

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

Background Information

PATCHOGUE-MEDFORD UFSD - 580224030000

Summary and Background Information

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

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

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

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

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

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

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

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

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

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

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

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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

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

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

Project Period

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

Project Number

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

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

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

Submission Deadline

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

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

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

ARP-ESSER Application: State Reserves - ARP State ReservesIntroduction/Instructions - Submission Instructions

Submission Instructions

PATCHOGUE-MEDFORD UFSD - 580224030000

Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

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

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

ARP-ESSER State Reserve: Assurances

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

2. **The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:**
 1. data on each school’s mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
 2. LEA uses of funds to meet students’ social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 3. LEA uses of funds to sustain and support access to early childhood education programs;
 4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
 6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
 7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds. YES, the LEA provides the above assurance.

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

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

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

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

7. **The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.**
 YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

YES, the LEA provides the above assurance.

9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.

YES, the LEA provides the above assurance.

10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

YES, the LEA provides the above assurance.

11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.

YES, the LEA provides the above assurance.

12. The LEA assures that:

1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.

YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - State Reserves Intent to Apply

ARP-ESSER State Reserves: Intent to Apply

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

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Frank Mazzie	fmazzie@pmschools.org	8/23/21
LEA Board President	Kelli Anne Jennings	kjennings@pmschools.org	8/23/21

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

ARP-ESSER State Reserve: Consultation

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

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

The district engaged in meaningful conversations with stakeholders by holding FaceBook Live meetings with the school community. Additionally, the district set up meetings during our professional development period to review the plan with all teachers, staff, and building-level administrators. During these meetings, staff and community members had the opportunity to offer feedback on the proposed spending, ask questions, and give input for additional spending requests. All input received was reviewed and all necessary adjustments were made before final review by the Board of Education.

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.**

All information is on the district website (link is listed below). For families that are unable to access the website, a hardcopy will be mailed home. Community members can contact the Office of Instructional Services at 631-687-6350.
<https://www.pmschools.org/Page/9815>

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.**

Throughout the grant period, the district will continue to follow the same process outlined in item#1. Additionally, monthly Board of Education meetings schedule a portion of time for community comments. This is another opportunity for all stakeholders within the community to engage in conversations on the development and spending of the funds. All updated ARP-ESSER program information will be posted on the district website.

ARP-ESSER Application: State Reserves - ARP State ReservesARP-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 has put many procedures in place to support the social, emotional, mental health, and academic needs of all students. The district has adopted a social-emotional universal screener that will be administered to all students. The screener is provided in both English and Spanish. Any student identified as at risk for social, emotional, or mental health needs will be captured through the administration of the SSIS CoLab. The district is developing an MTSS for students identified as being at-risk. The MTSS will be provided by two additional psychologists. Additionally, the two psychologists will provide evening workshops for the community to support the mental health needs of students and families. The workshops will be offered in English and Spanish. Lastly, Students identified with significant risk will be supported through the contract of a mental health consultant.

As a result of the pandemic, elementary students, particularly our students in subgroups have been displaying externalizing behaviors. To support students' behaviors, the district has employed two additional BCBA's to support students in need. With the addition of the two BCBAs, every elementary school now has support from a certificated behavior specialist to support staff and students.

The district recognizes that students enter kindergarten in preschool with varying experiences. All preschool and kindergarten students have received a universal speech/language screener to identify a student at risk. A districtwide RTI speech teacher will provide support to all kindergarten and preschool students identified as at risk as a result of the screener.

As a result of the pandemic, our youngest students are lacking fine and visual-motor skills. To combat this deficit, the district is hiring a full-time occupational therapist to universally support all kindergarten and preschool students. The occupational therapist will provide direct support to students in addition to professional development for staff and parent university evenings for families.

