

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

Background Information

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.

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

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

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

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

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

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

Tier 3 - Promising Evidence: Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There

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

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ARP-ESSER State Reserves - State Reserves Intent to Apply

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?

X

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

NO, the LEA does not intend 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?

X

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

NO, the LEA does not intend 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?

X

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

NO, the LEA does not intend 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	Andrew Whitmore	awhitmore@rhnet.org	12/14/2021
LEA Board President	Diane McBride	dmcbride@rhnet.org	12/14/2021

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

ARP-ESSER State Reserve: Consultation

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

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

Rush-Henrietta, as part of its strategic planning and budget preparation process, sought stakeholder input into the plan for allocating the ARP-ESSER State Reserve Funds. Stakeholder consultation included School Improvement Team (shared decision-making) meetings, including parents and staff at all levels, as well as students at the secondary level; Instructional Council meetings; parent advisory group meetings (including the District Parent Advisory Council and the Multicultural Parent Advisory Council); administrative planning meetings; labor-management meetings; and other multiple-stakeholder venues.

Proposals for how the State-Level Reserve Funds will be spent were discussed at the Board of Education's Budget Advisory Council meetings. In addition, after this comprehensive review and consultation regarding proposed use of ARP funds, the Board of Education conducted a public hearing at a regular BOE meeting on June 22, 2021, in which the public/community members and student board representatives were invited to comment, ask questions, and give input into the plan. This hearing was live-streamed online and a recording posted online.

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.rhnet.org/Page 33465>

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.**

Through the School Improvement Team process, as well as multiple-stakeholder venues such as Instructional Council, the District Parent Advisory Council and Multicultural Parent Advisory Council, the district conducts periodic reviews of data, student performance, subgroup growth and achievement, student attendance, and other factors, to assess the district's planning, budgeting and staffing, and to inform potential adjustments in resource allocation, including ARP funds.

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

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 uses a variety of measures, including state and local testing, benchmark common assessments, NWEA/MAPS and other standardized periodic measures, as well as non-academic measures such as attendance data, behavioral reports, suspension data, formative assessments, classroom observations and other data to gauge student engagement, and social-emotional indicators. All teacher teams will engage in periodic and frequent progress monitoring of academic achievement data and student work, to track growth and progress over time, identify gaps in learning, and design intervention plans that are specific, targeted and measurable (these are monitored and adjusted over time as well). Interventions and supports will also include mental health counseling, restorative practices, and social-emotional learning strategies, involving school counselors, social workers, psychologists, behavior specialists, and others. Specific classroom-based instruction will be implemented in alignment with our K-12 counseling plan.

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

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

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

Rush-Henrietta has allocated significant funds to support additional teaching positions that will help to address learning loss, close achievement gaps, provide academic interventions, and monitor student growth and progress, including disaggregated data for all subgroups such as English learners, students of color, students with disabilities, and students from low-income families. These allocations include several reading and math specialist positions, as well as instructional coaches, AIS providers, speech pathologists, a special education teacher, ENL teachers, and tutors. The district uses a variety of measures, including state and local achievement testing, benchmark common assessments, NWEA/MAPS and other standardized periodic measures, as well as non-academic measures such as attendance data, behavioral reports, suspension data, formative assessments, classroom observations and other data to gauge student engagement, and social-emotional indicators.

- 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
<ul style="list-style-type: none"> Tailored/Individualized Acceleration 		Primary	All Students	
<ul style="list-style-type: none"> High Dosage Tutoring Programs 		Elementary	Students with Disabilities	
<ul style="list-style-type: none"> Curriculum-Aligned Enrichment Activities 		Middle School	English Learners	
<ul style="list-style-type: none"> Integrated Social Emotional Learning 		High School	Students Experiencing Homelessness	
<ul style="list-style-type: none"> Community Schools Model Programming 			Students in Foster Care	
<ul style="list-style-type: none"> Restorative Practices 			Migratory Students	
<ul style="list-style-type: none"> Trauma Informed Practices 			Students Involved with the Juvenile Justice System	
<ul style="list-style-type: none"> Other Evidence-Based Interventions (Tier I, II, III, or IV) 			Other Underserved Students	

NOTE: Since the answers to the above question involve will involve drop-down menus in the application, please select your answers from the above chart, and write them in the chart on the next page. Write a planned intervention, then next to it write the investment (\$ cost), grade level(s) and group(s) served, along with a description of the planned intervention. Please do this with as many interventions as necessary:

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration and Other Evidence-Based Interventions (Title I, II, III, or IV)	\$83,333	4-6	All Students	AIS Math Specialist
Integrated Social Emotional Learning and Other Evidence-Based Interventions (Title I, II, III, or IV)	\$166,665	K-6	Students with Disabilities and English Language Learners	Speech Pathologists
High Dose Tutoring Programs, Tailored/Individualized Acceleration and Other Evidence-Based Interventions (Title I, II, III, or IV)	\$83,333	4-6	Students with Disabilities	Special Education Teacher
Tailored/Individualized Acceleration and Other Evidence-Based Interventions (Title I, II, III, or IV)	\$166,665	K-6	English Language Learners and Migratory Students	ENL Teachers

