

Brentwood Union Free School District

*American Rescue Plan (ARP) - Elementary and Secondary
School Emergency Relief (ESSER)*

District-Wide Utilization Plan



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Summary and Background

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 ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).



Application Process for LEA Allocations of ARP-ESSER SEA Reserve Funds

The federal ARP statute requires SEAs to reserve:

- not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination

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) 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, children who are incarcerated, and other underserved students.

Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

The BUFSD's Plan to Engage Stakeholders

Upon notification of receipt of ARP funding, the BUFSD engaged in meaningful consultation with stakeholders by giving the public an opportunity to provide input into the development of the budget and plan. Specifically, the BUFSD consulted with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff, their unions and the Board of education.

Through these engagement processes, the BUFSD consulted with stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated and other underserved students.

The process of collaborative ARP budget prioritization and plan development began with strategic analysis of key stakeholder survey data going back 3 years.



From May 2019 to June 2021, 1,696 teachers representing all 17 BUFSD schools took part in a comprehensive needs-assessment survey. Elementary and secondary participants represented over 14 academic departments. This included but was not limited to general education, special education, English as a New Language (ENL) and bilingual teachers. Teachers responded to 50 prompts aligned to key DTSDE tenets, specifically: leadership, curriculum, teaching/learning, student social-emotional development and parent/family engagement. During the same time, 2,642 parents/family and community members representing all BUFSD schools and a myriad of Community Based Organizations (CBO's) took part in a similar needs-assessment survey. Parents/family and community members responded to 25 prompts aligned to key DTSDE tenets. Their overall satisfaction level was gauged from "extremely satisfied" to "very unsatisfied." During the same three-year span, 11,227 students representing both elementary and secondary schools also took part in a comprehensive needs-assessment survey. Student participants had a wide range of historical academic performance, participated in an array of school activities, and were representative of all BUFSD racial/ethnic subgroups.

The objective of these surveys, administered in an iterative and cyclical nature over time to approximately 15,000 constituents sought answers to the following questions:

1. What are we (our schools/district) doing well?
2. What areas should we consider for improvement/refinement?
3. What do we need (infrastructure, tools, resources, support) to improve our schools/district?

Artifacts of this longitudinal survey analysis were triangulated with quantitative and qualitative building and district-level student outcome data. Emergent needs were then analyzed in the context of 1) NYSED's 20 allowable expenses under ARP, and 2) established district plans/initiatives, including: building-level School Improvement Team (SIT) plans, School Comprehensive Education Plans (SCEPs), and the District Comprehensive Improvement Plan (DCIP). Comprehensive analysis resulted in the identification of the following preliminary ARP priorities:

- Infrastructure
 - Ventilation systems
 - Devices for students and teachers
 - Cybersecurity
- Social-emotional health
 - Hire additional social workers, guidance counselors, and nurses
- Academic support
 - Extended school day, i.e., before/after school activities, summer school
 - Professional development

In July 2021, the BUFSD created and shared a survey with the community, parents and families, and staff to give the public an opportunity to provide input into the development of the ARP budget and plan. The survey was administered in both English and Spanish and advertised broadly through various means and mediums. The BUFSD Assistant Superintendent of



Secondary and Bilingual Education and the Coordinator of Funded Programs recorded and published videos in English and Spanish describing the purpose of the survey, while providing technical guidance for completion of the survey form. Respondents had an opportunity to rate 40 preliminary ideas, organized in buckets aligned to the preliminary priorities that resulted from longitudinal stakeholder input (infrastructure, social-emotional health, and academic support) on a scale ranging from 'extremely important' to 'not important.' Respondents also had an opportunity to offer novel ideas in these prioritized areas.

District administrators analyzed the parent/family and community data, and staff data, looking for data that was convergent, or, where agreement existed. The development of the district's ARP budget and plan was significantly informed by the identification of this convergent data. Some examples of staff and community ARP plan/budget priority agreement may be seen below:

% Extremely/Very Important

- Cybersecurity
 - *Staff:* 79.5%
 - *Community:* 83.1%
- Enhance Wi-Fi Software
 - *Staff:* 96%
 - *Community:* 85.3%
- Purchase Devices/Laptops for New Entrants
 - *Staff:* 84.8%
 - *Community:* 83.6%
- Post High-School Planning for College and Career Readiness
 - *Staff:* 77.4%
 - *Community:* 88.3%
- Professional Development for Teachers
 - *Staff:* 79.1%
 - *Community:* 81.1%
- Homeless Transportation
 - *Staff:* 75.9%
 - *Community:* 82.6%
- Hire Social Workers and Psychologists
 - *Staff:* 83.3%
 - *Community:* 72.1%

Other areas with strong community and staff support (+70% extremely/very important) included, but were not limited to:

- Improve air quality in all buildings
- Remodel elementary playgrounds and libraries
- Remodel science and technology rooms
- Purchase devices for teacher use
- Rosetta Stone licenses for students, staff and parents



- Increase translation services
- Extend school day programs (before/after school and summer)

On August 19th, 2021, The BUFSD Coordinator of Funded Programs presented the results of this survey analysis to the community via a public Board of Education Meeting. Both the Board and the community at-large had an opportunity to ask questions and provide further input. At this time, the plan for ARP implementation and progress monitoring was shared. This included monitoring goal attainment of established school and district improvement plans, including SIT plans, SCEPs, and the DCIP. The Office of Funded Programs will also provide a quarterly report of ARP spending and impact to the BUFSD Board of Education.

The BUFSD's Plan to Implement Prevention and Mitigation Strategies Using ARP Funds

The CDC recommends that schools should consider many factors as they navigate the 2021-2022 school year, including the level of COVID-19 transmission in the community at large and in their school community, as well as vaccination coverage rates in both the community at large and their school community¹. The BUFSD routinely consults with local and state health officials and regularly monitors community transmission, vaccination coverage, screening testing, and occurrences of outbreaks to guide decisions on the level of layered prevention strategies implemented in our district. The CDC guidance identifies multiple prevention strategies in a layered approach to promote safer in-person learning and care. These strategies include but are not limited to:

- Promoting vaccination
- Consistent and correct use of masks
- Physical distancing
- Screening testing to quickly identify cases
- Improved ventilation
- Proper handwashing and respiratory etiquette
- Staying home when sick and getting tested
- Contact tracing in combination with isolation and quarantine, and
- Routine cleaning with disinfection

While the BUFSD will implement all of these strategies using multiple funding sources, the district's 90% ARP allocation will directly fund projects aimed to improve air quality and physical distancing dynamics.

