

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

Introduction/Instructions - Background Information

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**Background Information**

PHELPS-CLIFTON SPRINGS CSD - 431301060000

**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

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other studies show that this strategy negatively impacts an outcome.

**Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies 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 that 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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**ARP-ESSER Application: State Reserves - ARP State Reserves**

Introduction/Instructions - Submission Instructions

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**Submission Instructions**

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**Directions for Submitting the Application:**

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

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

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

*Office of ESSA-Funded Programs - Rm 320 EB*

*RE: ARP-ESSER Application – State Reserves*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234*

**Deadline for Submitting the Application:**

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

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Assurances - Assurances

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**ARP-ESSER State Reserve: Assurances**

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

YES, the LEA provides the above assurance.

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

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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Assurances - Assurances

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

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Assurances - Assurances

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

YES, the LEA provides the above assurance.

14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

YES, the LEA provides the above assurance.

15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.

YES, the LEA provides the above assurance.

16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

YES, the LEA provides the above assurance.

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

ARP-ESSER State Reserves - State Reserves Intent to Apply

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

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

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Karl Dubash	kdubash@midlakes.org	12/13/2021
LEA Board President	Jacob Amidon	jamidon@midlakes.org	12/13/2021



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

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

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**ARP-ESSER State Reserve: Consultation**

1. **An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.**

**In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.**

An initial overview of all ARP and CRRSA funding was presented at a Public Form on June 6, 2021. At that time the three categories within the ARP-ESSER state reserves were shared publicly, but more information regarding the application process and requirements was needed. In July, the district engaged in Strategic planning with the support of the University of Rochester's Warner School of Education as facilitators. The group met from July 13th through July 15th, 2021 and included the following representatives:

- 2 Students (1 junior and 1 senior, of which one is a former ELL working toward the Seal of Biliteracy and the other a sibling of a student with a disability)
- 3 Parents (1 was a parent of students with disabilities)
- 1 Reading Specialist
- 2 Elementary Classroom Teachers
- 1 Secondary Math Teacher
- 1 Special Education Teacher
- 1 Social Worker
- 1 School Nurse
- 1 Administrative Assistant
- 1 Board of Education Member
- 2 Principals
- 3 Directors (Special Programs, Curriculum & Instruction, PE/Health/Athletics)
- Superintendent of Schools

Committee members presented to the Board of Education at the September 20, 2021 meeting. Adjustments were made based on feedback from various stakeholders and a final draft was then presented and approved by the Board of Education at their meeting on October 18, 2021 and has been posted on the district website: <https://www.midlakes.org/domain/2228>. The Strategic Plan was utilized in the development of both the ARP-ESSER Part 2 application and this ARP-ESSER State Reserves application.

In addition, in November of 2021 a survey was shared with stakeholders, including parents/families, community residents, faculty/staff, students, community business owners, etc. asking for their input with regard to the use of funds for after school programming, summer learning and enrichment programming, and overall evidence-based strategies to address learning loss due to lost instructional time during the COVID-19 pandemic in order to prioritize items in the ARP-ESSER State Reserves application. The results of the survey were utilized to create a comprehensive plan that was then presented to the Board of Education at the December 13, 2021 meeting (173 respondents included 12 students, 124 parent/guardians, 50 faculty/staff, 14 local business owners, and 38 alumni - some respondents counted in multiple categories). Over the next 3 years the district will collaborate with the Parent-Teacher Organization and utilize multiple teams and committees as well as stakeholder surveys to continue to engage and inform stakeholders of progress as well as drive decision-making.

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

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

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

The initial ARP-ESSER plan was presented at a public hearing on June 8, 2021. The link to the presentation can be found posted on our website: <https://www.midlakes.org/domain/2212>

Once approved, copies of the final ARP-ESSER Part 2 application and the ARP-ESSER State Reserves application (including the budgets and budget narratives) will be posted to this same website. Printed copies of both will be made available to those who request it.

