance III screener. This produces academic and performance based information in addition to the valuable parent/guardian interview.
- The Fastbridge Assessment suite is administered for benchmark screening three times per year in the areas of Reading (CBM-R, aReading), Math (CBM-Math Automaticity, aMath), and Social Emotional State (SAEBRS, mySAEBRS) (teacher reported grades K-2, student reported grades 3-12). Our district data teams review this information monthly to inform instruction and interventions.
- We have weekly character education push-in programming in grades K-6 provided by a certified counselor that constantly surveys student emotional needs.
- Staff surveys were conducted at department and faculty meetings to identify areas of learning gaps and how to address them.
- Community Outreach coordinator, Social Worker, and School Resource Officer connect with previously disengaged students during remote learning /time out of the physical classroom and address patterns in chronic absenteeism which is a barrier to making up for learning loss during the pandemic.
- Special Education department chairs are fostering discussions in dept meetings focused on Universal Design for Learning and reaching ALL learners and identifying needs. This is in alignment with the state and district initiative of Diversity, Equity and Inclusion for all.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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

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

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

The effects of the pandemic on students' social, emotional and academic needs are great. Lost instructional time affects all of these areas and our plan moving forward will do so as well.

The lost instructional time has created larger gaps for our students that has resulted in planning difficulties for our staff. Not only do we need to meet the needs of students who did or did not grow during the pandemic, but we also have the needs of our SWDs, those experiencing trauma and various cultural considerations. It has opened the door to shifting our mindset in how we reach **all** learners. We will partner with "Inclusive Schooling" (Dr. Julie Causton and Dr. Kristie Pretti-Frontczak) to guide teachers through this mindset shift with sustained professional learning and collaboration in a variety of formats such as in-person learning, virtual platforms and on-demand content. We will explore, learn, and implement the Universal Design for Learning framework to increase student growth. If staff are able to plan for all in using the core principles of UDL (multiple means of representation, engagement, assessment), then we are eliminating many barriers for students socially, emotionally and academically. UDL-infused classrooms allow for multi-sensory and meaningful learning for all students. Building teacher capacity to design lessons to meet these needs will in turn increase student performance K-12 and make up for lost learning time. This effort is in alignment with NYSED initiatives for Diversity, Equity, and Inclusion and the Culturally Responsive-Sustaining Education Framework. Funding for this initiative will come from the State Reserves as well as Title IV.

In order for our students to benefit from lesson design that meets all of their needs, they must be in school. The pandemic has added to previous and created new concerns of chronic absenteeism. Our district plans to partner with EveryDay Interventions to support students and their families with reminders about attendance and offers for support to get to school on time. This Tier 1 program receives daily attendance data from the district student management system and then generates both text and print messages to families. Reports can be run to identify those who are most in need of additional support by our school counselors and community outreach coordinator. This is aligned with our district goal to have open communication with district families. Reports show an improvement of 10-15% in chronic absenteeism across the district, therefore helping to close the gap in lost instructional time.

Having students in school and having full opportunities to learn are important, but only if students feel comfortable and supported. Staff surveys report that students upon returning from the pandemic lack stamina, the ability to verbally express themselves and interact positively with others. Using Title and CRSA funding, the district has purchased the Character Strong SEL program. This will be delivered to students in weekly character education classes with our school counselors in grades K-8. It is a building-wide SEL model that all must be knowledgeable of in order to support our students. Staff training will continue to ensure program fidelity and in turn creating a safe, comfortable, supported environment where all students can learn. The program has an annual fee that will be paid for with these funds.

