

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Summary & Background

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Summary & Background

ELMWOOD VILLAGE CS HERTEL

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SUMMARY & BACKGROUND

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 ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated by October 31, 2024.

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

Completed applications are due by **August 31, 2021** (with extensions by request), and will be reviewed on a rolling basis.

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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 allocation returned to the United States Department of Education.

APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS

The federal ARP statute requires SEAs to reserve:

not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the [SED Monitoring and Vendor Reporting System](#). This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

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Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

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LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

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ARP-ESSER LEA Base 90% Allocation - Intent to Apply

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- 1. Does the LEA intend to apply for American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding?**

Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

- 2. 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	Liz Evans	levans@elmwoodvillageschool.org	8/30/2021
LEA Board President	Jennifer Bernacki-Smith	jabernacki@roadrunner.com	8/30/2021

ARP-ESSER Allocation - Construction-Related Costs

- 3. Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?**

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination

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Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act; and section 2001(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are fully addressed in the LEA's application, combined with a budget, and then publicly posted after being developed with public input.

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); 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, children who are incarcerated, and other underserved students.

Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

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LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

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1. **In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.**

EVCS presented the draft ESSER ARP budget to a group of stakeholders via Zoom on June 16, 2021. This group included school administrators, parents of children in the school, student support administrators, teachers, central office staff, and community partners. A summary of the intent of the ARP and EVCS' draft budget was presented by various members of the EVCS administrative team. Stakeholders at the meeting were given space to ask questions, share feedback and give suggestions live on the call. A Google Form was also provided to participants after the call to share any additional feedback/questions/suggestions. For stakeholders who wanted to share feedback but could not join the Zoom call on 6/16/21, an email was sent out with a description of the ARP funding and EVCS' draft budget. These stakeholders were invited to review the documents and share any feedback/questions/suggestions via the same Google Form used by meeting participants.

Collaborative development of the plan: EVCS convened a Reopening task force that met bi-monthly via Zoom throughout the pandemic, up through the summer of 2021. The task force consisted of school leaders, teachers, central office staff, parents, community partners, and afterschool partners.

Challenges and solutions were discussed around:

- delivering high quality instruction remotely and in a hybrid instructional setting
- Improving ventilation and air quality in the buildings
- structuring classroom layouts to maximize social distancing, and what was required to achieve that
- Shifting to new instructional programs to address gaps in learning that had grown throughout the pandemic
- Ways to attract and retain high-quality teaching staff

EVCS will continue to engage stakeholders throughout implementation of the ESSER ARP plan through regular (at least twice yearly) stakeholder meetings via Zoom, and the collection of data through surveys that are administered to students, staff and families at least two times per year. EVCS will also continue to inform all stakeholders about changes to programs, health and safety information, retention strategies, improvements to air quality and other mitigation strategies that have been made possible through the use of ESSER ARP funds.

This communication, review, feedback cycle will continue through at least 9/30/2023.

2. **In the space provided below, please provide the URL for the website(s) where the LEA ARP-ESSER Plan is/will be publicly posted. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

<https://www.evcsbuffalo.org/about-elmwood-village-charter-schools/annual-reports-accountability/>

Once the ARP-ESSER plan is approved a copy of the full application will be available at the link above.

EVCS will direct those who would like to view the plan to the url above. Printed copies of the plan will also be made available to anyone who requests it at each school's main office, or it will be mailed to their home if needed.

ARP-ESSER LEA Base 90% Allocation - Program Information

3. **In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

EVCS relies on CDC, NYSED and Erie County DOH guidelines for health and safety. Adjustments will be made throughout the year if needed.

EVCS continues to purchase surveillance and PPE supplies, such as thermometers for temperature checking, adult and child masks, etc, as well as additional furniture to maximize physical distancing in the classrooms. EVCS participates in Erie County DOH briefings, and reviews memos and guidance from the NY State Education Department as it is released.

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4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.

Lost instructional time due to the pandemic has resulted in lower academic progress and lower social-emotional progress among the EVCS student population. Students will need more time with teachers, learning that is targeted to their current ability, and the supplies/materials to learn during this challenging time to overcome these gaps. EVCS will assess both academic and social-emotional needs throughout the grant period.