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

The district has begun using a K-12 PowerBI dashboard for the 2021-2022 school year to help identify students' needs and gains, including attendance, discipline, course grades, and screening results for reading, math, and social-emotional needs. This dashboard is being utilized as part of a comprehensive MTSS plan that has been implemented for the first time this school year.

General information is shared with families in multiple ways through Blackboard Messenger calls, the district website and social media, SeeSaw K-6, Schoology 7-12, email, standard mail, and sending papers home with students. As needed, messages are provided in the home language as well as English if the platform does not have translation capabilities built in (the website and SeeSaw, for instance, have this capability already and parents have been provided with information on how to use the translation functions).

In addition, at the K-6 level, students receive report cards on a trimester schedule. Parents/families are encouraged to attend parent-teacher conferences in the Fall and Spring and are provided the option of in-person or through Zoom. Interpreters are provided for families who need them. At all levels K-12, individual families are contacted, including by phone, to discuss concerns or set up individual conferences on an as-needed basis. Finally, the district already partners with many community groups to provide services or refer families to services as needed. For instance, a Family Support Center is offered after school hours for short-term family or individual student counseling in conjunction with our local BOCES, but held on our school campus. A brochure can be found here: <https://www.midlakes.org/cms/lib/NY50000111/Centricity/Domain/14/FSC%20Rack%20Card%20for%20Print.pdf>

The district employs 3 FTE social workers and a part-time School Resource Officer who, along with other knowledgeable staff, help families connect with local Food Cupboards, Housing options, Medical/Mental Health Services, and Daycare options (some of which are available on the school district campus). More information can be found, and is continuously updated, here: <https://www.midlakes.org/Page/4463>

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

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

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

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

The district has worked with Edutech at our WFL BOCES to build a PowerBI dashboard that we are piloting for the 2021-22 school year. This is pulling data from several sources into one comprehensive suite of dashboards that includes enrollment, demographics, attendance, behavior, and academics. In addition, each grade level K-12 has its own MTSS dashboard that includes for each student their data related to reading, mathematics, and social-emotional screeners/benchmark assessments as well as their attendance, behavior, and current course grades. The dashboards can be filtered to look at subgroups including students from low-income families, students of color, English learners, and children with disabilities. The district has created MTSS data flow charts for helping to determine which students need which interventions and is implementing data meetings with various teams across the district to regularly review data, including progress monitoring of students in order to adjust interventions as needed throughout the year. Samples of the dashboards can be found here: [PowerBI Dashboard Samples.docx](#)

In addition, our work in July of 2021 with a group of 20 representative stakeholders for Strategic Planning included a comprehensive needs assessment in partnership with the University of Rochester's Warner School of Education. This group helped to create a 5 year plan addressing the needs of all students, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Our data dashboard will be used in conjunction with the Strategic Plan to guide decision-making as individual students are identified based on a multitude of measures. Strategic Plan tasks include (this is not a complete list, but highlights those connected to specific subgroup work):

- To review progress and next steps needed for implementing findings and recommendations regarding the special education review conducted by the University of Rochester Warner School
- To investigate strengths and weaknesses in subgroup data on state assessments
- To investigate root causes behind lack of success for specific subgroups (as identified in analysis)
- To provide professional development and implement strategies to address specific student needs (as identified in analysis)
- To research presentation opportunities on relevant topics including local and regional resources for educating the Midlakes community on diversity and inclusion (as related to all subgroups, but particularly specific to our largest subgroups: economically disadvantaged students, students of color, ELLs, children with disabilities, and students experiencing homelessness)
- To educate staff on diversity within the district population
- To investigate barriers to the engagement and inclusion of specific subgroups
- To encourage a staff book read with DEI titles
- To provide timely inservice training for all staff on appropriate DEI topics
- To ensure that communications are accessible and understandable by all
- To empower students to identify programs and topics to bring forth which will reinforce district DEI practices
- To review and revise policy and handbooks to ensure inclusivity of all students
- To ensure TIG and other interventions that promote equity and protect the dignity of all
- To evaluate the effectiveness of implemented professional development

