

ARP-ESSER Application: State Reserves - ARP State Reserves**Introduction/Instructions - Background Information**

Background Information

FREWSBURG CSD - 060301040000

Summary and Background Information

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

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

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

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

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

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

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

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

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

Tier 1 - Strong Evidence: Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups).

Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

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

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Tier 3 - Promising Evidence: Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies that can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet 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 supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that address 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-101 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 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**.

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

FREWSBURG CSD - 060301040000

Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

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

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

ARP-ESSER State Reserve: Assurances

1. The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.
☒ YES, the LEA provides the above assurance.
2. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:
 1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
 2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 3. LEA uses of funds to sustain and support access to early childhood education programs;
 4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
 6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
 7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.☒ YES, the LEA provides the above assurance.
3. The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).
☒ YES, the LEA provides the above assurance.
4. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
☒ YES, the LEA provides the above assurance.
5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
☒ YES, the LEA provides the above assurance.
6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
☒ YES, the LEA provides the above assurance.
7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
☒ YES, the LEA provides the above assurance.

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Assurances - Assurances

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

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Assurances - Assurances

13. The LEA assures that:

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

ARP-ESSER State Reserves: Intent to Apply

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

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Jerome Lee Yaw	jleeyaw@frewsburgcsd.org	11/23/2021
LEA Board President	Chad Chitester	cchitester@frewsburgcsd.org	11/23/2021

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

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

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

The Frewsburg Central School District engaged in meaningful consultation with the following stakeholders (students; families; school and district administrators - including special education administrators; teachers; principals; school leaders; other educators; school staff; and their unions.)

Ongoing consultation and collaboration with the following stakeholders occurred in developing this plan:

- Representatives from both the teaching and non-teaching bargaining units 5/13/21, 6/9/21
- Parent representatives 6/10/21, 7/15/21
- Community based organization leaders (TRZ, Audubon, Myers Library) 5/14/21, 6/2/21, 6/3/21
- Board of Education members 6/10/21, 7/15/21
- Administration (Principals, Director of Special Education, Business Official, Director of Curriculum, Superintendent) 5/13/21, 6/9/21, 7/15/21
- Parents/Students/Community via Zoom 9/2/21

The Frewsburg Central School District engaged the Community based organizations (TRZ, Audubon, Myers Library) that represent the interests of all children including children with disabilities, children experiencing homelessness and children in foster care. The ENL teacher was consulted regarding the needs of our English language learner. The Frewsburg Central School does not have any Tribes in the District. The School Counselors were consulted regarding all of the above groups including students involved in the juvenile justice system and other underserved students. The Title I data team and Early Education Data Team at the Elementary School and Middle School/High School data teams met to review reading and math NWEA data, school readiness data, and other available scores to determine staffing and curriculum needs at all levels.

Ongoing Stakeholder Engagement

The district will hold public meetings (including virtually), and conduct surveys of families, students, educators, and other staff to better understand their perceptions, needs and concerns. These public meetings will occur once per year throughout the implementation period of these grants in order to ensure ongoing stakeholder engagement.

Additionally, parents and guardians will receive regular reports regarding the progress of their children based on implemented interventions.

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.

<https://www.frewsburgcsd.org/site/Default.aspx?PageID=8166>

How to Access the Plan

Anyone wishing a hard copy of this ARP-ESSER plan should contact District Clerk Laura Smith by calling or emailing and requesting a copy. Contact information for District Clerk Laura Smith is as follows: Phone: 716-569-7041 or Email: lsmith@frewsburgcsd.org Hard copies can either be made available for pick up or can be mailed to those requesting a copy of it.

The district will also conduct ongoing outreach, paying for translating and interpreting services as needed to ensure effective communication with individuals with limited English proficiency, and provide reasonable accommodations such as interpreters and written materials in alternate formats for individuals with disabilities upon request.

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

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

The Frewsburg Central School District will hold public meetings for parents and families (including virtually), and conduct surveys of families, students, educators, and other staff to better understand their perceptions, needs and concerns. These public meetings will occur once per year throughout the implementation period of these grants in order to ensure ongoing stakeholder engagement.

Regular Student Support Team/Instructional Support Team meetings will be held. Parent notification and input is part of the process prior to these meetings being scheduled. Individual student data including grades, attendance, behavior, and progress monitoring will be used with the end goal of creating regular-education plans for students.