EVCS will continue to use STAR testing to gauge student proficiency and growth for both ELA and Math, three times per year. **We will use the STAR test to identify students who need targeted learning interventions (including one-on-one or small group work with the Learning Specialist or AIS teachers who will use Really Great Reading), to create small groups (which are often led by Instructional Assistants), and to identify the students who need additional learning time over the summer.** After each STAR test, grade level teams will meet with their instructional coach to create differentiated learning groups and to identify students who require additional support and/or have missed significant learning. The STAR test given in September will serve as a key tool to identify student needs. While we expect that students will start off the school year with scores that are lower than their pre-pandemic performance, we hope that the academic interventions we have planned will result in strong growth. **Student growth on the STAR test will be the critical measure that will help EVCS evaluate the interventions funded by the ARP grant that we have deployed to make up for the learning lost due to COVID-19. These critical academic interventions include:**

- Additional staffing to support targeted interventions with students who are behind and additional capacity for small-group work and differentiated lessons
- Additional professional development targeted towards closing learning gaps
- Additional hours of learning time
- New reading intervention materials
- Access to critical supplies/technology to maximize learning during a time where COVID-regulations (such as quarantines and social distancing) continue to make teaching and learning more difficult

In addition to the STAR, EVCS will use more “on demand” data sources to keep track of interim progress on a weekly basis. For reading, teachers will closely monitor progress in reading for grades K-3 and for special education students in grades 4-5 using the data collected in the Really Great Reading program. K-3 teachers will also administer a 5 minute reading diagnostic assessment via Really Great Reading three times a year. For math, K-6 teachers will closely monitor progress in math using the data collected in Zearn. Both Really Great Reading and Zearn will give teachers the data they need to identify where students are getting stuck and which lessons may need to be re-taught. EVCS will also use interim assessments for ELA and Math four times a year. This data will allow teachers to identify strengths and weaknesses in student understanding. Teachers will meet in grade level teams to compare results, share instructional strategies and lessons, and plan for re-teaching.

On top of the impact that the pandemic has had on academic progress, EVCS is also concerned about the toll the pandemic has had on students’ social-emotional health and progress. EVCS will use a new SEL student survey assessment developed by Harvard called Panorama, which will measure SEL needs and growth throughout the year. This survey will be administered three times per year in grades 3-8. SEL assessments in grades K-2 will be based on teacher observation. After each SEL Student Survey, grade level teams will meet with their instructional coach to digest the data and identify next steps for their class. The EVCS counselor and the Student Support Team (led by the Special Education Coordinator and Behavioral Specialist) will review the results for specific students who require additional support (either one-on-one counseling, or group support).

EVCS aims to recover lost social-emotional learning by implementing critical interventions including:

- Additional staffing
- A new SEL curriculum
- Continuing weekly in student support team (SST) meetings. EVCS’ instructional leadership team, including instructional coaches, behavior intervention specialist, special education teachers, ENL teachers, classroom teachers, teaching assistants, counselors and social worker all participate in these SST meetings at which students in need of support are identified and action plans are developed, implemented and monitored.

The EVCS Administrative Team meets regularly with the EVCS Data Manager to monitor student progress and review aggregate academic and SEL progress for at-risk groups (e.g. children with disabilities, students from low-income families, students of color etc.) so that strategies can be adjusted mid-year to maximize progress. and The Data Manager also pushes into coaching meetings, PLC meetings, and grade-level team meetings to help interpret data, as well as respond to any requests that arise in the course of those meetings in order to better identify gaps and devise appropriate interventions. Student results and progress towards goals are shared with all staff via monthly staff meetings.

EVCS will provide additional staff to deliver differentiated lessons, work with students in small groups and individually to close proficiency gaps identified by assessments, utilize special education, students support and related services staff to deliver interventions and supports specific to students with disabilities and students for who English is a new language, and other students at risk of academic failure, as outlined in other sections of this plan.

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5. **In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.**

EVCS will be using at least 20% of funding to address the impact of lost instructional time by:

1. Adding new staff positions that allow for targeted interventions and small group work
2. Providing robust professional development
3. Providing additional hours of learning time
4. Purchasing reading intervention materials & testing materials
5. Purchasing supplies/technology that are critical to learning during a time where COVID regulations continue to make learning more difficult.

Adding new staff positions:

- EVCS will hire a Learning Specialist who will provide one-on-one support for students who have fallen behind their expected grade level performance. The Learning Specialist will also provide remote instruction and support for students who are under a quarantine or isolation due to COVID 19.
- EVCS will hire additional Instructional Assistants so that teachers are able to provide differentiated instruction for students and allow students to work in smaller groups where the support is more tailored to their level of ability.