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

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

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

In implementing our new MTSS Plan we anticipated we would need additional Reading and Math Specialists to support gaps in student learning by providing evidence-based interventions. We currently use Title I funds for salaries of 2 Math AIS and 1 Reading teacher. Our approved CRRSA application included an additional K-6 Reading Specialist, a 7-12 ELA AIS teacher, a K-6 Math AIS teacher, a 7-12 Math AIS teacher, and a 7-12 Special Education teacher. In addition, a K-6 School Counselor and K-6 School Psychologist were added with the approval of the CRRSA application to address the growing social-emotional and mental health needs of our students. All of these positions were approved for 2 school years spanning September 2021-June 2023. We would like to extend these positions through the 2023-2024 school year and add an additional 7-12 Math AIS teacher (for the remaining 2.5 school years) based on our Fall 2021 screening data (showing for example that grades 7 and 8 had approximately 50-60% of students identified at Tiers 2 and 3 for Math, while SEL and Reading data were closer to 20-30% at these tiers). We would like to purchase skill cards, take home bags, and leveled libraries for increased family engagement with our core literacy program K-5 from the American Reading Company, in addition to updated instructional frameworks and additional thematic text sets for the research units in order to expand on the literacy program we began implementing in Fall of 2019 prior to the start of the pandemic (we saw reading growth at all grade levels from Fall 2019 to Jan 2020). We would also like to create a committee for evaluating our current core math curricula K-12, as well as other evidence-based options, in order to adopt and implement either updated versions of our current curricula or brand new curricula prior to September of 2024. In terms of SEL, we would like to purchase the Rhithm app for all students K-12, an emoji based app for daily, age-appropriate check-ins. It utilizes student information to provide age-appropriate mindfulness activities, track data for immediate follow-up and analysis of class, grade level, and schoolwide trends. In addition, we have a growing population of English Language Learners and have been largely unsuccessful in our hiring process to get bilingual applicants for staff openings, including our 4 ENL teacher positions. Hence, we rely heavily on the use of interpreters and translation services through our BOCES or contracts with private companies. We would like to expand these services through hiring or additional contracts in order to better meet the needs of our families, which is also prioritized in our Strategic Plan developed in July 2021 with stakeholder participation. Other Strategic Plan initiatives include continued MTSS work with data-driven protocols and evidence-based interventions, positive behavioral interventions and supports (PBIS), and restorative practices. Hence, we are also prioritizing these areas to comprehensively address the impact of lost instructional time. Professional development in these areas for all staff, including bus drivers, food service workers, secretaries, instructional staff, etc. will be consistently implemented and continually revisited/refreshed over the next 2 school years in partnership with Ali Hearn Coaching & Consulting who has worked with our region, most currently through NYS CS-TAC. Finally, students in grades 1-3 have shown dramatic gaps in literacy skills with 77%, 69%, and 66% respectively at Tiers 2&3 based on our Fall 2021 screening data. In addition to the supports we already have described and in light of the fact that we have close to 50% of our students from economically disadvantaged backgrounds, we would like to purchase 12 books for each student in these three grade levels to choose each year prior to summer break for the next 3 years to keep for their home libraries, based on research demonstrating "an increase in students' reading achievement by 35-40% of a grade level, three years after random assignment" ("*Evidence Summary for Annual Book Fairs in High-Poverty Elementary Schools*", Laura and John Arnold Foundation, *Social Programs That Work*, Nov 2017).