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

ARP-ESSER State Reserve: Comprehensive Needs Assessment

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

Data to be Used to Identify Student Social/Emotional/Mental Health NeedsElementary Needs

The Frewsburg Central School District used and will use local assessment data (Panorama Social Emotional Learning Survey) in order to identify student needs. Panorama is an online survey that helps schools and districts support student SEL with research-backed surveys and actionable data reports. The surveys focus on the student's perception of (1) our school environment (school climate, sense of belonging, school connectedness); as well as (2) their own individual perceived strengths and weaknesses in terms of many of the SEL components we have been worked on in a SEL curriculum (grit, growth mindset, emotional regulation, and self-management to be specific). 50% of student responses indicated they lack emotional regulation and a special area of concern is females in 5th grade including the special education subgroup.

Additionally, student attendance and discipline data was used in order to identify needs at the elementary level. Discipline and attendance data revealed an increase in the amount of referrals relating to students interacting with each other appropriately. This increase is likely the result of limited student social interaction due to restrictions imposed as a result of COVID-19. The data team determined that students would benefit from more emphasis on restorative practices necessitating another administrator, a Dean of Students.

As the Frewsburg Central School reopened for in-person instruction, the Dean of Students revisited the approach to school safety and inclusiveness, including discipline policies to ensure that those implemented are designed to best support and respond to students - including students with disabilities - returning to in-person instruction after the extended absence due to COVID-19. Research increasingly shows that school safety and discipline practices that create and sustain safe, stable, positive, inclusive, and identity - safe learning environments for all students are more effective in meeting students' social, emotional, physical and mental health, and academic needs than zero tolerance exclusionary approaches. Further, safe and inclusive schools can provide the support required to re-engage those students most disconnected from school during the pandemic.

The Dean of Students will also coordinate the Second Step Program that is used in every grade level at the Elementary School. Second Step is a Tier 4 Intervention that is a holistic approach to building supportive communities for every child through social-emotional learning. Second step programs are based on current research in the field.

Middle School Needs

The Frewsburg Central School District used and will use local assessment data (Panorama Social Emotional Learning Survey) in order to identify student needs. Panorama is an online survey that helps schools and districts support student SEL with research-backed surveys and actionable data reports. The surveys focus on the student's perception of (1) our school environment (school climate, sense of belonging, school connectedness); as well as (2) their own individual perceived strengths and weaknesses in terms of many of the SEL components we have been worked on in a SEL curriculum (grit, growth mindset, emotional regulation, and self-management to be specific). Student specific data provided by the Panorama Social Emotional Learning Survey targeted the middle level grades 7 and 8, specifically low socio-economic students as being our most significant area of need.

Student attendance and discipline data was also used in order to help identify needs. Again, the middle level (grades 7 and 8) rose to the greatest level of concern.

For these reasons, a dedicated Middle School Health Teacher will be hired to work with the Middle School Counselor and implement Second Step instruction for middle school students. Second Step is a Tier 4 Intervention that is a holistic approach to building supportive communities for every child through social-emotional learning. Second step programs are based on current research in the field.

Data to be Used to Identify Student Academic Needs

The Brigance Early Childhood Screen III was used to screen our Kindergarten children. 17 of the 53 students screened are flagged as "at-risk" for developmental or academic delays (32%). These delays are likely the result of not having UPK during the 2020-2021 school year. 45% of the students screened know less than 10 letter names. It was determined to be beneficial to add another section of Kindergarten in order to reduce class size and give individual instruction to the students with the greatest need. Conclusive research has shown that using low adult to student ratios (1:15), especially in the primary grades, results in:

- achieving higher tests scores,
- participating more in school,
- demonstrating improved behavior,
- and maintaining many benefits of early class-size reductions in their later years of schooling.

In our primary grades, the PSI/PASI (Phonological Awareness Screening for Intervention) will be used to place students in fluid, skills-based instructional groups to work on foundational skills needed to be successful readers and writers. The Fountas and Pinnell Guided Reading Level is also used to assess students throughout the year. Reading intervention specialists will use the data to tailor the tutoring for individual students in high dosage tutoring each week. Programs that include frequent sessions (e.g. daily or at least three sessions per week) of at least 30-50 minutes work best. The youngest students (e.g. early childhood through 1st grade) benefit from increased weekly sessions.

