

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

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Background Information

WILSON CSD - 401501060000

Summary and Background Information

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

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

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

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

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

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

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

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

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

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

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

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other studies show that this strategy negatively impacts an outcome.

Tier 3 - Promising Evidence: Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias 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 address the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

Project Period

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

Project Number

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

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

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

Submission Deadline

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

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

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

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Introduction/Instructions - Submission Instructions

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Submission Instructions

WILSON CSD - 401501060000

Directions for Submitting the Application:

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

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

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

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

Deadline for Submitting the Application:

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

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Assurances - Assurances

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ARP-ESSER State Reserve: Assurances

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

☒ YES, the LEA provides the above assurance.

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

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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Assurances - Assurances

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

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Assurances - Assurances

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13. The LEA assures that:

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

☒ YES, the LEA provides the above assurance.

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

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ARP-ESSER State Reserves: Intent to Apply

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

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Carolyn A Oliveri	coliveri@wilsoncsd.org	12/10/2021
LEA Board President	George Waters	gwaters@wilsoncsd.org	12/10/2021

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

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ARP-ESSER State Reserve: Consultation

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

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

Wilson Central School District held meetings with various stakeholders across the District and community. The District met as an Administration to discuss the needs of the students and the District over the next few years and came up with a list of needs and wants. The Superintendent and principals then meet with the teacher's union executive board to hear their thoughts on what the District needed moving forward to help students achieve and close any gaps COVID has caused. The Superintendent and Business Official used this information to take the needs everyone agreed on would improve instruction at our District and calculated a cost associated with each of them. A PowerPoint of such costs was created and reviewed at a Board of Education meeting for all the public to hear of our intentions. The community is welcome to be in attendance or listen online during the meeting (or after on our Youtube channel) to the outline of the uses for new funds. We also placed the PowerPoint on our website and created a google form to allow any public comments to our plan for the use of the CRRSA and ARP funds. Superintendent Carter does updates in his Superintendent reports at all BOE meetings and he just sent out a mid summer update video to all families. Surveys will continue to go out to stakeholders on what we are doing with the funding, one was just sent out Nov 3, 2021. We will continue to give updates by the Superintendent at BOE meetings and on our website. We will continue to ask questions and reflect with our staff, students and community to make certain we are utilizing our programs to the best of their ability.

Wilson Central School District held meetings with various stakeholders across the District and community. The District met as an Administration to discuss the needs of the students and the District over the next few years and came up with a list of needs and wants. The Superintendent and principals then meet with the teacher's union executive board to hear their thoughts on what the District needed moving forward to help students achieve and close any gaps COVID has caused. The Superintendent and Business Official used this information to take the needs everyone agreed on would improve instruction at our District and calculated a cost associated with each of them. A PowerPoint of such costs was created and reviewed at a Board of Education meeting for all the public to hear of our intentions. The community is welcome to be in attendance or listen online during the meeting (or after on our Youtube channel) to the outline of the uses for new funds. We also placed the PowerPoint on our website and created a google form to allow any public comments to our plan for the use of the CRRSA and ARP funds. Superintendent Carter does updates in his Superintendent reports at all BOE meetings and he just sent out a mid summer update video to all families. Surveys will continue to go out to stakeholders on what we are doing with the funding, one was just sent out Nov 3, 2021. We will continue to give updates by the Superintendent at BOE meetings and on our website. We will continue to ask questions and reflect with our staff, students and community to make certain we are utilizing our programs to the best of their ability.

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.

www.wilsoncsd.org

Under the District tab, we have set up an American Rescue Plan section. All applications will be posted to this location once approved.

