

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

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Background Information

ATTICA CSD - 670201060000

Summary and Background Information

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

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

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

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

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

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

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

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

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

Tier 1 - Strong Evidence: Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

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

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other studies show that this strategy negatively impacts an outcome.

Tier 3 - Promising Evidence: Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

Tier 4 - Demonstrates a Rationale: High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

Further information may be found in the **Federal Guidance on Evidence-Based Interventions**. There are a number of resources available that identify research which supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align with the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

Project Period

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

Project Number

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

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

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

Submission Deadline

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

If an eligible school district does not 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

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

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

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Assurances - Assurances

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ARP-ESSER State Reserve: Assurances

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

YES, the LEA provides the above assurance.

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

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

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13. **The LEA assures that:**
1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
 2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
 3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
 4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- YES, the LEA provides the above assurance.
14. **The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.**
- YES, the LEA provides the above assurance.
15. **The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.**
- YES, the LEA provides the above assurance.
16. **The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.**
- YES, the LEA provides the above assurance.

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ARP-ESSER State Reserves: Intent to Apply

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

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Meaghan Matuszak	mmatuszak@atticacsd.org	10/28/2021
LEA Board President	Christopher Day	cday@atticacsd.org	10/28/2021

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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.

Our preliminary plan was shared with the community via the school website and social media outlets in July, well in advance of the release of the application by NYS. Community feedback was invited via email, phone and in-person conversations and that feedback was considered for the final plan. Additionally, the plan was shared in public meetings on August 12, September 23, and November 18, and with staff and faculty on September 8. Each of these meetings included the following representatives:

- Administration
- Elementary faculty and staff
- Middle School faculty and staff
- High School faculty and staff
- Non-Instructional staff
- Parents
- Students

- 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.atticacsd.org/browse/227929>

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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.**

Communications resources--The district uses a multi-pronged approach to communication with students, parents community members, faculty and staff, including:

- The district will post ARP-related materials and plans on our website (www.atticacsd.org). The site is available in multiple languages (English, Chinese and Spanish)
- The district utilizes an app with push notifications (thrillshare/apptegy); available to anyone through Google Play and the Apple app store
- Social media (Facebook)
- The district utilizes an automated calling system (Thrillshare/Apptegy)
- Meeting with parents and other stakeholders
- Translators are made available when needed
- Document translation services are utilized when needed
- School newsletter or other mailings
- CSE and 504 meetings
- Open Houses
- School principals
- CSE Director
- Counselors
- Instructional Support Teams
- AIS teachers

Through these means and others, families have regular communication from the school, covering broad information like events and opportunities for students (summer programs, after-school opportunities) and focused, specific conversations regarding student performance with related data. Parents regularly receive student performance data through paper reports and teacher contact (phone calls, emails, in-person and virtual meetings), When needed, the district counselors and social worker contact families, visit homes and work with parents and students to create and implement plans focused on identified areas of need ranging from academic assistance to counseling and connection with local resources in case of financial or other needs that the school district is not equipped to handle. The district maintains close connections with local and county agencies for additional support for mental health, physical health, and financial support. Working with these agencies and the families, the district is able to provide the supports needed in order to allow students to focus on their academic performance and be successful in doing so.

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

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ARP-ESSER State Reserve: Comprehensive Needs Assessment

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

The district AIS plan is available at: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1572909/RTI_Plan.pdf

The district special education plan is available at: [https://core-](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1572908/Special_Education_Plan.pdf)

[docs.s3.amazonaws.com/documents/asset/uploaded_file/1572908/Special_Education_Plan.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1572908/Special_Education_Plan.pdf)

The district counseling plan is available at: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1572910/Counseling_Plan.pdf

The above plans detail the district processes for determining the academic and social-emotional needs of all students, including those from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Additionally, as a small rural district, we focus a great deal of time and attention on communication with families and we are able to form close relationships with students and their parents or guardians, allowing us the opportunity to recognize quickly what the needs are and seek ways to address them. Beyond relationships and informal methods like conversations or parent-teacher conferences, the district, as part of its participation in the SCTG program through the USDOE, utilizes multiple surveys designed to give us insights into the needs of students. The EDSCLS is given to students and staff in the middle and high schools (grades 5-12), and the results are used to identify areas of need surrounding school climate and student needs in the areas of emotional wellness. In a similar fashion, we partner with county agencies to distribute student surveys that provide additional data surrounding the mental health and emotional needs of students. Academically, we utilize criterion-referenced assessments through iReady as a diagnostic tool in reading and math. This is given three times a year as a diagnostic tool with multiple interim assessments given to measure progress, and the results are used as part of our process for determining academic supports that may be needed. These assessments are given to all students in grades K-8. Special education teachers and reading teachers in all three buildings, as well as the school district psychologist, also use a variety of assessments to determine student needs and suggest plans for support. These assessments include the KTEA, WIAT, WRMT, CELF and others as needed.

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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

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- 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 district AIS plan is available at: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1572909/RTI_Plan.pdf

The district special education plan is available at: [https://core-](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1572908/Special_Education_Plan.pdf)

[docs.s3.amazonaws.com/documents/asset/uploaded_file/1572908/Special_Education_Plan.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1572908/Special_Education_Plan.pdf)

The district counseling plan is available at: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1572910/Counseling_Plan.pdf

The above plans are utilized to identify and meet the academic needs of students struggling with academic progress, students with disabilities, and the social-emotional needs of students. In addition to the processes described in these plans, the district is currently offering numerous opportunities for students through a USDOE SCTG grant that runs through September of 2024. The State Reserve funds will in part be used to enhance or enlarge some programs that have begun under the SCTG grant as described below, as well as to expand the opportunities afforded us by the use of Title I grants, by providing additional funds for reading and math specialists.

