

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

Introduction/Instructions - Background Information

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**Background Information**

BROOKFIELD CSD - 250109040000

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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

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standards with reservations. The studies use large, multi-site samples. No 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 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 the 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 to 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

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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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**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.

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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.
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.

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## 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.

## 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.



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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 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	Tiffany Lopesz	tlopesz@brookfieldcsd.org	12/8/2021
LEA Board President	Bernard Whitacre	bwhitacre@brookfieldcsd.org	12/8/2021

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

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**ARP-ESSER State Reserve: Consultation**

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

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

Public discussions on programs to best address these needs occurred during Board of Education meetings from June 2021 to September 2021. In addition, district officials met with stakeholder groups including; parents, teachers, non-instructional staff, district administrators and students.

Stakeholder groups were given the opportunity to review various ideas and provide suggestions of their own.

Information from these meetings was utilized by the district in developing a plan to address student needs created by the pandemic.

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.brookfieldcsd.org/Page/489>

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- 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.**

BCS will continue to utilize a variety (email, phone/video conferencing, in person meetings, Parent Square, written notes, progress reports, report cards) of modes of communication in order to keep families engaged, informed and updated on their student's progress. As we continue to assess learning gaps and areas where students are progressing, we communicate with individual families to provide them with information on areas in which additional growth is needed. When working with families on areas of growth, we provide families with strategies to assist their students at home, learning strategies most beneficial to their student and resources to utilize while at home. We also communicate with each family the measures we use to identify gaps and growth in the classroom and how plans of actions are created for each student at BCS and the elements of each plan. BCS will also provide families with enrichment resources in order to assist students with areas they are making gains. Progress, or lack thereof will continue to be communicated at each of the 5 week marks, throughout the school year. For those students who are a part of the extended school day program/high dosage tutoring program, families will receive bi-weekly progress reports, along with additional information/resources that will provide targeted assistance in those areas students continue to struggle. BCS will also continue our families to visit our web site for resources and the District will also continue to add additional resources to the site, as appropriate.

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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.**

Given our small size, each student's academic and SEL learning level/progress was analyzed and a learning plan was created based on the information collected. Data from, faculty and family input, RTI, AIS, formative/summative assessments, classroom observations, classroom guidance and mentoring outcomes was used to craft each plan. These plans will be used as a guide to plan for individual supports for students within the classroom and for those students who are a part of the after school/ summer school program(s). These plans will also be reviewed at least every 5 weeks, or bi-weekly for those students participating in the afterschool/summer school program(s). Based on these reviews, plans will be adjusted in order to continually meet the changing needs of our students.

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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.**

Through research and NYSED guidance, BCS selected specific evidence-based interventions that would target the learning need of each individual student. The listed interventions chosen were based on prior success of these interventions and their ability to target the learning needs of each individual student. The interventions are known by both faculty and students and have been intergrated into the These interventions have been in place at BCS and we have found great success with their succfeullness in helping our students master their academic and SEL goals.

Funds for the planned interventions are being coordinated with other academic and SEL activities to support student learning and achievement. Curriculum aligned enrichment activities will be incprporated at all grade levels (PK-12) in order to address learning deficits. Using the NYS Learning Standards, BCS faculty will use the essential learning standards as a guide in order to provide supplemental instruction based on previosly determined specific learning deficits. Based on learning outcome data of this intervention, students who continue to exhibit below grade learning levels will then be qualified to attend the more intensive afterschool program or high dosage tutoring. BCS K-6 faculty will also use the Response to Intervention model to assess and address student's academic and SEL. Data gathered during the RTI process will also be used to determined whether or not each students should be evaluated for entrance into the afterschool or high dosage tutoring program.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	86,000	<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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care	Curriculum aligned enrichment activities will take place at each grade level (PK-12). This is completed through the course of regular instruction. These enrichment activities will be for every student and modified (if needed) to meet all levels of learners. Using the NYS Learning standards in Math, ELA,