The academic needs of all students will be determined using multiple data points. We will use progress reports and report data which include both summative and formative assessments. Additionally, the district has implemented iReady in grades K-12. Students will be given a diagnostic assessment 3-times throughout the school year (Fall, Winter, and Spring). The diagnostic will allow the district to monitor the growth of students. iReady also allows the district to create instructional grouping reports. The report will allow us to group students with similar instructional needs and provides teachers with detailed instructional priorities and classroom resources to support differentiated instruction. iReady allow the district to disaggregate data by subgroups that have been disproportionately impacted by COVID. The district can differentiate the needs by subgroups.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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

- 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 will use funds to address the social, emotional, and academic needs of lost instructional time in a variety of ways.

- Enrollment increases for English Language Learners have been significant. An additional ENL teacher will be hired to support newly arrived students who have experienced trauma as a result of COVID.
- Additional devices will be purchased for all students including students with disabilities, ELLs, students experiencing homelessness, and students in foster care.
- Funds will be used to hire additional staffing which will include computer technicians, computer aides, and instructional technology integration specialists. With the increase in devices, additional professional development and supports will be necessary for students and teachers.
- Funds will be used to hire additional staff for struggling learners. Additional reading teaching assistants, additional behavioral specialists, and additional math AIS teacher will be hired. We will be adding early intervention services by hiring an additional speech therapist and additional occupational therapist that will service kindergarten and pre-k students students who are not currently identified as needing related services but require additional supports to succeed in the general education setting.
- Funds will be used to add additional pre-K programs for all students including ELLs and students with disabilities.
- Due to COVID, the district has experienced a larger number of students in crisis at all levels. Additional mental health staff will be added to the Family Center to support all families and students in crisis as a result of COVID. Additional psychologists will be working to enhance supports and interventions for students as well as targeted assistance for students. The additional staffing will allow the district o prioritize our most at-risk students and increase counseling services for students and families.
- The district will be hiring an additional staff member for mentor coaching. The coach will work with students during the school day to re-engage them with in-person instruction. In each meeting, the student chooses the focus of conversation, while the coach listens and contributes observations and questions. This interaction creates clarity and moves the student into action. Coaching accelerates the student's progress by providing greater focus and awareness of choice. Coaching concentrates on where students are now and what they are willing to do to get where they want to be in the future.
- The district will be hiring additional permanent substitute teachers to help facilitate distribution to classroom instruction when teachers are absent. Substitute teachers will also be used to offer teachers time for collaboration blocks during the school day and professional development.
- Funds will be used to fund a summer program for students who have experienced learning loss due to the COVID pandemic.

The District will braiding funds from ESSER amd GEER funds to expand participation of activities included in ARP-ESSER Learning Loss funding.

- 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
Trauma Informed Practices	224,220	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle 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	The district has experienced an increase in the number of students dealing with mental health crises due to COVID. The district will be hiring additional psychologists for our Family Center. Students that are in crisis will be referred to the Family Center for additional supports and counseling. Psychologists