What I Need (WIN). This is designed to give students who are struggling with academics a two-hour tutoring session after school. It is a positive place that provides academic support, access to necessary resources and technology, and a quiet place to get work done - aspects we know not all students have the opportunity for after school hours. This year, due to the increased reliance on remote learning technologies, we added an internet club to the WIN program at the high school and middle school levels, designed solely for students with limited or no internet access at home, providing them a quiet space with access to the school's wireless network, allowing them to keep up with school work. Additionally, given the struggles of elementary students in a hybrid environment, we expanded WIN beyond the original scope of the USDOE grant, adding a WIN/Internet program to the elementary level, allowing students at the K-4 level to have a safe, encouraging, and comfortable place to receive assistance in a small group setting and complete work that they were assigned or taught during their instructional day. With expanded funding through the state reserve funds, we will be able to offer remote tutoring assistance to any students who find themselves unable to attend school in-person because of quarantine or other restrictions, increasing the opportunity for them to have access to direct instruction with their teachers rather than asynchronous options or recorded lessons. Some funds designated for comprehensive after-school programs will be dedicated to this program as well. Research indicates the effectiveness of tutoring, as evidenced in this paper. More specifically, a meta-analysis of research examining the effectiveness of tutoring concluded that "tutoring programs consistently lead to large improvements in learning outcomes for students, with an overall pooled effect size of 0.37 standard deviations. This impact translates to a student advancing from the 50th percentile to nearly the 66th percentile. Effect sizes greater than 0.3 standard deviations are considered to be large impacts, especially in the context of education interventions. Tutoring programs led by teacher or paraprofessional tutors are generally more effective than programs that used nonprofessional (volunteer) or parent tutors. Paraprofessional tutors include, among others, school staff members, undergraduate students in education, and service fellows." Source available here. The WIN program and our expanded tutoring for quarantined students fully meet the parameters described in this study.

Additionally, given the instructional and learning gaps that we have identified as a result of the prolonged interruption to full-time, in-person instruction combined with the rapid changes in public education in NYS via a vis changing standards, state assessments, and graduation requirements, we have a need for substantial teacher training and curriculum updates, as well as a need to maintain small class sizes and student-teacher ratios to maximize instructional efficacy. To this end, we will use funds to provide for new evidence-based curriculum and instructional resources, as well as related training and professional development to ensure that our teachers and the curriculum we teach meet the standards set by NYS, is vertically aligned across content areas, and utilizes the very best instructional strategies and resources based on the latest in learning science and high-leverage instructional practices. We have established a partnership with our local BOCES (GV BOCES) and the curriculum work that has begun will be expanded through the use of some of these funds. Simultaneously, we will use some funds to research, pilot, and purchase evidence-based and research-based curriculum resources for use in classrooms in all three schools. Evidence-based programs including Wilson Reading (Research results here) and Achieve 3000 (research results here) are already in use and will be supported by funding through this grant as well. In addition to Achieve 3000 and Wilson Reading, both of which are examined in the What Works Clearinghouse, we are reviewing other evidence-based literacy and reading curricula, including Open Court Reading, Voyager Universal Literacy System and Into Reading, all of which have shown evidence of student improvement as measured by WWC and EdReports. In terms of math curriculum, Achieve 3000, Everyday Mathematics, and Saxon Math, all of which have been studied by the WWC and have shown evidence of student improvement are being considered for use. This is reflected in the proposed budget, and again, the funds through the Learning Loss portion of State Reserve Funds are being used to enlarge and expand programs currently in place through the SCTG grant or Title funds received by the district. The training and use of these curriculum sources are aligned with the information found in the ED-COVID 19 Handbook (<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>). Specifically, on page 19 the handbook speaks to "making time for teachers to collaborate across grade levels", which will allow us to ensure a fully-aligned, guaranteed and viable

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curriculum that focuses on the priority standards for these subject areas in accordance with the information found on page 19 of the same document which states "Asking teacher leaders and district instructional leaders to identify critical content (e.g., 'priority' or 'power' standards) on which to focus." Further guidance from NYSED in its November 2021 guidance entitled "Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding" indicates on page 16 that "ESSER and GEER funds may be used to support comprehensive State and local literacy programs that are needed due to the COVID-19 pandemic." The same document, on page 4, states "ESSER and GEER funds may further be used to provide professional development to educators on evidence-based strategies for meeting students' academic [...] needs...". The strategies described in this section, including tutoring, teacher training, and the implementation of vertically aligned standards using the aforementioned selected programs and curricula meet the criteria of "evidence-based" as described in ESEA, reflected in the cited sources and through the WWC and other resources. Some state reserve funds have been budgeted with the express purpose of providing additional professional development for teachers of students with disabilities, in accordance with the Nov. 2021 Guidance document from NYS--"Addressing the Impact of Lost Instructional Time Using COVID-19 Response Funding.: Specifically, funds for training and travel for teachers of students with disabilities in order to best support children with disabilities age 3-21 under section 611 of IDEA part B (page 8)."

Finally, in concert with the programming identified in our public forums and having been established for our ARP ESSER funding, the following activities have been discussed and designated as areas of focus or resources for identifying and addressing learning loss. All of these activities or resources have been or will be vetted through our partnership with GV BOVCES and other educational experts, including USDE Guidance, The National Center on Intensive Intervention (<https://charts.intensiveintervention.org/ascreening>), the IRIS Center at Vanderbilt University (<https://iris.peabody.vanderbilt.edu/>) and additional resources to ensure that they meet the standards for effectiveness in the classroom or for student gains and that they are evidence-based tools prior to any implementation. The primary focus will be on intensive tutoring efforts and updated teacher training and in-class curriculum resources that have been thoroughly vetted through the above-named organizations. These initiatives will be enhanced or begun through funds made available from the State reserve allocation:

Learning Loss

- Assistive technology (e.g., technology-assisted reading, technology tools for students with disabilities) Evidence and resources are available through the IRIS center at Vanderbilt University at this link.
- Research-Based and Evidence-Based curriculum resources (e.g., Science of Reading, iReady, LETRS training, Leveled Literacy Intervention) (evidence available at the IRIS Center at this link.)
- Literacy Interventions (e.g, teacher training, phonics, phonemic awareness) research results available here; additional results here
- Math interventions (e.g., teacher training, manipulatives, fluency practices) research results here; additional results here and here
- Addressing SEL needs using evidence-based programs (e.g., TIG, restorative practices, PBIS) research available here
- Additional resources for special education classrooms (e.g., ebooks, teacher training, PECS) Focus will be on MTSS and the pre-referral process, as described here by the IRIS center at Vanderbilt University
- Teacher training and Professional Development (e.g., TPT, curriculum design, assessment writing, unit design) research available here and here

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
Other Evidence-Based Intervention (Tier I, II, III, or IV)	1,021,311	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students	Teachers in the elementary and middle schools will use a variety of resources and programs through Achieve 3000, an evidence-based program approved by the WWC and which shows evidence of gains in reading fluency. Teachers use the program with an entire class but the assignments are tailored to each student's reading ability level. For example,