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

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Integrated Social Emotional Learning	167,670	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>For the 2021-22 and 2022-23 school years we added a K-6 School Psychologist and a K-6 School Counselor anticipating the approval of our CRRSA application. We would utilize ARP-ESSER State Reserves to continue these positions through the 2023-2024 school year. These positions will help provide additional integrated social-emotional learning opportunities. They regularly co-facilitate Tier 1 lessons from Character Strong that we have aligned to NYS SEL Benchmarks during the SEL block each classroom has once every four days in their schedule:</p> <p><a href="https://characterstrong.com/bundles/et/cs/pdf/Overview%20of%20the%20Evidence%20Supporting%20CharacterStrong.pdf">https://characterstrong.com/bundles/et/cs/pdf/Overview%20of%20the%20Evidence%20Supporting%20CharacterStrong.pdf</a>.</p> <p>They also meet with small groups for skill-specific counseling sessions identified through our SEL Screener within FastBridge (<a href="https://education.missouri.edu/ebi/2014/03/03/social-academic-and-emotional-behavior-risk-screener-saebrs/">https://education.missouri.edu/ebi/2014/03/03/social-academic-and-emotional-behavior-risk-screener-saebrs/</a>). They will analyze data from the Rhythm app to identify students who need additional in-person follow-up as well as classrooms that may need additional support. In working with our social workers, these key staff members will also address the needs of specific students who may have disabilities, be English learners, be experiencing homelessness, be in foster care, be from migratory families, or be from other underserved groups.</p>
High Dosage Tutoring Programs	581,700	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>The additional intervention positions, including benefits, for K-6 Reading, K-6 Math, 7-12 ELA, 7-12 Math, and 7-12 SpEd for one more year after CRRSA funding expires (2023-2024) as well as a 7-12 Math AIS position for the remaining 2.5 years (2021-2024) will provide individual and small group interventions (no more than 5 students per group) utilizing evidence-based intervention materials during school hours (materials have been purchased from a combination of sources, including anticipated purchases with ARP ESSER Federal Funds). In addition, qualified staff will be paid at the hourly contractual rate (~\$35) to provide tutoring outside of regular school hours over the 2021-2023 school years for up to 2,314.23 total hours for students who meet district MTSS benchmark requirements for such tutoring at no cost to families. Additional students who are english learners, experiencing homelessness, in foster care, involved with juvenile</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				justice, or other unique circumstances will also be given consideration for such tutoring services if a need is demonstrated (student is not progressing or is showing regression, for instance).
Restorative Practices	270,280	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>As part of our Strategic Plan, we have rolled out our new MTSS Plan K-12 in the Fall of 2021. As part of this work we have partnered with Ali Hearn (national speaker, trainer, coach, and former school social worker) through previous work in our region (WFL BOCES and Central/Western NY Community Schools Technical Assistance Center) and would like to contract with her for 2 years of comprehensive work around MTSS, including training and coaching in implementing Positive Behavioral Interventions &amp; Support as well as Restorative Practices.</p> <p>In addition, we have noticed a decline in engagement and academic skills among our 9th through 11th grade students, as well as an increase in social-emotional needs of these students (30-40% at Tier 3 overall on our MTSS dashboard, in comparison to grades 7, 8 and 12 having 10-15%). We would like to partner with the BARR Center (Hazelden Publishing) to implement their evidence-based model, potentially starting with a group of at-risk 9th graders, which focuses on relationships and data (<a href="https://barrcenter.org/results/">https://barrcenter.org/results/</a>).</p> <p>Finally, representatives from our MTSS teams (including some administrators) would like to attend the Resilience &amp; Equity Conference in May 2022 that will be held at Syracuse University and feature keynote sessions and collaborative work time with Ali Hearn as well as other leading experts in the field as we work toward our Strategic Plan goals regarding DEI, PBIS, and Restorative Practices. These initiatives will help support all students, but will most help our students impacted by COVID-19 and other factors beyond their control.</p>