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

The district will utilize its progress-monitoring and school improvement planning processes to gather and analyze student data pertaining to achievement, academic growth, skills gaps (lost instructional time), social-emotional wellness, and behavioral needs. In addition to seeking comments, questions and suggestions about the strategies through the district’s Facebook page on an ongoing basis, the plan will be reviewed periodically (at least every six months) at a public Board of Education meeting, where the public has an opportunity to offer suggestions and comments, and ask questions of the Board and Superintendent of Schools regarding the reopening plan and its implementation. Parents, teachers, staff, students and other stakeholders also will have opportunities to provide feedback on the in-person learning process at monthly meetings of each school improvement team, school parent/PTO meetings, the district’s Instructional Council, and meetings of the District Parent Advisory Council and District Multicultural Parent Advisory Council.

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

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

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

4.

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

	Amount
LEA Allocation	\$499,996
Anticipated Number of Students Served	5294
Anticipated Number of Schools Served	10

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ARP-ESSER State Reserves - Comprehensive After School

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

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

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

The district will implement research-based high-impact tutoring programs to address learning loss and skills gaps at all levels. This will include both in-person and online instructional programs. The high-impact tutoring will be provided by certified teachers in individual and small-group sessions, several times per week. Tutoring will be offered during the school day as an Academic Intervention Service, as well as a supplemental service after school and during school breaks, Saturdays, etc. This will consist of intensive, customized instruction to supplement students' classroom instruction, aligned to the state standards and district curriculum outcomes. The goal is to recover learning loss, close skill gaps, and bring students to grade level. It will be offered to all students, but targeted especially toward unserved subgroups.

Principals and curriculum/program directors (especially in ELA, Math, Special Education, ENL and Science) will monitor interventions and gather data and student work to assess the effectiveness of tutoring over time, making adjustments to frequency, length of tutoring, and interventions (individualized instructional strategies) as needed. They will be responsible for coordinating this program in conjunction with other interventions funded by other sources, including the additional AIS and related services staffing, as well as programs to support social-emotional learning, student attendance, family services, and student wellness.

- 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
<ul style="list-style-type: none"> Tailored/Individualized Acceleration 		Primary	All Students	
<ul style="list-style-type: none"> High Dosage Tutoring Programs 		Elementary	Students with Disabilities	
<ul style="list-style-type: none"> Curriculum-Aligned Enrichment Activities 		Middle School	English Learners	
<ul style="list-style-type: none"> Integrated Social Emotional Learning 		High School	Students Experiencing Homelessness	
<ul style="list-style-type: none"> Community Schools Model Programming 			Students in Foster Care	
<ul style="list-style-type: none"> Restorative Practices 			Migratory Students	
<ul style="list-style-type: none"> Trauma Informed Practices 			Students Involved with the Juvenile Justice System	

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ARP-ESSER State Reserves - Comprehensive After School

<ul style="list-style-type: none"> Other Evidence-Based Interventions (Tier I, II, III, or IV) 			Other Underserved Students	
			None of the Above	

NOTE: Since the answers to the above question involve will involve drop-down menus in the application, please select your answers from the above chart, and write them in the chart on the next page. Write a planned intervention, then next to it write the investment (\$ cost), grade level(s) and group(s) served, along with a description of the planned intervention. Please do this with as many interventions as necessary:

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dose Tutoring Programs, Tailored/Individualized Acceleration and Other Evidence-Based Interventions (Title I, II, III, or IV)	\$30,002	K-6	All Students	After School Tutoring
High Dose Tutoring Programs, Tailored/Individualized Acceleration and Other Evidence-Based Interventions (Title I, II, III, or IV)	\$70,000	7-12	All Students	On-Line Tutoring Services

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.

Principals and curriculum/program directors (especially in ELA, Math, Special Education, ENL and Science) will monitor interventions and gather data and student work to assess the effectiveness of tutoring over time, making adjustments to frequency, length of tutoring, and interventions (individualized instructional strategies) as needed. The district will utilize its school-based progress monitoring systems to evaluate the effectiveness of the program, as it impacts the growth and achievement of individual students, in recovering learning loss and closing skills gaps (especially in reading and math).

In addition to seeking comments, questions and suggestions about the strategies through the district’s Facebook page on an ongoing

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ARP-ESSER State Reserves - Comprehensive After School

basis, the plan will be reviewed periodically (at least every six months) at a public Board of Education meeting, where the public has an opportunity to offer suggestions and comments, and ask questions of the Board and Superintendent of Schools regarding the reopening plan and its implementation. Parents, teachers, staff, students and other stakeholders also will have opportunities to provide feedback on the in-person learning process at monthly meetings of each school improvement team, school parent/PTO meetings, the district's Instructional Council, and meetings of the District Parent Advisory Council and District Multicultural Parent Advisory Council.