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		School	<input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	teachers assign an article and related activities to an entire class; the program then tailors the version of the article to each student by automatically increasing the difficulty of text when a student is ready for more challenging text. Achieve3000® provides lessons that follow a five-step routine: (1) respond to a Before Reading Poll, (2) read an article, (3) answer activity questions, (4) respond to an After Reading Poll, and (5) answer a Thought Question. Progress reports and student usage data, provided by the online tool, enable teachers to track both whole-class and individual student progress. The program is designed for diverse student groups, including general education students, struggling readers in need of intensive tutoring, and English learners. The budget amounts reflect the cost of the program components and the salaries/benefits for teachers who will implement the programs in each building.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	150,500	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The district is working with a publisher to implement an updated and newly aligned math curriculum in order to meet the needs of new state standards and ensure that students have the requisite skills for success leading them toward a higher degree of college and career readiness. Specifically, we are implementing Reveal Math, a comprehensive math curriculum that meets or exceeds expectations established by edreports in the areas of alignment, usability, focus and coherence, and rigor and mathematical practices. The materials reviewed for Reveal Math Grades K-5 meet expectations for Alignment to the CCSSM. In Gateway 1, the materials meet expectations for focus and coherence. In Gateway 2, the materials meet expectations for rigor and practice-content connections. In Gateway 3, the materials meet expectations for Usability. Within Gateway 3, the materials meet expectations for Teacher Supports (Criterion 1), Assessment (Criterion 2), and Student Supports (Criterion 3).
Other Evidence-Based Intervention (Tier I, II, III, or IV)	195,400	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the	The district is working with a publisher to implement an updated and newly aligned math curriculum in order to meet the needs of new state standards and ensure that students have the requisite skills for success leading them toward a higher degree of college and career readiness. Specifically, we are implementing Amplify ELA, a comprehensive ELA curriculum that meets or exceeds expectations

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>established by edreports in the areas of alignment, usability, text quality and complexity and building knowledge. In sum, the instructional materials reviewed for Core Knowledge Language Arts Kindergarten, Grade 1, and Grade 2 meet the criteria for alignment to standards and research-based practices for foundational skills instruction. The instructional materials use a synthetic approach to phonics. Materials include a scope and sequence that clearly delineates an intentional sequence in which phonological and phonics skills are to be taught. Instructional materials include explicit instruction in letter identification and formation and provide instruction in general concepts of print. Materials provide systematic and explicit instructions for phonological awareness and frequent student practice opportunities (K-1). Instructional materials include consistent systematic and explicit instruction in phonics skills with repeated teacher modeling across all Skills in the Teacher Guide. The materials provide frequent opportunities for students to decode phonetically spelled words using phonemes and/or syllables. The materials include explicit, systematic teacher-level instruction and modeling to demonstrate the use of phonics to encode sounds to letters and words in writing tasks through dictation work. Instructional materials include systematic and explicit instruction of high-frequency words through Tricky Word instruction. Materials include frequent and explicit instruction of word analysis strategies as well as explicit instruction for decoding familiar words. Materials include limited opportunities for explicit, systematic instruction in fluency using grade-level text in the form of decodable readers. Materials include decodable readers that align to the phonics and high-frequency word scope and sequence. Materials also regularly and systematically provide a variety of assessment opportunities over the course of the year to demonstrate student progress toward mastery of all foundational skills. For grades 3-6, Amplify ELA fully meets the expectations of alignment and usability. The materials include consistent, cohesive instruction that is not only grade level appropriate, but also provides connections across grade levels. Similarly, rich texts build knowledge of topic and theme and have connections across grades. The materials include comprehensive implementation support for learners and provide teacher guidance to</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				utilize assessment and technology information.
Integrated Social Emotional Learning	31,620	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Students in all buildings have shown an increased level in mental health challenges, and to meet the needs of students, the district is partnering with E-Therapies, and organization that provides a variety of services designed to meet the mental health needs of students. Specifically, in this budget we are including an allocation for the specific services of a certified psychologist who will be able to work with students and their families to meet the individual needs. Services include assessments, parent meetings, individualized plans and follow-through, and consultant services. The individuals we contract with will work closely with the district's existing staff (psychologists, counselors, social worker and administration) in order to assist them in meeting the needs of students, and they will work directly with students and their parents as well.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	1,750	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Evidence-Based Program: Interactive Metronome (Level 4) The Interactive Metronome is an evidence-based training and assessment tool. IM is shown to improve cognition, attention, focus, memory, speech/language, executive functioning, comprehension, as well as motor & sensory skills. We will use this program and associated training to enhance and expand the skills of our speech, OT and PT therapists in order to improve outcomes for students in multiple areas. Research demonstrates the following: From Harvard Medical school: "a 40% or more improvement on standardized neuropsychological measures of hyperactivity and working spatial memory in children diagnosed with ADHD...". From Baylor University, "children who received 4 hrs of IM training outperformed those who only received the language and reading interventions on measures of reading rate, fluency and comprehension control group in reading and language skills..." GORT4-fluency: +.32, GORT4-comprehension: +.77, Reading Naturally: +5.00, BIBELS-6: +5.77 IM is both an assessment tool and treatment tool and has shown improvements in the following areas of the brain: Parietal lobe, Frontal Lobe, Dorsolateral Prefrontal Cortex, Cingulate Gyrus, basal Ganglia and Cerebellum.
Other Evidence-	6,542	<input checked="" type="checkbox"/> Primary	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities	Evidence-Based Practice: Instructional Coaching (Level 4)