Community Schools Model Programming	45,024	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved	<p>Due to the growing population of English Language Learners in the district and the lack of bilingual ENL teachers, we will expand our services to support our families through additional contracts with bilingual interpreters, expanded outreach initiatives with the interpreters (such as home visits or individualized survey calls), and additional attempts at recruiting bilingual staff as part of our hiring processes (as described in section B-1 of "Addressing the Impact of Lost Instructional Time Using COVID-19</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			Students <input type="checkbox"/> None of the Above	<i>Response Funding (NYSED, Nov 2021)".</i>
Other Evidence-Based Intervention (Tier I, II, III, or IV)	537,560	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>We have adopted new ELA curricula across K-8 as well as evidence-based reading interventions for Tiers 2 and 3 (using local funds and anticipating use of ARP ESSER Federal funds). To complement this curricula work, we would like to partner with Keys to Literacy to provide PD for all K-12 instructional staff regarding evidence-based strategies and common language that is curriculum agnostic over the 2022-2024 school years, with the option to continue the work through other funding sources if available. K-3 teachers would focus on the foundational reading and writing components while teachers at grades 4-12 would focus on vocabulary, comprehension, and writing across all content areas:</p> <p><a href="https://keystoliteracy.com/about/results/">https://keystoliteracy.com/about/results/</a></p> <p>In addition, core math curricula need to be reviewed for effectiveness as well as cultural responsiveness with groups of stakeholders and a determination made as to whether to purchase updated materials from Eureka Math/Great Minds or to switch to a new curricula (such as McGraw-Hill's Every Day Math K-5 and Illustrative Math 6-12, which receive positive reviews on EdReports). For now, we have budgeted based on a quote from McGraw-Hill since we currently partner with them for other content area curricula.</p> <p>Also, with increased gaps in literacy for our students in grades 1-3, we would like to replicate the work described in "Evidence Summary for Annual Book Fairs in High-Poverty Elementary Schools", Laura and John Arnold Foundation, Social Programs That Work, Nov 2017)" by purchasing each student 12 books in grades 1-3 prior to summer break each year for 3 years. We will include bilingual books and books that are culturally responsive in the options from which students can choose, and collaborate with families to hopefully spark a love of reading that lasts a lifetime for our students.</p> <p>Moreover, we would like to cover the costs of dual enrollment options for students in our Middle/High School who take AP and Gemini courses for college credit. This will benefit our students and families from poverty most, but will hopefully encourage all students to take advantage of such opportunities to get college credits while still in high school at no cost.</p> <p>Finally, our current contract with the faculty</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				association includes grade level and department chairs, but does not include chairs for ENL, Math AIS, or Reading K-12. We would like to add these three positions to help strengthen the alignment and support given to teachers in these areas as they are critical to students who have been negatively impacted the most by lost instructional time during COVID. Beginning in the 2024-2025 school year we would look to move these positions to our local budget and make them part of our faculty association agreement.
Curriculum-Aligned Enrichment Activities	81,580	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Expanding our offerings to include more enrichment activities, clubs, and opportunities is part of our Strategic Plan. We would like to offer STEAM camps, sports camps, and other similar options before/after school, during school breaks, and especially during summer that would be open to all students (based on grade level bands, as appropriate). We would like to include options that engage our most underserved students and those who are least connected or involved in our current offerings. One area we would like to include is Lego Robotics ( <i>Souza, Isabelle &amp; Andrade, Wilkerson &amp; Sampaio, LÃ-via &amp; Oliveira, Ana Liz &amp; Araujo, Souto. (2018). A Systematic Review on the use of LEGO® Robotics in Education</i> ), which would include the purchase of materials and PD, and aligns to the new Computer Science & Digital Fluency Standards. Stakeholder input would help to determine other offerings, such as a Running Club and Horticulture Club that have not been offered before, but for which there is interest. These activities would be coordinated by a newly created MTSS/Community Schools Director that is listed under the "Comprehensive After School" section part of this application.