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input checked="" type="checkbox"/> High School	<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	will also be deployed to schools to assist with counseling groups. The additional psychologists will be working with the SEL directors to select and implement an SEL screener. The screener will be administered to all students in Pre-K-12. This universal screener will provide the new psychologists with information about a student's current functioning levels, including areas of strength and emotional behavioral concerns. The results will be used to guide instruction for all students and identify multi-tiered (RTI) supports for students.
Trauma Informed Practices	235,188	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The district will be hiring additional support staff to support students experiencing trauma as a result of COVID. We are experiencing an increase in students having difficulty transitioning back to school after being on full-remote. Students are having difficulty re-engaging in learning and we have seen an increase in students experiencing significant behavioral problems at the elementary level. The BCBA's will support all students experiencing behavioral issues and work with teachers to help solve behavior issues. The BCBA will also conduct and complete FBAs. The data will be used to implement individualized behavior intervention plans for students. BCBA's will also offer parent training to support any families who continue to have difficulty with behaviors at home.
High Dosage Tutoring Programs	276,628	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The district will be hiring an additional Fluency TAs teacher to offer additional supports for SWDs, ELLs, and any other students determined to be at risk for reading problems. The small-group instruction and intensity of the instruction will reflect the degree of risk, determined by the reading assessment data and other district indicators. The interventions will include fluency as well as vocabulary, phonics, and phonological awareness. Services will take place during the school day as a pull-out program.
High Dosage Tutoring Programs	110,364	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved	The district will be hiring Math AIS to offer small group tutoring during the school day. Students will receive additional supports as a complement to math instruction delivered by the classroom teachers. Students who have been identified as at-risk for mathematics will receive additional tutoring and the frequency of sessions will reflect the degree of risk. Each session will be a minimum of 40-minutes.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			Students <input type="checkbox"/> None of the Above	
Summer Learning and Enrichment Activities	896,392	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The district will offer a Summer Learning Program for all students in grades K-12. The elementary and middle school program will operate 4-days per week for 5 weeks. Students will attend for a total of 4-hours per day. Many families in the community rely on transportation to and from school. Since we will be extending the school year to offer summer learning opportunities transportation will be provided for families. The programs will be offered to students at their "home" building. The program will offer an SEL component as well as supports in Reading and mathematics. Students attending the program will be those all students include ELLs, SWDs, students experiencing homelessness and students in foster-care who have experienced the most significant learning gaps as a result of COVID. Letters outlining the program will be mailed home to families in late April/ early May. Parents wishing to enroll will register on the District's website. The program will be supervised by building principals. At the high school level, a summer learning program will run in July and August for a total of 20 days, for 3-hours per day. The program will focus on students in need of credit recovery as a result of course failures during COVID.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	112,545	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The district will be implementing a Coaching program with the newly hired Instruction Technology Integration Specialist. The Coach will support educators in effectively using technology to provide meaningful learning opportunities for students that are aligned with grade-level expectations. The will be working alongside teachers and students in the classroom to support effective instructional strategies using the 1:1 devices. The coach will model/demonstrate lessons and also observe teachers provide feedback.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	2,591,107	<input 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	With the implementation of i-Ready (Tier 2 intervention program) the district requires additional mobile devices for all students to access the software. The District will use funds to support the intervention program by purchasing new laptops. With the purchase of the devices will provide online learning to all students including ELLs, SWDs, students experiencing homelessness, and students in foster care during the pandemic. To support the continuity of learning and the implementation of i-