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

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

The majority of these funds will be used to continue the AIS process we have outlined in the ARP-Part II funds. We have revised our AIS programs at the Elem level, the HS/MS level. For the elementary level, students were placed into three tiers, tier 3 being the ones with the most needs identified down to tier 1. Tiers were assigned for the AIS program from data from Kindergarten screening, TPRI testing, AIMSweb, SRI scores, and teacher/counselor/psychologist recommendations. Tier 3/2 students were placed with ICT teachers and/or AIS teachers to be pulled to work on specific skill remediation. Tier 1 was sorted by need and placed with a grade-level teacher and/or aide to receive reinforcement and/or enrichment. Additional AIS teachers have been hired to implement this full block by grade level change in our AIS program. Letters notifying parents/guardians of student placement were sent home. Students are continuously monitored by teachers, additional testing data, grade-level discussions, and data team meetings. Parents and students are notified if any changes are made from Tier 3/2 to Tier 1 (vice versa).

For the Middle School:

- Students were selected from 2020-21 teams of teachers and counselor recommendations. Schedules were designed and students were able to start on the first day of school. Students were "pulled" from a study hall/class period every other day. Some 6th-grade students' schedules allowed for the capability to attend AIS every day.
- Letters notifying parents/guardians of student placement were sent home.
- Data from SRI, SMI, DXL diagnostic testing were collected in Q1 and will continue each marking period. No state testing results were made available but will be used to determine placement in the future.
- MS AIS instructors planned and specifically remediated students in ELA, math, and organizational skills.
- Apex Learning Tutorials were used to aid in additional skill review.
- At the 5-8 week point in the quarter, data was entered along with ineligibility, current student class performance, behavior, and absences. The AIS teachers, AIS Facilitator, principal, and counselor met with grade-level teams to discuss current students and determine students who could exit the AIS class, those who needed to be placed, and those students who needed to be monitored.
- Letters were sent home at the end of Q1 to notify parents of students exiting and new placements for Q2 (Q3, Q4).
- AIS teachers are responsible for reporting daily attendance and entering a S/U for student performance in AIS class at the end of each quarter.

For the High School:

- HS AIS starting point for 2021-22 is Friday, November 5th (start of Q2). The goal for 2022-23 is to start in early September.
- Data from SRI, SMI, DXL diagnostic testing were collected during Q1 and will continue each marking period. No state testing results were made available but will be used to determine placement in the future.
- At the 5-8 week point in the quarter, data was entered along with ineligibility, current student class performance, behavior, and absences. The AIS teachers, AIS Facilitator, principal, and counselors met to discuss student concerns and determine who needed to be placed in a HS AIS class, and those students who needed to be monitored.
- A schedule was designed and students placed in AIS were pulled from either a study hall or an elective class every other day. A few students who could not do either were suggested to meet with the AIS teachers on specific days during 12th period for assistance.
- Counselors met with students to inform them of their schedule change.
- Letters notifying parents/guardians of student placement were sent home.
- Since not all HS AIS providers are paired with students in their content strengths - Apex Learning Tutorials is used to aid in additional skill review during AIS class. The AIS Facilitator along with counselors and content teachers will help determine which areas AIS student weaknesses are and communicate with the HS AIS providers.
- Again, at the 5-8 week point in Q2, data will be entered along with ineligibility, current student class performance, behavior, and absences. This information will be discussed and will determine which students can exit the AIS class, those who need to be placed, and those students who need to be monitored. Additional letters will be sent home at the end of Q2 (Q3, Q4) to notify parents of students exiting and new placements.
- AIS teachers are responsible for reporting daily attendance entering a S/U for student performance in AIS class at the end of each quarter.
- All of this is being coordinated by the new AIS Coordinator/Curriculum Director we have put in place with the ARP funds. Along with additional teachers at the elementary, we have committed to two new AIS instructors at the HS/MS for the duration of the ARP grant funding period to have this fully running AIS program to help students with skills they are weak on and overall learning loss from the pandemic.
- The AIS coordinator with the help of her AIS teachers will be monitoring the progress of these students throughout the year.