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Based Intervention (Tier I, II, III, or IV)		<input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>The district will send selected special education teachers to the annual Council for Exceptional Children Convention. At this convention, teachers will have access to strategies, research, and professional resources that can be shared with others in the department and in other departments throughout the district. Specifically, teachers will receive training and resources for the following areas: Early childhood and early intervention, emotional and behavioral disorders, MTSS, HighLeverage Practices such as using multiple sources of information to develop a comprehensive understanding of a student's strengths and needs, using student assessment data, analyzing instructional practices and making necessary adjustments to improve outcomes, providing scaffolded supports, providing intensive instruction and more. All of this will allow these teachers to return to the district and serve as instructional coaches for other teachers. Instructional coaching is an evidence-based practice with a large body of research demonstrating the effectiveness and various models that lead to greater gains. Some of these studies are shown at https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_123.asp, and include the following examples: "When examining understanding instructional coaching through the lens of the 5 empirically predictive elements of effective PD, the model presents itself as a powerful tool for improving teacher knowledge, skills, and practice." (Desimone, L. M. & Pak, K. (2017). Instructional coaching as high-quality professional development. <i>Theory Into Practice</i>, 56(1), 3-12. Retrieved from https://eric.ed.gov/?id=EJ1129817).</p> <p>Additionally, "In this study we measured the impact of a professional development model that included directive coaching on the instructional practices of Western Australian primary school teachers taking up explicit instruction. We developed and validated protocols that enabled us to measure teachers' fidelity to the salient elements of explicit instruction and interviewed participants about the impact of the coaching program on student learning, their feelings of self-efficacy and attitudes to being coached. Numerical scores to indicate teachers' demonstration of explicit instruction lesson design and delivery components changed positively over the five observed lessons and directive coaching</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				had a positive impact on teachers' competence and confidence." (Hammond, L. & Moore, W. M. (2018). Teachers taking up explicit instruction: The impact of a professional development and directive instructional coaching model. <i>Australian Journal of Teacher Education</i> , 43(7), 110-133. Retrieved from: https://eric.ed.gov/?id=EJ1188027)

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.

Under the terms of the SCTG grant mentioned above, the effectiveness of the WIN program is evaluated twice each year, with information shared with the USDOE. Student attendance and academic performance are monitored and reported regularly within the district, and information is shared with parents via phone calls, texts and emails. Expanding or revising the curricula in elementary classrooms will be measured through student performance on diagnostic and formative assessments taken via iready and Achieve 3000, and reports from each of these are shared with parents on a quarterly basis. Academic progress is also measured through classroom assessments, district benchmark assessments and NYS assessments. In each case, information is shared with stakeholders through face-to-face conversations, parent/teacher conferences, Academic Support team meetings, report cards, and other available reports, both digitally and via hard copies. Parents also have access to student performance through the parent portal available in our SMS.

Additionally, as part of the aforementioned SCTG grant, we are monitoring and reporting on the following goals related to the social, emotional, and mental health needs of the students, and will continue to do so through any programming implemented with the use of State Reserve funds:

1. School climate will improve each year of the grant by 5% over baseline by the end of Year 1, 10% over baseline by the end of Year 2, and 25% over baseline by the end of Year 5 as measured by the ED School Climate Survey Tool (EDSCLS).
2. Increase student wellness: The percentage of (a) secondary students who report intentionally engaging in self-care weekly or more often and (b) the percentage of elementary students who report intentionally engaging in activities that make them feel happy, relaxed, or less stressed weekly or more often will increase by 10% by the end of Year 2 and 25% by the end of Year 5.
3. Increase student wellness: The percentage of (a) secondary students who report intentionally engaging in self-care weekly or more often and (b) the percentage of elementary students who report intentionally engaging in activities that make them feel happy, relaxed, or less stressed weekly or more often will increase by 10% by the end of Year 2 and 25% by the end of Year 5.
4. Number and percentage of schools annually that report an improved school climate based on the results of the EDSCLS or similar tool.
5. Number and percentage of schools annually that are implementing a multi-tiered system of support with fidelity.

These goals are tracked through student and staff surveys, and specific activities, tasks, and outcomes are monitored and reported to the USDOE. Performance is adjusted as necessary through professional development, curriculum writing, student activities, and specific evidence-based interventions aligned to the specific needs revealed through surveys or other data-gathering means. Results of surveys are regularly made available to students, staff, and parents. Should the reporting and data-gathering show the need to make changes in the implementation of any programs, the details will be shared with stakeholders through our usual channels, including website updates, push notifications through the district app, social media posts, all-call messages, and the district newsletter.

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

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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: 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	1407123
Anticipated Number of Students Served	1132
Anticipated Number of Schools Served	3

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

FS-10 ARP State Reserves Learning Loss 5 1.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.**

Learning Loss Budget Narrative.docx

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

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

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1. **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 district AIS plan is available at: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1572909/RTI_Plan.pdf

The district special education plan is available at: [https://core-](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1572908/Special_Education_Plan.pdf)

[docs.s3.amazonaws.com/documents/asset/uploaded_file/1572908/Special_Education_Plan.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1572908/Special_Education_Plan.pdf)

The district counseling plan is available at: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1572910/Counseling_Plan.pdf

The above plans are utilized to identify and meet the academic needs of students struggling with academic progress, students with disabilities, and the social-emotional needs of students. In addition to the processes described in these plans, the district is currently offering numerous opportunities for students through a USDOE SCTG grant that runs through September of 2024. The State Reserve funds will in part be used to enhance or enlarge some programs that have begun under this grant as described below:

As mentioned in the Lost Instructional Time portion of this application, a significant program that was started is called What I Need (WIN). This is designed to give students who were struggling with academics a two-hour tutoring session after school. It is a positive place that provides academic support, access to necessary resources and technology, and a quiet place to get work done - aspects we know not all students have the opportunity for after school hours. This year, due to the increased reliance on remote learning technologies, we added an internet club to the WIN program at the high school and middle school levels, designed solely for students with limited or no internet access at home, providing them a quiet space with access to the school's wireless network, allowing them to keep up with school work. Additionally, given the struggles of elementary students in a hybrid environment, we expanded WIN beyond the original scope of the grant, adding a WIN/Internet program to the elementary level, allowing students at the K-4 level to have a safe, encouraging, and comfortable place to receive assistance in a small group setting and complete work that they were assigned or taught during their instructional day. Research indicates the effectiveness of tutoring, as described in this paper. More specifically, a meta-analysis of research examining the effectiveness of tutoring concluded that "tutoring programs consistently lead to large improvements in learning outcomes for students, with an overall pooled effect size of 0.37 standard deviations. This impact translates to a student advancing from the 50th percentile to nearly the 66th percentile. Effect sizes greater than 0.3 standard deviations are considered to be large impacts, especially in the context of education interventions. Tutoring programs led by teacher or paraprofessional tutors are generally more effective than programs that used nonprofessional (volunteer) or parent tutors. Paraprofessional tutors include, among others, school staff members, undergraduate students in education, and service fellows." Source available here. The WIN program and our expanded tutoring for quarantined students fully meet the parameters described in this study.