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<p>Students</p> <input type="checkbox"/> None of the Above	<p>Ready, additional technology staff will be hired. Staff will include full-time computer aides in buildings to support students and teachers during the school day with the integration of technology. Computer aides will be hired to support buildings and assist students and teachers during the school day. Computer aides will be working closely with grade K-1 teachers and push-in to classrooms when students are utilizing their devices. They will also push into classrooms to work with students on how to log in to new devices, how to access software, how to utilize the microsoft TEAMS platform and assist students/teachers during the i-Ready diagnostics. A Network System Specialist and a Network System Technician will be hired to support the community of learning. With the deployment of 8,000+ laptops to students and teachers in grades K-12 the additional technician will assist with the organization, inventory, repair, and managing the devices. The Network Specialist will focus on keeping our infrastructures up to date with the latest threat protection. This position will focus on cybersecurity.</p>
Other Evidence-Based Intervention (Tier I, II, III, or IV)	594,000	<input checked="" type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>To extend the school day to recover lost instructional time, the district will expand the Pre-K program for all students including SWDs and ELLs. The district will open 3 new integrated pre-kindergarten sites to support SWDs and ELLs. The progress will address the cognitive, social, emotional, and physical development of children. The program model will be Full Day (5.5 hours). The program will be located at Barton and Eagle Elementary School.</p>
Other Evidence-Based Intervention (Tier I, II, III, or IV)	190,050	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>To maintain a group of high-quality substitute teachers during COVID, the district will partner with local teacher preparation programs to hire teacher candidates in training and outreach with retired teachers. The hiring of permanent substitute teachers will support the continuity of instruction for students when educators need to take time off as a result of COVID.</p>
Other Evidence-Based	220,654	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners	<p>The district has hired a Speech-language pathologist (SLP) to provide RTI services to support the learning loss of students. SLPs can be a valuable</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Intervention (Tier I, II, III, or IV)		<input type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<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	<p>resource as schools design and implement a variety of RTI models. The SLP is responsible for explaining the role that language plays in curriculum, assessment, and instruction, as a basis for appropriate program design in addition to explaining the interconnection between spoken and written language to instructional staff. Moreover, the SLP has administered a universal screener to students to identify the students that require intervention in their speech and language skills. The district has created a plan for the SLP to conduct professional development on the language basis of literacy, language, and learning.</p> <p>To support the fine motor deficits of our youngest students the district has hired a full-time occupational therapist (OT). The OT pushes into our kindergarten and preschool classrooms to demonstrate strategies or techniques to teachers or aides that they then carry over and implement during classroom times. The push-in model allows the OT to support students in their natural environment, where the skills are most needed. Further, it gives the teacher another person to help struggling students complete fine motor activities in the classroom that they may otherwise not be able to without direct teacher intervention. The OT is supporting individual students, groups of students, and whole classrooms. The strategies and activities the OT is providing will help make reading more accessible for our students struggling with visual-motor integration. Lastly, the OT will provide professional development to support tier-one interventions in all elementary classrooms.</p>
Trauma Informed Practices	50,500	<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>The School Mental Health Coordinator is a service to offer support, so schools, students, and families meet the emotional health and academic needs of their students. COVID-19 has led to diverse mental health problems, including anxiety, depression, posttraumatic stress disorder, and other trauma- and stress-related disorders, all of which are impacting our students. In partnering with a Mental Health Coordinator, the school is proposing to offer school-based mental health consultation services for students from kindergarten through high school to address their mental health needs. The goal is to provide board-certified (or board-eligible) psychiatrists on-site in our school district or through virtual visits. Psychiatrist services may consist of psychiatric evaluations, student observations, clinical care conferences, medication consultations, and</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				recommendations for care (in the school setting and/or the community).
Other Evidence-Based Intervention (Tier I, II, III, or IV)	12,518	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The district will be establishing a Mentor Coaching Program between the coach and the students. An outline of the program is listed below: Description of Coaching: Coaching is a partnership (between the Coach and the student in a thought-provoking and creative process that inspires the student to maximize personal and academic potential. It is designed to facilitate the creation/development of personal, and academic goals and to develop and carry out a strategy/plan for achieving those goals. 1) About the Coaching Process The International Coach Federation’s definition of coaching quoted in part that is as follows: “Professional Coaching is an ongoing professional relationship that helps people produce extraordinary results in their lives, careers, businesses or organizations. Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life. In each meeting, the student chooses the focus of conversation, while the coach listens and contributes observations and questions. This interaction creates clarity and moves the student into action. Coaching accelerates the student’s progress by providing greater focus and awareness of choice. Coaching concentrates on where students are now and what they are willing to do to get where they want to be in the future. Coaches recognize that results are a matter of the student’s intentions, choices, and actions, supported by the coach’s efforts and application of the coaching process.” 2) Patchogue -Medford Mentor Coach Program: This program is set up for any student who wants to reach their potential, feel valuable, and make solid action plans for them to implement in their lives. <i>The Cornerstone of the Mentor Coaching Program is based on:</i> <ul style="list-style-type: none"> • Students become aware of opportunities available to them • Being Inspired • Building Skills for Success • Believing in themselves
Integrated Social Emotional Learning	157,414	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<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	The district has hired a bilingual CSE Chairperson. The chairperson is a specially trained district administrator who facilitates CSE and CPSE meetings. This person’s role is to help the committee