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

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ARP-ESSER State Reserve: Comprehensive Needs Assessment

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

The District has purchased a proactive mental health program for our staff (and their families) and all the Wilson student's families to use to help with their own mental health and personal growth. This program called Wilson Cares offers counseling, wellness, and life coaching, resources to read or listen to, a global wellness questionnaire to assess their well-being, and Elevate- a longer-term program for anyone with anxiety or depression. By including our students and their families we are providing resources for the entire district as we continue to go through this difficult pandemic. The program for the staff and the student's families is being covered by the ARP Part II funding. This program is free to all participants, the District will be covering the monthly cost with the ARP Part II funding. We hope that offering these resources of coaching and counseling services will encourage our staff and families to reach out and start conversations about how they are doing. They will inevitably uncover feelings and bring them to the surface and with the help of the coaches and counselors develop strategies to deal with these feelings or issues. This will strengthen our teacher's toolboxes of strategies to help our students as they see issues arising in them. We also are hiring a social worker to meet with students and families with our School Improvement Grant that was just approved by the State. This will be a great resource to go along with the social work we have contracted from BOCES 1 day a week. If working out well with our students and families, we will use grant money to extend the social worker into 22-23, 23-24. In terms of academics, we are using CRRSA, ARP Part II, and ARP State reserve to revamp our AIS program district-wide. As discussed in APR part II and in the next section of this grant, Addressing the Impact of Learning Loss, I have detailed out how we are assessing our students and how our AIS program is working starting this Fall. We are thrilled to have the funding to put a Director in place and add additional teachers to the process to give our kids what they have always needed and need even more since the pandemic started. We will be assessing the students using a variety of evidence-based tools (AIMSweb, TPRI, IXL, etc) and placing them into AIS groups with their peers at the same level, and working on skills needed to improve their ability to learn in all areas. In blocks of 30-45 minutes, we are working with an entire grade level 4 days a week. For those at a higher level, we will be working with them to continue to excel and expand, having all students working to their best ability.

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

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

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

The District is using this portion of its American Rescue Plan funds to continue the work it was started in CRRSA into 2022-23 and 2023-24 we will continue to fund the additional AIS teachers we started in 2021-22. Improving our AIS programs at all grade levels is our District's priority as we return to full in-person learning in 2021-22. We have placed a veteran teacher full-time in the role of AIS Curriculum Coordinator to oversee the structural changes we are making to our AIS. Our AIS program will now look like this (as I described in other parts of the ARP applications):

- **Elem:**

- Students were selected from data from Kindergarten screening, TPRI testing AIMSweb, SRI scores (all evidence-based), and teacher/counselor/psychologist recommendations.
- Using the new AIS blocking schedule - all students per grade level were sorted by tiers 3, 2, 1 (need) and placed with a grade-level AIS provider. Tier 3/2 students were placed with ICT teachers and/or AIS teachers to be pulled to work on specific skill remediation. The AIS teacher is using curriculum aligned activities to work on skills. Tier 1+ were sorted by need and placed with a grade-level teacher and/or aide to receive reinforcement and/or enrichment.
- Letters notifying parents/guardians of student placement were sent home.
- Grade level teams plan for the AIS block and meet with the AIS Facilitator when necessary.
- Students are continuously monitored by teachers, additional testing data, grade level discussions, and data team meetings.
- Parents and students are notified if any changes are made from Tier 3/2 to Tier 1 (vice versa).

- **MS/HS:**

- Students were selected from 2020-21 teams of teachers and counselor recommendations. Schedules were designed and students were able to start on the first day of school. Students were "pulled" from a study hall/class period every other day. Some 6th-grade students' schedules allowed for the capability to attend AIS every day.
- Letters notifying parents/guardians of student placement were sent home.
- Data from SRI, SMI, IXL diagnostic testing were collected in Q1 and will continue each marking period. No state testing results were made available but will be used to determine placement in the future.
- MS AIS instructors planned and specifically remediated students in ELA, math, and organizational skills.
- Apex Learning Tutorials was used to aid in additional skill review.
- At the 5-8 week point in the quarter, data was entered along with ineligibility, current student class performance, behavior, and absences. The AIS teachers, AIS Facilitator, principal, and counselor met with grade-level teams to discuss current students and determine students who could exit the AIS class, those who needed to be placed, and those students who needed to be monitored.
- Letters were sent home at the end of Q1 to notify parents of students exiting and new placements for Q2 (Q3, Q4).