Our High School has been certified through AVID (Advancement via individual determination) for several years. Prior to the pandemic, efforts were in place to move to the schoolwide model and eventually expand to the primary and intermediate buildings. Returning from the pandemic has only highlighted a greater urgency to do so. Staff report students lacking basic skills in writing, questioning, collaborating with others and organization. These are all main principles in the AVID WICOR approach. AVID is and has been an evidence based approach (Tier 1) for many years because it works in its goal to build student agency, determination, and college and career readiness. We will expand our current AVID program to the grades K-7 and implement the AVID elective in grades 7 and 8. Necessary skills will be taught to students so that core content areas can focus on the true content to make up for lost instructional time. We currently use Title and district funds to support AVID. The ARP-ESSER State Reserves will allow us to expand the program at a time when it is desperately needed to provide the necessary and required training for staff and program fees. The AVID philosophies will work in concert with our other initiatives of the Universal Design for Learning and supporting students socially and emotionally, while maintaining state content area standards.

As we identify the academic gaps for our students, some of the greatest lie in the areas of Reading and Math. Our teachers are working hard to provide quality tier one classroom instruction. Our intervention providers are pushing into classrooms to further target skills. However, we still have students who need intensive tier 3 pull out support as a result of lost instructional time. We need a sound, skill based intervention program to streamline and monitor the support offered. We will select a program in both reading and math based upon the current research in best practices and outcomes. Research based interventions that we are considering include the Wilson Reading Foundations (K-3) and Just Words (4-12) and Lexia PowerUp!

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Literacy for grades 6-12 for reading, both of which appear on the ESSA rating list for Strong Evidence. For Math, we are considering the focusMath or Bridges Math intervention programs. If we can help students fill the gaps in these two areas with targeted skill based support, we can help students reach grade level expectations. Funds will be used to purchase the materials and train staff in the program.

We have used APRA-ESSER 2 funds to support our transition classrooms. This state reserve funding will allow us to offer an additional year of this targeted support. The transition classroom had students who are in between mastery of grade level standards in grades 1-6. Additional support is built into the schedule for the entire class from intervention and speech providers. Studies show that retaining students in a grade level is not effective yet providing the targeted intervention they need in high doses is. This layer of support will be offered to help students recover lost instructional time and get back on track with grade level standards and expectations.

As our students leave the building to work on their own, they often need further assistance. We will subscribe to the PAPER 24/7 tutoring service to allow our students to get assistance as soon as they need it to continue their learning. Without support outside of the school day, it takes more time for students to master content. PAPER uses the socratic method, which is the same method taught to students in the AVID program, to help them answer their own questions. Answers are not simply provided to students; they must be discovered. This service allows teachers to see any interactions a student has with a tutor and what feedback they were provided. Students will feel supported even out of the classroom to complete their coursework.

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
Trauma Informed Practices	156,432	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	- Three year partnership with "Inclusive Schooling" to provide sustained professional learning for all staff. - Format will be in person, virtual, and on-demand. - Some training will be for ALL staff and then broken up into smaller groups to meet team goals. - This is in alignment with NYS SEL, CR-SE and DEI initiatives.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	24,750	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	- We will subscribe to the EveryDay Interventions attendance monitoring program. This will sync with our student management system, eSchool. - Notifications will be sent to parents/families to be proactive in addressing absenteeism and tardiness via text and mail. - Goal is to reduce chronic absenteeism by 10-15%. - Has an ESSA designation of "Strong"
Other	285,172	<input checked="" type="checkbox"/> Primary	<input checked="" type="checkbox"/> All Students	- We will expand the AVID program into the primary

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Evidence-Based Intervention (Tier I, II, III, or IV)		<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<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	and intermediate buildings through teacher training and program implementation - WICOR strategies and college and career readiness will be a main focus - District Coordinator will oversee the program implementation and sustainability - AVID is a tier 1 intervention by WWC
Tailored/Individualized Acceleration	58,881	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <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 be provided targeted skill based interventions using the Wilson/Lexia/focusMATH intervention programs. - Teachers will be trained in the programs for fidelity to research based practices - Students workbooks and subscriptions will be purchased - Each of these programs are Tier 1
High Dosage Tutoring Programs	160,380	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input 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 in grades 3-12 will have 24 hour/ 7 day a week access to PAPER, on-demand tutoring - The tutors use the Socratic method, which is also an AVID strategy. to help students uncover the answer. - PAPER is an ESSA approved resource for high dosage tutoring
Integrated Social Emotional Learning	2,697	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	- The Character Strong Program has annual fees to continue to provide the in class support for students and training for staff. - The annual fee of \$899 will continue to support the program already purchased with Title monies.
Tailored/Individualized	412,549	<input checked="" type="checkbox"/> Primary	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities	- Students who are not yet at grade level standards will receive additional support in a transition