Utilizing the NWEA MAP/MPG as a universal screener in grades K-10 provides growth data and aligns with specific learning outcomes that will be

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addressed in Tier 2 intervention for both Reading and Math. NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency - and provide insights to help tailor instruction. NWEA math and reading data revealed that scores are 1 - 1.5 years below what we have typically seen in years prior to COVID in all grade levels assessed (K-10). While math scores are relatively better than reading scores, scores in both reading and math have been significantly impacted by COVID restrictions necessitating additional staff to provide high quality tutoring during the school day.

While all students have been assessed using these tools, special attention was given when reviewing results to 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.

Monitoring Student Progress

Progress monitoring will also take place in order to assess student progress as a result of planned interventions and supports. The Panorama is administered three times per year and enables the district to monitor student progress as a result of the planned interventions and support. This will be used to assess SEL progress, specifically in the area of emotional regulation.

Attendance and discipline data will also be used as a means of monitoring elementary student progress from the implementation of the Dean at the elementary school.

Fountas and Pinnell reading levels will be assessed regularly throughout the duration of the school year.

NWEA MAP/MPG will be administered in the fall, winter, and spring to monitor student growth progress.

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

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

The Frewsburg Central School District will include the following positions in the grant to conduct high-quality tutoring sessions during the school day:

2 math AIS teachers at the elementary level

2 reading teachers at the elementary/middle school level

According to the ED COVID-19 Handbook Roadmap to Reopening Safely and Meeting All Students' Needs published by the US Department of Education, tutoring programs that take place during the school day appear to have the largest effects. Additionally, programs that include frequent sessions of at least 30-50 minutes work best. The youngest students (e.g., early childhood through 1st grade) benefit from increased weekly sessions. Reading and Math Teachers will align instruction with an evidence-based core curriculum or use evidence based program and practices. If Tier IV interventions are used, progress monitoring data will be used to assess whether progress is being made.

The reading teacher will be integrating Leveled Literacy Intervention (LLI) to increase reading achievement and fluency (noted in the What Works Clearinghouse as Tier 1), Orton-Gillingham Interventions (Tier 4 - likely to improve student outcomes) individualized to each child by identifying the child's learning difficulty and developing a plan to support students with potential learning disabilities, and Lindamood Phoneme Sequencing (noted in the What Works Clearinghouse as Tier 1) for emergent readers in kindergarten through grade 3. This position will support the work being done by the other members of the reading department where Title I funds are used.

The Frewsburg Central School District will include the following position in the grant to reduce class size for kindergarten.

1 Kindergarten Teacher

It was determined to be beneficial to add another section of Kindergarten in order to reduce class size and give individual instruction to the students with the greatest need. Conclusive research has shown that using low adult to student ratios (1:15), especially in the primary grades, results in:

- achieving higher tests scores,
- participating more in school,
- demonstrating improved behavior,
- and maintaining many benefits of early class-size reductions in their later years of schooling.

As noted in the ED COVID-19 Handbook Roadmap to Reopening Safely and Meeting All Students' Needs published by the US Department of Education, key evidence-based practices that maximize students' social, emotional, and academic benefits include explicitly teaching critical social, emotional, and academic skills. The MS Health teacher will be tasked with this for students in grades 7 and 8. This will support the work of the additional position of a school counselor for students in grades 7 and 8 as described in the ARP-ESSER Plan: Part 2.

