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### Background Information

WEST CANADA VALLEY CSD - 210302040000

Summary and Background Information

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

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

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

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

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

**RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.**

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

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

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

- **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

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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## Submission Instructions

WEST CANADA VALLEY CSD - 210302040000

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 RE*QUIRED to send hard copies of general application materials to the Department.

- LEAs *ARE RE*QUIRED 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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### 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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**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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**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: 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 | Kelley Crossett | kcrossett@westcanada.org | 12/13/2021 |
| LEA Board President | Shawn Schultz | sschultz2622@gmail.com | 12/13/2021 |

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**ARP-ESSER State Reserve: Consultation**

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

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

The district utilizes multiple avenues to engage stakeholders in developing a plan to effectively implement these funds. Examples of such avenues include but are not limited to public board meetings, group/individual meetings, website, social media, and through internal staff discussions.

**The West Canada Valley Development Team**

West Canada Valley Board of Education

D.J. Shepardson,Superintendent

Glenn Broadbent, Principal

Correne Holmes, Principal

Ed Dougherty, Director of Special Programs

Nancy Andress, CASDA Consultant

Susan Stoya, CASDA Consultant

Christopher Pullman, Teacher

Abigail Rose, Teacher

Anne Murphy, Teacher

Andrew Duffer, Teacher

Gretchen Blynt, Special EducationTeacher

Alisa Brewer, Parent

Kelly Fehlhaber, Parent

*And in partnership with the staff, students, and families of West Canada Valley. Outside consultation with CASDA.*

*The district will continue to place this topic on the board meeting agenda and meet quarterly with the development team to review the current plan; making changes as needed.*

Plan Goals:

- Creating a welcoming environment for both our students and families by fostering relationships.
- Strengthening our ability to provide a cohesive, relevant curriculum and engaging instruction.
- Leadership to ensure school improvement by monitoring instruction and providing addtional learning opportunities for district students.

The development team believes in the creation of positve community partnerships. The district believes that these relations will continue

to be significant in the 2021-2022 school year. As a district, we dug deep into families and increased home visits during the 2020-2021 school year. For more than a year, we have experienced social isolation. We heard this often in our interviews with students. Approximately 20% of our grade seven through grade twelve students were completely virtual during the 2020-21 school year. Approximately 80% of the grade seven through grade twelve students were hybrid students that attended school in-person on an “every other day” basis with asynchronous learning taking place on the opposite school day. Those who attended in person, remained 6 feet apart from their peers. These students were also cohorted in small groups of twelve or less students whenever possible. Students missed out on extracurricular activities and field trips, and they had limited social interactions, which are all important parts of a successful school experience for students of all ages. Community events were cancelled. Students had limited opportunities for human connection beyond their immediate cohort and families. Students missed out on making new friends and strengthening existing friendships. Meanwhile, when completing the Equity Self-Reflection, we discussed the need to give students more say in the learning that occurs in classrooms. Approximately 14% of the elementary school students were entirely remote learners during the 2020-2021 school year. Hybrid students (five days a week for a half day) accounted for 15% of the elementary population and 70% of students attended for the full day five days a week throughout the entire school year. The district believes that the ability to have more students in-person daily greatly reduced the negative impact of COVID-19 on students feeling isolated in the elementary school.
Due to COVID-19 restrictions, students lacked in-person instruction and interactions within the classroom. Students indicated in the student interview focus groups that the 2021-2022 school year cannot be like the 2020-2021 school year. Students are craving interactions within the classroom daily. We believe as a school that our students need to share common curricular experiences and consistency among classrooms in order to prepare them for success. When completing the Equity Self-Reflection, the team found that we need to facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.

**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.**

ARP-ESSR Plan
https://www.westcanada.org/domain/42
In addtion to posting the plan on the district webpage, the district will maintain copies of the plan in the district office. Upon request, the plan can be picked up or we will mail to the appropriate household.

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

The development team will participate in ongoing review of this plan as the funding for proposed programs is through 2024.