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input type="checkbox"/> Middle School <input type="checkbox"/> High School	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	come to a consensus on decisions regarding our students. The bilingual CSE chairperson pays particular attention to supporting our ENL population and determining a language difference versus a language disability. The CSE chairperson will provide parent workshops both in English and Spanish to support our families with language acquisition and other topics that will add to families' existing skills and give them opportunities for continued growth and development. The CSE chairperson will also provide professional development to teachers to support our struggling students that are classified and in the general education population. The CSE chairperson will be present at data team meetings to ensure all student's deficits are being addressed in a research-based, measurable manner. The additional CSE chairperson will assist with eliminating evaluation backlogs.
Trauma Informed Practices	613,634	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	With the return of in-person instruction, the District experienced a significant increase in the enrollment of ELLs and migratory children. During the summer months, the Registration Office enrolled and screened over 350 ELLs. The District will hire an additional bilingual elementary teachers to support the academic needs of the students. The additional sections will be added in Kindergarten, where we have seen the most significant increase in enrollment. The additional sections for newcomers will support the outreach with families of ELLs during COVID and will supply. It will also support the successful transition of ELLs. Additional ENL teachers will be hired to offer our most at-risk ELLs additional academic and mental health supports. The teacher will work in small groups with students who have experienced significant learning loss as a result of attendance during COVID. i-ready data and report card data will be used to target students. The ENL teacher will work with grade 1 students currently performing at a Pre-K level. The program will offer both a push-in and pull out model.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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

The District will monitor and evaluate the effectiveness of social, emotional and mental health strategies and intervention by administering a *Social Emotional Screener* titled SSIS CoLab will be administered to identify students’ social emotional and mental health needs. The screener will be provided to teachers, students, and parents. The district will administer a pretest in the fall and posttest in the spring to all students. A student with administration results in the at-risk range will require progress monitoring and research-based interventions. As part of the interventions, the district will be utilizing the SSIS SEL Class-wide Intervention Program (CIP). The SSIS SEL CIP provides instruction for Core SEL skills and mental health competencies. Each skill is aligned with one of the 5 CASEL competencies. These instructional skill units can be used at any MTSS level individually or with groups of students. The assessment and interventions were chosen by a districtwide Social Emotional Committee. The committee is comprised of multiple stakeholders including administrators, teachers, parents, and students. Additionally, the district will host virtual webinars to answer any questions related to the screener or SEL at the end of November. Further, the district will present to the community at a Board of Education meeting in the Spring. The presentation will include all aspects of Social Emotional Learning and the results of the SEL Assessment. Teachers will receive ongoing professional development throughout the school year to update them on MTSS for SEL, SSIS CoLab administration and results and any other information related to SEL implementation.

Academic needs will be monitored using various data points. The district will continue conduct diagnostic assessments in grades K-11 using iReady in the Fall, Winter and Spring. The diagnostic will be given in both reading and mathematics. Additionally, we will continue to conduct informal and formal assessments on students and communicate with families using report cards and progress reports. All information can be accessed using the Parent Portal. End of year State assessments in grades 3-8 as well as the NYS Regents Exams and the NYSESLAT will be used to monitor academic needs.

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

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

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

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

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

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

	Amount
LEA Allocation	6,285,214
Anticipated Number of Students Served	7,134
Anticipated Number of Schools Served	3,764

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.**

FINAL-ARP-ESSER-FS10 ARP- Learning Loss.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

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

- 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.**

FINAL Budget_Narrative-ARP-State Reserves Learning Loss.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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

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

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

The district has determined to use the state reserve funds to support tutoring programs and out-of-school time programs and summer learning and enrichment programs for our high school students. As a result of COVID, remote learning did have a negative impact on students. Even when students logged on for virtual learning, teachers reported students were less engaged in the virtual learning platform and missed a large amount of instructional time. At the secondary level, we used our student management system as an early warning system to alert administrators to at-risk students. We assembled longitudinal data for individual students that included attendance, grades, and behavior reports. Grade reports showed evidence of higher failure rates than in previous years and students disengaged with school work. Many students had incomplete assignments or handed in assignments late. High school guidance counselors in collaboration with building leadership reviewed transcripts to develop lists of students that due to the pandemic were no longer on track for graduation as a result of course failures and/or attendance. To reengage students the district will offer several afterschool programs, to provide students opportunities for academic support as well as students in need of counseling/support groups. The district will be hiring certified teachers within the district to work outside of the contractual day to offer small group tutoring sessions. Tutoring sessions will be offered during the week and on the weekends to meet the needs of all students. Students will have the flexibility to attend in-person tutoring sessions or virtual tutoring sessions. Tutoring sessions will be scheduled for 1-hour blocks of time. Additionally, we will offer out-of-school programs for students who at-risk students who need to take additional coursework to stay on track for graduation. The after-school program will allow those students in need of credit recovery to take coursework after the traditional school day ends. High school guidance counselors will review transcript data to determine specific students in need of supports. Transportation will be offered to students attending the program. In the after-school programs, a guidance counselor or social worker will be on staff to support the social and emotional needs of students most impacted by the pandemic. Counseling services will be available for students most impacted by the pandemic.