Providing robust professional development

- EVCS believes that strong staff are critical to addressing missed learning. EVCS already provides extensive professional development for instructional staff (2-week PD prior to start of school, observation/feedback cycles with an instructional coach, weekly practice clinics, weekly PLC meeting with an instructional coach etc.) but will add to this by providing a Special Education mentor for Special Education Teachers and adding an additional instructional coach.

Providing additional hours of learning time

- EVCS will pay teachers stipends for the summer of 2021 and the summer of 2022 to provide summer instruction to those students who are identified as below target growth levels and will strive to provide teachers with the tools they need to feel successful and satisfied and help them to remain at EVCS.
- EVCS will hire an After School Coordinator to ensure the after school program is rigorous and supports student academic progress. EVCS partners with a local agency to provide after school care to students from 3:30 through 6:00. EVCS already has an extended day and year, which increases time on task for students in all grade levels.

Purchasing reading intervention materials & testing materials

- EVCS will purchase Really Great Reading, which it will adopt as its core elementary reading program and also be used as its reading intervention program. RGR provides scientifically aligned professional development, diagnostics, grouping, interventions, and preventions - it will help build strong literacy foundations in lower grades and help remediate decoding issues in older grades. RGR also has an online component that allows students who may be quarantined to continue to engage with critical lessons learned at school.
- Renaissance learning subscription (STAR testing)
- Panorama Education subscription (SEL student survey)

Purchasing supplies/technology that are critical to learning during a time where COVID regulations continue to make learning more difficult. EVCS will provide remote instruction for students who are quarantined and may not physically attend school and must continue to provide the technology to ensure that this is possible.

- Zearn Math subscription (math curriculum with an online component)
- Chromebooks (in-classroom use and deployed for remote learning if a student is quarantined/isolated)
- JAMF Educational Software (safety features to allow for proper management of EVCS owned devices)
- Go Guardian Subscription (safety features to ensure EVCS owned devices are not being used inappropriately)
- Promethium boards (allows teacher to engage with students who are physically in the room and learning remotely)

All of the items that contribute to the required 20% of funds are indicated in the FS-10 document with two asterisks prior to the "Description of Item".

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6. In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.

EVCS will use the remaining funds for:

1) Additional staff positions & benefits (Social Worker, Student Life Coordinator, School Counselor, Instructional Coach)

Adding a Social Worker and continuing to employ a Student Life Coordinator and School Counselor will allow us to support student social-emotional health as we know that the pandemic has taken a toll on student mental health. The instructional coach will allow EVCS to support teacher learning.

2) Staff stipends for summer professional development

EVCS staff have a longer school year both to provide students with more instructional days and to participate in critical professional development. Stipends for 2 weeks of summer professional development ensures that our instructional staff receive the training required to support students.

3) Technology support from a contractor - access to functioning technology has been a critical component to student learning both in the classroom and outside of the classroom.

The pandemic has resulted in the need for more hardware and software. Our contracted technology support will help us manage critical technology.

4) SEL Fly Five Curriculum

Social-emotional learning has always been a cornerstone of EVCS. With the pandemic impacting student mental health, EVCS has invested in the Fly Five curriculum, which aligns directly with the Responsive Classroom approach used for years at EVCS. EVCS has a scheduled class for social-emotional learning (where this curriculum will be used) that will be led by instructional assistants. The school counselor will support with the implementation of the curriculum and we hope that we will be able to see student progress using the Panorama student survey.

5) Zoom subscription

We will continue to utilize Zoom as a staff and also with students who are quarantined and learning remotely. Zoom has allowed us to have full staff meetings, cross-campus grade-level team meetings, and to engage with students and parents who cannot enter the building.

6) Other technology (Hot spots, Chromebook storage carts) & PPE**7) Minor remodeling**

EVCS Hertel also has a plan to upgrade air handling units throughout the building in order to improve ventilation and overall air quality throughout the building.

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- 7. In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and 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.**

As described above, through the use of a robust assessment process, and the addition of new curricular programs, EVCS focuses on closing the gap for students at-risk of academic failure by disaggregating data and offering opportunities for instructional staff, related services staff, health office staff, counselors, integrated consultant teachers, and behavioral intervention staff to collaborate to identify the most impactful interventions for the whole child. EVCS is a Responsive Classroom school and has at the core of its philosophy that in order to achieve academically students must feel a sense of belonging, and of learning emotional regulation skills.

EVCS's assessment system allows us to collect diagnostic, formative and summative data about our students' strengths and weaknesses and this information is used to inform instruction and guide decision making around instruction. In order to ensure reliability and validity, we follow testing administration protocols carefully and, when possible, we cross-reference results from different assessments to ensure that there is not significant variability.

