

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

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Background Information

LETCHEWORTH CSD - 670401040000

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 which supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align with the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's [ARP ESSER webpage](#) and in the Document Library.

Project Period

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

Project Number

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

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

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

Submission Deadline

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

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

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

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Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

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

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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.

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ARP-ESSER State Reserves - State Reserves Intent to Apply

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ARP-ESSER State Reserves: Intent to Apply

If an eligible school district does not 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	John Novak	jnovak@letchworth.k12.ny.us	12/13/21
LEA Board President	Merrit W. Broughton	pbroughton@letchworth.k12.ny.us	12/13/21

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ARP-ESSER State Reserve: Consultation

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

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

The initial plan was designed based on the input of multiple stakeholders and district goals, as outlined by the Board of Education. Once drafted, the plan was distributed to the district listserv and the all district stakeholders via Blackboard Connect for an open comment period. A public hearing was held on June 21, 2021 in conjunction with a scheduled BOE meeting at which stakeholders attended and asked questions. Once approved by the BOE, the plan was again distributed to stakeholders and the school community. Since then, a stakeholder meeting has been held to discuss the initial plans and make any appropriate adjustments to spending plans, timelines, and general allocations based on how the 2021-2022 school year has started. Our stakeholder group was made up of school administration, representation from both the teaching unit and support staff units, and the Director of Facilities in conjunction with the Board of Education. Several members also represented parents in the district. As we continue working on best allocating funds for our students and schools, the stakeholder group will expand based on student leadership that join the conversation.

- 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.**

<https://www.letchworth.k12.ny.us/Page/4363>

All budget documents will be added to the link upon approval.

- 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.**

As the district progresses through the funding period, stakeholders and community members will be provided updates via the district newsletter and our online messaging platform, ParentSquare. Highlights of programmatic opportunities and changes will be shared to inform, educate, and promote to students and families. Our MTSS team, along with the building- and district-level administration, will continuously assess student needs and the achievements made as a result of these program adjustments and additions. That data will be regularly reported back to the BOE in public meetings announced in the community, and those reports will be made available on the district website for review.

Our district's use of ParentSquare to communicate with parents and families will further engage them to build connections at home to events and lessons in the classroom. Our plan to establish a building-level instructional coach for elementary, middle and high school provides an opportunity for faculty to learn new and powerful ways to engage every family in the learning process. To train and support our entire district in this engagement process, we intend to use other funding opportunities to participate in Dr. Steve Constantino's "Engage Every Family: Five Simple Principles Leadership Cohort" in the winter and spring of 2022, and turnkey that learning to our instructional coaches and broader faculty.

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 intends to monitor student needs using a variety of evidence-based protocols and systems already in place. Our Child Study Team (elementary), and MTSS teams in the middle and high schools will evaluate student performance data as well as behavioral needs on, at minimum, a monthly basis. Grade-level teams meet weekly and will provide additional supports through academic intervention services and/or afterschool tutoring.

Students in grades K-8 are assessed using the AIMSweb Plus benchmarking and progress monitoring tool three or four times per year to determine any specific skill deficits in reading and mathematics that require additional supports. At the high school, local assessment and classroom observation data is discussed by grade-level teams, service providers, and counselors to identify students who require AIS in their daily schedule. Schedules are adjusted every 5 weeks based on student progress and continuing needs.

Middle and High School students in need of additional academic supports, as identified by AIMSweb or local assessments, will be provided afterschool tutoring at least twice a week with certified teachers. This time will be used to build skills identified as deficits for individual students using intervention tools for practice (IXL, Kahn Academy) or more targeted with resources from Really Great Reading (Boost, Blast, Blitz for example). Additional needs of students will be met in the form of credit recovery options. Students in the elementary school who are not already being serviced by reading or math interventionists during the school day will be discussed through Child Study meetings to determine the best path to academically support them, whether through AIS or additional testing.

Our district Mental Health Team, including school counselors and school psychologists, will work closely with building-level principals and faculty to discuss student needs for SEL and mental health supports. Students are surveyed at least annually about their connections at school and their "trusted adult." Students who respond with little or no connection or adult go-to person are referred back to the team or grade level to be offered greater supports, as needed. Students with disabilities are closely monitored by our CSE and the consultant teachers. Their progress is monitored as all other students are, with the additional layer of IEP goals and progress monitoring of those specific academic and social-emotional targets. All NYS protocols for supporting English Language Learners and students experiencing homelessness are followed closely by the Director of Curriculum who is also the ELL Coordinator and McKinney-Vento liaison for the district.