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Acceleration		<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<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	classroom. - These teachers are funded through ARPA-ESSER2. The state reserves funding will allow for an additional year to close the gap for grades 2-6.

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.

- Intervention providers will routinely progress monitor students.
- The Character Strong program will be a building-wide program reviewed monthly at Shared Decision Making and Parents as Partners meetings.
- The students in the transition classrooms will be monitored the same as the building RTI cycle, every 6-8 weeks for progress towards individual goals.
- Faculty and Department meetings will continue the discussion of Inclusive/UDL practices and monitor what additional staff and student support is needed.
- The annual CCI tool (Coaching and Certification Instrument) will be used to monitor the AVID implementation in each building. Staff attending training will share concepts with other staff.
- Our District Data Use Specialist will monitor attendance and communication.
- PAPER provides administrator reports to monitor resource usage

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.

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

	Amount
LEA Allocation	1100861
Anticipated Number of Students Served	1385

ARP-ESSER Application: State Reserves - ARP State Reserves

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

	Amount
Anticipated Number of Schools Served	3

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

lostime.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 - Lost Instructional Time.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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.**

Identified student needs will be the main focus in the Elementary buildings with a Reading and Math booster program. Students who fall below the 35th percentile are identified by district measures to be in need of further support. The impact of the pandemic has increased the number of students falling into this category. The booster program will be for targeted students to remain after school for one hour, four days per week with a certified teacher to receive additional skill based instruction. These sessions will run in 6-8 week cycles, allowing for three sessions per year, aligning with benchmark assessment data. This will take place for students in grades K-6 at Oak Orchard Primary and Wise Intermediate. Supplies of whiteboards and markers will be purchased for student use. Staff stipends will be funded through ARP ESSER and Title Funds.

An additional way to offer a comprehensive program is to offer participation in STEM based activities. Since we will be participating in the AVID program, we will use their STEM Connections lessons to provide engaging enrichment activities in science, technology, engineering and math. Staff members will run STEM clubs at various grade levels based upon student interest. They will run 2x per week for 6-8 week sessions and supplies will be purchased with this funding. The expected outcome is that students enjoy hands-on activities and want to participate more in school, in turn improving behavior, sense of belonging and attendance for students in grades K-12. The stipends for staff will come from ARP-ESSER funds while the program fees and supplies will come from this State Reserve money.

At the secondary level, students have various academic course needs and personal schedules to manage. We would like to offer academic tutoring provided by certified district staff for all students as needed. Students will express their intent to attend tutoring sessions via Google form and staff will be available 4 days per week for one hour after school. Staff will complete the evidence based SAGA tutor training prior to working with students. This will help staff support students in areas that may be out of their content area. The SAGA method is socratic in nature, just as our students are taught in the AVID schoolwide program. Additionally, we have many student athletes who need a supervised place to complete work before practice begins. We will offer a sports academic study hall for athletes after school to help them remain focused on completing their academic work and getting assistance when needed. This will be offered 5 days per week for one hour per day as funded through Title monies. These students will have access to the tutoring as well.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	176,529	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing	- Targeted students will stay after school for intensive intervention support in 6-8 week cycles. - Current Intervention curricular materials will be used.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input type="checkbox"/> 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	- Staff stipends will be covered with these funds in correlation with district provided transportation and materials.
Curriculum-Aligned Enrichment Activities	5,850	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	- Students will have the opportunity to participate in STEM clubs after school. Supplies will be purchased. - We will fund the AVID stem connections Academy program fee. AVID programs are considered Tier 1.
High Dosage Tutoring Programs	37,800	<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	- Secondary students will complete a Google form to indicate they will stay after for tutoring. - There will be three trained staff members available to offer assistance. Training will be through the evidence based SAGA program. - Tutoring will take place 4 days per week for one hour after school.