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		School	<input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Science and Social Studies, BCS faculty have identified those standards that are essential to a student's learning and their ability to meet grade level expectations. Students will engage in activities that extends learning, past what has been learned within the course of regular instrction.</p> <p>At the PK-6 level, students will complete enrichment activities with the assitance of the classroom teacher, in addition to two teachers providing academic support in ELA and math. With the support of three faculty members, students will be grouped based on academic need and work in small groups (math and/or ELA) in order to adressed learning gaps. Within these groups, faculty members will also incorporate elements of the Science and Social Studies curriculums. Academic data will be collected as faculty members work within these small groups. For those students who need additional assitance beyond this intervention will then qualify for the district's extended school day program.</p> <p>For students in grade 7-12, faculty again have identified those essential earning standards necessary for students to know in order to meet grade level expectations. As students complete enrichment activities within the course of study, faculty members will be collecting data to assess the student's need to enter into the more intensive, small group high dosage tutoring program.</p>
Integrated Social Emotional Learning	51,996	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the	<p>All students, P-12 will engage in SEL learning, as it is intergrated within our instruction. Students at the PK-6 level will engage in weekly classroom guidance activities with one of the district's school counselor. Here, students will learn ways in which to manage everyday challenges, academic skills, effective problem-solving and self-discipline skills, and managing emotions. To reinforce and practice</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>classroom guidance lessons within the classroom, guidance counselors are working with faculty members to incorporate lessons learned within the general curriculum.</p> <p>At the 7-12 grade levels, our 7-12 guidance counselor is working with faculty members to reinstate a weekly mentoring program that we began 8 years ago. However, due to COVID restrictions, we have not been able to move forward with mentoring for the last two school years.</p> <p>With this mentoring program, each student in grade 7-12 will be assigned a teacher mentor. Students will meet weekly in a small group with their peers and teacher mentor. These meetings are short (about 15 minutes) and designed as a "check in" to monitor how students are with meeting their academic and SEL goals. Based on information gleaned from these "check ins", any student who is a concern of the mentor is then referred to the guidance counselor for more specific assistance. Longer meetings (one class period) will be scheduled when report cards and progress reports come out. During these meetings, students will be provided activities that will target the following areas/skills: self-awareness, self-management, social awareness, relationship skills, and appropriate decision making.</p> <p>The "check ins", extended mentor meetings and guidance counselor meetings will all be used as sources of data collection and a way for the district to quickly identify when a student is struggling and be able to provide targeted assistance, quickly.</p>
Comprehensive After School Programming	82,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness	The comprehensive afterschool program will be open to all students with a disability/504 plan. The program will also be open to students identified as below grade level via the RTI process, learning outcomes from curriculum aligned enrichment



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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input checked="" type="checkbox"/> High School	<input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>activities, and SEL work being completed in the classroom/mentoring program. Other data that will assist the district in identifying struggling students will be results from formative and summative assessments. STAR ELA and math results (students 2 or more grade levels behind in either ELA or math is an entrance qualifier) and teacher recommendations.</p> <p>As a participant in the afterschool program, students will engage in health &amp; fitness activities, social emotional improvement activities, as well as academic activities. Student academic groups (6 or fewer students) will be based on ability, rather than grade so that there is greater continuity within the various learning groups. The high dosage tutoring approach will be used. Program entrance and exit will be fluid as student progress is continually monitored.</p>
High Dosage Tutoring Programs	280,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>High Dosage tutoring for PK-6 will occur in two ways. First, we will utilize two teachers on special assignment to provide small group (5 or fewer students) tutoring in areas identified by the classroom teacher, using data previously described in this application. Students who are two or more grade levels behind will be the target of this intervention. The main focus of this data driven tutoring will be ELA and math. This tutoring will take place within the school day, at a frequency of 5 days/week.</p> <p>The second way high dosage tutoring will be used is within the extended school day program. Please see the "Comprehensive Afterschool Program" for the structure of this program.</p> <p>The high dosage tutoring program will focus on the NYS learning standards, that reinforces core curriculum content. All student's progress will be</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>monitored on a weekly basis. This will occur using current academic data, classroom performance and teacher and students input.</p> <p>High dosage tutoring will take place at the middle and high school levels. To accommodate student's varying afterschool schedules, tutoring will take place either during the school or after school, as a part of the extended school day program.</p> <p>Students with disabilities/504s will gain automatic entrance into the program. Other students will be evaluated based on formative and summative assessments, learning outcomes of the curriculum aligned enrichment activities, mentor/teacher recommendation, and whether or not a student is in need of passing a Regents exam to graduate.</p> <p>Students will be grouped by ability and placed in groups of 6 or less. For those groups that are predominantly special education students, a special education teacher will be the lead instructor.</p>