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.

The district's new PowerBI data dashboard will be utilized to track student data at the individual, grade level, building, and district level regarding attendance, discipline referrals, course grades, and MTSS Tiers related to SEL, Reading, and Math. For each of the planned interventions above, key data points will be identified that will be tracked with the dashboard to monitor effectiveness. In addition, stakeholder surveys and focus groups will be utilized to obtain more qualitative data as appropriate. At least every 6 months the program plan will be reviewed by the Director of Curriculum & Instruction and the Community Schools/MTSS Director in conjunction with the administrative team and various other stakeholder groups as identified in the Strategic Plan. Adjustments that are made based on evidence/data will be communicated through a variety of ways: posted to the district website, shared on social media, phone calls, emails, and/or paper mailings such as the district newsletter, as appropriate.



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

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

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**5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Fiscal Information**

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

*Office of ESSA-Funded Programs – Rm 320 EB*

*RE: ARP-ESSER Application - State Reserves*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234*

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5884-21-XXXX.

**PLEASE NOTE** - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

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

	Amount
LEA Allocation	1683815
Anticipated Number of Students Served	1550
Anticipated Number of Schools Served	2

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

ARP ESSER STATE FS10 Time Loss updated Feb 8.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.**

ARP ESSER State Time Loss updated Feb 7.pdf

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

ARP-ESSER State Reserves - Comprehensive After School

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

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

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

As a district we have had various components that are typical of a Community Schools Model, but not a coordinated, full-service Community School program. For instance, we have before/after school programming for students in grades K-6 offered in our Elementary school in partnership with the Clifton Springs YMCA. Prior to COVID-19, we also had an after school program in our Middle/High School for students in partnership with the Phelps Community Center. We currently offer a Family Support Center on school grounds in partnership with WFL BOCES that provides free, confidential, short-term counseling for students and their families and we regularly host free dental cleanings/screenings for elementary students. It is our intent to utilize funds to create a Community Schools/MTSS Director. This position would conduct a needs and assets assessment, be the liaison for partnerships with community organizations, be a resource to families, and be tasked with organizing services (including recreational programming, optional enrichment activities, counseling or tutoring after hours, etc.). They would utilize resources from the Central/Western NYS Community Schools TAC and coordinate training for staff as needed with the district's Director of Innovation and Professional Development (current district employee).

In their role as MTSS/Community Schools Director, the person would coordinate which students were receiving which interventions (MTSS data), monitor progress of individual students, and provide training as necessary. New professional staff positions were added with CRRSA, including a school psychologist, school counselor, reading specialist, special education teacher, and multiple teachers for Math and ELA AIS. The Director would help them to manage caseloads and connect them with Professional Development options that were included in our ARP ESSER Part 2 application (University of Rochester Warner School Math PD, FastBridge Assessment and Progress Monitoring PD, American Reading Company Core ELA PD, and Reading Horizons Intervention PD). Hourly rates for teachers participating outside of normal contractual hours were included in the ARP ESSER Part 2 application as well.

Finally, as an additional resource for our 7-12 students who tend to be more reluctant to engage in on-campus supports or have schedules due to work and family obligations that don't allow for taking advantage of these offerings, we would like to provide access to online tutoring through Paper (<https://paper.co/impact>) for all 7-12 students 24 hours per day, 7 days per week. Students currently have 1:1 iPads and the district provides wifi hotspots through loan for those families who need it. Providing access to online, on-demand tutoring anytime will provide students opportunities to get feedback on papers they've written or receive support in any content area classes late at night or over weekends when they have the time to connect with a tutor (a reliable source).

- 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
Community Schools	247,168	<input checked="" type="checkbox"/> Primary	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities	A Community Schools/MTSS Director, including benefits, would help "coordinate and lead

