

Additional Guidance for Title I SIG Enhanced

Allocation Amounts

NYSED will provide funding to support allowable activities associated with the High School Redesign program, the Enhancing Principal Leadership program, the Developing a Restorative Schools program, the Instructional Coaching Consortium, and the Leveraging Digital Learning program as outlined below.

- \$125,000 per participating school for HS Redesign – Returning Schools
- \$50,000 per participating school for HS Redesign – New Schools
- \$35,000 per participating school for Enhancing Principal Leadership – Returning Schools
- \$20,000 per participating school for Enhancing Principal Leadership – New Schools
- \$20,000 per participating school for Developing a Restorative School
- \$10,000 per participating school for Instructional Coaching Consortium
- \$10,000 per participating school for Leveraging Digital Leadership

Allowable Uses of Funds

Participating Schools will have two types of expenses that can be funded through the SIG Enhanced Award:

1. **Program Participation Expenses:** expenses associated with participating in the program and conducting program required activities.
2. **Program Principle Expenses:** expenses identified by the program participants as a means of advancing the principles of the specific SIG Enhanced program.

Program Participation Expenses

The participation costs for each program may vary. Examples of costs that may arise are listed below:

Anticipated Costs	HSR	EPL	DRS	ICC	LDL
Stipend/Per Diem or Staff costs outside of contract hours	X	X	X	X	X
Substitute costs for those participating in meetings during school hours	X		X	X	X
Costs associated with conducting a needs assessment (e.g. surveys)	X		X		
Costs associated with Parent/Community participation in planning meetings (transportation/childcare)	X				

Program Principle Expenses

Each of the CSI Enhanced programs has organizing principles that guide the curriculum and content of the program.

High School Redesign <ul style="list-style-type: none"> • Organizing Adults • Post-Secondary Pathways • Students at the Center • Teaching and Learning 	Enhancing Principal Leadership <ul style="list-style-type: none"> • Driving for Results • Influencing for Results • Personal Effectiveness • Problem Solving 	Developing a Restorative School <ul style="list-style-type: none"> • Building Community • Promoting Accountability • Promoting and Developing Healthy Relationships
Instructional Coaching Consortium <ul style="list-style-type: none"> • Expanding Instructional Capacity • Building Practical Coaching Skills • Enhancing Professional Collaboration 		Leveraging Digital Learning <ul style="list-style-type: none"> • Social-Emotional learning • Families as Partners • Instructional Strategies • Culturally Relevant Education • Students with Disabilities/English Language Learners

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Expenses not connected to participation will need to connect to advancing one or more of the Program Principles identified above. Examples of Program Principle Expenses can be found in Appendix A.

Program Codes

All expenses identified in the CSI Enhanced Funds Application must include a corresponding Program Code that identifies if the expense is a Participation expense or a Program Principle expense. These codes should be included in parentheses following each expense on the FS-10 Budget Form and the Budget Narrative. It will not be uncommon for expenses to address multiple Program Principles. In those instances, Districts should identify the Principle that the District believes will be addressed the most through the identified expense. The expense codes for each program are noted below:

High School Redesign (HSR)

HSRPart: High School Redesign Participation expenses

HSR1: Students at the Center

HSR2: Post-Secondary Pathways

HSR3: Teaching and Learning

HSR4: Organizing Adults

Enhancing Principal Leadership (EPL)

EPLPart: Enhancing Principal Leadership Participation expenses

EPL1: Driving for Results

EPL2: Influencing for Results

EPL3: Personal Effectiveness

EPL4: Problem Solving

Developing a Restorative School (DRS)

DRSPart: Developing a Restorative School Participation expenses

DRS1: Building Community

DRS2: Promoting Accountability

DRS3: Promoting and Developing Healthy Relationships

Instructional Coaching Consortium (ICC)

ICC Part: Instructional Coaching Consortium Participation expenses

ICC1: Expanding Instructional Capacity

ICC2: Building Practical Coaching Skills

ICC3: Enhancing Professional Collaboration

Leveraging Digital Learning (LDL)

LDLPart: Leveraging Digital Learning Participation expenses

LDL1: Social-Emotional learning

LDL2: Families as Partners

LDL3: Instructional Strategies

LDL4: Culturally Relevant Education

LDL 5: Students with Disabilities/English Language Learners

Uses of Funds Limitations

In addition to the guidance above, Title I School Improvement Enhanced funding may not be used to support costs associated with construction, minor remodeling, and renovation.