AIS teachers are responsible for reporting daily attendance and entering a S/U for student performance in AIS class at the end of each quarter. We are excited about these changes and the impact we can have at all grade levels assessing the skills certain groups of students need us to focus on and reinforcing these skills to use in all subjects throughout their day.

This portion of the funding will continue to cover our two AIS teachers at the High School and Middle School in 2022-23 and 2023-24. This portion of the funds will also continue to fund our 2 additional elementary teachers that allow for smaller classes sizes at two grade levels and our AIS additional teachers to complete our new block-scheduled AIS for the whole grade level. We are looking to add 1 more additional AIS teacher with the funding as well.

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

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 02/18/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	148,152	<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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>The District is using this portion of its American Rescue Plan funds to continue the work it was started in CRRSA. Into 2022-23 and 2023-24 we will continue to fund the additional AIS teachers we started in 2021-22. Improving our AIS programs at all grade levels is our District's priority as we return to full in-person learning in 2021-22. We have placed a veteran teacher full-time in the role of AIS/Curriculum Coordinator to oversee the structural changes we are making to our AIS. Our AIS program will now look like this (as I described in other parts of the ARP applications)</p> <ul style="list-style-type: none"> • Elem: • Students were selected from data from Kindergarten screening, TPRI testing, AIMSweb, SRI scores, and teacher/counselor/psychologist recommendations. • Using the new AIS blocking schedule - all students per grade level were sorted by tiers 3, 2, 1 (need) and placed with a grade-level AIS provider. Tier 3/2 students were placed with ICT teachers and/or AIS teachers to be pulled to work on specific skill remediation. Tier 1+ were sorted by need and placed with a grade level teacher and/or aide to receive reinforcement and/or enrichment. • Letters notifying parents/guardians of student placement were sent home. • Grade level teams plan for the AIS block and meet with the AIS Facilitator when necessary. • Students are continuously monitored by teachers, additional testing data, grade level discussions, and data team meetings. • Parents and students are notified if any changes are made from Tier 3/2 to Tier 1 (vice versa).
Curriculum-Aligned Enrichment Activities	201,172	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<ul style="list-style-type: none"> • MS/HS: • Students were selected from 2020-21 teams of teachers and counselor recommendations. Schedules were designed and students were able to start on the first day of school. Students were "pulled" from a study hall class period every other day. Some 6th grade students' schedules allowed for the capability to attend AIS everyday. • Letters notifying parents/guardians student placement were sent home. • Data from SRI, SMI, IXL diagnostic testing were collected in Q1 and will continue each marking period. No state testing results were made available, but will be used to determine placement.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 02/18/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>in the future:</p> <ul style="list-style-type: none"> MS AIS instructors planned and specifically remediated students in ELA, math, and organizational skills. Apex Learning Tutorials was used to aid in additional skill review. At the 5-8 week point in the quarter, data was entered along with ineligibility, current student class performance, behavior, and absences. The AIS teachers, AIS Facilitator, principal, and counselor met with grade-level teams to discuss current students and determine students who could exit the AIS class, those who needed to be placed, and those students who needed to be monitored. Letters were sent home at the end of Q1 to notify parents of students exiting and new placements for Q2 (Q3, Q4). <p>AIS teachers are responsible for reporting daily attendance and entering a S/U for student performance in AIS class at the end of each quarter. We are excited about these changes and the impact we can have at all grade levels assessing the skills certain groups of students need us to focus on and reinforcing these skills to use in all subjects throughout their day.</p> <p>This portion of the funding will continue to cover our two AIS teachers at the High School and Middle School in 2022-23 and 2023-24. This portion of the funds will also continue to fund our 2 additional elementary teachers that allow for smaller classes sizes at two grade levels and our AIS additional teachers to complete our new block scheduled AIS for the whole grade level.</p>

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

Page Last Modified: 02/18/2022

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.

