

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

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Background Information

WATERVILLE CSD - 411902040000

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Summary and Background Information

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

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

- Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.
- Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.
- Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

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

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

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

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

- **Tier 1 - Strong Evidence:** Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.
- **Tier 2 - Moderate Evidence:** Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence

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standards with reservations. The studies use large, multi-site samples. No other studies show that this strategy negatively impacts an outcome.

- **Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies that can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet the sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.
- **Tier 4 - Demonstrates a Rationale:** High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

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

Project Period

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

Project Number

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

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

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

Submission Deadline

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

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by

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emailing CARESAct@nysed.gov prior to **November 5, 2021**.

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

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Introduction/Instructions - Submission Instructions

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Submission Instructions

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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 – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

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

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Assurances - Assurances

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ARP-ESSER State Reserve: Assurances

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

YES, the LEA provides the above assurance.

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

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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Assurances - Assurances

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5. **The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.**
- YES, the LEA provides the above assurance.
6. **The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).**
- YES, the LEA provides the above assurance.
7. **The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.**
- YES, the LEA provides the above assurance.
8. **The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.**
- YES, the LEA provides the above assurance.
9. **The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.**
- YES, the LEA provides the above assurance.
10. **The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.**
- YES, the LEA provides the above assurance.
11. **The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.**
- YES, the LEA provides the above assurance.

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Assurances - Assurances

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12. The LEA assures that:

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

YES, the LEA provides the above assurance.

13. The LEA assures that:

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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ARP-ESSER State Reserves - State Reserves Intent to Apply

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ARP-ESSER State Reserves: Intent to Apply

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

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

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Tracy Leone	tleone@watervillecsd.org	11/15/2021
LEA Board President	Steve Stanton	sstanton@watervillecsd.org	11/15/2021

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ARP-ESSER State Reserve: Consultation

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

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

A comprehensive, strategic and collaborative process was utilized to determine the best use of these funds to address student needs. The Superintendent met with the Board of Education, administrators, parents and faculty - representing the teacher's association, data coordinator, and title one coordinator - to formulate a strategic plan to identify the district's needs through a SWOT analysis. This collaborative review was an opportunity for the team to establish the District's new vision, mission, beliefs and commitment statements based on a focus for the future. A survey, highlighting the new framework, was pushed out to staff, parents and the community for feedback. Once the district's framework was finalized, priorities were established, and shared with all parties for additional feedback. District committees - technology, health and wellness, professional development and safety - created action steps to support the identified priorities. Each committee consists of board members, the superintendent, administrators, teachers, non-instructional staff and parents. These committees are charged with the oversight of the action steps and achievement of the following priorities:

Priority #1: *We will address instructional learning gaps and focus on increasing academic achievement for all students*

Priority #2: *We will implement strategies/programs/services to enhance the social/emotional/physical wellness of both students and staff.*

Priority #3: *We will enhance connections with and opportunities for post secondary success*

2. **In the space provided below, please provide the URL for the website(s) where the LEA Plan for using State-Level Reserve Funds is/will be publicly posted.**

For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.

<https://www.watervillecsd.org/domain/328>

The plan is posted on our website. Additionally, all parents and community members have the ability to submit questions or feedback to the board of education by sending to boequestions@watervillecsd.org. These questions are addressed at our monthly board meetings.

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

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

Promoting positive relationships between schools and parents is essential for student success, especially during the pandemic. The Waterville CSD has implemented a systematic approach this school year aimed at identifying needs and supporting our students and families. The district initiated a referral system that identifies students and families who are experiencing challenges. It could be for students who are struggling academically or socially, or for a family who is experiencing food scarcity. Any staff member can make a referral. There is a team in each building who reviews these referrals and develops a follow up plan. In addition to this referral system, parents and students are completing the Strengths and Difficulties Questionnaire (SDQ) this fall. This is a screening tool to identify students with mental health/trauma issues. School social workers will collaboratively develop targeted interventions and supports to address identified needs and where appropriate, linking students to a larger network of mental health professionals.

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ARP-ESSER State Reserve: Comprehensive Needs Assessment

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

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

District is committed to promoting a positive and supportive school culture, especially as we welcome all students back to full day in-person learning. With the 30 additional instructional minutes added this school year, teachers are now able to integrate social emotional wellness into classroom instructional learning experiences. The additional time also allows for building stronger student-teacher relationships.