- The plan is a consistent item at the district's monthly meetings of the Board of Education which are open to the public.
- The district utilizes Parent Square, newsletters, webpage, and social media to communicate information regarding the plan.
- The district seeks input from the teachers in regards to intervention, enrichment, extended day, and summer programs to enhance the quality of the programs.
- Data analysis is consistently reviewed to assess the effectiveness of implemented programs. The district utilizes several assessment tools to make informed decisions.
- Social-emotional committee works to develop and assess programs to address concerns caused by the pandemic.
- Social-emotional commitee works with Catholic Charities and ICAN (Herkimer County Services) to reach out to families in need. This is communicated to all families in the district.

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### ARP-ESSER State Reserve: Comprehensive Needs Assessment

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

- The district seeks input from the teachers in regards to intervention, enrichment, extended day, and summer programs to enhance the quality of the programs.
- Data analysis is consistently reviewed to assess the effectiveness of implemented programs. The district utilizes several assessment tools to make informed decisions. The district uses STAR, Orton-Gilligham, state testing, classroom observation, guidance counselors, social worker, and the school psychologist to assess the social-emotional needs of our students. The district employs an ENL teacher through Herkimer BOCES to work with the district's non-english speaking families. In addtion, the district subscribes to a translation service through Oneida County. ICAN (Herkimer County Services) works with the district to address any students experiencing homelessness or in fostercare. Migrant Services through Herkimer BOCES works with the district to provide services for migratory students.
- Social-emotional committee works to develop and assess programs to address concerns caused by the pandemic.
- Social-emotional commitee works with Catholic Charities and ICAN (Herkimer County Services) to reach out to families in need. This is communicated to all families in the district.

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

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

The West Canada Valley ARP-ESSR Development utilizes input from the Board of Education, teachers, parents, students, and administration to develop a plan to address the needs of all students with particular attention given to those students disproportionately impacted by the pandemic. Using the information provided below, the district developed plans to address the needs of our students by creating targeted intervention plans for both extended day and summer school programs. Programs will be focused on areas of learning needs including the students who seek to advance through enrichment offerings. In addtion, programs are developed with particular attention to the social-emotional needs of students that create social opportunities for students who have been isolated for extended periods. In addtion, the transition back to school must inspire students to learn and find enjoyment in attending school again. The use of funds will target these areas and work in conjunction with those programs supported by CARES, CRRSA, Title I, IDEA, and other funding sources. Funds will be used to provide opportunities for students in extended day and summer programs throughout the upcoming years.

**West Canada Valley utilizes the STAR testing platform for elementary and middle school grades K-8. Student learning gaps will be assessed through a comparative analysis of the latest diagnostic STAR screening assessment completed in the 2020-2021 school year and the initial STAR screening assessment to be conducted at the onset of the 2021-2022 academic calendar. Assessments to be used may include, but are not limited to, regents test prep materials and locally developed year end benchmark assessments. Learning gaps associated with our students with special needs population will be assessed using the Kaufman Test of Educational Achievement - 3. To adequately address these learning gaps, teachers must implement a prioritized curriculum based off of the aforementioned testing.**

**In addition, the district has and will continue to train our adminstration and teachers in Orton-Gilligham's literacy program. This program is implemented at the elementary level to address literacy learning gaps.**