Progress monitoring will be occurring throughout the AIS program implementation. The AIS Coordinator is meeting with grade-level teams monthly to review what is working, what is not, and any additional suggestions from the staff. For each skill identified as an area, a group of our students need help with, the students will take a pre-work assessment. This way the instructor can evaluate where they are on this skill. Once they have worked on it for some time the instructor will reassess with a post-test on the skill to see if they are competent in this skill. The instructor may use AIMSweb, SRI, or SMI to do this. If they are they will move onto another area. If a student is still struggling they may be referred to the RTI team to evaluate the next steps for the student. The next steps typically mean additional testing to determine the appropriate level of services the student needs. We have implanted a tracking worksheet to help with this process throughout the year.

Also, this is the information the team has developed for staff regarding progress monitoring

Mid-Quarter Review:

- A review will be completed during the final week of the 5, 15, 25, 35-week marking period.
- The MS AIS Team will meet with the Guidance Department and the grade level team to discuss watch list students.
- If at this meeting, the grade level team feels a watch list student is declining/is in need of AIS services, only that student will be readded to their respective AIS class.
- To keep consistency in the AIS classes, no other students shall be added to an AIS class during this meeting.
- No current AIS students will be eligible to be dismissed from AIS at this meeting.

End of Quarter Review:

- A review will be completed during the eighth week of the 10, 20, 30, 40-week marking period.
- The MS AIS Team will meet with the Guidance Department to discuss current AIS students and any other students that the guidance department/grade-level team feel would benefit from receiving AIS services.
- The ideal number is between 2-6 students per teacher/AIS class period.
- Once the new marking period begins, no students shall be added or switched to study hall.

Parent Requests:

- While parent input is essential, parent requests will not be accepted to remove their student from an AIS class. Their thoughts will be taken into consideration during the End-of-Quarter Review.
- A parent may request their student to be in AIS. Parent requests will only be reviewed only after a meeting with the AIS team and the grade-level team/guidance department.

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.

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

Page Last Modified: 02/18/2022

	Amount
LEA Allocation	733,098
Anticipated Number of Students Served	1050
Anticipated Number of Schools Served	3

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

Revised FS10 ARP State reserve alloc 2021-22 signed copy.pdf

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

Budget Narrative ARP state reserve learning loss.docx

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

Page Last Modified: 02/18/2022

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

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

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

We will use these funds to continue working with our students who fall into Tiers 2 and 3 of our AIS program starting in Jan 2022. Based on suggestions from our BOY, MOY and EOY data team meetings. A small group of students per grade level will be invited to participate in this program outside of the regular school day for additional assistance. We will have one teacher per grade level working with the students. The teacher will have access to the students' test data (AIMSweb, TPRI, SRI, and any state assessment data) to determine the skills/areas his/her group of students need the most work on. The teacher will also work with students' current in-school AIS and/or classroom teachers for input on students' academic strengths and weaknesses in ELA and Math. The teacher will work to develop curriculum-aligned activities to get their skills up to level for that grade. Assistance from the AIS Curriculum Director will be available to all the teachers. The teachers will monitor the students' progress frequently by observation, student participation, communication with the school day AIS and/or classroom teacher, along with progress monitoring testing measures. The AIS program has been redesigned to have more time than ever before for our students with the use of CRRSA and ARP funds and this will be an extension of that program to keep the students improving as we come out of the pandemic and lost instructional time.