Through the research-based **Positivity Project (P2)** and with the help of P2 coordinators, teachers in grades K-6 are integrating the 24 character traits into daily instruction for 15 minutes each day. Students are learning to recognize their feelings and being mindful of how they treat others. The principal is leading Mindful Mondays as a way to promote a calm and resilient atmosphere in the building. At the Jr/Sr High, the 24 character traits are incorporated into Physical Education instruction so that all students are immersed and engaged in the vocabulary and corresponding lessons designed to promote greater empathy and caring for others.

To gain a better understanding of school climate and culture, the District will be administering, for the first time, the US Department of Education's research-based **School Climate Survey** to students, parents, and staff this spring. This survey administration will serve as a baseline data collection. It will allow the district to analyze results and provide interventions and support in identified targeted areas.

To help address academic needs and deficiencies exacerbated by the pandemic, the district is partnering with the **Reading League** to provide professional development to K-6 teachers and the district's Special Education teachers on the Science of Reading. The Science of Reading is a body of research that has emerged from multiple disciplines - cognitive psychology, neuroscience, and linguistics. Their findings are instructing Waterville teachers on how the brain learns to read and write, and why some students experience difficulty. The Reading League is guiding district teachers on how to teach reading so that more students can learn to read proficiently. All K-6 teachers thus far have screened their students according to Kilpatrick's Phonological Awareness Screening Test (PAST) to assess phoneme proficiency, have gained a strong knowledge of phonics and are proficient in utilizing a tool to assess the phonics knowledge of students. Teachers have learned how to analyze this data so it can inform instruction and allow for targeted reading interventions tailored to each student. Teachers have also been instructed in providing a 6-Step lesson to teach the phonemic and phonic skills necessary for efficient decoding, spelling, and fluency. Next, teachers will learn about the Simple View of Writing and how to align the district's current approach to writing aligned with the science.

While the above mentioned initiatives are for all students, the district is also targeting subgroups specifically through the administration of the **Strengths, Difficulties Questionnaire (SDQ)** to ascertain the impact of the COVID-19 pandemic on student social, emotional and academic wellness. The research-based Strengths and Difficulties Questionnaire (SDQ) is a brief, 25-item, measure of behavioral and emotional difficulties that can be used to assess mental health problems in children and young people aged 4-17 years. The survey was conducted in the fall of 2021 through the district's partner, **Connected Community Schools**, and our on-site coordinators. Working collaboratively with the district's newly opened School-Based Health Center, a partnership with **Upstate Family Health**, the district is able to provide numerous follow up wellness interventions to help address challenges that were indicated from the survey results.

Students from the district's subgroups are individually identified through the student management system and correlated with the SDQ survey. As a follow up to the survey results, where student/family needs were identified, parents are contacted by our Connected Community Schools (CCS) on-site coordinators to connect them with interventions and social emotional supports. The data is also shared with a team of school staff. The most common supports include connection to the local food pantry to address food scarcity, access to counseling and medical services through the School-Based Health Center, and support to improve school attendance and academics. A break down of the district's subgroup populations are as follows:

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- Students from **low-income families** represent the largest subgroup at 53.4% (385 students) of the school population.
- Students of **color**, combined Black and Hispanic, represent 2.5% of the school population - 4 Black students and 13 hispanic students. District counselors continually reach out to these students to ensure they feel welcomed in our small rural predominantly white school district.
- English Language Learners represent .6% (4 students) of the school population.
- Students with disabilities represent 18.6%, or 139 students. This is the district's second largest subgroup.
- According to the most recent data, the district has five (.8% of the school population) students experiencing homelessness. The CCS site coordinator and the district's McKinney Vento liaison have been working directly with this family to find stable housing, providing mifis and chromebooks and ensuring transportation is in place.
- According to the most recent data, the district has no students in foster care.
- According to the most recent data, the district has one migrant student. This student is also an ELL student.

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

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

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

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

The **mission** of the Waterville Central School District, *a partnership of students, staff, families and the community, dedicated to educating the whole-child for personalized success.* Supporting the holistic development of our community's children has inspired the district to become a Community School. Committed to helping every child learn and thrive, the district has forged key partnerships designed to integrate academics, health and wellness, and community resources to benefit our students. These partners to date include: families, medical and mental health providers through Upstate Family Health, Connected Community Schools and the NYS Mentoring Program.