To support students' social and emotional learning the Dean of Students will coordinate the Panorama (Tier 1 Intervention) survey and share the results of this survey with the counseling department. This position will also support the work of the counseling position in the ARP-ESSER Plan: Part 2. The Dean will also implement restorative circles (Tier 4 Intervention) or "mindful moments" that provide elementary students with space to self-regulate emotions. This will also support the work of the additional position of a school counselor for students in grades 7 and 8 as described in the ARP-ESSER Plan: Part 2 since students in the ES will move on to the MS in upcoming years.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Integrated Social Emotional Learning	79,586	☐ Primary ☐ Elementary ☒ Middle School ☐ High School	☒ All Students ☒ Students with Disabilities ☐ English Learners ☒ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	As noted in the ED COVID-19 Handbook Roadmap to Reopening Safely and Meeting All Students' Needs published by the US Department of Education, key evidence-based practices that maximize students' social, emotional, and academic benefits include explicitly teaching critical social, emotional, and academic skills. The MS Health teacher will be tasked with this for students in grades 7 and 8. This will support the work of the additional position of a school counselor for students in grades 7 and 8 as described in the ARP-ESSER Plan: Part 2.
Restorative Practices	250,346	☒ Primary ☒ Elementary ☐ Middle School ☐ High School	☒ All Students ☒ Students with Disabilities ☒ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	To support students' social and emotional learning the Dean of Students will coordinate the Panorama (Tier 1 Intervention) survey and share the results of this survey with the counseling department. This position will also support the work of the counseling position in the ARP-ESSER Plan: Part 2. The Dean will also implement restorative circles (Tier 4 Intervention) or "mindful moments" that provide Elementary students with space to self-regulate emotions.
High Dosage Tutoring Programs	259,018	☐ Primary ☐ Elementary ☒ Middle School ☐ High School	☒ All Students ☒ Students with Disabilities ☒ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	According to the ED COVID-19 Handbook Roadmap to Reopening Safely and Meeting All Students' Needs published by the US Department of Education, tutoring programs that take place during the school day appear to have the largest effects. Additionally, programs that include frequent sessions of at least 30-50 minutes work best.
High Dosage Tutoring Programs	62,806	☒ Primary ☒ Elementary ☐ Middle School ☐ High School	☒ All Students ☒ Students with Disabilities ☒ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	According to the ED COVID-19 Handbook Roadmap to Reopening Safely and Meeting All Students' Needs published by the US Department of Education, tutoring programs that take place during the school day appear to have the largest effects. Additionally, programs that include frequent sessions of at least 30-50 minutes work best.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	121,583	☒ Primary ☒ Elementary ☐ Middle School ☐ High School	☒ All Students ☒ Students with Disabilities ☒ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	According to the ED COVID-19 Handbook Roadmap to Reopening Safely and Meeting All Students' Needs published by the US Department of Education, tutoring programs that take place during the school day appear to have the largest effects. Additionally, programs that include frequent sessions of at least 30-50 minutes work best.
Tailored/Individualized Acceleration	188,896	☒ Primary ☐ Elementary ☐ Middle School ☐ High School	☒ All Students ☐ Students with Disabilities ☒ English Learners ☒ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	According to the ED COVID-19 Handbook Roadmap to Reopening Safely and Meeting All Students' Needs published by the US Department of Education, tutoring programs that take place during the school day appear to have the largest effects. Additionally, programs that include frequent sessions of at least 30-50 minutes work best. The youngest students (e.g., early childhood through 1st grade) benefit from increased weekly sessions. Teachers will align instruction with an evidence-based core curriculum or use evidence based program and practices.
High Dosage Tutoring Programs	190,596	☒ Primary ☒ Elementary ☐ Middle School ☐ High School	☒ All Students ☒ Students with Disabilities ☒ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	The reading teacher will be integrating Leveled Literacy Intervention (LLI) to increase reading achievement and fluency (noted in the What Works Clearinghouse as Tier 1), Orton-Gillingham Interventions (Tier 4 - likely to improve student outcomes) individualized to each child by identifying the child's learning difficulty and developing a plan to support students with potential learning disabilities, and Lindamood Phoneme Sequencing (noted in the What Works Clearinghouse as Tier 1) for emergent readers in kindergarten through grade 3. This position will support the work being done by the other members of the reading department where Title I funds are used.

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

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.

Middle School Health Teacher/Dean of Students

Progress monitoring will take place in order to assess student progress as a result of planned interventions and supports. The Panorama is administered three times per year and enables the district to monitor student progress as a result of the targeted lessons addressing social emotional support by the middle school health teacher. This will also be used to assess SEL progress for the restorative practices implemented by the Dean of Students.

Elementary Dean of Students

Attendance and discipline data will also be used as a means of monitoring elementary student progress from the implementation of restorative practices by the Dean of Students.

Elementary Reading Teacher

Fountas and Pinnell reading levels will be assessed regularly throughout the duration of the school year. This data will be used to assess the effectiveness of the highly qualified tutoring sessions being used by the elementary school reading teacher.

Elementary and Middle School Reading Teacher/Elementary Math AIS Teachers

NWEA MAP/MPG will be administered in the fall, winter, and spring to monitor student growth progress in math and reading. NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency - and provide insights to help tailor instruction. Results from these assessments will be provided to parents with report cards.