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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.**

Our district has identified three priority areas and several other instructional high-leverage practices to address the impacts of lost instructional time for students K-12. Our three top priorities are: Tier 1 intervention, restorative practices, and integrated SEL for all classrooms and content areas. These align to work already being done as a result of our Title IA, IDEA, and Title IV programs, as well as the new work of our MTSS team funded in the ARP-ESSER grant. An additional area of need is hands-on learning to re-engage some of our students who excel with practical application of learning in addition to traditional classroom discussion and work. To do this, our STEAM initiative continues to be a priority to get students into workshops and labs outfitted for project-based learning and learning that happens through "doing, building, and designing" their thinking. Our rationale for tackling these priorities first is that all can and will contribute to improved student engagement and connection to school, increase attendance rates for at-risk students (especially in middle and high school), and overall student achievement.

To tackle our initial priorities, the district intends to assign three instructional coaches - one in each building ES, MS, HS - to work directly with and model for our faculty and staff in these priority areas to address the impact of lost instructional time. Funding would be used to pay for three experienced, highly-qualified faculty members to step away from their own classrooms and become a dedicated resource to their peers to target skill development and instructional practice that will improve student achievement and enrichment, and further create safe, productive and positive learning environments for all students, regardless of their demographics.

While our district knows we have a talented and compassionate faculty and staff, we know that the pandemic has had an impact on us all in different ways. Conversations and observations with faculty are telling us that our approach to instruction needs to adjust to needs and circumstances different from the past and with fresh perspectives. Veteran teachers are feeling strained in ways they have never experienced and are looking for greater support in their classrooms. Instructional coaches will be models of high-leverage practices for Tier 1 intervention (academic needs), restorative practices (behavioral needs), and integrated social-emotional learning opportunities for all students. The budget will include significant training, both through evidence-based national programs and our regional BOCES, on-site training materials in the form of text, and an annual supply budget for each instructional coach.

Equipment and furnishings are also included in this funding plan to enhance and optimize learning spaces for our STEAM programs and larger learning spaces. Throughout the pandemic thus far, it has been difficult to provide our students the level of hands-on, collaborative learning experiences that we had in the past due to classroom spacing, social distancing, and short- and long-term absences due to quarantines or shifts to remote learning. Our district is in the midst of a significant STEAM initiative that will reimagine much of the learning for many students. Non-traditional classroom spaces and lab rooms will be designed to give students opportunities to work with tools and equipment in a collaborative, professional setting to obtain workforce skills and content knowledge simultaneously. To support student learning and acceleration into these STEAM program areas, new tools and equipment as well as mobile furniture will be needed to supplement our existing resources in Technology, Art & Design, Manufacturing, and Agriculture coursework.

A final component of making our STEAM instructional spaces productive, collaborative, and safe would be a Teaching Assistant with skills and knowledge to coordinate the use of teaching spaces and physical resources. This person would train other staff and students on the proper use and care of all equipment, navigate a schedule of instructional time for various curricular departments to use such spaces individually and collaboratively, and to provide an extra set of eyes to supervise and monitor the rooms when this equipment is in use. The district would intend to hire this person for a minimum of two years.

- 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.**

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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	338,417	<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	Our district utilizes Second Step and PBIS practices in grades K-8. Unfortunately, these lessons can happen in a vacuum and the learning is not always reinforced regularly in day-to-day instruction. Instructional coaches will work with the entire faculty to support this integration to keep those skills and practices front-of-mind for students and adults alike, hopefully having a positive impact on classroom environment, behavior, and student achievement. High school students and faculty need something a little different to be age-appropriate. Coaches will support teachers in developing trust, respect, and positive relationships with students in order to better incorporate them into lesson planning and instruction. Understanding students' backgrounds and experiences, and then using that knowledge to make learning relevant and timely, can be the best stimulator to long-term learning and application. Instructional coaches will be trained and will model these strategies in all classrooms and buildings at Letchworth. One of our district priorities has been to "know their story" and, in this current climate, we recognize that as more important than ever for student achievement.
Restorative Practices	338,417	<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	Letchworth Middle School began implementing restorative practices at the start of the pandemic, and this is the opportunity to expand those practices to all three buildings and all students. Teachers have been learning how to utilize circles to address conflict or another area of need for the students in a classroom. Morning meetings have been used to set the tone for the day, set collective goals, and assess group needs. Instructional coaches and principals will train, model and participate with classroom teachers and students to make these practices commonplace and support positive behavioral choices among our student population. While benefits to students are paramount to our plans, a residual hope is that it also improves teacher retention for the district.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	338,417	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High	<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	Many teachers struggle with the best methods for providing in-class, Tier 1 interventions to students who are struggling and do not qualify for Special Education services. Differentiation and intervention strategies take a lot of time and can look very different in each content area. Instructional coaches will provide, model and help to develop best