Appendix A: Examples of Program Principle Expenses

Using these Examples

Districts should consult with the program participants to identify the best ways to use the available SIG Enhanced Funding to advance the program principles of their CSI Support Option.

District staff and program participants should start with identifying what they would like their school to look like as a result of participating in the program, rather than beginning with identifying what expenses are allowable. If specific strategies are not allowable under Title I SIG BASIC, NYSED staff can assist in identifying if there is a different funding source in which the strategy may be allowable.

Below are ways to support various initiatives designed to advance the Program Principles of the identified programs. A corresponding [Program Code](#) is identified in parentheses following each example. Since many of these strategies could fit into multiple program codes, only the Program Code for the primary principle supported through this expense is identified. Please note that the resources listed below are provided as options and examples only, in an attempt to provide helpful information. NYSED does not require, recommend, endorse, or advise on any specific program or product. All instructional decisions are made at the local level.

High School Redesign Examples

HSR1: Students at the Center

1. Allocate funds so that specific teachers can receive training or complete a course that will then allow the school to offer a new course, such as AP or college-credit course (or dual credit). (HSR1)
2. Utilize funds to cover costs associated with establishing an Early Warning Intervention and Monitoring System (software, personnel, etc.) that aligns with the [NYSED State-Supported Evidence -based Intervention parameters for Early Warning Intervention and Monitoring Systems](#). (HSR1)
3. Provide transportation for students to get to school-organized internships. (HSR1)
4. Allocate funds to cover costs associated with adapting the curriculum and creating multiple points of entry to support the needs of students. (HSR1)
5. Deliver training for interdisciplinary teacher teams to develop cross-curricular plans and projects (HSR1)
6. Cover costs associated with training staff to implement restorative practices. (HSR1)
7. Allocate funds to develop and support a near-peer mentoring program for students. (HSR1)
8. Allocate funds for taking students on in-person or virtual educational field trips or cultural experiences with mentors/counselors to build rapport. (HSR1)
9. Allocate funds to provide one-on-one virtual tutoring/coaching for students who need to accumulate and/or recover credits. Pay teachers a stipend to facilitate the sessions during evening and weekend hours as needed for working students and students who are parents. (HSR1)
10. Offer virtual Regents preparation coaching sessions for students who have failed a Regents exam at least once and will retake the exam(s). Pay teachers a stipend to facilitate the sessions during evening and weekend hours as needed for working students and students who are parents. (HSR1)
11. Pay for staff for additional hours beyond the school day (in school or remotely) to work with individual students that need support on specific content areas. The hours can be flexible and work with specific student schedule needs. (HSR1)
12. Use funds to support student success with SAT, ACT, and AP exams. This could include paying for individual SAT/ACT/AP preparation books and providing after-school exam preparation. (HSR1)
13. Purchase MiFi devices for students without internet access at home. (HSR1)

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HSR2: Post-Secondary Pathways