- 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
Curriculum-Aligned Enrichment Activities	71,706	<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 type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Our main focus will be to continue working with our students who fall into Tiers 2 and 3 of our AIS program starting in Jan 2022, although anyone is welcome to come in for extra support if they want to. Students will be invited to participate in this program outside of the regular school day for additional assistance. We will have one teacher per grade level working with the students. The teacher will have access to the students' test data (AIMSweb, TPRI, SRI, and any state assessment data) to determine the skills/areas his/her group of students need the most work on. The teacher will work to develop curriculum-aligned activities to get their skills up to level for that grade. Assistance from the AIS Curriculum Director will be available to all

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/18/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				the teachers. The AIS program has been redesigned to have more time than ever before for our students with the use of CRRSA and ARP funds and this will be an extension of that program to keep the students improving as we come out of the pandemic and lost instructional time.
High Dosage Tutoring Programs	74,918	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>The District is looking to use a software product called Paper for after-school help for our students in grades 6-12. This software allows for 24 hours a day access to assistance with any homework they are struggling with. Paper is evidence-based one-on-one tutoring for all subjects, delivered by a live instructor. They also offer an essay review where students can upload any piece of written work and receive an annotated version of the work back within 24 hours.</p> <p>With the use of a live instructor, any topic they are struggling with can be discussed and information presented to help the student understand the concepts.</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.

Similar to how we discussed monitoring the learning loss portion of the State Reserve ARP, teachers will be testing students on a pretest and post-test method of a skill they focus on. This can easily be done through their own assessments or the use of AIMSeB, TRPI, SRI or Quantiles. Teachers will discuss with the AIS director or principal if they feel a student is struggling to make progress. Parents will be kept up to date as well by emails and/or letters.

For the Paper software, administrators can request data from the Paper Education Company on the use of the software and what subjects and topics are most contacted about. This way they will know what area the students are struggling in the most and if the software is being utilized. If it is not the District will revise its submission for these funds and adjust the methods to reach the students in an afterschool capacity. This software would be in addition to District's 12 period which is a 45 minute period after the school day that teachers are required to be in attendance and we have late run busing available. Also, sports practices cannot start until after this additional time (12th period) is complete.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

Page Last Modified: 02/18/2022

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

4.

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

	Amount
LEA Allocation	146,624
Anticipated Number of Students Served	1050
Anticipated Number of Schools Served	3

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

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

Revised ARP Afterschool Program FS10 signed by Tim.pdf

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

Budget Narrative ARP State reserve Afterschool.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/18/2022

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

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

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

Elementary School- We will continue to use the data being collected through our new AIS blocking that was described in the State Reserve-Learning loss portion of the ARP application. Students being placed in Tiers 2 or 3 in the Spring, will be invited to participate (although it is open to any student that wants to continue to build on their skills) in a summer program working at grade level with a certified teacher. The teacher will be creating lessons from curriculum-aligned for grade-appropriate activities to get them ready for school the next Fall. These will be small groups really focusing on skills that they are behind on. Pre and post-tests along with school year data provided from AIS and/or classroom teachers (Aimswest, TPRI, Kindergarten Screening, SMI/SRI) will be used to determine growth or competency before moving on to other skills. We are looking to run this program for 4 weeks in the summer of 2022, 2023 and 2024.

HS/MS- We would like to run a content teacher for each major subject area for each year (Math, English, Social Studies, Science). This teacher prepares for each student by reviewing each student's academic strengths and weaknesses during the school year with data provided (grades, SMI/SRI scores, previous NYS assessment scores) from AIS and/or classroom teachers. The teacher will be in charge of assigning and overseeing the student completing the course they did not pass during the school year. The student will complete the course using the evidence-based APEX Prescriptives course software. The Wilson teacher will be there for support. The Wilson teacher will also be there to help any student looking for additional assistance with skills they do not feel they have mastered (vocabulary, writing, algebra, etc).

We have put in funding for a guidance counselor to help with contacting the families and assisting the student into summer school and a nurse to be in District while the summer program is running.