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

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<table>
<tr><th>Planned Intervention(s)</th><th>Investment ($)</th><th>Grade Levels Served</th><th>Student Groups</th><th colspan="3">Detailed Description of Planned Intervention</th></tr>
<tr><td>Community Schools Model Programming</td><td>667,467</td><td>☐ Primary<br>☑ Elementary<br>☑ Middle School<br>☑ High School</td><td>☑ All Students<br>☐ Students with Disabilities<br>☐ English Learners<br>☐ Students Experiencing Homelessness<br>☐ Students in Foster Care<br>☐ Migratory Students<br>☐ Students Involved with the Juvenile Justice System<br>☐ Other Underserved Students<br>☐ None of the Above</td><td colspan="3">Extended Day and Summer Program<table><tr><th>Research Based Program/Idea (give brief description):</th><th>Teachers interested in this program/idea (add your name if interested):</th><th>When are you considering doing this (i.e. summer, after school, over a break, etc....). If you see an idea you like, but want to do it at a different time of year, please indicate this below. Also, include the school year(s) you may be interested in doing this (21-22, 22-23, 23-24, ongoing over 3 years, etc...):</th></tr><tr><td>One on one and small group tutoring using the Orton Gillingham approach, including assessments, lesson plans, progress monitoring, and log sheets.</td><td>1. Jackie Bray<br>2. Jodi West-Summer<br>3. Nancy Gallagher-Summer<br>4. Lisa Perry<br>5. Kim Christiano<br>6. Lisa Lawton<br>7. Rachel Waseleski</td><td>After school and summer throughout the time frame allotted.</td></tr></table></td></tr>
</table>

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<table>
<tr><th>Planned Intervention(s)</th><th>Investment ($)</th><th>Grade Levels Served</th><th>Student Groups</th><th colspan="3">Detailed Description of Planned Intervention</th></tr>
<tr><td></td><td></td><td></td><td></td><td colspan="3"><table>
<tr><td>Outdoor Recreation Program- Promote physical, social, and emotional development through outdoor team building activities.</td><td>1. Courtney Schreppel<br>2. Katie Bessmer</td><td>After school 1 day/week (October-May)</td></tr>
<tr><td>Math and Movement- kinesthetic approach to math fact fluency</td><td>1. Jackie Bray<br>2. Lisa Perry<br>3. Kim Christiano<br>4. Lisa Lawton<br>5. Jodi West<br>6. Rachel Waseleski</td><td>After school program/summer program</td></tr>
<tr><td>Reflex Math-fact fluency program (recommended grades 2 and up)</td><td>1. Jackie Bray</td><td>Purchase license for each student in grades 1-6 or as needed for teachers to supplement and build fact fluency</td></tr>
</table></td></tr>
</table>

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| Planned Intervention(s) | Investment ($) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention | | |
|---|---|---|---|---|---|---|
| | | | | Fitness/Nutrition Program- Promote and develop healthy habits, in addition to developing social and emotional skills (Utilizing BOKS Program- developed by Reebok specifically for kids) | 1. Caitlin Cook<br>2. Brianne Parent<br>3. Jodi West | After school 1 day/week for students in grades 1 & 2 January- April Throughout the time frame allotted |
| | | | | STEM Experience | 1. Melissa Maine<br>2. Chrisie Ludwig<br>3. Whitney Reddington | After school 1day/week students K-6 And/Or summer mini-camps |

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<table>
<tr><th>Planned Intervention(s)</th><th>Investment ($)</th><th>Grade Levels Served</th><th>Student Groups</th><th colspan="3">Detailed Description of Planned Intervention</th></tr>
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| Summer swimming lessons - increases gross motor skills as well as social skills. | 1. Ben Russo | To be added to our summer program as a special. Also willing to do it at a separate time of day. |
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| | | | | | | **Extended Day and Summer Proposals** Please share your ideas so everyone can compare notes and meet up with other teachers interested in these ideas. Proposals should be turned in by December 8th (on the form given out by the principals). . Thank you! |

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| | | | | | | **Research Based Program/Idea (give brief description):** | **Teachers interested in this program/idea (add your name if interested):** | **When are you considering doing this (i.e. summer, after school, over a break, etc. ...). If you see an idea you like, but wa** |

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| | | | | **nt to do it at a different time of year, please indicate this below. Also, include the school year(s) you may be interested** |

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| | | | | **in doing this (21-22, 22-23, 23-24, ongoing over 3 years, etc...):** |