**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.

Curriculum Aligned Enrichment: This intervention will be monitored and evaluated each time a student engages in/completes an enrichment activity. We anticipate students engaging in this type of enrichment several times per week. Because faculty will be using the identified essential NYS Learning Standards, they will be able to use NYSED released materials to assist them in tracking student progress/lack of progress. Teachers will use both formative and summative assessment information to track, monitor and adjust instruction as students master concepts, or continue to struggle.

Integrated SEL:

K-6: Each week, students in grades K-6 will complete classroom guidance activities that will address, academic skills, managing everyday challenges, effective problem-solving, self-discipline skills, and managing emotions. Based on this completed work, guidance counselors will assess results and determine if the entire class requires additional support in a specific SEL area or if individual students need additional support. As our elementary students engage in SEL activities the principal will work with elementary faculty and guidance counselors to assess if classroom strategies are working. Every 5 weeks, we will assess discipline, academic and classroom data to determine if our current SEL program is meeting student's needs, or are adjustments necessary to better assist our students.

7-12: Each week during mentor meetings, student's progress and well-being will be assessed and monitored. This will assist mentors with helping students find the help they need in a timely manner. These weekly meetings will also help drive the conversations/activities that students will engage in while meeting with their mentors, every 5 weeks. These 5 week meetings also serve as a way to track student progress in meeting their academic and SEL goals. Students will be asked to complete an academic goal and SEL goal (if appropriate). With the assistance of a faculty mentor, these goals will be tracked each week, assistance given if needed. Progress toward reaching academic and SEL goals or goal attainment will be a strong indicator on whether or not these strategies are effective. This assessment can be and will be completed and tailored to each individual student need.

Afterschool Program/High Dosage Tutoring: Student progress will be monitored and evaluated on a bi-weekly basis. Students entering these programs will come with specific academic/SEL areas in which gaps exist and a student specific plan for closing gaps while in the program/tutoring. This information is based on several areas of data (STAR results, practice regents exams, formative/summative assessments, classroom performance, teacher reports, family input). The principal, faculty members and tutors will meet on a bi-weekly basis to discuss students who are excelling and determine what lessons learned from these success can be applied to other students/other program areas. We will also discuss those students who continue to struggle, their current learning plan and determine what other supports are necessary to assist students in reaching their goals and/or what part(s) of their current plan is not working and needs adjustment.

Any changes to the above programs will be communicated as needed to pertinent stakeholders. Outcomes from the bi-weekly progress assessment meetings will be communicated to families and resources and assistance provided, as needed to ensure their child continues to make progress. This communication will be via a phone call, email, meeting, progress monitoring reports, etc.

As faculty members continue to address and work with students on closing learning gaps, they will communicate with the principal, other relevant faculty/related service providers, tutors, guidance counselor, afterschool program staff and families, areas in which modifications to the current learning plan is needed and how this will be accomplished.

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

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

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

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

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

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

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

4.