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.

- Attendance and areas in need of assistance will be tracked for the secondary after school tutoring.
 - Intervention providers will track the performance of students receiving the Math or Reading booster after school. Additional recommendations will be made.
 - STEM club participation will be tracked and students will be surveyed at the beginning and end of each session regarding their interest and level of engagement.

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

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Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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.

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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	220179
Anticipated Number of Students Served	700
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.

compafterschool.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 - After School Programming.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

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

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

Our elementary students will have two options for summer enrichment and acceleration. We will offer a Reading Camp and Math Camp for those students who need additional support. Students will be invited to attend based on school year performance data. However, if spaces remain, it will be opened to all students as an enrichment opportunity. The approach used in the summer reading program will be in line with our research based science of reading six step lesson plan that is used during the school year. The math used will be the NYS math modules.

Additionally, we will offer a summer STEM camp using the AVID STEM academy lessons. The hands-on approach to reading, math, and STEM activities will keep students engaged and learning over the summer. The stipends for Oak and Wise teachers in 2021-2022 and 2022-2023 and transportation costs for these programs will be covered through ARP ESSER 2 funds. Teacher aides will be funded through ARP State Reserves to help meet student needs.

Our youngest learners not yet entering school will have the option to attend the Jump Start program with their parents or guardian. The one hour session will be held on campus at varying times of the day and will focus on many SEL and basic academic skills. Certified teachers will lead group activities, hands-on projects and individual support. Students and parents will receive materials to take home to continue practicing their skills prior to the start of school. We will also use Title 1A funds for this effort.

The secondary level students will have the opportunity to participate in the AVID Summer Bridge program. The math and science programs are designed to boost interest and skills through project based learning. Math programs are designed for students entering Math 7 and Algebra Readiness. The science programs are a little more flexible for students in grades 8-10. Teachers will participate in course specific training with AVID prior to the start of the program. There are program fees and supplies that will need to be purchased using these State Reserve funds.

There will be an administrator and a registered nurse who will oversee the summer programming in the district and will receive stipends. Students requiring any remediation in grades 7-12 will participate in the local BOCES summer school program.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	104,069	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness	- Students completing grades K-5 will be invited to attend a Summer Reading and/or Math camp. This will be a three week program, offering two sessions. - Content will be skills based using results from Fastbridge assessment data.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input type="checkbox"/> School <input type="checkbox"/> High School	<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	- Group sizes will be small - 10 students or less per group.
Curriculum-Aligned Enrichment Activities	109,360	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input 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	- AVID summer bridge courses led by a trained staff member - Three week sessions of 60 hours each - Costs include staff stipends, training, materials, and supplies, program administrator and nurse
Tailored/Individualized Acceleration	6,750	<input checked="" type="checkbox"/> Primary <input 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	- Jump Start program for PK K students held on campus several times throughout the week for one hour - Parents/Guardians will attend with students - Activities will include fine motor, math, reading, and socialization

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.

- Program administrator will monitor daily attendance in the programs
- Students will complete a pre and post assessment to measure growth for the Math and Reading camps
- Student notebooks will be evidence in the Summer Bridge program as well as student interviews
- Parents/caregivers will be asked for their feedback about the Jump Start program and adjustments will made annually as needed

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

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Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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	220179
Anticipated Number of Students Served	500
Anticipated Number of Schools Served	3

- 5. **Please upload a completed and signed copy of the FS-10 Budget the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding. The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.**

FS10 summer.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 Summer programs.pdf