Regular Student Support Team/Instructional Support Team meetings will be held. Parent notification and input is part of the process prior to these meetings being scheduled. Individual student data including grades, attendance, behavior, and progress monitoring will be used with the goal of creating regular-education plans for students.

Once per year for the length of the grant, a stakeholder meeting will occur in order to communicate and receive feedback on any other details related to changes to the program plan such as changes in identified areas of need or supports provided to students. These meetings will occur over the summer so that stakeholders have knowledge of any changes to the plan for the upcoming school year.

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	1,152,831
Anticipated Number of Students Served	483
Anticipated Number of Schools Served	2

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

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 5 State Level Reserve FS 10 Frewsburg 060301040000.pdf

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

Budget_Narrative ARP ESSER 5_Percent State-Level Reserve.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Comprehensive After School****1% State-Level Reserve - Comprehensive After School: Program Design**

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

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

According to the ED COVID-19 Handbook Roadmap to Reopening Safely and Meeting All Students' Needs published by the US Department of Education, Tutoring works best when using trained educators as tutors. Additionally, providing frequent (daily or at least 3 sessions per week) of at least 30-50 minutes works best. To best accelerate learning for students in grades 3 - 4 and 7 - 8 the Frewsburg Central School District has implemented an after school tutoring program that addresses students identified using their overall average, attendance, and/or NWEA data. NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency - and provide insights to help tailor instruction.

The plan for middle school tutoring includes 6 teachers at 3 hours per week for the duration of the school year. Tutoring will be provided by certified teachers and school counselors after school. It will be available daily and transportation will be provided by Frewsburg Central School District.

Teachers and school counselors will communicate with the parents of individual students regarding the progress of their students. This will be coordinated and aligned with the ARP-ESSER Plan: Part 2 that provides for a counselor at the middle school level to help address social-emotional needs of those students.

The plan for elementary tutoring includes 6 teachers at 2 hours per week for the duration of the school year. Tutoring will be provided by certified teachers after school 2 times per week and transportation will be provided by Frewsburg Central School District. Teachers and the school counselor will communicate with the parents of individual students regarding the progress of their students. This will be coordinated and aligned with the Homework Assistance Program available to 5th and 6th grade students through the Title I grant.

With the gaps that are being shown through our testing, our students would benefit from the additional small group reading intervention time after school. While AIS is taking place during the school day for all grade levels along with small groups and 1:1 reading instruction, we can reach more students by adding after school programming. In some cases, students are two grade levels behind in reading and good reading skills are necessary for success across all academic subjects. This will include 3 certified reading teachers to provide research based interventions after school.

Additional enrichment opportunities will be offered after school and on weekends. The Frewsburg Central School District will survey district families about their interest in participating in the following activities: Art, Chorus/Drama, Band, STEAM, LOTE, and PE. Each after school enrichment session will consist of 2 hours per week for 10 weeks. The cost of supplies and materials necessary for these enrichment activities has been included with this proposal. Some of the high cost materials for these STEAM, music (instruments), and art (clay extruder) needs, were placed in the ARP-ESSER Plan: Part 2 grant.

Due to COVID, our district pool has not been available for outside use. This has contributed to our student base having a lack of knowledge about water safety and swimming. This is especially important to our community because the Frewsburg Central School District has many bodies of water around it, not to mention all of the parks, ponds, creeks, and pools nearby. The district is planning on conducting an after school swimming program to benefit our students not only physically but also towards keeping them (and others) safe when around bodies of water, the above safety aspects but also as a way to engage students in the school setting following COVID-19 remote instruction. This program would take place after school on a rotational basis. Students would be signed up by parents and grouped according to grade level for lessons at our school pool. This will include two instructors (PE certified teachers) and a lifeguard. No other grant provides this opportunity.

The remaining funds will be used to contract with a local agency The Relief Zone (TRZ) to provide students with tutoring and enrichment activities before and after school. This community based organization represents the interests of all children including children with disabilities, children experiencing homelessness and children in foster care in grades K-12. TRZ also connects with other community based organizations such as Audubon and Myers Library to provide enrichment opportunities for students. We collaborated with this organization in order to partner with an important entity to the Frewsburg community and ensure that this organization remains in tact since they provide before and after school care for our working parents.