One of the four pillars of the Community Schools approach is expanded and enriched learning time to foster academic success. The Waterville Teachers Association was in full support of **extending the length of the instructional day by 30 minutes** to help address student learning gaps resulting from lost time in school. (*Funding sources include CRSSA-ESSER, ARP-ESSER and State Reserve*). In addition to extending the length of the school day, a district priority is to also improve elementary reading proficiency. The district is partnering with the **Reading League** to provide staff training to incorporate a pervasive, consistent and explicit approach to reading instruction K-6 based on the science of reading. The district is assessing student reading fluency levels, the most important indicator of reading proficiency, through the use of a School-Wide Screening tool aligned with the Science of Reading. The district has assembled a team of teachers to select a **new K-6 ELA/Reading series** which aligns with the NYSED Next Generation Standards and the Science of Reading. This selection will also include materials that support the reading needs of **Tier III and IEP students**, all aligned with the Science of Reading. (*Funding sources include CRSSA-ESSER, ARP-ESSER*)

Additionally, students are regularly assessed through **iReady**, the district's progress monitoring platform, to assess all aspects of a student's reading performance as well as math proficiency. District K-8 teachers are participating in iReady professional development to enhance their knowledge of diagnostics to better identify student gaps, monitor their progress and apply appropriate interventions. Once teachers have examined data regarding a student's needs, teachers will work collaboratively to plan interventions and monitor the success of these supports. The district has also conducted a review of its AIS and RTI interventions to ensure high-functioning processes and outcomes that support student growth. In addition, teachers have analyzed student performance data to identify students who are not meeting learning targets. In order to effectively address these learning deficiencies and to help catch students up, the district is in need of two **Academic Intervention Specialists** - one for grades 1-6 and one for grades 7-9. (*Funding sources- CRSSA-ESSER, State Reserve, Title I, General Fund*)

The district has also implemented **Atlas** this year to serve as the district's online curriculum hub. This has allowed staff members to clearly articulate and align the district's curriculum with the NYSED Learning Standards, ensure consistency across grade levels and subject areas, and allow for greater collaboration among staff. By examining the taught curriculum, staff members have been able to identify content, standards and skills that need to be spiraled up across grade levels to address learning gaps.

Another key pillar of the Community Schools approach is providing integrated student supports. The district entered into a partnership with **Connected Community Schools (CCS)** in 2019. The district is one of a number of local schools affiliated with CCS and benefits by having an onsite coordinator who provides community and parent outreach and access to a number of resources such as a district-

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

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wide referral system to identify student and family needs, a food pantry and a place located within the schools for students and families to meet with the CCS onsite coordinator.

In September 2021, Waterville CSD opened a **School-Based Health Center (SBHC)** in each of its schools through a partnership with Upstate Family Health (UFH). As of this writing, roughly 30% of the district's students are enrolled. Increasing access to medical and mental health services has improved the health and wellbeing of our students. The SBHC is staffed by one in-district Nurse Practitioner and a nurse in each center. UFH has also arranged for mental health clinicians to provide clinical counseling services to enrolled students who are experiencing significant mental health challenges. Additionally, we are in the process of arranging for dental services offered through the SBHC.

Since returning to school in September, it has become very clear through an examination of school data and anecdotal information that students are struggling with peer relations, following school rules, attending school regularly, and having the motivation to engage in school work. Many students are experiencing the impact of family stress. While many of these situations don't rise to the level of providing clinical counseling, the level of support students need on a day to day basis has significantly increased. The district has found there is a great need for strengthening mental health supports and has added **a full time social worker at the Jr/Sr High School and increased psychological services district-wide.**

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Integrated Social Emotional Learning	173,400	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The district focused heavily on social and emotional resources when gearing up for this school year. It was anticipated that student tramas would be significant and additional supports would be needed. The plan adds a 1 FTE psychologist to the districts resource base. The pyschologist will work directly with our community school SEAL's (Social Emotional Academic and Learning) corridinator. The informtion/data obtained through the implementation of a SDQ survey will be used to identify needs of students. The SDQ will be scored and then will be moved to the appropriate resource area depending on the findings. This position will support interventions being utilized during the school day, afterschool and during the summer. A portion of the

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				salary will be allocated to both summer school and afterschool funding to ensure full time consistent relationships can be built.
Curriculum-Aligned Enrichment Activities	607,710	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The Waterville School District has secured a 3-year MOA with the teachers union to provide and additional 30 minutes a day of targeted instruction. This time is scheduled and targeting social and emotional needs. The District is utilizing the Positivity Project K-12. This is intergrated either into classroom time. Additionally, the length of each class at the 7-12 level has been extended to in every core class. Lastly curriculum alignment will be a focus for ELA for grades K-6.