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| | | | | One on one and small group tutoring using the Orton Gillingham approach, including assessments, lesson plans, progress mo<br>1. Jack ie Bray<br>2. Jodi Weest-Summer<br>3. Nancy Gall lag<br>After school and summer throughout the time frame allotted. |

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| | | | | nitoring, and log sheets.<br>4. Lisa Perry - Summer<br>5. Kim Christiano<br>6. Lisa |

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| | | | | Lawton Rachel Wasleski |

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|---|---|---|---|---|
| | | | | Outdoor Recreation Program- Promote physical, social, and emotional development throughout outdoor team building activities 1. Outdoor recreation 2. Katie Besser 1. CAfter school 1 day/week S(October- May) pp el |

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| | | | | Math and Movement-kinesthetic approach to math fact fluency<br>1. Jack in Brary<br>2. Lisa Perry<br>3. Kim Christiano<br>4. Lisa<br>After school program/summer program |

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| | | | | 5. Jodi Weston<br>6. Rachel Wasielewski |

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|---|---|---|---|---|
| | | | | Reflex Math-fact fluency program (recommended grades 2 and up) 1. Jack ie Bray Purchase license for Beach student in grades 1-6 or as needed for teachers to supplement and build fact fluency |

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| | | | | Fitness/Nutrition Program-Promote and develop healthy habits, in addition to developing social and emotional skills (Utilizing BO<br>1. CAfter school 1 day/week for students in grades 1 & 2 January-April Throughout the timeframe allotted<br>2. Brian neuar Pyar e nt<br>3. Jodi Wes t |

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|---|---|---|---|---|---|---|---|---|
| | | | | | | KS Program-developed by Reebok specifically for kids) | | |

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|---|---|---|---|---|
| | | | | STEM Experience<br>1. Mel issa Mai ne<br>2. Chr isie Lud wig<br>3. Whitney Red d<br>After school 1day/week Mstudents K-6 And/Or Csummer mini-camps |

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| | | | | Additionally, social and emotional skills will be targeted through text experiences. The addition of craftivities or task cards related |

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| | | | | to the texts will additionally enhance other literacy skills. |

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| | | | | Social Emotional Learning Through Board Games<br>1. Olivia de Jong<br>2. Vanessa Boyer<br>3. Carey Stewart |

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| | | | | | | Summer swimming lessons - increases gross motor skills as well as social skills. | 1. Beneficiaries | To be added to our summer program as a special. Also willing to do it at a separate time of day. |
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**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 development team will meet throughout the school year to review the current programs. Parents and students will be surveyed to assess the effectiveness of each program. The district's social-emotional team will oversee and evaluate our proposed programs to address the mental health needs of district students.

All changes to programing will be discussed with the development team and during public session of monthly board meetings. Surveys will be distributed to parents and guardians to assess the effectiveness and gather further input on how the district can advance and/or improve programming.

This will be communicated through public meetings, newsletters, website, social media, parentsquare, and if needed through the global call system.

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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 | $667,467 |
| Anticipated Number of Students Served | 500 |
| 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.**

FS10 APR-ESSER - 5 State learning loss.pdf
FS10 APR-ESSER - 5 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 - APR ESSER- 5 state learning loss.pdf
Budget narrative - APR ESSER- 5 state learning loss.pdf

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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.

**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 West Canada Valley ARP-ESSR Development utilizes input from the Board of Education, teachers, parents, students, and administration to develop a plan to address the needs of all students with particular attention given to those students disproportionately impacted by the pandemic. Using the information provided below, the district developed plans to address the needs of our students by creating targeted intervention plans for both extended day and summer school programs. Programs will be focused on areas of learning needs including the students who seek to advance through enrichment offerings. In addtion, programs are developed with particular attention to the social-emotional needs of students that create social opportunities for students who have been isolated for extended periods. In addtion, the transition back to school must inspire students to learn and find enjoyment in attending school again. The use of funds will target these areas and work in conjunction with those programs supported by CARES, CRRSA, Title I, IDEA, and other funding sources. Funds will be used to provide opportunities for students in extended day and summer programs throughout the upcoming years.