Additionally, as mentioned elsewhere in this application, communication between home and school is a priority of the district, and we utilize input from families to create after-school and evening opportunities for students and families alike, knowing that family engagement is a major factor in student success in school, and is itself an evidence-based and research-based strategy and practice. With the funds allocated for comprehensive after-school programming, we will be able to enhance our opportunities to connect with families and build relationships that increase family engagement, resulting in greater student engagement in school and overall academic success. More specifically, we will be able to offer activities such as parenting skills workshops, study skills, math nights, reading nights, STEAM nights and other similar activities designed to increase parental and familial involvement in students' academics. research on the effectiveness of family engagement as it relates to student success can be found here, as well as here and here. Many of the

Lastly, in concert with the programming identified in our public forums and having been established for our ARP ESSER funding, the following activities have been discussed and designated as areas of focus or resources for their inclusion in the comprehensive after-school programming portion of the state reserve funded activities. All of these activities or resources have been or will be vetted through our partnership with GV BOVCES and other educational experts, including USDE Guidance, The National Center on Intensive Intervention (<https://charts.intensiveintervention.org/ascreeing>), the IRIS Center at Vanderbilt University (<https://iris.peabody.vanderbilt.edu/>) and additional resources to ensure that they meet the standards for effectiveness in the classroom or for student gains and that they are evidence-based tools prior to any implementation. The primary focus will be on intensive tutoring efforts and updated teacher training and in-class curriculum resources that have been thoroughly vetted through the above-named organizations. These initiatives will be enhanced or begun through funds made available from the State reserve allocation:

After-School/Extended Day

- Book Clubs (to activate and increase parental involvement as well as increase literacy skills) Research is available here.
- STEM/STEAM activities (to create familial interaction and engagement) Research from Johns Hopkins "Best Evidence Encyclopedia" is available at this link and from The Expanded Learning and after School Project at this link.
- Pre-teaching (for students or families; allowing opportunities to activate and structure prior knowledge) Access to effective strategies available here.

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- The arts, including music (performances) and visual arts Evidence is available here. Additional evidence is cited below and is available at this link.
- Agriculture (as a small rural school, using local agricultural resources connects the families of the district with the earning taking place in the classroom) Evidence and research, as well as effective strategies, are available from The After-School Corporation and The Expanded Learning & After-School Project at this link.
- Youth Empowerment (a leadership club started through the SCTG grant, designed to build student leadership opportunities and connect students with one another through student support networks, leading to improved school climate) Research is available here.
- Partnering with community resources such as Community Action, Partners for Prevention (increasing students and family involvement in drug and alcohol abuse education and prevention) NYS guidance, research, and resources available here.
- Life Skills (for students and families, particularly the economically disadvantaged families in the district, to provide learning opportunities for skills like budgeting, cooking, nutrition and child care) Strategies available at "Creating Healthier Environments: Strategies and Examples for Afterschool and Summer Programs, Including 21st Century Community Learning Centers", found here.
- Writer's Workshops/Camps (literacy and writing skills improvement) Evidence-based tips for writer's workshops can be found here, as well as here.
- WIN Sessions (What I Need/Tutoring) A Meta-Analysis of the effectiveness of tutoring and the most effective strategies is available at this link.

2. 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
Other Evidence-Based Intervention (Tier I, II, III, or IV)	140,370	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Evidence-Based Practice: Art Education Experiences (Level 4) As cited by the IEs at its REL, in a study that meets WWC standards without reservation, "increases in arts educational experiences significantly reduce the proportion of students receiving disciplinary infractions by 3.6 percentage points, improve STAAR writing achievement by 0.13 of a standard deviation, and increase students' compassion for others by 0.08 of a standard deviation. For students in elementary schools, which comprise 86 percent of the sample, we find that these arts educational experiences also significantly improve school engagement, college aspirations, and arts-facilitated empathy. These findings provide strong evidence that arts educational experiences can produce significant positive impacts on student academic and social development. Policymakers should consider these multifaceted educational benefits when assessing the role and value of the arts in K-12 schools." (Bowen, Daniel H. and Brian Kisida "Investigating Causal Effects of Arts Education Experiences: Experimental Evidence from Houston's Arts Access Initiative." Research Report for the

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				Houston Independent School District. Volume 7, Issue 4). Based on this research and additional findings, we will implement after-school activities and experiences involving the arts for students at all levels. We will include both musical and visual arts, building on our already nationally recognized instrumental music and band program, and expanding opportunities for students in the visual arts, incorporating technologies such as a printing press, kiln, and laser cutter into our program, allowing students to use these tools in a low-stakes, highly experiential setting that will give all students the opportunity to explore the arts in a non-traditional setting.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	45,702	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input checked="" type="checkbox"/> None of the Above	Evidence-Based Practice: Writer's Workshop and SRSD. Self-Regulated Strategy Development is rated as the best evidence-based, classroom-proven writing method helping students at all levels K-12 excel at writing and learning. In short, "Self-Regulated Strategy Development (SRSD) is an intervention designed to improve students' academic skills through a six-step process that teaches students specific academic strategies and self-regulation skills. The practice is especially appropriate for students with learning disabilities. The intervention begins with teacher direction and ends with students independently applying the strategy, such as planning and organizing ideas before writing an essay. More specifically, the six steps involve the teacher providing background knowledge, discussing the strategy with the student, modeling the strategy, helping the student memorize the strategy, supporting the strategy, and then watching as the student independently performs the strategy. A key part of the process is teaching self-regulation skills, such as goal-setting and self-monitoring, which aim to help students apply the strategy without guidance. The steps can be combined, changed, reordered, or repeated, depending on the needs of the student. The SRSD model can be used with students in grades 2 through 12 in individual, small group, or whole classroom settings." In WWC, 10 of 16 studies of SRSD meet the standards for students with a specific disability. In support of this writing process, the district will utilize after-school time for teachers to model and explicitly teach the writing process, while focusing on high-interest topics and writing genres.