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
		School	<input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	practices for intervention and enrichment with K-12 teachers to best serve students at all levels. Discussions will focus on strategies like center-based learning, scaffolding of tasks and expectations, leveled or modified or “chunked” reading materials, and rubrics or checklists for self-assessment. All classroom teachers, not just interventionists or SpEd faculty, should and can provide these individualized learning opportunities to students, and our instructional coaches will better prepare them to implement these strategies appropriately. In addition to meeting students where they are academically, proper implementation of these practices will contribute to improved attendance, lower avoidance behaviors, and student engagement.
Curriculum-Aligned Enrichment Activities	323,820	<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	Letchworth is dedicated to implementing a comprehensive STEAM initiative to serve our students with high-interest, hands-on, collaborative, project-based learning. In addition to a separate capital project, our district intends to create learning spaces that enhance the instructional capacity and opportunity for our students in Science, Technology, Engineering, Art, Agriculture and Math. The pandemic has severely limited the ability of our teachers to offer the appropriate level of hands-on, collaborative work as a result of social distancing and safety protocols for shared materials. Our hope moving forward is that students and teachers will be able to manipulate classroom design in order to best meet the needs of current curriculum and projects in a safe, organized environment, and enhance learning and preparedness for the workforce or college setting.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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

Data will be continuously collected by the instructional coaching team to provide evidence of learning in specific targeted areas (integrated SEL, restorative practices, Tier 1 intervention) as they work with faculty members to develop skills and serve students. The observation cycle for evaluating teachers will further provide evidence of these practices at work in our classrooms K-12, and be highlighted in our feedback and post-observation discussions.

Student progress will be examined as a result of teacher observation of classwork, interim benchmark assessments, 5- and 10-week grades, behavioral referrals, and other determined data points identified by the MTSS team to examine students' efficacy and social-emotional wellness. Records of students requiring AIS and other remedial supports will be monitored for the effectiveness of Tier 1 interventions and, when students plateau or decline, changes to strategy will be addressed to meet the student needs.

Stakeholders will be notified of any significant shifts in programming through our Shared Decision-Making Team, ParentSquare notifications, district and school-wide newsletters, or whatever communication is required and appropriate. Should significant changes be required that involve a shift of funding, the stakeholder group will be brought together to examine best next steps to achieve district goals and make amendments.

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	1,339,071
Anticipated Number of Students Served	914
Anticipated Number of Schools Served	3

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

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ARP-ESSER Application: State Reserves - ARP State Reserves

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

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- 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.**

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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.**

Our district currently utilizes all Title IV, Part A funding to provide afterschool tutoring to students in grades 5-8 two days per week. These students are identified by teachers and administration, or parents, as needing extra help with their coursework and a structured learning environment to complete academic tasks. With this ARP 1% State-Level Reserve, the district's goal would be to expand that work by increasing opportunities for students to receive tutoring by a) increasing the number of days tutors are available (from 2 days/week to 4 days/week), and b) providing two tutors per building (K-4, 5-8, 9-12) each of the four days for two hours after school with healthy snacks and transportation home provided. Tutors in this program would expand their services by providing social-emotional support as well as addressing academic needs for all students. Research tells us that relationships and connections to school promote achievement. This program will target students who need resources to reach their potential.

- 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
High Dosage Tutoring Programs	261,872	<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	After school tutoring has been previously established through Title IV, A funds to support students in Grades 5-8 with their academic workload and study skills. Expansion of the program will reach all three of our buildings, providing support to students in Grades K-12 for both academic needs and social-emotional learning. Tutors from each building will work with students for two hours a night, four nights a week. In that schedule, tutors will provide academic supports to improve study and content-area skills, complete assignments, and work with those needing social-emotional supports. (see additional description for further details on SEL) Training for each tutor will include familiarity with a variety of evidence-based intervention online programs that can be used for content-specific and skill-building work for individual students.

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
Integrated Social Emotional Learning	5,949	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input 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	SEL will be integrated into the afterschool tutoring program by providing teachers and students with workbooks for mindfulness exercises, meditations, and journaling. This program comes from BestKids and offers relevant, thoughtful questions to support students working through a number of social circumstances. It further provides them with the chance to learn meditation and mindfulness techniques to support positive behaviors and coping skills. Training will be provided to tutors in order to best identify which strategies and skills students should work on.

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.

Data will be continuously collected by the tutoring team to provide evidence of student attendance at each session, AIS intervention and communication logs to provide feedback to classroom/content area teachers, and reports of any social-emotional or behavioral concerns back to the MTSS team and building principals.