**West Canada Valley utilizes the STAR testing platform for elementary and middle school grades K-8. Student learning gaps will be assessed through a comparative analysis of the latest diagnostic STAR screening assessment completed in the 2020-2021 school year and the initial STAR screening assessment to be conducted at the onset of the 2021-2022 academic calendar. Assessments to be used may include, but are not limited to, regents test prep materials and locally developed year end benchmark assessments. Learning gaps associated with our students with special needs population will be assessed using the Kaufman Test of Educational Achievement - 3. To adequately address these learning gaps, teachers must implement a prioritized curriculum based off of the aforementioned testing.**

**In addition, the district has and will continue to train our adminstration and teachers in Orton-Gilligham's literacy program. This program is implemented at the elementary level to address literacy learning gaps.**

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

**impact of lost instructional time.**

| Planned Intervention(s) | Investment ($) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|---|---|---|---|---|
| Community Schools Model Programming | 133,497 | ☐ Primary<br>☑ Elementary<br>☑ Middle School<br>☑ High School | ☑ All Students<br>☐ Students with Disabilities<br>☐ English Learners<br>☐ Students Experiencing Homelessness<br>☐ Students in Foster Care<br>☐ Migratory Students<br>☐ Students Involved with the Juvenile Justice System<br>☐ Other Underserved Students<br>☐ None of the Above | **SUBJECT AREA**: Enrichment **GRADE LEVEL**: 7-12<br>**STATEMENT OF NEED**: What particular concern will be addressed by this proposed program or project? Why are you recommending it?<br>• **Life skills - basic sewing repairs, clothing alterations, knitting/crocheting**<br>• **Social emotional - mindfulness, distraction from negative thoughts, social activity, creative outlet, sense of accomplishment/achievement**<br>• **Community service projects - donations to animal shelters, etc.**<br>**IMPLEMENTATION**: Describe briefly what type of activities the program/project will consist of. **Please be specific about the timeframe/dates you are proposing (for example: every T, Th from 2:30-4:00 from January 1st-April 29th).**<br>• **Various sewing/knitting/crocheting projects as outlined above**<br>• **Meet after school 2:30 approximately 2x/month, or as otherwise warranted based on student interest**<br>**OUTCOMES**: What will be the result? How will it be evaluated? Note: Must include specific information about goals and assessments that will be used to measure those goals.<br>• **Students will develop tangible life skills in the areas of sewing, knitting, and/or crocheting**<br>• **Students can track their own progress of specific skills attained**<br>• **Students will produce actual items for donations to animal shelters**<br>**RESEARCH:** Can this program/project be linked to research based strategies or instructional practices? If so, please attach information. |

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| Planned Intervention(s) | Investment ($) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|---|---|---|---|---|
| | | | | https://www.weareteachers.com/sewing-in-school/ https://allaboutthesew.com/the-mental-health-benefits-of-sewing/ https://wunderlabel.com/blog/p/health-benefits-sewing/ https://www.mindfood.com/article/the-benefits-of-arts-and-crafts/<br>**BUDGET: (Please fill out completely)**<br>• Who will be involved? Please name every teacher who is interested in participating. Rebecca Wood, Lauren Venettozzi<br>• How many hours are you proposing per teacher (including planning time)? Approximately 5 hours / month, or more based on student interest<br>• What materials are needed? Knitting needles, crochet hooks, yarn needles, stitch markers<br>**SUBJECT AREA**: ELA - Listening and Speaking<br>**GRADE LEVEL**: 9 - 12<br>**STATEMENT OF NEED**: What particular concern will be addressed by this proposed program or project? Why are you recommending it?<br>Students need more academic-based extra curricular activities. Debate provides experience and practice in research, listening skills, and persuasive thinking. Students will learn to articulate coherent arguments and counter arguments as well as learn the procedures of a formal debate.<br><br>**IMPLEMENTATION**: Describe briefly what type of activities the program/project will consist of. **Please be specific about the timeframe/dates you are proposing (for example: every T, Th from 2:30-4:00 from January 1st-April 29th).**<br>Debate will meet on Wednesdays after school from 2:30-3:30 from January 1, 2022 - June 10, 2022. |