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

	Amount
LEA Allocation	499,996
Anticipated Number of Students Served	165
Anticipated Number of Schools Served	1

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.**

- 2021-22 ARP ESSER State Reserves Learning Loss FS-10 Revised 2 Signed.pdf
- 2021-22 ARP ESSER State Reserves Learning Loss FS-10 Signed.pdf
- 2021-22 ARP ESSER State Reserves Learning Loss FS-10 REVISED Signed.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 State Reserves Learning Loss 2021-22.docx

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

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/14/2022

**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.**

The afterschool program will utilize the high dosage tutoring model in order to accelerate learning. BCS chose this model based on past success. BCS currently utilizes high dosage tutoring at the K-6 and have found it to be successful in assisting our students with meeting grade level expectations. Due to its success at the elementary level, BCS determined that expanding this approach to grade 7-12 has a high probability of success for these students.

The afterschool program and work completed as part of this program will be based on several data points that include; formative/summative assessments, outcomes from curriculum aligned enrichment activities, STAR, RTI progress, AIS progress, practice regents exams, classroom guidance/mentoring outcomes, faculty and family input. This information will be used to create individual learning plans for all students enrolled in the afterschool program. Based on these individual plans, students will then be grouped (groups of 6 or fewer) based on need and provided with instruction/SEL support.

- 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	100,002	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness	High Dosage tutoring for PK-6 will occur in two ways. First, we will utilize two teachers on special assignment to provide small group (5 or fewer students) tutoring in areas identified by the classroom teacher, using data previously described

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
		<input checked="" type="checkbox"/> High School	<input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>in this application. Students who are two or more grade levels behind will be the target of this intervention. The main focus of this data driven tutoring will be ELA and math. This tutoring will take place within the school day, at a frequency of 5 days/week.</p> <p>The second way high dosage tutoring will be used is within the extended school day program. Please see the "Comprehensive Afterschool Program" for the structure of this program.</p> <p>The high dosage tutoring program will focus on the NYS learning standards, that reinforces core curriculum content. All student's progress will be monitored on a weekly basis. This will occur using current academic data, classroom performance and teacher and students input.</p> <p>High dosage tutoring will take place at the middle and high school levels. To accommodate student's varying afterschool schedules, tutoring will take place either during the school or after school, as a part of the extended school day program.</p> <p>Students with disabilities/504s will gain automatic entrance into the program. Other students will be evaluated based on formative and summative assessments, learning outcomes of the curriculum aligned enrichment activities, mentor/teacher recommendation, and whether or not a student is in need of passing a Regents exam to graduate.</p> <p>Students will be grouped by ability and placed in groups of 6 or less. For those groups that are predominantly special education students, a special education teacher will be the lead instructor.</p>

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

ARP-ESSER State Reserves - Comprehensive After School

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- 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.

Afterschool Program/High Dosage Tutoring: Student progress will be monitored and evaluated on a bi-weekly basis. Students entering these programs will come with specific academic/SEL areas in which gaps exist and a student specific plan for closing gaps while in the program/tutoring. This information is based on several areas of data (STAR results, practice regents exams, formative/summative assessments, classroom performance, teacher reports, family input). The principal, faculty members and tutors will meet on a bi-weekly basis to discuss students who are excelling and determine what lessons learned from these success can be applied to other students/other program areas. We will also discuss those students who continue to struggle, their current learning plan and determine what other supports are necessary to assist students in reaching their goals and/or what part(s) of their current plan is not working and needs adjustment.

Any changes to the above programs will be communicated as needed to pertinent stakeholders. Outcomes from the bi-weekly progress assessment meetings will be communicated to families and resources and assistance provided, as needed to ensure their child continues to make progress. This communication will be via a phone call, email, meeting, progress monitoring reports, etc.

As faculty members continue to address and work with students on closing learning gaps, they will communicate with the principal, other relevant faculty/related service providers, tutors, guidance counselor, afterschool program staff and families, areas in which modifications to the current learning plan is needed and how this will be accomplished

**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	100,002

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

ARP-ESSER State Reserves - Comprehensive After School

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	Amount
Anticipated Number of Students Served	100
Anticipated Number of Schools Served	1

- 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.**

2021-22 ARP ESSER State Reserves Comprehensive After School FS-10 Signed.pdf

2021-22 ARP ESSER State Reserves Comprehensive After School FS-10 REVISED Signed.pdf

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

Budget\_Narrative ARP ESSER State Reserves Comprehensive After School 2021-22.docx

Budget\_Narrative ARP ESSER State Reserves Comprehensive After School 2021-22 REVISED.docx



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

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/18/2022

**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 summer school program will utilize the high dosage tutoring model in order to accelerate learning. BCS chose this model based on past success. BCS currently utilizes high dosage tutoring at the K-6 and have found it to be successful in assisting our students with meeting grade level expectations. Due to its success at the elementary level, BCS determined that expanding this approach to grade 7-12 has a high probability of success for these students.