1. Allocate funds for students to take a course to support their ability to be college and career-ready (e.g. distance learning, dual enrollment college course, or a class to work towards a technical certificate). (HSR2)
2. Allocate funds to pay for a post-secondary coordinator and associated costs of developing partnerships with outside organizations (e.g. with higher ed., businesses, community organizations, workforce development). The coordinator could offer workshops on the college and financial aid application process, establish a network of school alumni for specific schools, including recent graduates, to assist students in transitioning to college, and establish a network of school alumni within specific career paths to support students looking at entering the workforce following graduation. (HSR2)
3. Allocate funds to purchase college and career readiness software (e.g., NAVIANCE) that allows schools to match students with specific college and technical programs of study and associated scholarships. (HSR2)
4. Cover costs associated with developing new CTE electives. (HSR2)
5. Cover costs associated with developing a Seal of Biliteracy program (e.g., developing culminating project criteria, advising students, and formulating interview panels to measure students' knowledge of their projects) so students have a new pathway for demonstrating College Career and Civic Readiness. (HSR2)
6. Teacher stipends for ENL teachers to work with content teachers to build a curriculum for ENLs that provides missing content and vocabulary that are necessary for the students to succeed, especially in Regents level courses. (HSR2)
7. Allocate funds for staff to support students as they create a comprehensive and personalized success plan for after high school. (HSR2)
8. Cover costs associated with developing a mentoring program for students to be paired with adults in the community to build positive developmental relationships and connections. (HSR2)
9. Cover costs associated with collaborating with local businesses (e.g., a group of students works on a marketing project for a local firm, and funds could cover costs of supplies associated with developing a presentation given to the firm and their clients) This is more scalable than individual internships and would allow students to have an intensive work-based learning experience with peers. (HSR2)
10. Allocate funds to pay for an internship/apprenticeship/job coordinator who supports students in finding after-school jobs and balancing school and work responsibilities. (HSR2) (HSR2)
11. Cover fees for micro credentials for teachers. (HSR2)
12. Cover fees for micro credentials for low income or academically at-risk students. (HSR2)

HSR3: Teaching and Learning

1. Supply funding for teacher work days to create standards-based grading rubrics. (HSR3)
2. Contract with an external coach to provide job-embedded support to instructional staff (e.g., facilitating effective team meetings, observing and coaching teachers, developing tools and protocols for effective programs). (HSR3)
3. Present SEL teacher training for adults, followed by SEL for students in classrooms. (HSR3)
4. Provide training for teachers to learn how to analyze data that has been collected as part of the school's Early Warning Intervention and Monitoring System in alignment with the [NYSED State-Supported Evidence-based Intervention parameters for Early Warning Intervention and Monitoring Systems](#). (HSR3)
5. Establish a Service Learning Program or support Service Learning/Community Service projects including covering costs for materials, transportation, and staff organization and supervision beyond contract hours. (HSR3)
6. Allocate funds to support student participation in various STEAM competitions (e.g., coding, robotics, engineering design, Science Olympiad). Funds could be used to provide staff supervision and student materials. (HSR3)
7. Offer virtual one-on-one tutoring sessions for English Language Learners who have not excelled on the NYSESLAT. Pay teachers a stipend to facilitate the sessions during evening and weekend hours as needed for working students and students who are parents. (HSR3)
8. Provide In-person or virtual educational field trips or cultural experiences to build contextual experiences. (HSR3)
9. Allocate funds for teachers to develop formative assessments to tailor instruction and supports (HSR3)

Appendix A: Examples of Program Principle Expenses

10. Allocate funds for the school to develop a tutoring corps (e.g., common training, support, and materials). (HSR3)

HSR4: Organizing Adults

1. Allocate funds to cover travel and substitute costs to visit other schools in the HS Redesign cohort. (HSR4)
2. Pay redesign team members to participate in redesign team meeting outside of contractual hours. (HSR4)
3. Make funds available for specific teachers to receive training or complete a course that will then allow the school to offer a new course, such as AP or college-credit course (or dual credit). (HSR4)
4. Allocate funds to pay for a master scheduler or scheduling software that will support ensuring that individual students are receiving the classes they need and that teachers are being provided opportunities for vertical/horizontal collaboration. (HSR4)
5. Allocate funds for staff talent development (e.g., cover the costs for a teacher to enroll in a graduate course in a newly-emerging field). (HSR4)
6. Allocate funds so that a certified or non-certified teacher can teach a skill-based course to students on a subject that would allow the student to have additional job opportunities, such as lifeguarding, CPR, first aid, or babysitting. (HSR4)