Improving Air Quality

The BUFSD has allocated funds to purchase and install new ventilation units in all buildings to replace inefficient and/or inoperable units; some of which are decades old. According to the CDC, when indoors, ventilation mitigation strategies can help reduce viral particle

¹ NYSED Health & Safety Guide, 2021-2022



concentration. The lower the concentration, the less likely viral particles can be inhaled into the lungs (potentially lowering the inhaled dose); contact eyes, nose, and mouth; or fall out of the air to accumulate on surfaces. Protective ventilation practices and interventions can reduce the airborne concentrations and reduce the overall viral dose to occupants². In addition to the purchase and installation of new unit ventilators, the BUFSD has allocated funds for generators, in part, to operate the ventilators in the event of a natural disaster or emergency. The BUFSD will also leverage ARP and other funding sources to adhere to the following CDC ventilation guidance:

- Increase the introduction of outdoor air:
 - Open outdoor air dampers beyond minimum settings to reduce or eliminate HVAC air recirculation. In mild weather, this will not affect thermal comfort or humidity
 - Open windows and doors, when weather conditions allow, to increase outdoor air flow. BUFSD staff WILL NOT open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms, intruder induction) to occupants in the building. Even a slightly open window can introduce beneficial outdoor air
- Use fans to increase the effectiveness of open windows:
 - To safely achieve this, fan placement is important and will vary based on room configuration. Staff will avoid placing fans in a way that could potentially cause contaminated air to flow directly from one person to another. One helpful strategy is to use a window fan, placed safely and securely in a window, to exhaust room air to the outdoors. This will help draw outdoor air into the room via other open windows and doors without generating strong room air currents. Similar results can be established in larger facilities using other fan systems, such as gable fans and roof ventilators
- Ensure ventilation systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space
- Rebalance or adjust HVAC systems to increase total airflow to occupied spaces when possible
- Turn off any demand-controlled ventilation (DCV) controls that reduce air supply based on occupancy or temperature during occupied hours. In schools where the HVAC fan operation can be controlled at the thermostat, the fan will be set to the “on” position instead of “auto,” which will operate the fan continuously, even when heating or air-conditioning is not required
- Improve central air filtration:
 - Increase air filtration to as high as possible without significantly reducing design airflow. Increased filtration efficiency is especially helpful when enhanced outdoor air delivery options are limited
 - Make sure air filters are properly sized and within their recommended service life

² Centers for Disease Control and Prevention, Ventilation in Buildings, Updated June 2, 2021



- Inspect filter housing and racks to ensure appropriate filter fit and minimize air that flows around, instead of through, the filter
- Ensure restroom exhaust fans are functional and operating at full capacity when the building is occupied
- Inspect and maintain exhaust ventilation systems in areas such as kitchens, cooking areas, etc. Systems will be operated any time these spaces are occupied
- Generate clean-to-less-clean air movement by evaluating and repositioning as necessary, the supply louvers, exhaust air grilles and/or damper settings

Improving Capacity for Social Distancing

As per the CDC, because of the importance of in-person learning, schools should implement physical distancing to the extent possible within their structures but should not exclude students from in-person learning to keep a minimum distance requirement³. Based on studies from the 2020-2021 school year, the CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing to reduce transmission risk. As part of the BUFSD's 90% ARP budget and plan, we have allocated resources for several projects that will, in part, improve our capacity to facilitate in-person instruction while maintaining recommended social distance guidelines. These include:

- Improve playgrounds at the elementary level to support students' physical, social and emotional development
- Expand/improve technology rooms to support at-risk youth, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care
- Remodel adaptive kitchens to support the needs of students with disabilities
- Purchase an Audio-logical Chamber to support the needs of students with disabilities
- Purchase Flexible seating to support students with disabilities

In sum, the BUFSD's 90% ARP budget and plan have been designed to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools to continuously and safely open and operate schools for in-person learning.

The BUFSD's Plan to Identify Student Needs and Monitor Student Progress as a Result of Planned ARP Interventions and Supports

The BUFSD will leverage 90% ARP funds seamlessly to realize our overarching goal – to ensure the continuous academic, physical, and social-emotional growth of each child in the district's geographic catchment area. As NYSED accountability-based data/goals established in our 2021-2022 consolidated application are highly relevant and consequential, they will be utilized as part of a comprehensive approach to monitoring ARP plan effectiveness. Given the continued uncertainty that the global pandemic poses, however; we will utilize a mixed-methods goal setting approach to monitor ARP progress, adding additional quantitative and qualitative goals,

³ CDC, Guidance for COVID-19 Prevention in K-12 Schools, September 2021



as appropriate. The identification of ARP goals and priorities within this plan is considerate of ongoing needs assessment activities that span three years and address challenges posed by the ongoing COVID-19 state of emergency in New York State. In this context and informed by significant stakeholder input, ARP goals and priorities at the elementary and secondary levels have been identified within the broader scope of the district's core strategic initiatives.