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

The District administration meet weekly to review the needs of students. Under our community school model referalls and concerns are brought to a committee that consists of our community school liasiason, building principal, social worker, guidance counselor, nurse, teacher and other pertinent individual. The childs referall is reviewed and action is taken. Quantative information is shared amongst all adminstrators to see if there are patterns and needs that were not originally thought of when building our school reopening plan. Several stategies that were implemented in the beginning of the year already need to be modified and adjusted to meet the challenges that are facing our students emotional, mental health and academic needs. Changes to the program will be reviewed and discussed in open public session of the monthly board meeting as this is a standing topic. The districts plan is up on the website and an adjustment section will be added so anyone can see what changes are proposed and implemented.

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

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

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

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

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

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

4.

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

	Amount
LEA Allocation	781110
Anticipated Number of Students Served	740
Anticipated Number of Schools Served	2

5. **Please upload a completed copy of the FS-10 budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.

FS-10 State learning loss.pdf

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

Budget Narrative- State Reserve Learning Loss.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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

The district administrative team and teacher representatives collaborated to provide input on identifying student needs. This also included a data review of the following information/documents: student academic performance, attendance, behavior/discipline, teacher anecdotal concerns, Strengths, Difficulties Questionnaire (SDQ), and LINK referrals. The team collectively recommended the implementation of the School-Based Health Center (federal), additional social worker support (federal), additional support for Academic Intervention Services (federal) to address deficiencies caused by the pandemic, and an expansion of the district's commitment to being a Community School (local). These supports will be coordinated with other district programming funded by other sources (Title 1 and IDEA) to make a greater impact on student outcomes.

One of the four pillars of the Community Schools approach is providing for expanded and enriched learning time to foster academic success. In addition to extending the length of the school day by 30 minutes, the district also offers after school enrichment designed to promote social emotional wellbeing of students and also allow for high interest academic hands-on learning activities.

The district provides a late bus to allow for the equitable opportunity for all students to take advantage of the district's after school opportunities. Some of the after school opportunities include:

Advanced Placement and Regents review classes after school. This will help to address lost instructional time. Additionally, students have not taken Regents exams in two years and will need extra review to ensure students are well prepared.

The **NYS Mentoring Program** is a new partner with the Jr/Sr High School. This research-based program has had a long history of success in NYS working with elementary and secondary students.. By pairing and connecting a struggling student with a positive adult role model from the community, the student is able to make positive connections and improve self-esteem and self-motivation. The program is scheduled to launch in March with ten students who will be paired with a vetted community mentor. The NYS Mentoring provides the funding for fingerprinting and mentor training. The mentors and mentees will meet weekly for planned after school events coordinated through the efforts of the on-site CCS coordinator. We are hoping to grow the mentoring program so that every student who could benefit will have his/her own mentor.

As a follow up to the administration of the Strengths, Difficulties Questionnaire (SDQ), students who have been identified as struggling with social emotional wellness, will be provided with opportunities to participate in after school therapeutic groups. The students will be grouped according to common needs. The district's social workers will focus on topics and themes to provide fun after school group activities to build peer collegiality, positive relationships and stronger social connections and social skills.

The Jr/Sr High will add an **after school Robotics program** supervised and coordinated by the district's technology teacher. The students will meet once a week throughout the school year to design and construct a VEX Robot for competition. The goal will be to attend 3 competitions and try to qualify for the Regional competitions. Each year, Vex comes out with a new competition each year, announced in April.

Other after school activities occur on a rotating basis: art projects, elementary/secondary chorus, band, and school plays, and elementary STEAM.

- 2. **In the chart below, please provide additional information about the planned evidence-interventions that have been**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Integrated Social Emotional Learning	35,400	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	.2 FTE psychologist will be heavily involved with the afterschool program. This will align directly with the functions of this position that is partially funded with state reserve monies. Interventions that will be used during afterschool work will be the implementation of restorative practices, social skills and relationship building and circles.
Restorative Practices	120,826	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Grades that will be involved in this afterschool opportunity will include K-12. Staff members will work closely with the social worker funded through ESEA , the district's RTI team, and the psychologist that will be heavily involved with addressing mental health needs that were identified during the SDQ implemented in conjunction with our community school seal coordinator funded through CRSSA.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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

As a follow up to the administration of the Strengths, Difficulties Questionnaire (SDQ), students who have been identified as struggling with social emotional wellness, will be provided with opportunities to participate in after school therapeutic groups. The students will be grouped according to common needs. The district's social workers will focus on topics and themes to provide fun after school group activities to build peer collegiality, positive relationships and stronger social connections and social skills.