Enhancing Principal Leadership Examples

EPL1: Driving for Results

1. Allocate funds to support time management for leaders such as purchasing a calendar tool to help the leader electronically maintain a schedule that allows for dedicated time focused on improving instructional practices and student achievement results. (EPL1)
2. Allocate funds for leadership team meetings outside of contract hours to create and/or implement action plans to address areas of need such as analyzing data, communicating with families on student achievement (i.e. Tuesday Night phone calls to families to discuss achievement, attendance, etc.) etc. (EPL1)
3. Allocate funds to cover transportation expenses associated with visiting other schools that are successfully implementing reform models and/or initiatives similar to your school. (EPL1)
4. Allocate funds to work with consultants to support the leadership team in improvement of the identified challenges that the school faces. (EPL1)
5. Allocate funds to purchase software and/or equipment to enhance a principal's ability to provide timely feedback to staff. (EPL1)
6. Allocate funds to pay for a master scheduler or scheduling software that will support ensuring that individual students are receiving the classes they need and that teachers are being provided opportunities for vertical/horizontal collaboration. (EPL1)
7. After analyzing discipline and infraction data, allocate funds to hire part-time personnel to support locations where additional supervision could positively impact student behavior (e.g. provide additional monitors or aides for times of day or locations that would benefit from additional adult support). (EPL1)

EPL2: Influencing for Results

1. Allocate funds to support building the capacity of Assistant Principals. This could include purchasing books and meeting outside of contract hours for an afterschool book study for school leaders/leadership team to develop a common language and gain a common set of tools to collectively tackle high-leverage issues that the school is facing in instruction, communication, etc. (EPL2)
2. Allocating funds for Assistant Principals to participate in leadership training. (EPL2)
3. Allocating funds for teacher leaders to participate in professional development to support their leadership development. (EPL2)
4. Allocate funds to support the development of teacher leaders (e.g. mentoring, professional development). (EPL2)
5. Allocate funds to provide mentoring and leadership coaching to Assistant Principals. (EPL2)

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6. Allocate funds to provide staff with subscriptions to the latest education research, literature, and evidence-based practices (e.g. Education Week, Marshall Memo). (EPL2)
7. Allocate funds to school leadership team members to participate in college courses and/or professional development focused on the enhancement of leadership skills. (EPL2)
8. Allocate funds toward the redesign of a school or district website; this can be done to ensure ADA compliance, improve the quality of the mobile site, and build in increased accessibility capabilities (such as translation, closed-captioning, ability to click for audio descriptions, etc.). In advance of redesigning the website, the district/school should elicit feedback from the community about what information/features of the website would be most helpful if they were available. (EPL2)
9. Allocate funds for the school leadership team to meet outside of contractual hours with subgroup and/or content area specialists (i.e. ENL teachers, math coach) to further develop the leadership team's expertise in supporting teachers' areas of need. (EPL2)
10. Allocate funds to pay for a mentor coordinator to organize and implement a mentoring program that links with local businesses and organizations to pair adults with students. (EPL2)
11. Allocate funds to pay for a tutoring coordinator who would establish a tutoring corps composed of retirees, graduates, older students, etc. (EPL2)
12. Allocate funds to pay for staff to participate in social-emotional coordination meetings after school in which staff that teach/support specific students meet regularly to develop student-specific plans, align supports across classrooms, share observations of the same students, and monitor the effectiveness of their plans.
13. Allocate funds to purchase school newsletter software (e.g. Smore). (EPL2)

EPL3: Personal Effectiveness

1. Allocate funds to support personal leadership growth through the purchase of leadership-focused books and participation in leadership conferences. (EPL3)
2. Allocate funds to participate in college courses and/or professional development focused on the enhancement of leadership skills. (EPL3)
3. Allocate funds to support personal leadership growth through mentoring and coaching. (EPL3)