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	77,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>STEAM Activities</p> <p>The Johns Hopkins Best-Evidence Encyclopedia says the following regarding Science and STEAM-based interventions:</p> <ul style="list-style-type: none"> • Inquiry-oriented programs with science kits, such as Insights, FOSS, STC, SCALE, and Teaching SMART. The theory of action in science kit programs is that implementing hands-on activities helps to build deep learning about the scientific process and core concepts of elementary science. • Technology programs, such as BrainPOP, The Voyage of the Mimi, and web-based labs. Technologies utilized in these approaches include computer-assisted instruction and class-focused technology (such as video and interactive whiteboard technologies). <p>The evidence from studies that met the review's inclusion criteria supports a view that improving outcomes in elementary science depends on improving teachers' skills in presenting lessons, engaging and motivating students, and integrating science and reading. Technology applications that help teachers teach more compelling lessons and that use video to reinforce lessons also have promise." Additionally, the WWC states, "High-achieving students in economically disadvantaged, rural schools lack access to advanced coursework necessary to pursue science, technology, engineering, and mathematics (STEM) educational and employment goals at the highest levels, contributing to the excellence gap. Out-of-school STEM programming offers one pathway to students' talent development. Using a concurrent triangulation mixed-methods research design, this study was conducted to evaluate the experiences of 78 high-achieving students and their 32 teachers, participating in an extracurricular, school-based, STEM talent development program for rural students from economically disadvantaged communities. Findings suggest that students and teachers expressed satisfaction with program participation and that they thought more creatively and critically about their work. Results also showed that students' perceptions of the mathematics and science activities were significantly different, which informs ways to improve programming for future high-achieving, rural students. These findings expand the literature supporting the use of informal STEM</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>education environments for underserved gifted populations to increase engagement in and access to challenging curricula." (Ihrig, L. M., Lane, E., Mahatmya, D., & Assouline, S. G. (2018). STEM excellence and leadership program: Increasing the level of STEM challenge and engagement for high-achieving students in economically disadvantaged rural communities. <i>Journal for the Education of the Gifted</i>, 41(1), 24–42. Abstract retrieved from https://eric.ed.gov/?id=EJ1169072.)</p> <p>Furthermore, research and evidence indicates that specific STEM training for teachers resulted in significant gains for students, as cited by the Institute for Education Science (WWC's Parent Organization) "During the [STEM] intervention, randomly assigned teachers participated in 120 hr of professional development that focused on science content, inquiry- based instruction, technological applications, and differentiated instruction within problem-based curriculum units. Statistically significant gains in science process skills, science concepts, and science content knowledge were found among [...] students in the treatment group when compared with gifted students in the comparison group." (Robinson, A., Dailey, D., Hughes, G., & Cotabish, A. (2014). The effect of a science-focused STEM intervention on gifted elementary students' science knowledge and skills. <i>Journal of Advanced Academics</i>, 25(3), 189–213. Abstract retrieved from https://eric.ed.gov/?id=EJ1039758.)</p>
<p>Integrated Social Emotional Learning</p>	<p>18,361</p>	<p><input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School</p>	<p><input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above</p>	<p>Functional Behavioral Assessment-Based Interventions</p> <p>According to the WWC, "Functional behavioral assessment (FBA) is an individualized problem-solving process for addressing student problem behavior. An assessment is conducted to identify the purpose or function of a student's problem behavior. This assessment process involves collecting information about the environmental conditions that precede the problem behavior and the subsequent rewards that reinforce the behavior. The information that is gathered is then used to identify and implement individualized interventions aimed at reducing problem behaviors and increasing positive behaviors. Accordingly, the studies evaluating FBA examine different FBA-based interventions identified for each student. FBA-based interventions can be used to address diverse problem behaviors, such as</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>disruptive and off-task behaviors, noncompliance, and inappropriate social interactions."</p> <p>In alignment with the district's Special Education Plan and Counseling Plan, multiple FBA-based interventions will be implemented with students, and the after-school time will provide counselors and therapists the opportunity to work with students in one-on-one or small group settings based on their needs in order to implement the interventions most beneficial to their specific needs. The process will involve school and home communication, student observation, implementation of specific plans, and monitoring of the plan once it has been implemented.</p> <p>Specific expenses for these interventions include professional salaries for counselors and psychologists for their work with students after school hours as well as materials and supplies including tactile materials for creating stress balls and similar items and multiple copies of behavior texts for bibliotherapy. (\$16,000 in salaries, \$411 in supplies and \$1,950 of the \$31,950 in transportation).</p>

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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.**

Under the terms of the SCTG grant mentioned above, the effectiveness of the WIN program is evaluated twice each year, with information shared with the USDOE. Student attendance and academic performance are monitored and reported regularly within the district, and information is shared with parents via phone calls, texts and emails. Expanding or revising the curricula in elementary classrooms will be measured through student performance on diagnostic and formative assessments taken via iReady and Achieve 3000, and reports from each of these are shared with parents on a quarterly basis. Academic progress is also measured through classroom assessments, district benchmark assessments and NYS assessments. In each case, information is shared with stakeholders through face-to-face conversations, parent/teacher conferences, Academic Support team meetings, report cards, and other available reports, both digitally and via hard copies. Parents also have access to student performance through the parent portal available in our SMS.

Additionally, as part of the aforementioned SCTG grant, we are monitoring and reporting on the following goals related to the social, emotional, and mental health needs of the students, and will continue to do so through any programming implemented with the use of State Reserve funds:

1. School climate will improve each year of the grant by 5% over baseline by the end of Year 1, 10% over baseline by the end of Year 2, and 25% over baseline by the end of Year 5 as measured by the ED School Climate Survey Tool (EDSCLS).
2. Increase student wellness: The percentage of (a) secondary students who report intentionally engaging in self-care weekly or more often and (b) the percentage of elementary students who report intentionally engaging in activities that make them feel happy, relaxed, or less stressed weekly or more often will increase by 10% by the end of Year 2 and 25% by the end of Year 5.
3. Increase student wellness: The percentage of (a) secondary students who report intentionally engaging in self-care weekly or more often and (b) the percentage of elementary students who report intentionally engaging in activities that make them feel happy, relaxed, or less stressed weekly or more often will increase by 10% by the end of Year 2 and 25% by the end of Year 5.
4. Number and percentage of schools annually that report an improved school climate based on the results of the EDSCLS or similar tool.
5. Number and percentage of schools annually that are implementing a multi-tiered system of support with fidelity.

These goals are tracked through student and staff surveys, and specific activities, tasks, and outcomes are monitored and reported to the USDOE. Performance is adjusted as necessary through professional development, curriculum writing, student activities, and specific evidence-based interventions aligned to the specific needs revealed through surveys or other data-gathering means. Results of surveys are regularly made available to students, staff, and parents. Should the reporting and data-gathering show the need to make changes in the implementation of any programs, the details will be shared with stakeholders through our usual channels, including website updates, push notifications through the district app, social media posts, all-call messages, and the district newsletter.