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	50,000	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students	Elementary School- We will continue to use the data being collected through our new AIS blocking that was described in the State Reserve-Learning loss portion of the ARP application. Students being placed in Tiers 2 or 3 in the Spring, will be invited to participate (although it is open to any student that wants to continue to build on their skills) in a

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/18/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		School	<input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	summer program working at grade level with a certified teacher. The teacher will be creating lessons from curriculum-aligned for grade-appropriate activities to get them ready for school the next Fall. These will be small groups really focusing on skills that they are behind on. Pre and post-tests will be used to determine growth or competency before moving on to other skills. We are looking to run this program for 4 weeks in the summer of 2022, 2023 and 2024.
Curriculum-Aligned Enrichment Activities	96,624	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	HS/MS: We would like to run a content teacher for each major subject area for each year (Math, English, Social Studies, Science). This teacher will be in charge of overseeing the student completing the course to which they did not pass during the school year. The student will complete the course using the APEX course software. The Wilson teacher will be there for support and to help. The Wilson teacher will also be there to help any student looking for AIS help on skills they do not feel they have mastered (vocabulary, writing, algebra, etc). We have put in funding for a guidance counselor to help with contacting the families and assisting the student into summer school and a nurse to be in District while the summer program is running.

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.

Elementary School: Teachers will do pre and post-test on the skills that they work on throughout the summer. They also have the ability to test them on AIMSweb to see the progress to report to the principal and the parents throughout the summer.

HS/MS: Students that are in the program to take a course that failed will monitor the progress through successful completion of the course. This includes the course final exam and/or regents exam. The summer teacher will assess knowledge through the summer with quizzes/tests on the content covered. If a student is in summer programs for AIS skill enrichment, the teacher will assess pre and post-test on the skill area they are focusing on.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

Page Last Modified: 02/18/2022

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

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

	Amount
LEA Allocation	146,624
Anticipated Number of Students Served	1050
Anticipated Number of Schools Served	3

5. **Please upload a completed and signed copy of the FS-10 Budget the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.**

The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.

FS10 ARP Summer 2021-22 signed by Tim.pdf

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

Budget Narrative ARP State reserve Summer.docx



Oliveri, Carolyn <coliveri@wilsoncsd.org>

RE: State Budget Reporting Survey

1 message

CARESACT <caresact@nysed.gov>

Thu, Jun 9, 2022 at 12:29 PM

To: "Oliveri, Carolyn" <coliveri@wilsoncsd.org>

Good Afternoon Carolyn,

Thank you for your email. This reporting should account for all ARP ESSER funding, this includes the ARP ESSER 3 and ARP State Reserve.

With respect to the analysis of public comment, we would encourage LEAs to point to both the initial consultation that was done with stakeholders and any mechanisms that are in place for the public to provide ongoing feedback – formal and informal. This could be board meetings, Superintendent presentations to community groups, etc. LEAs could say something along the lines of:

We gathered input at [insert date] through [insert means for gathering input]. Since that time our plan has remained unchanged in its programmatic and fiscal focus. We continue to gather input through [insert tools for collecting input]. As revisions are made to the plan we will formally solicit public comment.

I hope this answers your question. If not, please let me know.

Thank you,

CARESACT

Jennifer Albright

New York State Education Department

Office of ESSA-Funded Programs

89 Washington Avenue

Albany, New York 12234

(518) 473 5448

To schedule a meeting: <https://calendly.com/jennifer-albright>

From: Oliveri, Carolyn <coliveri@wilsoncsd.org>
Sent: Wednesday, June 8, 2022 4:43 PM
To: CARESACT <caresact@nysed.gov>
Subject: State Budget Reporting Survey

Hi,

Is this survey due in the Business Portal referring to our ESSER-90% allocation and/or the State Reserve portion? What to make sure I do the survey on the right amount of funding.

Analysis of Public Comment-Since we will not be putting this survey up on our website until we can complete question 2 about analysis of public comment, are we expected to write up what we have spent to date, what we plan to spend next year and year after and ask for public comment? If we receive no comments, is it ok to say that in #2 on the survey, the District did not receive any comments from the public?

Thank you for your time,

Carolyn

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Carolyn A. Oliveri
Business Administrator
Wilson Central School District
(716) 751-9341 ext. 121

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