Student progress will be examined as a result of teacher observation of classwork, interim benchmark assessments, 5- and 10-week grades, behavioral referrals, and other determined data points identified by the MTSS team to examine students' efficacy and social-emotional wellness as a result of their tutoring after school. Should a student no longer require tutoring or changes to strategy for support are needed, the building-level tutors will be address this with the school counselor, principal and parent(s) to meet the student needs.

Stakeholders will be notified of any significant shifts in programming through our Shared Decision-Making Team, ParentSquare notifications, district and school-wide newsletters, or whatever communication is required and appropriate. Should significant changes be required that involve a shift of funding, the stakeholder group will be brought together to examine best next steps to achieve district goals and make amendments.

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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4. **Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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	Amount
LEA Allocation	267,821
Anticipated Number of Students Served	185
Anticipated Number of Schools Served	3

- 5. **Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**
The fund code for the 1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.

after 12021-12-16S10.pdf

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

after 1.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

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

- 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.**

The district intends to offer a six week (30 day) summer program that divides the day between academic intervention and enrichment opportunities for all students. The program will be an integrated setting to overlap with our Title I services and Extended School Year services for our qualifying students with disabilities, while also serving those general education students seeking or needing additional academic support. Students will be provided transportation to and from school, and all will be eligible for free breakfast and lunch through the Summer Meal Program. ELA and Math academic intervention will be provided to students using Houghton-Mifflin and SAVVAS curriculum materials, respectively. The district has purchased both programs and will utilize the embedded intervention components, as well as supplemental materials from Really Great Reading and IXL Math to support student growth. Students will have benchmark testing through AIMSWeb Plus in the Spring, and will be progress monitored during the summer program to identify specific areas of need that may require targeted support. Students will receive both small and large group instruction and center-based learning from a certified teacher for three hours per day. The additional three hours of the summer program will allow students to rotate through various enrichment opportunities on a weekly or bi-weekly basis. Those courses will be developed based on the interests of students and may include: theatre, art and design, agriculture and animal science, STEAM for elementary and middle school, athletic camps, and more. Course offerings will depend on hiring of staff and availability of campus space. Students will experience hands-on learning and physical activity to bolster their college- and career readiness skills as well as their physical, mental, and emotional health.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	133,910	<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	The district's summer program has always focused on skill development and remediation to prevent the "summer slide" for students struggling specifically in reading and math. The design of this program is enhancing and incentivizing summer learning by adding the enrichment component for hands-on learning camps. Use of materials and curriculum that students are familiar with in elementary and middle

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
			Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	school will maintain consistency from the school year classroom learning tasks and prevent lost instructional time. Secondary students (7-12) will be using grade-level appropriate math interventions and online resources like IXL, Khan Academy and eMath to progress monitor their skill development. For reading and writing, students will be practicing skills and tasks that ultimately prepare them for the NYS ELA assessment and the ELA Regents exam at 11th grade. Appropriate rubrics for writing will be used to assess student growth.
Curriculum-Aligned Enrichment Activities	133,911	<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	The second half of the day in our summer program will provide various enrichment courses for hands-on, project-based learning and physical activity. Based on the availability of certified faculty, the district will offer coursework in STEAM, including agriculture and the arts, theatre camp, athletic camps, and others that are of high interest to our student population. Our goal is to incentivize summer learning with these enrichment opportunities and draw in more reluctant learners to gain AIS and exciting electives.

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 academic intervention services for ELA and math will be progress monitored in grades K-8 using AIMSweb Plus and, for ELA, in Waggle by Houghton-Mifflin. For students in the high school 9-12, progress monitoring of will look different: writing prompts and reading comprehension activities scored on Regents-level rubrics, and math skills practiced through online tools like IXL, Khan Academy and eMath. The data collected from each tool will be analyzed by teachers to tailor instruction and further practice of individual students at each grade level.

The enrichment program will also be implemented based on the needs and interests of our students attending AIS courses. Many are reluctant learners who prefer hands-on work to traditional classwork, need physical activity to remain engaged, and need real-world application of learning to make it relevant. Each enrichment course - regardless of content area - will require a connection back to reading, writing and math skills to incorporate skills and practice in a way that supports student achievement in those areas. If an enrichment course is not attracting or engaging students, it will be replaced with another opportunity.

As program changes occur, stakeholder meetings will be held and notifications to our school community will be sent via ParentSquare. Stakeholders will collaborate on any budgetary amendments needed throughout the life of the grant. Student, Staff and Parent Survey results after the first year will be used to direct any changes to the program.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 03/09/2022

89 Washington Avenue

Albany, NY 12234

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

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

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	267821
Anticipated Number of Students Served	230
Anticipated Number of Schools Served	3

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

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

ARP Summer 1.pdf
summer 12021-12-16S10.pdf

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

summer 1.pdf