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| | | | | **OUTCOMES**: What will be the result? How will it be evaluated? Note: Must include specific information about goals and assessments that will be used to measure those goals.<br>Students will be accessed on organization and clarity, use of argument, use of cross-examination and rebuttal, and presentation style. Each team will be given a rubric that evaluates their score on the four criteria above and we will discuss how to improve on those criteria.<br><br>**Research:** Can this program/project be linked to research based strategies or instructional practices? If so, please attach information.<br>“Former U.S. Secretary of Education Arne Duncan (2009-2016) has long proposed that competitive debate is not just one of the “great equalizers” for minority achievement and educational opportunity, but also a best practice to produce dynamic Americans proficient in the 4 “Cs” of 21st century skills—critical thinking, communication, collaboration, creativity, and also a 5th, civic awareness. Duncan claimed at a speech for the National Association of Urban Debate Leagues (2012),” (“Benefits of Debate” *American Debate League* /www.americandebateleague.org/benefits-of-debate.html)<br>BUDGET**: (Please fill out completely)**<br>Who will be involved? Please name every teacher that is interested in participating.<br>Gloria Ackman<br>How many hours are you proposing per teacher (including planning time)? |

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| | | | | 2 hours per week (1 hour of planning and 1 hour with students)<br>What materials are needed?<br>Copies of teacher created documents<br>**Book Circle**<br>**Purposes:**<br>• Encourage the development of reading identities in middle and high school students by: Creating positive literary experiencesProviding access to a wide range of subject matter, genre, and text complexityCreating spaces in-person, and possibly virtual, for students to discuss and analyze literature with other students and faculty and staff members, with the focus on student-led conversation and ideasAllowing for student voice in selecting books<br>• Build a community steeped in acceptance, understanding, and support regarding differences among individuals, including, but not limited to, cultural, racial, gender, sexuality, disabilities, and socio-economic differences by: Amplifying books by authors representative of the above communitiesFostering important, relevant discussions in respectful, open-minded spacesProviding supplemental information to guide students' understanding of the literature<br>**Organization:**<br>• Encourage participation of middle and high school students<br>• Meet regularly after school once a month on a selected book (either middle grade or young adult level) 6-8 months out of school year<br>• Maintain an online classroom for discussion in the interim between meetings<br>• Allow student voice in introducing and leading discussion topics and in selecting next month's |

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| | | | | book and making book lists for the following year<br>**Action Steps:**<br>• Select and order 8 titles for next year's Book Circle; 12-15 copies each (June/Summer 2021)<br>• Promote Book Circle within the school (Sept. 2021)<br>• Schedule and make arrangements for the first meeting (Oct. 2021)<br>**The idea for this group is based on the premise of the Project Lit Community. We could explore being part of that community in full as well.**<br><br>**Literature Examples:**<br>• *The 57 Bus*; Dashka Slater<br>• *All-American Boys*; Jason Reynolds & Brendan Kiely<br>• *Amal Unbound*; Aisha Saeed<br>• *The Art of Being Normal*; Lisa Williamson<br>• *The Benefits of Being an Octopus*; by Ann Braden<br>• *Blended*; Sharon M. Draper<br>• *Brown Girl Dreaming*; Jacqueline Woodson<br>• *Dear Martin*; Nic Stone<br>• *El Deafo*; CeCe Bell<br>• *Front Desk*; Kelly Yang<br>• *George*; Alex Gino<br>• *Ghost Boys;* Jewell Parker Rhodes<br>• *Hey Kiddo;* Jarrett J. Krosoczka<br>• It's Trevor Noah: Born a Crime; Trevor Noah |