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ARP-ESSER State Reserves - Comprehensive After School

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

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

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

	Amount
LEA Allocation	\$100,002
Anticipated Number of Students Served	5294
Anticipated Number of Schools Served	10

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

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ARP-ESSER State Reserves - Summer Learning and Enrichment

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

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

- 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.**

During the summer sessions the district plans to continue to implement research-based high-impact tutoring programs to address learning loss and skills gaps at all levels. This will include both in-person and online instructional programs. The high-impact tutoring will be provided by certified teachers in individual and small-group sessions, several times per week. Tutoring will consist of intensive, customized instruction to supplement students' classroom instruction, aligned to the state standards and district curriculum outcomes. The goal is to recover learning loss, close skill gaps, and bring students to grade level, and to ensure that students are well prepared to begin the next school year. It will be offered to all students, but targeted especially toward unserved subgroups such as English Language Learners, economically disadvantaged students, students of color, and new entrants.

Principals and curriculum/program directors (especially in ELA, Math, Special Education, ENL and Science) will monitor interventions and gather data and student work to assess the effectiveness of tutoring over time, making adjustments to frequency, length of tutoring, and interventions (individualized strategies) as needed. They will coordinate this summer program in conjunction with other interventions funded by other sources, including the additional AIS and related services staffing, as well as programs to support mental health.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
<ul style="list-style-type: none"> Tailored/Individualized Acceleration 		<input type="checkbox"/> Primary <input type="checkbox"/>	<input type="checkbox"/> All Students <input type="checkbox"/>	
<ul style="list-style-type: none"> High Dosage Tutoring Programs 		<input type="checkbox"/> Elementary <input type="checkbox"/>	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/>	
<ul style="list-style-type: none"> Curriculum-Aligned Enrichment Activities 		<input type="checkbox"/> Middle School <input type="checkbox"/>	<input type="checkbox"/> English Learners <input type="checkbox"/>	
<ul style="list-style-type: none"> Integrated Social Emotional Learning 		<input type="checkbox"/> High School <input type="checkbox"/>	<input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/>	
<ul style="list-style-type: none"> Community Schools Model Programming 		<input type="checkbox"/>	<input type="checkbox"/> Students in Foster Care <input type="checkbox"/>	
<ul style="list-style-type: none"> Restorative Practices 		<input type="checkbox"/>	<input type="checkbox"/> Migratory Students <input type="checkbox"/>	
<ul style="list-style-type: none"> Trauma Informed 		<input type="checkbox"/>	<input type="checkbox"/> Students Involved with the Juvenile <input type="checkbox"/>	

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ARP-ESSER State Reserves - Summer Learning and Enrichment

Practices			Justice System	
<ul style="list-style-type: none"> Other Evidence-Based Interventions (Tier I, II, III, or IV) 			Other Underserved Students	
			None of the Above	

NOTE: Since the answers to the above question involve will involve drop-down menus in the application, please select your answers from the above chart, and write them in the chart on the next page. Write a planned intervention, then next to it write the investment (\$ cost), grade level(s) and group(s) served, along with a description of the planned intervention. Please do this with as many interventions as necessary:

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs, Curriculum-Aligned Enrichment Activities, Integrated Social Emotional Learning and Other Evidence-Based Interventions (Tier I, II, III, or IV)	\$100,002	K-12	All Students with an emphasis on English Language Learners and Underserved Students	Summer Learning Program with Transportation Provided

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.

Principals and curriculum/program directors (especially in ELA, Math, Special Education, ENL and Science) will monitor interventions and gather data and student work to assess the effectiveness of tutoring over time, making adjustments to frequency, length of tutoring, and interventions (individualized instructional strategies) as needed. The district will utilize its school-based progress monitoring systems to evaluate the effectiveness of the program, as it impacts the growth and achievement of individual students, in recovering learning loss and closing skills gaps (especially in reading and math). This data analysis will also be used to plan for any needed AIS services during the subsequent school year.

In addition to seeking comments, questions and suggestions about the strategies through the district’s Facebook page on an ongoing basis, the plan will be reviewed periodically (at least every six months) at a public Board of Education meeting, where the public has an opportunity to offer suggestions and comments, and ask questions of the Board and Superintendent of Schools regarding the reopening plan and its implementation. Parents, teachers, staff, students and other stakeholders also will have opportunities to provide feedback on the in-person learning process at monthly meetings of each school improvement team, school parent/PTO meetings, the district’s Instructional Council, and meetings of the District Parent Advisory Council and District Multicultural Parent Advisory Council.

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ARP-ESSER State Reserves - Summer Learning and Enrichment

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

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

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

	Amount
LEA Allocation	\$100,002
Anticipated Number of Students Served	5294
Anticipated Number of Schools Served	10

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