Formative Assessments: Teachers use a variety of tools to assess progress toward mastery of the Next Generation Learning Standards. Examples of such tools are exit tickets, quizzes, programmatic assessments, class-work, homework, class discussion, and presentations. Data from STAR assessments and interim assessments can also be considered formative as it is used by teachers to improve instruction by targeting specific skills and standards.

Diagnostic Assessments: STAR Reading and Math Assessments – These computer adaptive assessments are given to each student three times a year (each assessment takes approximately 20 minutes to administer). STAR's Early Literacy assessment is given to students in K and 1, and the STAR Reading and Math assessments are given to all students in grades 1-8. These assessments are used at the beginning of the year as a universal screening tool to determine tiers for RTI, and to drive instruction. The assessments are given again at the mid-year mark to monitor the progress of each student, and to identify strengths and weaknesses at the student level and classroom level. STAR data helps teachers design instruction to meet the needs of specific learners, ensuring that they are getting appropriate supports and challenges. STAR results are well correlated to student results on the NYS assessments. A report is available through STAR that predicts a students' performance level on the NYS assessments in reading and math based upon statistical information about students with similar scale scores (when STAR is being used for progress monitoring and a student has 3 or more data points, a trend line is created). End of the year assessments are used to determine the growth of each student, along with a growth percentile for each teacher (both reports are available in STAR). Teachers access reports on STAR results through the Renaissance Learning platform. Teachers analyze these results during grade level PLC meetings alongside their instructional coach, and they complete data analysis forms noting strengths and weaknesses and outlining plans for intervention and challenge work. Following each STAR administration, data meetings are held with each classroom team (Lead Teacher, Assistant Teacher, Special Education Teacher, AIS Teacher) and the Instructional Leadership Team (Principal, Director of Curriculum & Instruction, and the Student Services Coordinator). The purpose of the data meeting is to analyze STAR data and other relevant data in order to identify trends, monitor progress toward goals, identify appropriate interventions, and develop plans to adjust instruction.

Writing Prompts/On-Demand Writing – The students are given a writing assessment at the beginning and end of the year. Students in grades K-3 are given an on-demand narrative writing protocol that is graded with an accompanying rubric in order to ensure consistency and alignment. In grades 4 and up, students are asked to write in response to reading using RACE (restate the question, answer the question, cite evidence, and explain the evidence). The beginning of the year writing sample gives teachers a baseline that allows him/her to plan writing instruction according to the specific needs of the students in his/her class. Progress monitoring is done throughout the year on a more informal basis. The end of the year prompt is used to assess the growth made by each student over the course of the year, and to inform instructional decisions for the following year. Classroom teachers are responsible for the administration of this assessment. These are scored collaboratively during grade level PLC meetings, which helps to ensure consistency in grading. In addition, teachers participate in "norming" exercises as part of professional development. Once scored, the assessments are submitted to the Director of Curriculum & Instruction.

Really Great Reading Diagnostic Assessments (K-3): All students in grades K-3 will receive 5-7 minute diagnostic decoding assessments from Really Great Reading 3 times a year (students in need of intervention will receive additional progress monitoring). These diagnostic decoding assessments will also be used to identify gaps for students in grades 4-8 who are reading significantly below grade level. Historically, students with disabilities at EVCS have had lower proficiency and growth than students without disabilities and we anticipate that this curriculum will be especially helpful for students with learning disabilities. Special education teachers in grades 4 and 5 will use this tool with their students with IEPs as a remediation tool.

Interim Assessments – Interim assessments in English Language Arts and Math (K-6) are given four times a year. The results of interim assessments are immediately disaggregated by content standard, allowing teachers to identify strengths and weaknesses in students' understanding. Teachers meet in grade level teams to compare results, share instructional strategies and lessons, and plan for re-teaching. Data from each classroom is submitted to the Director of Curriculum and Instruction.

Summative Assessments: NYS ELA and Math Assessments – The NYS ELA and Math Assessments are administered, as per state regulations, in

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grades 3-8 to measure student progress toward meeting Next Generation Learning Standards. In addition to using this data as a method of measuring student attainment of standards, the school uses data from these assessments to assess instructional effectiveness. This data is used to determine which students will need academic intervention services in the coming year. The Instructional Leadership Team begins analysis of this data as soon as it is available in the WNYRIC Data Warehouse.

NYS Science Assessment - The NYS Science Assessment is administered, as per state regulations, in grades 5 (beginning in 2023) and 8, to measure student progress toward meeting State standards. Data from these assessments inform instructional planning for the following school year.