NYSED Accountability-Based 90% ARP Elementary Goals

ARP GOAL #1: English Language Arts Proficiency

- Goal: All grades 3-8 Students in the Brentwood UFSD will increase their aggregate ELA proficiency rate from a baseline of 21%, established in August 2019, to 25.2% (20% increase) as measured by the % of all students earning a Level 3 or Level 4 on the New York State ELA assessment, during the May 2022 administration of the exam

ARP GOAL #2: Mathematics Proficiency

- Goal: All grades 3-8 Students in the Brentwood UFSD will increase their aggregate math proficiency rate from a baseline of 24%, established in August 2019, to 28.8% (20% increase) as measured by the % of all students earning a Level 3 or Level 4 on the New York State mathematics assessment, during the May 2022 administration of the exam

ARP GOAL #3: Increase Participation Rates for State Exams in Grades 4-8

- Goal: All grades 3-8 Students in the Brentwood UFSD will increase their Participation Rate from a baseline of 41.3% (ELA) and 40.6% (math) respectively, established in August 2019, to 52.3% (ELA) and 51.6% (math), respectively, as measured by the % of all students taking the New York State ELA and mathematics assessments, during the May 2022 administration of the exams. The targets represent a 20% gap reduction (95% Participation Goal - baseline / 5)

ARP GOAL #4: Close Achievement Gaps for English Language Learners (ELLs)

- Goal: Grades 3-8 ELL students in the Brentwood UFSD will increase their ELA MIP from a baseline of 60.6, the most recently recorded on the NYSEDs report of institutional accountability for the BUFSD, to the state's 2017-2018 MIP of 87.7 as recorded on the NYSEDs 2021-2022 report of institutional accountability for the BUFSD

ARP GOAL #5: Close Achievement Gaps for Students with Disabilities

- Goal: Grades 3-8 Students with Disabilities in the Brentwood UFSD will increase their ELA MIP from a baseline of 115.2, the most recently recorded on the NYSEDs report of institutional accountability for the BUFSD, to the school/district's 2017-2018 MIP of 124.4 as recorded on the NYSEDs 2021-2022 report of institutional accountability for the BUFSD

90% ARP Elementary Priorities

Elementary ARP priorities include an increased focus on student social-emotional well-being and equity, not at the expense of academics, but in order to create the mental, social and



emotional space for academic learning to occur, improving state assessment participation rates, and improving ELA and mathematics proficiency rates. To maximize impact, 90% ARP resources will be strategically aligned to support the district's 2021-2022 District Comprehensive Improvement Plan (DCIP). This includes a focus on improving outcomes of the All-Students group at the district's 4 CSI schools, and students with disabilities at the one Targeted Support and Improvement School (TSI) in the district. The BUFSD will also leverage ARP funds to improve outcomes for sub-groups district-wide where achievement gaps have been noted; specifically, ELLs and students with disabilities. In addition to the NYSED accountability-based data previously noted, qualitative and quantitative data provided below informed prioritized ARP needs K-8 in the BUFSD.

Quantitative and Qualitative Data that Informed ARP Priorities, K-8

- Pursuant to an analysis of Brentwood UFSD grade 1-8 i-Ready growth results in **ELA** as of the spring, 2021, the following percentages of students at each grade level met annual typical growth targets, annual stretch growth targets, and improved placement targets, respectively. This data illustrates the needs that informed ARP plan priorities, as well as positive momentum towards systemic improvement K-8 in our district.
 - Grade 1
 - % meeting annual typical growth: 18%
 - % meeting annual stretch growth: 7%
 - % meeting improved placement targets: 33%
 - Grade 2
 - % meeting annual typical growth: 29%
 - % meeting annual stretch growth: 10%
 - % meeting improved placement targets: 39%
 - Grade 3
 - % meeting annual typical growth: 33%
 - % meeting annual stretch growth: 12%
 - % meeting improved placement targets: 44%
 - Grade 4
 - % meeting annual typical growth: 39%
 - % meeting annual stretch growth: 15%
 - % meeting improved placement targets: 39%
 - Grade 5
 - % meeting annual typical growth: 44%
 - % meeting annual stretch growth: 16%
 - % meeting improved placement targets: 43%
 - Grade 6
 - % meeting annual typical growth: 41%
 - % meeting annual stretch growth: 17%
 - % meeting improved placement targets: 38%
 - Grade 7
 - % meeting annual typical growth: 32%



- % meeting annual stretch growth: 10%
- % meeting improved placement targets: 32%
- Grade 8
 - % meeting annual typical growth: 39%
 - % meeting annual stretch growth: 14%
 - % meeting improved placement targets: 34%

Pursuant to an analysis of Brentwood UFSD grade 1-5 i-Ready growth results in **math** as of the spring, 2021, the following percentages of students at each grade level met annual typical growth targets, annual stretch growth targets, and improved placement targets, respectively. Again, this data illustrates the needs that informed ARP plan priorities, as well as positive momentum towards systemic improvement K-8 in our district.

- Grade 1
 - % meeting annual typical growth: 17%
 - % meeting annual stretch growth: 8%
 - % meeting improved placement targets: 23%
- Grade 2
 - % meeting annual typical growth: 21%
 - % meeting annual stretch growth: 7%
 - % meeting improved placement targets: 30%
- Grade 3
 - % meeting annual typical growth: 19%
 - % meeting annual stretch growth: 5%
 - % meeting improved placement targets: 47%
- Grade 4
 - % meeting annual typical growth: 23%
 - % meeting annual stretch growth: 5%
 - % meeting improved placement targets: 46%
- Grade 5
 - % meeting annual typical growth: 39%
 - % meeting annual stretch growth: 10%
 - % meeting improved placement targets: 50%
- Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, still the most recent state-level data available, the following subgroups received an ELA Academic Progress Level of 1: All Students, Economically Disadvantaged, Hispanic and Students with Disabilities. This indicator measures student growth on state assessments in ELA and applies to grades 4-8. Level 1 indicates a growth index of 45% or less, and for the All Students Group, was significantly impacted by results from the four CSI schools in the district
- Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, still the most recent state-level data available, the following subgroups received an Average ELA & Math Academic Progress Level of 1: All Students;



Economically Disadvantaged, Hispanic and Students with Disabilities. This indicator measures student growth on state assessments in ELA and math and applies to grades 4-8

- Learning loss associated with intermittent school quarantines and closures in 2020-2021 for all students, and particularly our most vulnerable students, including ELLs, students with disabilities and Economically Disadvantaged students

Another identified need K-8 is to increase NYSED assessment participation rates, as per the data, below:

- As per the 2017-2018 NYSED Report Card for the Brentwood UFSD, the participation rate for the state ELA exam was 41.3% (17,619), and the participation rate for the state Mathematics exam was 40.6% (17,600)
- During the 2019-2020 school year, Southwest Elementary School, Twin Pines Elementary School, and North Middle School were required to develop Participation Rate Improvement Plans (PRIPs). Southwest Elementary School and North Middle School were among the lowest 10% in the state. Hemlock Park Elementary School was also identified as a Potential Participation Rate Improvement Plan (PPRIP) school for the 2020-2021 school year

90% ARP High School Priorities

ARP priorities at the High School level include an increased focus on student social-emotional well-being and equity, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur, increasing graduation rates, and decreasing drop-out rates for “at-risk” youth, particularly for ELLs, where an achievement gap has been noted, as illustrated below. ARP resources will also support a significant and growing homeless and neglected student population.