The summer school program and work completed as part of this program will be based on several data points that include; formative/summative assessments, outcomes from curriculum aligned enrichment activities, STAR, RTI progress, AIS progress, practice regents exams, classroom guidance/mentoring outcomes, faculty and family input. This information will be used to create individual learning plans for all students enrolled in the afterschool program. Based on these individual plans, students will then be grouped (groups of 6 or fewer) based on need and provided with instruction/SEL support.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	100,002	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities	High Dosage tutoring for PK-6 will occur in two ways. First, we will utilize two teachers on special

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
		Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>assignment to provide small group (5 or fewer students) tutoring in areas identified by the classroom teacher, using data previously described in this application. Students who are two or more grade levels behind will be the target of this intervention. The main focus of this data driven tutoring will be ELA and math. This tutoring will take place within the school day, at a frequency of 5 days/week.</p> <p>The second way high dosage tutoring will be used is within the extended school day program. Please see the "Comprehensive Afterschool Program" for the structure of this program.</p> <p>The high dosage tutoring program will focus on the NYS learning standards, that reinforces core curriculum content. All student's progress will be monitored on a weekly basis. This will occur using current academic data, classroom performance and teacher and students input.</p> <p>High dosage tutoring will take place at the middle and high school levels. To accommodate student's varying afterschool schedules, tutoring will take place either during the school or after school, as a part of the extended school day program.</p> <p>Students with disabilities/504s will gain automatic entrance into the program. Other students will be evaluated based on formative and summative assessments, learning outcomes of the curriculum aligned enrichment activities, mentor/teacher recommendation, and whether or not a student is in need of passing a Regents exam to graduate.</p> <p>Students will be grouped by ability and placed in groups of 6 or less. For those groups that are predominantly special education students, a special education teacher will be the lead instructor.</p>

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

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

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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.

Summer school Program/High Dosage Tutoring: Student progress will be monitored and evaluated on a bi-weekly basis. Students entering these programs will come with specific academic/SEL areas in which gaps exist and a student specific plan for closing gaps while in the program/tutoring. This information is based on several areas of data (STAR results, practice regents exams, formative/summative assessments, classroom performance, teacher reports, family input). The principal, faculty members and tutors will meet on a bi-weekly basis to discuss students who are excelling and determine what lessons learned from these success can be applied to other students/other program areas. We will also discuss those students who continue to struggle, their current learning plan and determine what other supports are necessary to assist students in reaching their goals and/or what part(s) of their current plan is not working and needs adjustment.

Any changes to the above programs will be communicated as needed to pertinent stakeholders. Outcomes from the bi-weekly progress assessment meetings will be communicated to families and resources and assistance provided, as needed to ensure their child continues to make progress. This communication will be via a phone call, email, meeting, progress monitoring reports, etc.

As faculty members continue to address and work with students on closing learning gaps, they will communicate with the principal, other relevant faculty/related service providers, tutors, guidance counselor, afterschool program staff and families, areas in which modifications to the current learning plan is needed and how this will be accomplished

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

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

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

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

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	100,002
Anticipated Number of Students Served	100

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

ARP-ESSER State Reserves - Summer Learning and Enrichment

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	Amount
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.**

2021-22 ARP ESSER State Reserves Summer Enrichment FS-10 Signed.pdf

2021-22 ARP ESSER State Reserves Summer Enrichment FS-10 REVISED Signed.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 Reserves Summer Enrichment 2021-22.docx