Students can also self-select, be signed up by their parents, or be recommended by the administrator/social worker to attend. Attendance will be taken at each after school activity to monitor participation. Students will be monitored for growth with social emotional competencies. The social worker will assess student progress through observations and student interviews. The skills to be assessed include emotional regulation, connectedness and engagement with others, and positivity. Information about this after school opportunity will be communicated to parents through Parent Square. Individual parents will also be contacted and notified of the recommendation for their child to participate.

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

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

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

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

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

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

	Amount
LEA Allocation	156226
Anticipated Number of Students Served	740
Anticipated Number of Schools Served	2

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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

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

FS-10 State -after school.pdf

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

Budget Narrative - State reserve - After school.docx

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

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

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

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

The district administrative team and teacher representatives collaborated to provide input on identifying student needs. This also included a data review of the following information/documents: student academic performance, attendance, behavior/discipline, teacher anecdotal concerns, Strengths, Difficulties Questionnaire (SDQ), and LINK referrals. The team collectively recommended the implementation of the School-Based Health Center (federal), additional social worker support (federal), additional support for Academic Intervention Services (federal) to address deficiencies caused by the pandemic, and an expansion of the district's commitment to being a Community School (local). These supports will be coordinated with other district programming funded by other sources (Title 1 and IDEA) to make a greater impact on student outcomes.

For the second consecutive summer, the district is offering a high interest and skill-based summer program. For summer 2021, the focus was on a STEAM theme/math and ELA enrichment for elementary-aged students K-6 and credit recovery for high school students. These programs will continue for summer 2022. In addition to adding opportunities for therapeutic interventions for students K-12 led by the district's social workers and mental health professionals associated with the school-based health center, the district is also adding a middle level program for students in grades 6-8 to take advantage of the school's new state of the art greenhouse and recently approved CTE Agriculture program. The program will integrate agriculture with topics in science, foods and technology through a hands-on learning approach. Since returning to full day schooling in 2021, the district has seen a significant increase in behaviors from students in grades 6-8. Therefore, it is imperative that the district offer a high interest program coupled with opportunities to build peer collegiality, positive relationships and stronger social connections and social skills. The programs will run for 4 weeks, Monday through Thursday for three hours per day. As the district is a summer feeding site, lunch will be provided. Additionally, the district has coordinated with the area's town and village recreation centers to maximize school district and municipal funding to benefit students and families. Students will be bused from designated pick up/drop off points coinciding with the locations of these area recreation programs. Students will be able to attend the district's summer program in the morning and then be bused to their designated town/village recreation site for an afternoon of activities. This arrangement is a fantastic option for working parents.

- In the chart below, please provide additional information about the planned evidence-based interventions that have**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	23,600	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	A skill-based summer program. will be provided that is focused on a STEAM theme/math and ELA enrichment for elementary-aged students K-6 and credit recovery for high school students.
Integrated Social Emotional Learning	132,626	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Therapeutic interventions for students K-12 led by the district's social workers and mental health professionals associated with the school-based health center. Interventions will be a continuation of programs used during the school year such as the Positivity project, continuation of restorative practice circles and other interventions used by the district's community school partners.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

Parents will be notified of the summer school programs through Parent Square, the district's communication platform. Parents will be able to enroll their children online. The registration is also being coordinated with the area recreation programs to make it easy for families. The principals and the superintendent will be informing the board of education and the public of the plan and the programs at an upcoming meeting. Attendance will be taken each day to monitor student participation. Students will be assessed for academic growth and according to social emotional competencies. The social worker will assess student progress through observations and student interviews. The skills to be assessed include emotional regulation, connectedness and engagement with others, and positivity.

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

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

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

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

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

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

	Amount
LEA Allocation	156226
Anticipated Number of Students Served	740
Anticipated Number of Schools Served	2

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

The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.
 FS-10 State- Summer school.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

Budget Narrative - State reserve - Summer Schoo.docx