Given the lack of recent state assessment data and the need to prioritize student’s social-emotional well-being as they fully transition back to school this year, data/information derived from SCEP student interviews and building-level equity self-reflection activities also helped to inform and shape 2021-2022 ARP priorities and goals.

Student Voice to Inform 2021-2022 ARP Priorities and Goals - Areas of Strength

Many themes emerged through the student interview process in our identified schools that suggest that we have made progress toward the vision, values and aspirations of the district. In all, 5 identified schools participated in the interview process, including:

- North Middle School, CSI
- East Middle School, CSI
- South Middle School, CSI
- Southwest Elementary School, CSI
- Hemlock Park Elementary School, TSI for Students with Disabilities



Interview protocols were customized by each school. Questions varied and included a range of topics, including students' perceptions of teaching and learning, student family life, student social-emotional well-being, race, racism, inclusion, diversity, implicit bias, and students' aspirations, hopes and dreams. While the district has a long way to go to bridge the gap between our current reality and the shared vision of our future, information derived from student interviews suggests we are moving in the right direction.

Of the many identified themes, students made it abundantly clear that they prefer learning at school as opposed to learning from home in a hybrid and/or fully remote environment. Many students spoke nostalgically and longingly for the welcoming and nurturing environment in place in BUFSD schools. Students indicated how deeply they missed their peers and the special school events that typically take place in Brentwood. Students, at all levels, mentioned the value and importance of relationships and social connections among and between students and faculty.

Students overwhelmingly indicated that they feel safe at school, cared for and protected. Many students expressed gratitude for their teachers and indicated appreciation for the encouragement that they regularly receive from them. Many students reported that there are adults at school that they can trust with their problems, and, that many staff members do in fact "get them." These conditions contributed to students' intrinsic motivation to pass their classes.

Students also expressed deep appreciation for all the school did to support them and their families throughout the pandemic, including providing a laptop, hot-spots/internet, books, tutoring, family-fun nights, and choice for how they might demonstrate mastery of content. Also, many students indicated that the changes in the way we taught this year improved their ability to learn, i.e., leveraging Microsoft TEAMS, chat, i-Ready, and having assignments available online. Finally, students generally expressed an understanding of and appreciation for diversity and inclusion and indicated a sincere desire to have more explicit conversations to ensure that their school is inclusive for all students and families.

Most students also spoke positively about the connection between their school and home/family life. Many students reported that their parents motivate them to succeed at school. Students also indicated that their parents are comfortable talking to and working with their school. While students clearly prefer to learn at school, many also indicated that they were comfortable working from home, where they could find all necessary supplies, had more time to complete assignments and had more choice among various tasks to complete.

Student Voice to Inform 2021-2022 ARP Priorities and Goals - Areas for Growth

Our conversations with students also revealed room for growth, while yielding specific information related to the challenges at hand. Of the many identified themes, it is clear that most students are concerned about transitioning back to school. Many students indicated they feel anxious, that they don't like speaking to people as much as they had in the past, and that



they have experienced a general loss of social skills. These feelings are evident in one student's candid observation that, "We can't interact with our friends like we used to. It makes me sad." Many students also expressed fear of being forced to wear masks again, as reflected in a poignant statement by one middle school student who said, "Wearing masks makes me feel sad and embarrassed because you have to ask multiple times what someone says."

The interview process also revealed that students want more of a voice for school-wide decisions as they pertain to academic and social/emotional learning. Some students reported feeling overwhelmed with a 'paralyzing' array of assignments and communicated a lack of pedagogical creativity. Some students felt that the pace of instruction was too fast, that there was not enough processing time, and that adults didn't consistently understand or value their opinions or perspectives. For some students, these dynamics resulted in a general sense that they do not feel like they have an active role in their own learning; and, that they do not feel a personal connection to the things they are learning. Finally, some students indicated that during the pandemic it was difficult to get academic assistance, that they wanted/needed more modeling and examples of how to complete remote assignments. They also expressed a sincere desire for more engaging learning activities when working from home or at school.

Other themes identified during student interviews were challenges associated with school and family/home life connections, including but not limited to COVID-related dynamics. As an example, some students indicated that they felt disconnected from the relationship between their classrooms and their experiences outside of school. Many students reported that while at home during hybrid and/or fully remote instruction, that there are too many distractions including video games, social media and laziness (we can relate). Also, some students reported that their parents need translators, and that often times, their parents call the school and nobody at the school can speak Spanish, so their parents hang up.

Other topics that came to the forefront from student focus groups were related to diversity and inclusion. Several students expressed concerns related to racism and/or implicit bias, indicating that their academic, social, emotional, and cognitive development may have been compromised by a narrow curriculum and limited opportunities to explore more diverse opinions and perspectives, both historical and contemporary.

While sobering, we find these courageous and authentic observations to be extraordinarily meaningful. Priorities, as reflected in our ARP budget and plan have been significantly informed by these insights. Generally, they include prioritizing transition back-to-school dynamics, keeping the establishment of relationships, rapport, and students' social-emotional well-being at the forefront of our minds and activities. Also, we will focus on ensuring that students have a greater voice in their academic and social-emotional learning, while striving to achieve greater student engagement. This will be done, in part, by prioritizing project-based, cross-curricula learning experiences that embed student choice and voice in how students explore and display knowledge. Finally, we are committed to providing spaces and experiences that are inclusive for all students, particularly for subgroups where inequities exist.