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Model Programming		<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>partnership and engagement efforts and the integrated services that the school provides" as described in question 10 on page 13 of the FAQ document "<i>Using American Rescue Plan Funding to Support Full-Service Community Schools &amp; Related Strategies (USDE, July 2021)</i>". They would lead a comprehensive assets and needs assessment (question 11 on pages 13-14 of the same document). This "assessment process can also inform programming and other actions of a full-service community school" (such as the Catch curriculum from Cornell Cooperative Extension: <a href="https://catchinfo.org/research/the-cdc-model/">https://catchinfo.org/research/the-cdc-model/</a>) and adult/parent trainings (will vary depending on findings from the needs assessment, but could include CTE classes, parenting classes, GED, etc.). The MTSS/Community Schools Director would coordinate these services, communicating with families and staff as needed.</p> <p>In addition, as part of the integrated services to be offered, the MTSS/Community Schools Director will coordinate building level services in the areas of Counseling, Occupational Therapy, Physical Therapy, and Speech-Language services to be offered after school for up to 1080 hours by June of 2024. These services will be available for all students who need them, but will help our underserved students and those impacted by COVID-19 the most.</p>
High Dosage Tutoring Programs	72,953	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>In partnering with Paper (<a href="https://paper.co/impact/">https://paper.co/impact/</a>), we would like to offer students in grades 7-12 free, online tutoring through June of 2024. At that time we would evaluate whether to continue using the program, renewing through the use of other funding sources such as BOCES. Paper provides feedback on essays as well as support 24/7 in content area classes. Students can use their school-provided ipads and utilize the adaptive tools such as text-to-speech to access the program as needed. The company also provides bilingual tutors in Spanish and Mandarin, the two predominant home languages of our students who are english learners or former ELLs. Students whose families lack transportation and struggle to meet other basic needs would often not be able to take advantage of in-person after school services, so this would help provide equity.</p>
Curriculum-	16,650	<input checked="" type="checkbox"/> Primary	<input checked="" type="checkbox"/> All Students	<p>Our faculty association contract Appendix C outlines</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Aligned Enrichment Activities		y <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	stipends for teachers for clubs and extracurricular activities. As part of our Strategic Plan we are collecting input from students and staff regarding additional clubs and activities of interest to try to further engage students, especially those who are not involved in any sports or extracurricular activities currently. We would like to offer new clubs/extracurriculars such as Robotics, Horticulture, Running, etc. that occur before or after school and would utilize these funds to pay stipends aligned to the faculty association contract through June 2024. At that time we would find other funding sources or look to incorporate them into the local budget as part of the contract going forward (based on data regarding participation rates, improved academic or SEL outcomes for students, and stakeholder satisfaction surveys, especially for those students most impacted by COVID-19 or representative of traditionally underserved groups).

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

The district's new PowerBI data dashboard will be utilized to track student data, including individual student data for those participating in any components of comprehensive after school programming (and their growth in academics, attendance, and behavior/social-emotional components can be compiled and compared to students who are not participating in those components in order to help determine effectiveness). At least every 6 months the Community Schools/MTSS Director will meet with the Director of Curriculum & Instruction and other stakeholders (administrators, community partners, enrichment activity providers, tutors, etc.) to review data and plan adjustments as needed. Stakeholder surveys will be used periodically to gather input from larger numbers of people. Any adjustments will be communicated through a variety of ways: posted to the district website, shared on social media, phone calls, emails, and/or paper mailings such as the district newsletter, as appropriate.

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

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

*Office of ESSA-Funded Programs – Rm 320 EB*  
*RE: ARP-ESSER Application - State Reserves*  
*New York State Education Department*  
*89 Washington Avenue*  
*Albany, NY 12234*

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5883-21-XXXX.

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

ARP-ESSER State Reserves - Comprehensive After School

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Page Last Modified: 02/07/2022

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	336772
Anticipated Number of Students Served	1000
Anticipated Number of Schools Served	2

5.

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

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

FS-10 - ARP ESSER State Reserves - After School.pdf

6.