EPL4: Problem Solving

1. Allocate funds to support costs associated with the creation or expansion of a Data Analysis Team. Potential expenses could include assessment materials, software, and staff stipends for participation outside of contract hours. (EPL4)
2. Allocate funds to support costs associated with the creation or expansion of an Equity Team that routinely examines data regarding the experiences of students within the school and identify strategies to address gaps that exist. Potential expenses could include software, staff stipends for participation outside of contract hours, and, when allowable, strategies designed to reduce gaps identified (e.g. costs associated with establishing an after-school bus run to reduce an identified gap in participation in after-school activities). (EPL 4)
3. Allocate funds to meet outside of contractual hours to collaborate with the school leadership team around addressing challenges that the school is currently facing. (EPL4)
4. Allocate funds to meet outside of contractual hours to collaborate with grade levels to analyze data and identify next steps to address learning gaps. (EPL 4)
5. Allocate funds to survey the school community about their perceptions of the school, share the results with the school community, and develop next steps to address findings based on an analysis of survey data. (EPL4)
6. Allocate funds to cover costs associated with establishing an Early Warning Intervention and Monitoring System (software, personnel, etc.) that aligns with the [NYSED State-Supported Evidence -based Intervention parameters for Early Warning Intervention and Monitoring Systems](#) (EPL4)
7. Allocate funds to purchase behavior management software to better track and address discipline issues. (EPL4)

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Developing a Restorative School Examples

DRS1: Building Community

1. Allocate funds to cover transportation expenses and substitute teaching costs associated with visiting other schools in the Developing a Restorative School program. (DRS1)
2. Allocate funds for stipends and/or compensation, if necessary, and if allowed by district policy, for restorative team members and/or staff participating in relevant professional development sessions outside of contractual hours. (DRS1)
3. Allocate funds for stipends and/or compensation, if necessary, and if allowed by district policy, for staff to participate in restorative team-led PD outside of contractual hours and/or during the summer. (DRS1)
4. Allocate funds for stipends and/or compensation, if necessary, and if allowed by district policy, for substitutes to cover classrooms while teachers participate in restorative team-led, or restorative team-facilitated training or joint teacher-teacher visitations to other classrooms. (DRS1)
5. Provide staff with subscriptions to latest the education research, literature, and evidence-based practices (e.g. Education Week, Marshall Memo). (DRS1)
6. Use funds to purchase school newsletter software (e.g. Smore). (DRS1)

DRS2: Promoting Accountability

1. Allocate funds to pay for staff to participate in social-emotional coordination meetings after school in which staff that teach/support specific students meet regularly to develop student-specific plans, align supports across classrooms, share observations of the same students, and monitor the effectiveness of their plans. (DRS2)
2. Allocate funds so that specific staff can receive training after-hours. Additionally, for NYC schools, funds can be allocated to offset the difference between “training rate” and the District’s hourly rate for professional staff. (DRS2)
3. Allocate funds for restorative practice tools and strategies, such as video and audio devices, for providing professional resources such as mentor videos for staff to refer to when implementing new restorative practices and verbiage. (DRS2)
4. Allocate funds for strategies and tools, such as video and audio devices, for the purpose of supporting and monitoring growth of students and staff as they observe and reflect on implementation of restorative practices. (DRS2)
5. Allocate funds for stipends and/or compensation, if necessary, and if allowed by district policy for substitutes for restorative team members who may be scheduled to work on data analysis, restorative planning or meeting as a restorative team. (DRS2)
6. Allocate funds for stipends and/or compensation, if necessary, and if allowed by district policy, for restorative team members and/or staff to work with district and/or community members when developing a restorative school. (DRS2)
7. Use funds to purchase behavior management software to better track and address discipline issues. (DRS2)
8. After analyzing discipline and infraction data, allocate funds to hire part-time personnel to support locations where additional supervision could positively impact student behavior (e.g. provide additional monitors or aides for times of day or locations that would benefit from additional adult support). (DRS2)