Aligning ARP Priorities to Improve Diversity, Equity, and Inclusion to Close Achievement Gaps – Identified Strengths

In all, 5 identified schools participated in the Equity Self-Reflection process, including:

- North Middle School, CSI
- East Middle School, CSI
- South Middle School, CSI
- Southwest Elementary School, CSI
- Hemlock Park Elementary School, TSI for Students with Disabilities

To establish common understanding and expectations, central office administrators facilitated a whole-group conversation with stakeholders from all five identified schools. The objectives of the meeting included unpacking the Equity Self-Reflection tool, exploring NYSED’s “How Learning Happens Messaging Framework”, including embedded/associated resources, and (re)orientating building-level staff to NYSED’s, “Culturally Responsive-Sustaining Education Framework.” Together, we also affirmed shared values, beliefs, and assumptions related to inclusion and diversity in the Brentwood UFSD. Facilitation protocols, including self-assessment analytical activities, were then customized by each school.

Several themes emerged through the Equity Self-Reflection process in our identified schools that suggest that we have made progress toward the vision, values and aspirations of the district. This is evident, for example, in school reflections pertaining to the “Welcoming and Affirming Environment” principle. NYSED defines a welcoming and affirming environment as, “a space where people can find themselves represented and reflected and where they understand that all people are treated with respect and dignity. The environment ensures all cultural identities (i.e., race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.” Several practices within this principle were consistently rated “integrating” and/or “sustaining” in participating BUFSD schools, including:

- Assess school climate using a variety of measures (i.e., surveys, interviews, focus groups, informal gatherings) to collect diverse stakeholder impressions and experiences using questions that consider issues of diversity, equity and inclusion
- Prioritize social-emotional learning programs, such as restorative justice
- Highlight materials that represent and affirm student identities; and
- Cultivate a school and classroom environment of affirmation and acceptance. Respond to instances of disrespectful speech about student identities by intervening

Two practices included as a part of the “Inclusive Curriculum and Assessment” principle were also consistently rated “integrating” and/or “sustaining” in participating BUFSD schools. These include:

- Incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered; and



- Use resources written and developed by racially, culturally, and linguistically diverse perspectives

NYSED defines inclusive curriculum and assessment as tools and resources that, “elevate historically marginalized voices. It includes opportunities to learn about power and privilege in the context of various communities and empowers learners to be agents of positive social change. It provides the opportunity to learn about perspectives beyond one’s own scope. It works toward dismantling systems of biases and inequities and decentering dominant ideologies in education.”

Aligning ARP Priorities to Improve Diversity, Equity, and Inclusion to Close Achievement Gaps – Areas for Growth

Data derivative of Equity Self-Reflection processes at the elementary and secondary levels indicate that the district is on the right path toward realizing our shared vision, values and aspirations. These processes also revealed potential for improvement, while yielding operational information that significantly informed SCEP commitments in identified schools.

An analysis of the “Ongoing Professional Learning and Support” principle is instructive. NYSED defines ongoing professional learning and support as being, “rooted in the idea that teaching and learning is an adaptive process needing constant re-examination. It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture and institutions. Learners must be self-directed and take on opportunities that directly impact learning outcomes.” Several practices included within this principle were consistently rated “emerging” in participating BUFSD schools. These include:

- Create learning communities (i.e., professional learning communities, book studies, discussion groups, online webinars, digital subscriptions) for teachers and students to engage in topics that directly address educator and student identities and understand and unpack privilege,
- Provide opportunities for all staff to receive training on topics related to diversity, equity, and inclusion (i.e., critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, and microaggressions, etc.),
- Support teachers in conducting cross-curricular culturally responsive-sustaining planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning; and
- Disseminate self-assessment tools and resources for educators to assess and reflect on their implicit biases

A key practice within the “Inclusive Curriculum and Assessment” principle, “Include students as co-designers of curriculum” was also consistently rated as “emerging” in participating schools. This finding represents convergent data when compared with information derived from student interviews, where students expressed a sincere desire to be more actively involved in the design of their own scholastic experiences.



NYSED defines the principle of “High Expectations and Rigorous Instruction” as the extent to which the school “prepare(s) the community for rigor and independent learning. The environment is academically rigorous and intellectually challenging while also considering the different ways students learn. Instruction includes opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Messages encourage positive self-image and empower others to succeed.” Two practices included within this principle were consistently rated “emerging” in participating BUFSD schools. These include:

- Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations; and
- Initiate student-led civic engagement projects and school-based student leadership opportunities

Again, these findings represent convergent data when compared with information derived from student interviews, where students expressed a desire to participate in more engaging learning experiences that are meaningful to their own lives.

Our entire BUFSD learning community finds these insights to be extraordinarily meaningful. Goals, as reflected in our ARP budget and plan have been significantly informed by these new learnings. Generally, they include prioritizing explicit instruction which teaches community members/families, staff, and students to be welcoming and inclusive. This includes providing training to staff, and instruction to students, on topics related to diversity, equity, and inclusion (i.e., critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, implicit bias and microaggressions, etc.). We are also committed to prioritizing teaching and learning practices that enables our students to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations. This will be accomplished, in part, by facilitating student-led civic engagement projects and expanding school-based student leadership opportunities.

ARP Commitments Derivative of Student Interviews and Equity Self-Reflection Processes

1. We will prioritize dignity and inclusion for all students, particularly for subgroups where inequities exist. This will involve the establishment of a district-wide Diversity, Equity, and Inclusion Committee (DEIC) comprised of all key stakeholder groups. The DEIC will be tasked with developing a comprehensive plan to ensure that the district creates spaces and experiences that are inclusive for all students
2. We will prioritize relationships, rapport, and students’ social-emotional well-being. This includes ensuring that students have a greater voice in their academic and social-emotional learning, while striving to achieve greater student engagement. This will involve training, including self-directed Professional Learning Experiences (PLE) that will “transform the classroom” in Brentwood. This includes the establishment of a Problem-Based, Technology-Infused, Lab-Classroom Project (PTLP) which will focus on the design



of problem-based, cross-curricula, technology-infused experiences for children within an explicit curricular framework.