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

ARP ESSER State After School Dec 2021.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

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

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

Our district has traditionally offered summer school programming for students in grades K-12 with a focus on reading and math skills (as well as Regents Prep at 7-12). We would like to expand these offerings to include enrichment activities open to all students, social-emotional learning, and a more evidence-based academic program consisting of smaller student:staff ratios. Curricular materials that are evidence-based began to be purchased with local budget funds prior to COVID-19 and additional materials are planned to be purchased with ARP ESSER Federal or State Reserve funds. For example, after adopting and implementing the American Reading Company's core curriculum K-5 in 2019-2020, we discovered students were making gains in overall reading levels prior to March of 2020. However, since March of 2020 we noticed students demonstrating more gaps in phonemic awareness and writing skills while learning remotely or in hybrid models. Hence, we began purchasing materials to address these areas of concern, including Heggerty materials for phonemic awareness and 6+1 Traits of Writing materials to implement in our summer program. In terms of enrichment, we have traditionally offered musical instrument lessons in the summer for a fee to families. We would like to purchase additional instruments and cover the costs of lessons for all families in order to make this opportunity more easily accessible to our neediest students. In addition, we would like to host a one-week Camp Invention (STEM Camp) for any interested students in grades K-6 (<https://www.invent.org/programs/camp-invention>) in the summer of 2023. We would provide training from the National Inventors Hall of Fame and host Camp Invention on our campus, hoping to recruit current staff who will continue to build upon positive relationships with our students.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	252,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System	For our K-12 Summer Learning programs we would adjust the structure to be aligned with the evidence regarding high dosage tutoring and quality summer school programming: students would receive instruction in reading and math in small groups daily with a student:staff ratio of 5:1 or less for 30 minutes or more, in addition to an overall minimum of 1 hour each daily devoted to reading and math through the Summer of 2024. We have budgeted for 30

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	teachers for 4 hours per day, for 4 days per week, for 5 weeks, and would incorporate our K-12 SEL curriculum into the day (Character Strong). ENL Teachers, Special Education Teachers, and Reading/Math AIS specialists would be included in programming and able to address the needs of individual students most impacted or traditionally underserved.
Curriculum-Aligned Enrichment Activities	78,909	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	As part of the enrichment options offered, interested staff would be trained to provide a week-long K-6 STEM Camp in August of 2023 after the conclusion of the traditional summer school programming ( <a href="https://www.invent.org/programs/camp-invention">https://www.invent.org/programs/camp-invention</a> ). In addition, musical instruments would be purchased in order to expand our instrumental lesson offerings to students who may not be able to afford purchasing or renting instruments each summer. For all participating students, lessons would be paid for with these funds in order to make the opportunity more accessible for all students, especially those from economically disadvantaged backgrounds.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	5,863	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	In addition to evidence-based materials already purchased with local district funds or anticipated with ARP ESSER Federal funds, we would like to cover the purchase of Heggerty materials ( <a href="https://heggerty.org/research/">https://heggerty.org/research/</a> ) and 6+1 Traits materials ( <a href="https://files.eric.ed.gov/fulltext/ED527445.pdf">https://files.eric.ed.gov/fulltext/ED527445.pdf</a> ) for summer programs K-6 that meet student needs identified since March 2020.

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.

The district's new PowerBI data dashboard will be utilized to track student data, including individual student data for those participating in any components of summer learning and enrichment programming (and their growth in academics, attendance, and behavior/social-emotional components can be compiled and compared to students who are not participating in those components in order to help determine effectiveness). Each August or September the Director of Curriculum & Instruction and Community Schools/MTSS Director will meet with stakeholders to debrief on that year's summer learning and enrichment programs to review data and plan adjustments as needed for the following year. Surveys and focus groups with students and families as well as instructional staff will be utilized as needed to gather more qualitative data. Any adjustments will be communicated each May/June for that summer through the registration process, and also through a variety of ways: posted to the district website, shared on social media, phone calls, emails, and/or paper mailings such as the district newsletter, as appropriate.

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

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

*Office of ESSA-Funded Programs – Rm 320 EB*

*RE: ARP-ESSER Application - State Reserves*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234*

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5882-21-XXXX.

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

	Amount
LEA Allocation	336772
Anticipated Number of Students Served	500
Anticipated Number of Schools Served	2

- 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.**

ARP ESSER STATE FS10 Summer Feb 4 update.pdf

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

ARP ESSER State Summer updated Feb 4.docx