DRS3: Promoting and Developing Healthy Relationships

1. Allocate funds to cover costs associated with staff participating in training or coursework in Restorative Practices. (DRS3)
2. Allocating funds for purchasing materials needed to support restorative initiatives identified by the school. (DRS3)
3. Allocating funds for the purchase of books for a book study with the restorative team and/or staff. (DRS3)
4. Allocate funds for any materials, such as post-its, highlighters, poster board, etc., for the purpose of modeling restorative strategies, conducting needs assessments, developing common beliefs and/or plans of action. (DRS3)

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5. Allocate funds for stipends and/or compensation, if necessary, and if allowed by district policy, for restorative team members and/or staff to share information, data, progress, etc., as related to the implementation of restorative practices, with district and/or community members, such as during school board or town meetings. (DRS3)
6. Contract with local Social-Emotional Support Providers to offer virtual support groups for students, families and staff. (DRS3)

Instructional Coaching Consortium Examples

ICC1: Expanding Instructional Capacity

1. Allocate funds for professional development and training outside of contractual hours for specific teachers who are working with the instructional coach in accordance with local collective bargaining agreements. (ICC1)
2. Allocate funds for online formative assessment programs and other platforms for virtual learning and cover the costs for licenses and teacher training. (ICC1)
3. Allocate funds for staff subscriptions to the latest in educational research, literature, and evidence-based practices (e.g. Education Week, Marshall Memo, etc.) (ICC1)
4. Allocate funds for stipends and/or compensation, if necessary, and if allowed by district policy, for teachers to participate in coach-led PD outside of contractual hours and/or or during the summer. (ICC1)
5. Allocate funds for stipends and/or compensation, if necessary, and if allowed by district policy, for substitutes to cover classrooms while teachers participate in coach-led, or coach-facilitated training or joint teacher-coach visitations to other classrooms. (ICC1)
6. Allocate funds for instructional coaching tools, such as video and audio devices for providing professional resources such as mentor videos for instructional staff to refer to when implementing new instructional practices. (ICC1)
7. Allocating funds for purchasing materials needed to support instructional initiatives identified by the school. (ICC1)
8. Allocating funds for the purchase of books for an instructional book study with the instructional coach and instructional staff. (ICC1)

ICC2: Building Practical Coaching Skills

1. Allocate funds for stipends and/or compensation, if necessary, and if allowed by district policy, for coaches participating in relevant professional development sessions outside of contractual hours. (ICC2)
2. Allocate funds for instructional coaching tools, such as video and audio devices for the purpose of supporting and monitoring growth of teachers as they observe and reflect on their own teaching practices. (ICC2)
3. Allocate funds for instructional coaching tools, such as video and audio devices for the purpose of observing him/herself and/or, leading meetings and working with instructional staff throughout the instructional coaching cycle. (ICC2)
4. Allocate funds for any materials, such as post-its, highlighters, poster board, etc., for the purpose of modeling instructional strategies (ICC2).

ICC3: Enhancing Professional Collaboration

1. Allocate funds for stipends and/or compensation, if necessary, and if allowed by district policy for substitutes for teachers or instructional coaches scheduled to work on data analysis, instructional planning or engaging in the instructional coaching cycle. (ICC3)
2. Allocate funds for the purchase of stationery, cards, or other incentives to be used as social and emotional development supports for staff. Additionally, such items may be used to thank individual staff members when the coach visits classrooms or works with teachers during the coaching cycle or when demonstrating lessons using new instructional practices. (ICC3)
3. Allocate funds for purchase of instructional books to build and support professional collaboration practices, such as Professional Learning Communities. (ICC3)