EVCS invested in a new SEL student survey, Panorama, to help identify those students in need of additional mental health supports. EVCS is a Responsive Classroom school, and in the 2021-2022 school year will implement the Fly Five SEL curriculum developed by the Responsive Classroom Institute. While this new curriculum and student survey aim to support all EVCS students, EVCS believes that it will provide a more clear lens of the needs of students of color who may not be receiving the emotional support they need, especially after recent traumas experienced by communities of color.

EVCS will add a Social Worker with the ARP funds. The social worker will take on the role as the McKinney Vento liaison and expand the work that is already being done at EVCS to identify families who are homeless and to identify more services/benefits that homeless families can take advantage of after being designated as McKinney Vento. With the economic impact that the pandemic has had on many families, the Social Worker will also have the agency to expand programming and individual support for children that are homeless, economically disadvantaged, or living in foster care. EVCS will use the ARP funds to invest in more Chromebooks and hotspots and get closer to having "one-to-one" devices. The pandemic highlighted the gap in technology that exists between students who are economically disadvantaged and students who are not economically disadvantaged. Having more Chromebooks will allow students in school to have access to the online resources and systems to maximize their learning and further expose them to important technology skills. Further investment in Chromebooks will also allow us to deploy devices for remote learning for students who are quarantined due to COVID-19. Extra inventory will allow us to ensure that low-income students are not missing out on learning opportunities.

In order to ensure that the needs of at-risk groups are being monitored, the EVCS' Data Manager holds regular monthly meetings to review school-level data. A critical piece to these meetings is reviewing data cut by all at-risk groups so that gaps in progress/proficiency can be identified and discussed by administrators.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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ARP-ESSER Return to In-Person Instruction

ELMWOOD VILLAGE CS HERTEL

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Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

LEA plans must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).

- In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. 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.**

<http://www.evcsbuffalo.org/for-parents-and-students/security-safety/>

EVCS will direct those who would like to view the plan to the url above. Printed copies of the plan will also be made available to anyone who requests it at each school's main office, or it will be mailed to their home if needed.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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2. **An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.**

In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.

EVCS regularly holds meetings with all EVCS staff and reviews updated guidance around school operations. At these meetings the school leadership team reviews any updates to school procedures or routines and gathers feedback through a Google form and through the Zoom chat. EVCS also regularly holds informational sessions for all parents/guardians/community partners. Feedback and questions are gathered prior to the meeting and addressed during the meeting. Additional questions and feedback are gathered in the Zoom chat during the meeting, as well as through a Google form that's shared with all families after the meeting. These meetings are held at least two times per year (fall and spring) through 9/30/23, but more often if guidance is changing more frequently. All public comment is saved electronically and reviewed before any changes to the plans are made.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

ELMWOOD VILLAGE CS HERTEL

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Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

- Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.**

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	1,019,238
Total Number of K-12 Resident Students Enrolled (#)	350
Total Number of Students from Low-Income Families (#)	235

ARP-ESSER Schools Served

- Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.**

	Number (#)
Total Number of Schools in the LEA	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

Page Last Modified: 11/24/2021

ARP-ESSER LEA Base 90% Allocation - Use of Funds

ELMWOOD VILLAGE CS HERTEL

140600861105

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

- Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.
PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.**

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	4,366
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	153,070
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	34,700
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster	79,375

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

Page Last Modified: 11/24/2021

	FUNDING Amounts (\$)
care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	45,000
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	702,727
Totals:	1,019,238

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

Page Last Modified: 01/04/2022

ARP-ESSER LEA Base 90% Allocation - Budget

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.

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

- Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER LEA Base 90% Funds.**

EVCS H FS10 Budget-signed.pdf
 EVCS H FS10 Budget-ARP-rev-signed.pdf

- Please upload a completed copy of the Budget Narrative for the ARP-ESSER LEA Base 90% Funds.**

EVCS_H_Budget Narrative_ESSER ARP-rev.pdf
 EVCS_H_Budget Narrative_ESSER ARP.pdf

- Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.**

	Total Funds (\$)
15 - Professional Salaries	595,780
16 - Support Staff Salaries	0
40 - Purchased Services	78,260
45 - Supplies and Materials	158,551
46 - Travel Expenses	0
80 - Employee Benefits	124,114
90 - Indirect Cost	17,533
49 - BOCES Services	0
30 - Minor Remodeling	45,000
20 - Equipment	0
Totals:	1,019,238