BUFSD Bright Spots

Iterative and recursive data analysis reveals that the strategic deployment of recently received Title and emergency funds have had a positive impact on student achievement and growth in recent years. Examples of this impact, which are provided below, may be seen in the context of the English Language Proficiency (ELP) Indicator within the NYSED's current system of institutional accountability. The ELP Indicator measures the progress of ELLs in meeting their individual targets on the New York State English as a Second Language Achievement Test (NYSESLAT). A success ratio of 1.0 means that students did exactly as expected in terms of making progress towards English proficiency; greater than 1.0 is better than expected. Less than 1.0 is less than expected

- Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, still the most recent data available, the Black, African/American group received an ELP Level 4. Level 4 represents a success ratio of 1.25+
- Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for individual schools within the Brentwood UFSD, the following five schools received an ELP Level 3. ELP Level 3 indicates a success ratio of 1.0 – 1.24:
 - East Kindergarten
 - Pine Park Elementary School
 - Hemlock Elementary School
 - Southeast Elementary School; and
 - West Middle School
- Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for individual schools within the Brentwood UFSD, North Middle School received an ELP Level 4. ELP Level 4 represents a success ratio of 1.25+. This statistic is particularly noteworthy, as North Middle School was identified as a CSI school during the 2018-2019 school year

Other BUFSD Bright Spots include:

- Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, the following subgroups received a Performance Level of 3 or 4 for the Composite Performance Achievement Category: Asian (3), ELLs (4), Students with Disabilities (3), and White students (3). This indicator measures achievement on state assessments in ELA, math and science. Levels are assigned based on where a school ranks compared to all other schools in the state, as well as for comparable student subgroups. Level 3 indicates that the group is between the 50% and 75% percentile in the state, and Level 4 indicates that the group performed above the 75% percentile
- Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, the following subgroups received a Performance Level of 3 or 4 for the Average of 4, 5 and 6-year Graduation Rate: Asian (3), Black (4), and Students with



Disabilities (4). Level 3 indicates that the group is between the 50% and 75% percentile in the state, and Level 4 indicates that the group performed above the 75% percentile

- Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, the following subgroups received a Level 3 for the Combined Composite Performance Achievement & Graduation Rate category: Asian, Black/African American, ELLs and Students with Disabilities
- Pursuant to the NYSED's 2018-2019 ESSA report of institutional accountability for the Brentwood UFSD, all subgroups, with the exception of the Asian and White groups, received a Level 4 in the Chronic Absenteeism category. This is reflective of a positive district culture, and a place that students want to be

Although our schools face complex challenges due to the diverse needs of our constituents and the ongoing COVID-19 pandemic, bright spots, including but not limited to those identified above are reflective of the innovative systems that have been put in place to address student and community needs. An example of one such system is a unique Integrated Co-Teaching implementation model, whereby a certified English as a New Language (ENL) teacher co-teaches with a general education teacher for 60-90 minutes a day at the elementary level in classes with high concentration of ELLs. The BUFSD believes that the strategic deployment of ARP funds as outlined and detailed in this application as appropriate, will continue to have a positive impact on students and families in the Brentwood community. This will allow the BUFSD to fulfill its vision, specifically, to provide an inviting, innovative, and inspiring learning community for each student. To ensure progress, the BUFSD will utilize a mixed-methods goal setting approach to monitor ARP progress and effectiveness. This includes but is not limited to monitoring established NYSED accountability-based indicator goals, local ELA and math assessment data and survey data from key constituent groups.

The BUFSD's Plan to Use 20% of ARP Funds to Address the Academic Impact of Lost Instructional Time Through the Implementation of Evidence-Based Interventions

The BUFSD will use the funds it reserves under section 2001(e)(1) to address the academic impact of lost instructional time through the implementation of targeted academic and social-emotional programming as part of comprehensive evidenced-based interventions, i.e. summer enrichment, extended day, comprehensive afterschool programs, and/or extended school year programs. The BUFSD has designed such interventions to address the impact of COVID-19 on groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. Planned comprehensive, evidenced-based interventions include:

- Extended school day and Saturday programs to support groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care



- Adult continuing education programs in the evenings and on weekends, i.e., culinary, yoga and citizenship classes
- Summer Institute to support groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care
- After school and weekend programming for High School counselors to create Individualized Graduation Plans (IGPs) for groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care
- Post high-school planning for college and career readiness to support groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care
- Expanding summer job opportunities for groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care

Examples of targeted academic and social-emotional resources and programming that will be embedded as a part of the comprehensive evidenced-based interventions previously described, include:

- Bridge to Kindergarten supplies and materials to support at-risk youth, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care
 - Summer program to support transition from UPK to kindergarten for participating youth from Community Based Organization (CBO) UPK sites
- Providing mental health services and supports. Guest speakers to support students' social-emotional development
 - Economic Opportunity Council of Suffolk, and/or approved vendors
 - During summer enrichment, extended day, comprehensive afterschool programs and/or extended school year programs
- Providing mental health services and supports. Crisis Prevention Institute.
 - Crisis Prevention Institute (CPI). Classroom Culture Training is for school leaders and education professionals interested in fostering a positive culture within each classroom. This training provides practical techniques to implement consistent and sustainable standards that prevent, or mitigate the need for de-escalation interventions
- Elementary Swim Program to support at-risk youth, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care