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4. Allocate funds for access to online resources to build and support professional collaboration practices, such as Professional Learning Communities. (ICC3)
5. Allocate funds for attendance at and participation in professional development to build and support professional collaboration practices, such as Professional Learning Communities. (ICC3)

Leveraging Digital Learning Examples

LDL1: Social-Emotional Learning

1. Allocate funds to purchase social-emotional learning software for use in the classroom. (LDL1)
2. Allocate funds to purchase any devices or equipment needed for implementing digital social-emotional learning strategies. (LDL1)
3. Allocate funds to pay for staff to participate in social-emotional coordination meetings after school in which staff that teach/support specific students meet regularly to develop student-specific plans, align supports across classrooms, share observations of the same students, and monitor the effectiveness of their plans. (LDL1)
4. Allocate funds to support a positive school environment that ensures engagement and connection remotely to positively impact learning and attendance (e.g. provide additional aides to support remote learners, provide check-in services to remote learners who have not participated in online learning). (LDL1)
5. Allocate funds to support virtual clubs and paid advisors, including competitions, particularly clubs that have historically had limited or “niche” interest. (LDL1)
6. Allocate funds to establish school chapters of national or regional student “honors” societies and clubs and pay for the associated membership dues and fees (e.g. National Honor Society, Latin Honor Society). (LDL1)
7. Fund a “Genius Bar” program at your school to allow students to provide basic technical support within the school to increase student engagement. (LDL1)
8. Fund programs which allow students to participate in online courses that allows students to earn certification and expand their abilities to care for others, empower students to respond and prepare for emergencies (e.g., CPR, First-Aid, AED, babysitting, cat and dog first aid, first aid for opioid overdoses, water safety for parents and caregivers). (LDL1)
9. Fund a virtual peer-to-peer mentoring club within your school to support student engagement and a positive school environment. (LDL1)
10. Allocate funds to purchase a behavior management system to better track discipline issues and respond to situations within the classroom. (LDL1)
11. Set aside funds to provide professional development to staff on any digital social-emotional strategies that will be implemented within the school. (LDL1)

LDL2: Families as Partners

1. Allocate funds to purchase multilingual conversation applications (e.g. ClassDojo or Talking Points) to ensure equity in school communication. (LDL2)
2. Allocate funds to purchase any devices or equipment necessary to implement digital family communication within the school. (LDL2)
3. Allocate funds for translations services (e.g. bilingual staff member, professional translator, or applications like iTranslate) to be available at any virtual or in-personal meetings with families whom prefer a language other than English. (LDL2)
4. Allocate funds to purchase a communication log or system that tracks family communication to ensure that all families have been communicated with, what the topic of that conversation was, and the preferred language of the family. (LDL2)
5. Allocate funds to purchase equipment, devices, and/or required MiFi devices for any home that does not have the essentials required by the school. (LDL2)
6. Set aside funds to host virtual cultural events throughout the year for families and students to attend that will celebrate the variety of cultures within the school. (LDL2)

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7. Allocate funds to produce any essential school information in a multilingual format (e.g. utilizing a staff member to translate material, using an application like iTranslate) to ensure that all families are aware of school information. (LDL2)
8. Set aside funds to provide professional development to staff on any digital family communication strategies that the school will implement within the year. (LDL2)
9. Allocate funds to develop a multilingual family survey asking about any concerns, needs, resources, and ideas so the school can identify and address the major obstacles to learning and wellbeing for the students and families. The school should share and implement their resources and ideas. (LDL2)