- In the chart below, please provide additional information about the planned evidence-interventions that have been**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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	65,000	☐ Primary ☐ Elementary ☒ Middle School ☐ High School	☒ All Students ☐ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	The plan for middle school tutoring includes 6 teachers at 3 hours per week for the duration of the school year. Tutoring will be provided by certified teachers and school counselors after school. It will be available daily and transportation will be provided by Frewsburg Central School District. Teachers and school counselors will communicate with the parents of individual students regarding the progress of their students. This will be coordinated and aligned with the ARP-ESSER Plan: Part 2 that provides for a counselor at the middle school level to help address social-emotional needs of those students.
High Dosage Tutoring Programs	45,000	☐ Primary ☒ Elementary ☐ Middle School ☐ High School	☒ All Students ☐ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	The plan for elementary tutoring includes 6 teachers at 2 hours per week for the duration of the school year. Tutoring will be provided by certified teachers after school and transportation will be provided by Frewsburg Central School District. Teachers and the school counselor will communicate with the parents of individual students regarding the progress of their students. This will be coordinated and aligned with the Homework Assistance Program available to 5th and 6th grade students through the Title 1 grant.
Curriculum-Aligned Enrichment Activities	42,000	☒ Primary ☒ Elementary ☒ Middle School ☒ High School	☒ All Students ☐ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	Additional enrichment opportunities will be offered after school and on weekends. The Frewsburg Central School District will survey district families about their interest in participating in the following activities: Art, Chorus/Drama, Band, STEAM, LOTE, and PE. Each after school enrichment session will consist of 2 hours per week for 10 weeks. The cost of supplies and materials necessary for these enrichment activities has been included with this proposal.
Curriculum-Aligned Enrichment Activities	18,000	☒ Primary ☒ Elementary ☐ Middle School	☒ All Students ☐ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care	Due to COVID, our district pool has not been available for outside use. This has contributed to our student base having a lack of knowledge about water safety and swimming. This is especially important to our community because the Frewsburg Central School District has many bodies of water

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		☐ High School	☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	around it, not to mention all of the parks, ponds, creeks, and pools nearby. This program would benefit our students not only physically but also towards keeping them (and others) safe when around bodies of water. This program would take place after school on a rotational basis. Students would be signed up by parents and grouped according to grade level for lessons at our school pool. This will include two instructors (PE certified teachers) and a lifeguard.
High Dosage Tutoring Programs	21,500	☒ Primary ☒ Elementary ☐ Middle School ☐ High School	☒ All Students ☐ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	With the gaps that are being shown through our testing, our students would benefit from the additional small group reading intervention time after school. While AIS is taking place during the school day for all grade levels along with small groups and 1:1 reading instruction, we can reach more students by adding after school programming. In some cases, students are two grade levels behind in reading and good reading skills are necessary for success across all academic subjects.
Curriculum-Aligned Enrichment Activities	39,073	☒ Primary ☒ Elementary ☒ Middle School ☒ High School	☒ All Students ☐ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	The remaining funds will be used to contract with a local agency The Relief Zone (TRZ) to provide students with tutoring and enrichment activities before and after school. This community based organization represents the interests of all children including children with disabilities, children experiencing homelessness and children in foster care. TRZ also connects with other community based organizations such as Audubon and Myers Library to provide enrichment opportunities for students.

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Comprehensive After School**

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

Progress monitoring will take place in order to assess student progress as a result of planned interventions and supports. The Panorama is administered three times per year and enables the district to monitor student progress as a result of the planned interventions and support. This will be used to assess SEL progress. The designed enrichment activities should foster a more high-quality school experience and thus the results will be seen in the results of the Panorama survey.

Fountas and Pinnell reading levels will be assessed regularly throughout the duration of the school year for elementary students in order to monitor the High Dosage tutoring that occurs after school.

NWEA MAP/MPG will be administered in the fall, winter, and spring to monitor student growth progress. NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency - and provide insights to help tailor instruction. Results from these assessments will be provided to parents with report cards. These assessments will monitor the High Dosage tutoring that occurs at both the elementary and middle school levels.

Regular Student Support Team/Instructional Support Team meetings will be held. Parent notification and input is part of the process prior to these meetings being scheduled. Individual student data including grades, attendance, behavior, and progress monitoring will be used with the goal of creating regular-education plans for students. This occurs across all grade levels K-12.

Swim instruction will be monitored by the instructors. Individual progress reports will be presented to parents at the conclusion of each session.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

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

	Amount
LEA Allocation	230,573
Anticipated Number of Students Served	761
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.