During the summer, the district will offer a Summer Program for students in grades 9-12. The program will offer students the opportunity to enroll in a course to makeup and incomplete or failed courses. Additionally, to support English learners who are students with disabilities who need to take a course for initial course credit, the District will offer several summer courses that students can enroll in to earn initial course credit. For students who successfully passed a course but failed a Regents examination, the District will offer another small group tutoring during the Regents Review classes at the high school summer program.

The District will be braiding funds with the ESSER 2 funds. The ESSER funds supplied the funding to run the comprehensive after-school programs for 2-years, the 1% State-Level Reserves will allow us to extend the program an additional year to support students at the high school level.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	1,257,078	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> Secondary	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners	The high school will be running high-dose tutoring for students throughout the school year. For students who require additional supports for course

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<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>work they are currently enrolled in, the district will be developing extra-help tutoring sessions that are contiguous to the school day, sessions in the evening, and sessions on the weekend. The variety of times is intended to support all students including English learners, students with disabilities, and other underserved students.</p> <p>The after-school credit recovery program will also run after-school contiguous to school days. The program will run from 2:30-5:30 3-day per week and offer transportation home from the program. The District plans to offer three different credit recovery cycles for students. In each cycle, they can take 2 classes. By offering multiple cycles, students potentially can recover credits for 6 classes. Class size is kept to less than 12-students to allow teachers to run small group personalized teacher-led instruction with differentiated instructional approaches to meet the needs of the individual students.</p> <p>The summer program will run during July and August for a total of 20-days for 3-hours per day. Classes will run Monday-Thursday. Letters for the summer program will be mailed home the last week in June informing students if they failed course work or failed a Regents examination. Registration for the program will be scheduled for the first week in July. The District will offer a virtual registration option or an in-person registration option for parents who would like to speak to a guidance counselor.</p>

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.

The District will monitor and evaluate the effectiveness of the afterschool extra-help/tutoring and Extended Day Program by reviewing attendance in the program and completing a comparison on how the students are performing with classroom performance (report card grades). Tutors/Teachers will monitor student progress by conducting short formative assessments to gauge the progress of students. Teachers can use this information to design different pathways for students. Students may need to engage in smaller group instruction, others may be able to work on independent practice, some may require viewing a tutorial on the specific topic/skill. The District will send out a survey to students for feedback on after-school tutoring. The survey will include but is not limited to *What additional courses would you like to see added to the tutoring program? Do evening hours work best? Do you find tutoring available on the weekend beneficial? What times on the weekend work best?*

The Summer Program will be evaluated by evaluating data at the end of the program. What was the passing rate for courses? What was the drop-out rate of students enrolled in the program? What was the passing rate on all August Regents examinations?

Should any adjustments need to be made to the high school summer program, extended day program, or the after-school tutoring/extra-help program, the district will communicate this in writing to the high school families. We will also plan to communicate these changes at a scheduled Board of Education meeting and post all information on the District website.

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:

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

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

	Amount
LEA Allocation	1,257,078
Anticipated Number of Students Served	2,000
Anticipated Number of Schools Served	1

- 5. **Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

The fund code for the 1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.