- During summer enrichment, extended day, comprehensive afterschool programs, and/or extended school year programs
- Transportation for homeless youth and families to participate in summer enrichment, extended day, comprehensive afterschool programs and/or extended school year programs
- Providing mental health services and supports. Contract with Make the Road Foundation to support equity, diversity and inclusion
 - Make the Road New York builds the power of immigrant and working-class communities to achieve dignity and justice
 - During summer enrichment, extended day, comprehensive afterschool programs and/or extended school year programs
- Purchase of Fountas and Pinnell libraries for elementary buildings to support at-risk youth, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care
 - To be used during summer enrichment, extended day, comprehensive afterschool programs, and/or extended school year programs
- Textbook adoptions for English learners
- Teacher's College Units of Study at the elementary level to support at-risk youth, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care
 - To be used during summer enrichment, extended day, comprehensive afterschool programs, and/or extended school year programs

The BUFSD's Plan to Use Remaining ARP Funds

In Brentwood, we believe that our schools are a vital part of our community's well-being. As we approach the 2021-2022 school year, we are committed to operationalizing the valuable lessons the pandemic has taught us. This includes a deeper understanding of our responsibility to prioritize dignity and to provide spaces and experiences that are inclusive for all students, particularly for subgroups where inequities exist. Now, more than ever, we understand the importance of connections and community within our schools, and therefore will prioritize relationships within and among all stakeholder groups. In the face of enormous adversity this past year, we have marveled at the ingenuity and resourcefulness of our students, staff and community. As a result, we have reaffirmed our commitment to 1) make sure that student, staff, and family well-being remain central to our work; and 2) to provide each individual with all of the tools, resources and support they need to be successful.

Consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act, the BUFSD will spend its remaining ARP ESSER funds seamlessly to realize our district's vision: The Brentwood School District, in partnership with our community, will provide an exceptional education, build character, and empower all students to reach their full potential as life-long learners in a diverse, global society.



Specific expenses that round out our remaining ARP ESSER funds include:

- Providing scholarships for Teaching Assistants to obtain minimum employment requirements
- Offering supplemental support for teachers to acquire a TESOL license or Bilingual/special education extension
- Professional development for administrators to support at-risk youth, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care
- Increase the number of full-day UPK seats
- Charging stations for student laptop devices
- Rosetta Stone licenses for students, staff and parents
- Bertlitz course for staff
- New equipment, textbooks, and professional training for secondary technology departments
- Middle School novels to support at-risk youth, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care
- AQUOS Boards to support instruction for at-risk youth, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care
- Devices for teachers to support instruction for to support at-risk youth, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care
- Devices for new student entrants, including prekindergarten students

The BUFSD’s Plan to Address the Academic Impact of Lost Instructional Time on Students Disproportionately Impacted by the COVID-19 Pandemic

As noted throughout this application, the BUFSD has designed all ARP interventions, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, to respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students. In Brentwood, that is essentially our entire student and community population.

Community and Demographic Dynamics that Contribute to Student Need Identified in the ARP Plan and Budget

The Brentwood Union Free School District (BUFSD) occupies a total area of 16.6 square miles with a total population of 86,613. The BUFSD serves the largest suburban community on Long



Island⁴. The BUFSD's residents are 62% Hispanic and more than 74% non-White. Underlying those demographics, nearly 41% of the BUFSD's residents are foreign born – more than double the rate for Suffolk County overall. Of these new residents, 94% come from Latin America (55% Central America and Mexico, 20% Caribbean, and 19% South America), and a high percentage arrive as non-English speakers. More than 72% of children ages 5-17 come from Spanish-speaking homes, as do 62% of all residents ages 18+⁵.

The District is comprised of 11 elementary schools, four middle schools, one Freshman Center and one High School. As per P-12 student counts recorded in the New York State Education Department's (NYSED) Student Information Repository System (SIRS) in March 2021, the district serves a total of 17,989 students. The rich, cultural diversity of the BUFSD is reflected in student demographic data, which includes: 88% (15,891/17,989) Hispanic or Latino students; 8% (1,463/17,989) Black/African American students; 3% (495/17,989) White students; 2% (354/17,989) Asian students; 2% (379/17,989) Asian/Pacific Islander students; and 0.4% (75/17,989) American Indian or Alaska Native students.

A significant percentage of the student population (89% - 15,973/17,989) is classified as Economically Disadvantaged; 74% are eligible for free or reduced-price lunch (13,902/18,796)⁶; 1% (216/17,989) are considered Homeless, and .3% (48/17,989) live in foster care. In addition, there are currently 373 Students with Interrupted Formal Education (SIFE), 2,353 immigrant youth, and 592 refugee/unaccompanied youth currently enrolled in the BUFSD⁷. Finally, a total of 36% (6,423/17,989) of students are identified as English Language Learners (ELLs) and 15% (2,622/17,989) are classified as students with disabilities.

Cultural dynamics that impact student achievement include the myriad of languages spoken in the BUFSD. The top six languages represented in the District are Spanish (with dialects from El Salvador, Honduras, Colombia, Ecuador, Peru, Dominican Republic, Puerto Rico, Guatemala, and Spain), Haitian Creole, Twi, Hindi, Urdu, and Chinese/Mandarin⁸. A significant portion of the student population comes from homes with family members that have irregular immigration status. These destabilizing conditions, along with interrupted formal education and limited English language skills contributes to social isolation and other increased risk characteristics which present barriers to academic success. Even before COVID-19, Brentwood had Suffolk County's highest unemployment rate⁹. Nearly 17% of residents are estimated to lack health insurance, and more than 21% of the population receives coverage through Medicaid¹⁰.

⁴ Census Reporter, ACS 2019-1 year; data for Brentwood Union Free School District

⁵ Census Reporter, ACS 2019-1 year; data for Brentwood Union Free School District

⁶ Brentwood UFSD Eligibility by Application Report, NUTRIKIDS POS, 6/25/21

⁷ eSchool Student Management System, 8/16/2021

⁸ eSchool Student Management System, 8/16/2021

⁹ Suffolk County Department of Labor, 2016 Statistical Report

¹⁰ DataUSA, compilation of Federal & State Reporting; data for Brentwood, NY



Considered an "urban" suburban community, Brentwood is primarily a blue-collar town which has many "mom-and-pop" stores within densely clustered areas. Most residents, when employed, work in factory, maintenance or service industry jobs as many major employers have significantly downsized. Nearly a quarter of Brentwood families (22%) have a single female as head of household, often working multiple, low-paying jobs, leaving many children unsupervised during after-school hours and the summer months¹¹.