ARP-ESSER State-Level Res 1_Percent Comp After School.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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

Budget_Narrative ARP-ESSER State-Level Reserve 1_Percent After School.pdf

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

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

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

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

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

The Frewsburg Central School District will focus its 1% State-Level Reserve money on summer innovative approaches to providing instruction to accelerate learning. As per the NYSED Handbook for Summer School Administrators and Principals (2021), "rather than focusing on the learning 'lost' in the past year, summer programs can focus on the strengths and creativity students have gained as they learned to navigate abrupt changes in learning, communication, family life, and friendships. Approaching summer learning from an asset-based perspective can help young people embrace the wisdom gained during this difficult year and counteract narratives that might lead them to focus on a perception of deficit that could impede their chances of success."

This handbook also states, "Collaborations with community partners such as after school program providers, tap into their expertise to provide additional support services, can increase the program's capacity to meet student needs and know students and families, including their strengths, needs, and aspirations. Local parks, recreation, and historic preservation centers provide wonderful opportunities for summer programs to get students outdoors and incorporate areas of local historical and scientific importance."

The Frewsburg School District will be using the 1% state-level reserve for summer enrichment opportunities by use of hands-on summer program strategies to effect immediate, measurable, and lasting impact. The district will collaborate with the following community resources to provide such a program: The Relief Zone, The Myers Library, and the Audubon Community Nature Center. The Relief Zone will conduct a summer enrichment program for Frewsburg students which will include hands-on learning opportunities provided by the Audubon Community Nature Center and a reading program provided by the Myers Library. The Audubon will provide a program that will consist of a variety of activities and experiences to engage the children. These will include, but are not limited to STEAM activities, crafts, cooking projects, swimming, a field trip and BrainSmart Wise Heart: A Blended Social and Emotional Learning Program designed for kids presented by certified Heartmath Mentor and Coach and special speakers. Times at the Audubon Community Nature Center will balance between structured, NGSS curriculum based, hands-on activities, and unstructured play and exploration. Both are ways that students connect more deeply to the nature world. Students will also experience a summer reading program conducted by the Myers Library that focuses on encouraging reading during the summer months by introducing different animal themed books and projects. Transportation will be provided to this program. This program will be continued for the duration of this grant.

The Frewsburg District will also provide its own summer enrichment program for children in grades K-3. This program will focus on learning through play, art, music, and activity. Students will be encouraged to learn by exploring and creating while using all of their senses. The summer enrichment program will be similar to "summer camp: - outdoor time, potential field trips, exploration, group learning, teamwork and continuing the district's work on social-emotional learning are all areas that will be covered. The overarching goal is for students to be engaged and have fun while learning and hopefully avoid what is commonly known as the "summer slide". Research even prior to COVID showed that many students regress over the summer months and during COVID, this seems to be even more prevalent. Our data this fall indicated a great amount of regression over summer which was disappointing considering the gains that had been made during the 2020-21 school year. A special education aide will be utilized to help with individual student needs.

The above programs were designed based upon the research on how people learn- an evidence based approach.

- 1) Students learn new ideas by relating them to what they already know, and then transferring them into their long-term memory.
 - 2) Students remember information better when they are given many opportunities to practice retrieving it from their long-term memories and think about its meaning.
 - 3) Problem-solving and critical-thinking skills are developed through feedback and depend heavily upon background knowledge.
 - 4) For students to transfer their abilities to new situations, they need to deeply understand both the problem's structure and context.
 - 5) Student motivation depends on a variety of social and psychological factors
 - 6) Misconceptions about learning, while prevalent in education, shouldn't determine how curricula are designed or how instruction is provided.
- During the summer of 2021, the District offered highly specialized tutoring to all students grades K-12 in the district. According to the ED COVID-19 Handbook Roadmap to Reopening Safely and Meeting All Students' Needs published by the US Department of Education, tutoring works best when using trained educators as tutors. Specific students were targeted and identified using their overall average, attendance, special education classification, and/or NWEA data. NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency - and provide insights to help tailor instruction. During this summer tutoring program, 3 special education teachers and 1 general education teacher were used to tutor Middle School students and focused on English Language Arts. 2 regular education teachers were used to tutor students in grades K - 6. Transportation was provided to and from tutoring sessions by the District.