LDL3: Instructional Strategies

1. Allocate funds to purchase online platforms and applications for instructional use that will support instructional strategies within the classroom. (LDL3)
2. Allocate funds to purchase any devices or equipment necessary for implementing virtual instructional strategies. (LDL3)
3. Allocate funds to support a positive school environment that ensures engagement and connection remotely to positively impact learning and attendance (e.g. provide additional aides to support remote learners, provide check-in services to remote learners who have not participated in online learning). (LDL3)
4. Allocate funds for any additional hours beyond the school day to work remotely with individual students that need support on specific content areas. The hours can be flexible and work with specific student schedules as needed. (LDL3)
5. Invest in online formative assessment programs or other programs for virtual learning. (LDL3)
6. Allocate funds to support student participation in various virtual STEAM competitions (e.g. Science Fair, Robotics). Funds could be used to provide staff supervision and student materials, programs. (LDL3)
7. Allocate funds to provide one-on-one virtual tutoring/coaching for students who need to accumulate and/or recover credits. Pay teachers a stipend to facilitate virtual sessions during evening and weekend hours as needed for working students and students who are parents. (LDL3)
8. Offer virtual Regents preparation coaching sessions for students who have failed a Regents exam at least once and will retake the exam(s). Pay teachers a stipend to facilitate virtual sessions during evening and weekend hours as needed for working students and students who are parents. (LDL3)
9. Offer virtual one-on-one virtual tutoring sessions for English Language Learners who have not excelled on the NYSESLAT. Pay teachers a stipend to facilitate virtual sessions during evening and weekend hours as needed for working students and students who are parents. (LDL3)
10. Allocate funds so that specific teachers can receive online training or complete an online course that will then allow the school to offer a new online course, such as AP or college-credit course (or dual credit). (LDL3)
11. Set aside funds to host a professional development for staff on any virtual instructional strategies that the school will implement within the year. (LDL3)

LDL4: Culturally Relevant Education

1. Allocate funds to purchase inquiry-based applications (e.g. Pear Deck or Google Forms) to gain a deeper understanding of students' background knowledge in order to incorporate student interests by building on strengths and helping students apply learning to new content. (LDL4)
2. Allocate funds to purchase any devices or equipment needed to implement culturally relevant education in your school. (LDL4)
3. Allocate funds to purchase applications or software that offer a variety of learning methods (e.g. FlipGrid, Adobe Spark, or Storybird) in order to provide students with a choice on how they want to demonstrate classroom learning. (LDL4)
4. Provide substitute teacher costs to allow teachers to visit other virtual classrooms to observe culturally relevant and sustaining educational practices within the school). (LDL4)

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5. Allocate funds to purchase a notetaking or sketching application (e.g. ArtStudio, ProCreate, Evernote, Google Docs) to provide a way for students to process, summarize, and internalize information using their own personal lens. (LDL4)
6. Allocate funds to purchase diverse, intersectional curricula focused on promoting anti-oppressive teaching strategies throughout grade levels that can be used for online learning. (LDL4)
7. Set aside funds to purchase culturally relevant e-books that students can access and download offline. (LDL4)
8. Set aside funds to host professional development for staff on any culturally relevant education strategies that the school will implement within the year. (LDL4)

LDL 5: Students with Disabilities/English Language Learners

1. Offer virtual one-on-one virtual tutoring sessions for English Language Learners who have not excelled on the NYSESLAT. Pay teachers a stipend to facilitate virtual sessions during evening and weekend hours as needed for working students and students who are parents. (LDL5)
2. Allocate funds to purchase any devices or equipment needed to implement virtual strategies to support students with disabilities and English language learners in your school. (LD5)
3. Allocate funds for platforms or systems that will increase student access to learning, such as purchasing platforms or equipment that allow for closed captioning. (LDL5)
4. Allocate funds to purchase multilingual conversation applications (e.g. ClassDojo or Talking Points) to ensure students and family have all necessary school information and access to online platforms. (LDL5)
5. Allocate funds for translations services (e.g. bilingual staff member, professional translator, or applications like iTranslate) to be available at any virtual or in-personal meetings with families whom prefer a language other than English. (LDL5)
6. Allocate funds for advanced online services (e.g. scaffolding, text-to-speech, RTI, web captions) as required by an IEP or as needed. (LDL5)
7. Set aside funds to host professional development for staff on any students with disabilities and English language learners' strategies that the school will implement within the year. (LDL5)