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.**

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	Amount
LEA Allocation	281433
Anticipated Number of Students Served	1132
Anticipated Number of Schools Served	3

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

ARP After School Revised Budget 2 14 22.xls
 After School REV 2 14 Scan.pdf
 FS-10 ARP State Reserves After School 1 1.pdf

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

After School Budget Narrative.docx

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

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

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

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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 district AIS plan is available at: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1572909/RTI_Plan.pdf

The district special education plan is available at: [https://core-](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1572908/Special_Education_Plan.pdf)

[docs.s3.amazonaws.com/documents/asset/uploaded_file/1572908/Special_Education_Plan.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1572908/Special_Education_Plan.pdf)

The district counseling plan is available at: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1572910/Counseling_Plan.pdf

The above plans are utilized to identify and meet the academic needs of students struggling with academic progress, students with disabilities, and the social-emotional needs of students. In addition to the processes described in these plans, the district is currently offering numerous opportunities for students through a USDOE SCTG grant that runs through September of 2024. The State Reserve funds will in part be used to enhance or enlarge some programs that have begun under this grant as described below:

The summer reading program, which was held only virtually during the summer of 2020, returned to an in-person format in July and August of 2021, with over 100 students in grades 1-8 signed up, more than double our original plan. Again, we expanded this program in response to the needs of students, both academically and emotionally, providing them with a safe, secure, and encouraging environment for four weeks during the summer, offering academic support, enrichment activities, and emotional support. Additionally, in response to student needs, we offered daily transportation this year, a significant investment that allowed many more students to participate in this program. This program can be expanded and enhanced through the use of State-reserve funds, allowing us to reach more students during the summer months. We will also look to partner with community resources such as the village's summer recreation program to offer academic services during that program, providing students that may not be able to attend the summer program at the school to receive academic support in a different setting and at a different time. This program allows the opportunity to engage students in focused tutoring or instructional settings, receiving support in areas that have been identified through the data sources described elsewhere in this application as well as in the plans found at the above links. A low-stakes setting such as a summer reading program also allows teachers the opportunity to utilize new curriculum resources and evidence-based instructional strategies in a less formalized setting, providing the district the opportunity to gauge the efficacy and benefits of these resources and strategies before using them in the classroom during the school year. This practice results in an action research opportunity, ensuring that instructional resources and practices are thoroughly understood, that teachers are comfortable with them, and most importantly, that they are truly effective before operationalizing them in a full classroom setting during the school year. Summer reading instruction is a well-researched practice that has shown positive effects on student learning. Evidence can be seen here, here, and here.

Lastly, in concert with the programming identified in our public forums and having been established for our ARP ESSER funding, the following activities have been discussed and designated as areas of focus or resources for their inclusion in the summer learning and enrichment portion of the state reserve funded activities. All of these activities or resources have been or will be vetted through our partnership with GV BOVCES and other educational experts, including USDE Guidance, The National Center on Intensive Intervention (<https://charts.intensiveintervention.org/ascreening>), the IRIS Center at Vanderbilt University (<https://iris.peabody.vanderbilt.edu/>) and additional resources to ensure that they meet the standards for effectiveness in the classroom or for student gains and that they are evidence-based tools prior to any implementation. The primary focus will be on intensive tutoring efforts and updated teacher training and in-class curriculum resources that have been thoroughly vetted through the above-named organizations. These initiatives will be enhanced or begun through funds made available from the State reserve allocation:

- Partner with Summer recreation (Village of Attica) to provide learning activities during the village's summer recreation program, (e.g., tutoring, including tutoring, hands-on learning experiences, and special activities/speakers) NYS Guidance and resources available here.
- Related Services/Therapies (e.g., OT/PT, speech, counseling) Evidence and resources are available through the IRIS Center at Vanderbilt University at this link.
- STEM/STEAM (e.g., robotics, coding, makerspace) Research on student collaboration can be found here and here, and some evidence for STEAM 's impact on learning can be found here.
- Life Skills/Nutrition--The negative impact of obesity and hunger on student achievement is well documented. Children who are overweight or obese have poorer academic performance, more behavioral problems, and higher rates of school absenteeism (Bethell, Simpson, Stumbo, Carle, & Gombojav, 2010; Krukowski et al., 2009; Taras & Potts-Datema, 2005; BeLue, Francis, & Colaco, 2009; Geier et al., 2007; Mustillo et al., 2003). Children experiencing hunger have lower math scores and are more likely to repeat a grade (Alaimo, Olson, & Frongillo, 2001). They are more likely to be hyperactive, absent, and tardy, and more likely to display behavioral and attention problems more frequently than other children (Murphy et al., 1998). More Information is available here.
- Art (e.g., art appreciation, drawing, design) Evidence can be found here and here.
- Music (e.g., instrument lessons, general music instruction) Multiple resources advocating the effect and evidence for the benefits of music on

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learning in areas such as math and literacy are available here.

- Science (e.g., experimentation, research)
- Literacy (e.g., phonics, decoding, comprehension) Multiple Resources and evidence-based strategies are available through the IRIS Center at Vanderbilt University located here, as well as the What Works Clearinghouse, located here.
- Math (e.g., fluency, computation, manipulatives) Multiple resources and evidence-based strategies are available through the IRIS Center at Vanderbilt University located here, as well as the What Works Clearinghouse, located here.

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	216,122	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	As described above, our current summer program will be expanded through the use of the ARP State Reserve funds. This expansion will allow us to serve more students than we have in the past, and to focus on instructional areas that we have not been able to address in our summer program in the past. While we will still be able to focus heavily on reading and math as we have in the past--and expand those areas with additional reading materials and math instruction--we will be able to add instruction, review and enrichment in the sciences, technology, the arts, agriculture and life skills like cooking and nutrition. Additionally, we will be able to utilize our counselors and therapists, which is not something we have been able to do during summer programs in the past. There is extensive research supporting the efficacy of summer instruction in terms of limiting or eliminating learning loss. While most of the research focuses on reading and math, gains have been shown in other areas as well. Furthermore, due to the pandemic and its related impact on educational opportunities in areas other than math and reading, it is imperative that the district offer students opportunities to engage in instructional opportunities in these other areas. Research (and our own experience) indicates that "the educational benefits may vary by student based on socioeconomic factors and program design may also impact academic improvement. The availability of funding for summer school programs and the cost of transporting students are considered as obstacles to successful programs." With the availability of the ARP funds, we will be able to eliminate some of these obstacles and design a summer enrichment