During the summer of 2021, the District offered "Kindercamp" as a way to provide summer learning to students who were registered for Kindergarten but did not attend UPK. Data from the incoming 2021-22 Kindergarten class gathered from the Brigance III shows that 25% of the students entering

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this fall did not have the UPK experience (due to the pandemic) are at risk academically. Transportation was provided to and from tutoring sessions by the district. This program requires materials and will continue for the duration of the grant.

During the summer of 2021, 1 special education teacher provided highly specialized tutoring to self-contained special education students at the elementary level. This teacher focused on meeting social, emotional, and academic needs of his students as well as building trusting relationships with their families.

During the summer of 2021, a certified Occupational Therapist provided enriching and engaging experiences to meet the social and emotional needs of both special education and regular education students. The OT was able to implement "mindful moments" that provided students with space to self-regulate emotions. This was achieved through the use of a sensory room.

As required by school law, a Principal and nurse for summer school were present while students were at school for tutoring sessions.

These summer learning programs were also designed to meet the social and emotional needs of students and provide them with engaging and enriching experiences. Camps play a role in summer learning. By providing transportation, offering this free opportunity, and an easy enrollment process we were able to reduce the barriers that prevent students from economically disadvantaged and special education students from attending.

Although none of the district's other grants address summer enrichment specifically, the summer program that has been designed does positively impact elementary social-emotional well being, reading, math, and overall academic skills which are all a focus of the CRSSA, ESSER, ARPA, and Title grants.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	150,000	☒ Primary ☒ Elementary ☐ Middle School ☐ High School	☒ All Students ☐ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	The Frewsburg School District will be using the 1% state-level reserve for summer enrichment opportunities by use of hands-on summer program strategies to effect immediate, measurable, and lasting impact. The district will collaborate with the following community resources to provide such a program: The Relief Zone, The Myers Library, and the Audubon Community Nature Center. The Relief Zone will conduct a summer enrichment program for Frewsburg students which will include hands-on learning opportunities provided by the Audubon Community Nature Center and a reading program provided by the Myers Library. The Audubon will provide a program that will consist of a variety of activities and experiences to engage the children. These will include, but are not limited to STEAM activities, crafts, cooking projects, swimming, a field trip and BrainSmart Wise Heart: A Blended Social and Emotional Learning Program designed for kids presented by certified Heartmath Mentor and Coach and special speakers. Times at the Audubon Community Nature Center will balance between structured, NGSS curriculum based, hands-on activities, and unstructured play and exploration. Both are ways that students connect more deeply to the nature world. Students will also experience a

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				summer reading program conducted by the Myers Library that focuses on encouraging reading during the summer months by introducing different animal themed books and projects. Transportation will be provided to this program.
Curriculum-Aligned Enrichment Activities	80,573	☒ Primary ☒ Elementary ☐ Middle School ☐ High School	☒ All Students ☐ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	The Frewsburg District will also provide its own summer enrichment program for children in grades K-3. This program will focus on learning through play, art, music, and activity. Students will be encouraged to learn by exploring and creating while using all of their senses. The summer enrichment program will similar to "summer camp: - outdoor time, potential field trips, exploration, group learning, teamwork and continuing the district's work on social-emotional learning are all areas that will be covered. The overarching goal is for students to be engaged and have fun while learning and hopefully avoid what is commonly known as the "summer slide". Research even prior to COVID showed that many students regress over the summer months and during COVID, this seems to be even more prevalent. Our data this fall indicated a great amount of regression over summer which was disappointing considering the gains that had been made during the 2020-221 school year.

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 will use attendance data for both enrichment programs in order to determine how many students benefitted from these services. In addition, the Brigance will be used for incoming kindergarten students while the NWEA reading and math data will be examined for all students that participated in the summer enrichment program. This data will be compared to the same data from the previous year to determine if the amount of regression is less.

If this data necessitates the district making any changes to the program plan such as changes in identified areas of need or supports provided to students, this information will be communicated to stakeholders at a yearly summer meeting. The district will conduct a minimum of one yearly meeting with stakeholders for the duration of the grant. These meetings will take place in the summer in order to outline what the next year's summer enrichment program will look like.

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

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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	230,573
Anticipated Number of Students Served	250
Anticipated Number of Schools Served	1

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 Level Res 1 Summer Learning.pdf

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

Budget Narrative ARP ESSER State Level Reserve 1 Summer Learning.pdf