FINAL-ARP-ESSER-FS-10 ARP-tate Reserves -Comprehensive AfterSchool.pdf

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

FINAL Budget_Narrative-ARP State Reserves Comprehensive AfterSchool.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

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

- 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 will be offering an extended school year to address the impact of lost instructional time due to the COVID pandemic. The district will run a summer learning program for all students in grades K-5. The summer learning program will offer both an academic component as well as an SEL component. The program will run for 4-hours per day, 4-days per week for a total of 5-weeks. Transportation will be supplied to families in need. The summer learning program will be housed in all seven elementary schools' summer school programs. Students in the summer learning program will utilize the i-Ready software and participate in small group instruction. Classes will be capped at 12-students to offer more one-to-one supports for students. A nurse will be hired to support students and offer additional supports to address the physical and social-emotional well-being of students. Since technology will be a large component in the summer program, the district will supplement the program with computer aides that will be on-site to address issues students and teachers may experience. For students in the primary grades, we will be offering additional phonic supports by utilizing Foundations.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	808,088	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The district plans to operate a Summer Learning Program for students. The program at the elementary school will be operating 4-hours per day for 5 weeks. Students who have experienced learning loss as a result of COVID which includes students with disabilities, English learners, and other underserved students will be invited to attend the Summer Learning Program. Letters will be mailed home to families in April/May with dates and times. Since the school year will be extended, transportation will be essential for students. Increased transportation costs will be covered with the funds to ensure all students have equal access to the program. Additionally, since the school year will be extended, the building will remain open and

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>building principals will need to work additional hours. Funds will be used to compensate building principals for the supervision and scheduling of the summer program and a nurse will be hired for the summer program to support the social, emotional, and physical well-being of students who have been impacted by the pandemic.</p>
<p>Other Evidence-Based Intervention (Tier I, II, III, or IV)</p>	<p>448,990</p>	<p><input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input 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 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>The district will be using funds to purchase student iReady licenses. The district will be purchasing iReady licenses for students in grades K-5 in both reading and mathematics. iReady is a Research-Based Tier II Intervention Program. i-Ready instructional reports provide teachers with information and what standards and skills students have not mastered. These reports will drive the small group instruction taking place during the Summer Learning Program. The district will be using funds to purchase additional 1:1 devices to support the implementation of i-Ready during the Summer Learning Program.</p> <p>For primary grades, the district will also be utilizing Foundations. Foundations serve as a prevention program to help reduce reading and spelling failure. It is integral to a Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, providing research-based instruction in Tier 1 as well as early intervention (Tier 2) for students at risk for reading difficulties.</p>
<p>Trauma Informed Practices</p>	<p>30,000</p>	<p><input checked="" type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input 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>The District Family Center services the community throughout the school year and during the summer months. The center staffs full-time social workers and school psychologists. The center offers on-site counseling for students and is home to the Community Food Pantry. Funds will be used to hire additional staff to support the Family Center during the summer months when the Summer Learning Program is running. Additional food donations come in over the summer for the district to distribute to all students including low-income families, students with disabilities, English learners, and all unserved students.</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

The i-Ready software allows us to monitor student growth from each administered diagnostic assessment. We will use the Spring diagnostic results and compare them to the Fall diagnostic results. The district has already begun to collect data and monitor the effectiveness of the Summer Learning Program. This summer (summer 2021), we ran a Summer Learning Program using funds from the ESSER 2 funding source. We have already seen a significant impact of the Summer Learning Program on student achievement. The data collected on the Fall i-Ready diagnostic showed that students who attended the summer program had little to no summer regression when compared to students who did not attend. When comparing the two groups, students attending gained an average of 3 points on their scale scores compared to students who did not attend who showed a reduction of 6.5 points on their scale scores. The data was similar for grades 3-5. Students who attend the program showed a reduction of 2 scale points compared to students who did not attend that showed a reduction of 7 scale points. Additionally, when comparing our students to i-Ready historical gain/loss norms, the district performed higher in all grade levels in both Reading and Mathematics.

Should the District need to make any adjustments to the Summer Learning Program, the district will communicate this in writing to the elementary families. We will also plan to communicate these changes at a scheduled Board of Education meeting and post all information on the District website.

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

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

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

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

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

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

	Amount
LEA Allocation	\$1,257,078
Anticipated Number of Students Served	1500
Anticipated Number of Schools Served	7

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.

FINAL-ARP-FS-ESSER-FS-10- State Reserves Summer Enrichment.pdf

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

FINAL Budget_Narrative-ARP State Reserves Summer Enrichment.pdf