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				program that is well-rounded and meets the needs of all of our students, particularly those with socioeconomic disadvantages.
Integrated Social Emotional Learning	28,757	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Summer Counseling</p> <p>Using ARP funds, we will be able to provide students with access to summer counseling, which has been shown to have a significant effect on "summer melt", particularly for recently graduated HS seniors transitioning to college. According to the WWC, "The summer counseling intervention was intended to reduce what study authors call the summer "melt," a phenomenon in which students have been accepted to college but fail to matriculate. These summer counseling services, delivered during the months between high school graduation and college enrollment, involve outreach by college counselors or peer mentors via text messaging campaigns, e-mail, phone, in-person meetings, instant messaging, or social media. These intervention services provide college-intending individuals with information about tasks required for college enrollment, such as taking placement tests, arranging for housing, acquiring medical insurance, obtaining financial aid, and registering for courses. Summer counseling was also provided to help students overcome unanticipated financial, informational, and socio-emotional barriers that prevent college enrollment." We will also be able to continue with our Functional Behavioral-Assessment-Based interventions, which as defined by the WWC, "involves collecting information about the environmental conditions that precede the problem behavior and the subsequent rewards that reinforce the behavior. The information that is gathered is then used to identify and implement individualized interventions aimed at reducing problem behaviors and increasing positive behaviors. Accordingly, the studies evaluating FBA examine different FBA-based interventions identified for each student. FBA-based interventions can be used to address diverse problem behaviors, such as disruptive and off-task behaviors, noncompliance, and inappropriate social interactions." Both of these interventions have significant research and evidence of their effectiveness.</p> <p>Expenses for summer counseling include \$16,000 in salaries, \$753 in supplies, \$5,000 of the \$23000 included for transportation, and \$7004 in BOCES services for training related to the counseling</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Trauma Informed Practices	36,554	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	services (40 sessions @ \$175/session). The pandemic has had a significant impact on all students, but the effects are especially detrimental to students who struggle with Adverse Childhood Experiences (ACEs). These may include socioeconomic factors, abuse, hunger, or other factors. According to the CDC, "ACEs can have lasting, negative effects on health, well-being, as well as life opportunities such as education and job potential. These experiences can increase the risks of injury, sexually transmitted infections, maternal and child health problems (including teen pregnancy, pregnancy complications, and fetal death), involvement in sex trafficking, and a wide range of chronic diseases and leading causes of death such as cancer, diabetes, heart disease, and suicide. ACEs and associated social determinants of health, such as living in under-resourced or racially segregated neighborhoods, frequently moving, and experiencing food insecurity, can cause toxic stress (extended or prolonged stress). Toxic stress from ACEs can change brain development and affect such things as attention, decision-making, learning, and response to stress. Children growing up with toxic stress may have difficulty forming healthy and stable relationships. They may also have unstable work histories as adults and struggle with finances, jobs, and depression throughout life. These effects can also be passed on to their own children. Some children may face further exposure to toxic stress from historical and ongoing traumas due to systemic racism or the impacts of poverty resulting from limited educational and economic opportunities." Summer can be an especially challenging time for children, as they may be in situations with little to no supervision or adequate care. With the ARP funds, th district can provide students with a variety of opportunities to meet needs over the summer as a way to ameliorate or eliminate some of the conditions or effects of ACEs. These include the availability of counselors, training for instructional staff in trauma-informed practices and restorative practices, and other evidence-based practices such as family engagement and teaching students some strategies that they can use to self-regulate, as well as connecting them with community resources that are available to them and their families. Specific expenses include \$32,000 for salaries for

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				services provided to students during the summer and \$4554 of the \$23,000 designated for transportation services in the FS 10.

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.

Under the terms of the SCTG grant mentioned above, the effectiveness of the WIN program is evaluated twice each year, with information shared with the USDOE. Student attendance and academic performance are monitored and reported regularly within the district, and information is shared with parents via phone calls, texts and emails. Expanding or revising the curricula in elementary classrooms will be measured through student performance on diagnostic and formative assessments taken via iready and Achieve 3000, and reports from each of these are shared with parents on a quarterly basis. Academic progress is also measured through classroom assessments, district benchmark assessments and NYS assessments. In each case, information is shared with stakeholders through face-to-face conversations, parent/teacher conferences, Academic Support team meetings, report cards, and other available reports, both digitally and via hard copies. Parents also have access to student performance through the parent portal available in our SMS.

Additionally, as part of the aforementioned SCTG grant, we are monitoring and reporting on the following goals related to the social, emotional, and mental health needs of the students, and will continue to do so through any programming implemented with the use of State Reserve funds:

1. School climate will improve each year of the grant by 5% over baseline by the end of Year 1, 10% over baseline by the end of Year 2, and 25% over baseline by the end of Year 5 as measured by the ED School Climate Survey Tool (EDSCLS).
2. Increase student wellness: The percentage of (a) secondary students who report intentionally engaging in self-care weekly or more often and (b) the percentage of elementary students who report intentionally engaging in activities that make them feel happy, relaxed, or less stressed weekly or more often will increase by 10% by the end of Year 2 and 25% by the end of Year 5.
3. Increase student wellness: The percentage of (a) secondary students who report intentionally engaging in self-care weekly or more often and (b) the percentage of elementary students who report intentionally engaging in activities that make them feel happy, relaxed, or less stressed weekly or more often will increase by 10% by the end of Year 2 and 25% by the end of Year 5.
4. Number and percentage of schools annually that report an improved school climate based on the results of the EDSCLS or similar tool.
5. Number and percentage of schools annually that are implementing a multi-tiered system of support with fidelity.

These goals are tracked through student and staff surveys, and specific activities, tasks, and outcomes are monitored and reported to the USDOE. Performance is adjusted as necessary through professional development, curriculum writing, student activities, and specific evidence-based interventions aligned to the specific needs revealed through surveys or other data-gathering means. Results of surveys are regularly made available to students, staff, and parents. Should the reporting and data-gathering show the need to make changes in the implementation of any programs, the details will be shared with stakeholders through our usual channels, including website updates, push notifications through the district app, social media posts, all-call messages, and the district newsletter.

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/17/2022

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	281433
Anticipated Number of Students Served	1132
Anticipated Number of Schools Served	3

- 5. **Please upload a completed and signed copy of the FS-10 Budget the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding. The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.**

Summer Enrichment REV 2 14 Scan.pdf
FS-10 ARP Summer Enrichment 1 1.pdf
ARP Summer Enrichment Revised 2 14 22.xls

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

Summer Enrichment Budget Narrative.docx