Brentwood also reports the highest rate of child abuse in Suffolk County, putting BUFSD students particularly at risk (Suffolk County Department of Social Services, 2016). According to UNICEF, children who are exposed to violence in the home may have difficulty learning and limited social skills, exhibit violent, risky, or delinquent behaviors, or may suffer from depression or severe anxiety¹². These risk factors contribute to attendance and discipline challenges.

The Brentwood UFSD was identified as a Target District (TD) under the NYSED's Every Student Succeeds Act (ESSA) system of institutional accountability for the 2018-2019 school year. The district was identified as a TD because the following four schools were identified as Comprehensive Support and Improvement (CSI) Schools: Southwest Elementary School; North Middle School; East Middle School; and South Middle School. In 2019-2020, Hemlock Park Elementary School was identified as a Targeted Support and Improvement School (TSI) for the subgroup of students with disabilities. Nine of the district's eleven elementary schools, one middle school, and Brentwood High School were all in Good Standing for the 2019-2020 school year. As per the impact of COVID-19, all TD, CSI and TSI identifications remain in effect for the 2021-2022 school year.

Given these dynamics, we are committed to serving students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students. That commitment may be seen in the ARP commitments and goals below:

ARP Commitments Derivative of Student Interviews and Equity Self-Reflection Processes:

1. We will prioritize dignity and inclusion for all students, particularly for subgroups where inequities exist. This will involve the establishment of a district-wide Diversity, Equity, and Inclusion Committee (DEIC) comprised of all key stakeholder groups. The DEIC will be tasked with developing a comprehensive plan to ensure that the district creates spaces and experiences that are inclusive for all students
2. We will prioritize relationships, rapport and students' social-emotional well-being. This includes ensuring that students have a greater voice in their academic and social-emotional learning, while striving to achieve greater student engagement. This will

¹¹ Census Reporter, ACS 2015-5 year; data for Brentwood, NY

¹² UNICEF, Violence Against Children, 2015



involve training, including self-directed Professional Learning Experiences (PLE) that will “transform the classroom” in Brentwood. This includes the establishment of a Problem-Based, Technology-Infused, Lab-Classroom Project (PTLP) which will focus on the design of problem-based, cross-curricula, technology-infused experiences for children within an explicit curricular framework

Our commitment to supporting traditionally underserved student populations is evident in the following two NYSED accountability-based goals in our ARP plan:

LEA GOAL #4: Close Achievement Gaps for English Language Learners (ELLs)

Goal: Grades 3-8 ELL students in the Brentwood UFSD will increase their ELA MIP from a baseline of 60.6, the most recently recorded on the NYSEDs report of institutional accountability for the BUFSD, to the state’s 2017-2018 MIP of 87.7 as recorded on the NYSEDs 2021-2022 report of institutional accountability for the BUFSD.

LEA GOAL #5: Close Achievement Gaps for Students with Disabilities

Goal: Grades 3-8 Students with Disabilities in the Brentwood UFSD will increase their ELA MIP from a baseline of 115.2, the most recently recorded on the NYSEDs report of institutional accountability for the BUFSD, to the school/district’s 2017-2018 MIP of 124.4 as recorded on the NYSEDs 2021-2022 report of institutional accountability for the BUFSD.

That commitment is evident in the dynamic types of data that were considered in the development of ARP priorities, including student voice and equity self-reflection data derivative of SCEP/DCIP processes. That commitment is evident in the exhaustive, longitudinal stakeholder input processes that informed plan and budget development. Finally, that commitment is evident in the all of the targeted academic and social-emotional programming that has been planned as part of comprehensive evidenced-based interventions, i.e., summer enrichment, extended day, comprehensive afterschool programs, and/or extended school year programs. These include, but are not limited to:

- Extended school day and Saturday programs to support groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care
- Adult continuing education programs in the evenings and on weekends, i.e. culinary, yoga, and citizenship classes
- Summer Institute to support groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care
- After school and weekend programming for High School counselors to create Individualized Graduation Plans (IGPs) for groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities,



English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care

- Post high-school planning for college and career readiness to support groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care
- Expanding summer job opportunities for groups of students disproportionately impacted by the pandemic, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children and youth in foster care

The BUFSD's Plan to Regularly Update the Plan for In-Person Instruction

Over the past 18 months, the BUFSD Superintendent of Schools has convened a committee (and sub-committees) to assist in the planning and implementation of a safe return to in-person instruction. On an ongoing basis, these committees contribute to the refinement of the strategic plan that addresses, in part, the process of cleaning and disinfecting schools and offices, our approach to social distancing, school schedule changes and the overall impact of the COVID-19 pandemic on teaching and learning. Our plan reflects the current work and best practice recommendations provided by the New York State Education Department's reopening guidance document, *Recovering, Rebuilding and Renewing: The Spirit of New York's Schools* (2020-2021), and NYSED's *Health and Safety Guide for the 2021-2022 School Year* (August 2021).

A central part of our re-opening committee work involves soliciting and utilizing stakeholder input to continuously inform and refine the plan. This includes engaging students, families, civil rights organizations (including disability rights organizations), school and district administrators (including special education administrators), private school UPK CBO's, teachers, principals, school leaders, other educators, school staff, and their unions; and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated and other underserved students.

Committees will continue to meet regularly, at least biannually through September 30, 2023, to consider revisions to the plan for return to in-person instruction. If the plan is revised, it will address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the district is revising its plan, each of the updated safety recommendations. In advance of bi-monthly committee meetings, the district will administer surveys to all key constituent groups, in sum; students, parents/families and staff members. The availability of survey's will be advertised broadly, in English and Spanish, the most predominant languages spoken in the district. Stakeholder input compiled from these surveys and through public Board meetings and workshops, as appropriate, will continue to help inform and refine changes to our strategic return to in-person plan.