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| | | | | • *Internment*; Samira Ahmed<br>• *Mad, Bad, and Dangerous to Know*; Samira Ahmed<br>• *The Marrow Thieves*; Cherie Dimaline<br>• *Maybe He Just Likes You*; Barbara Dee<br>• *The Night Diary*; Vera Hiranadani<br>• *On the Come Up*; Angie Thomas<br>• *Opposite of Always*; Justin A. Reynolds<br>• *Stamped: Racism, Antiracism, & You*; Jason Reynolds & Ibram X. Kendi<br>• *Refugee*; Alan Grantz<br>• *They Both Die at the End;* Adam Silvera<br>• *Towers Falling*; Jewell Parker Rhodes<br>• *When Stars Are Scattered*; Victoria Jamieson & Omar Mohamed<br>• *With the Fire on High*; Elizabeth Acevedo<br><br>**Extended Day and Summer Proposals**<br>Please share your ideas so everyone can compare notes and meet up with other teachers interested in these ideas. Proposals should be turned in by December 8th (on the form given out by the principals). .<br>Thank you! |

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| | | | | Fitness/Nutrition Program- Promote and develop healthy habits, in addition to developing social and emotional skills (Utilizing BOKS Program- developed by Reebok specifically for kids) | 1. Caitlin Cook<br>2. Brianne Parent<br>3. Jodi West | After school 1 day/week for students in grades 1 & 2 January- April Throughout the time frame allotted |
| | | | | STEM Experience | 1. Melissa Maine<br>2. Chrisie Ludwig<br>3. Whitney Reddington | After school 1day/week students K-6 And/Or summer mini-camps |

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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.

The development team will meet throughout the school year to review the current programs. Parents and students will be surveyed to assess the effectiveness of each program. The district's social-emotional team will oversee and evaluate our proposed programs to address the mental health needs of district students.

All changes to programing will be discussed with the development team and during public session of monthly board meetings. Surveys will be distributed to parents and guardians to assess the effectiveness and gather further input on how the district can advance and/or improve programming.

This will be communicated through public meetings, newsletters, website, social media, parentsquare, and if needed through the global call system.

### 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.**

Page Last Modified: 02/16/2022

| | Amount |
|---|---|
| LEA Allocation | $133,497 |
| Anticipated Number of Students Served | 300 students |
| Anticipated Number of Schools Served | 2 |

**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 the1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.**

FS10 APR-ESSER - 1 State after school.pdf
FS10 APR-ESSER - 1 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 - APR ESSER- 1 state after school.pdf

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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.

**1. 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 West Canada Valley ARP-ESSR Development utilizes input from the Board of Education, teachers, parents, students, and administration to develop a plan to address the needs of all students with particular attention given to those students disproportionately impacted by the pandemic. Using the information provided below, the district developed plans to address the needs of our students by creating targeted intervention plans for both extended day and summer school programs. Programs will be focused on areas of learning needs including the students who seek to advance through enrichment offerings. In addtion, programs are developed with particular attention to the social-emotional needs of students that create social opportunities for students who have been isolated for extended periods. In addtion, the transition back to school must inspire students to learn and find enjoyment in attending school again. The use of funds will target these areas and work in conjunction with those programs supported by CARES, CRRSA, Title I, IDEA, and other funding sources. Funds will be used to provide opportunities for students in extended day and summer programs throughout the upcoming years.

**West Canada Valley utilizes the STAR testing platform for elementary and middle school grades K-8. Student learning gaps will be assessed through a comparative analysis of the latest diagnostic STAR screening assessment completed in the 2020-2021 school year and the initial STAR screening assessment to be conducted at the onset of the 2021-2022 academic calendar. Assessments to be used may include, but are not limited to, regents test prep materials and locally developed year end benchmark assessments. Learning gaps associated with our students with special needs population will be assessed using the Kaufman Test of Educational Achievement - 3. To adequately address these learning gaps, teachers must implement a prioritized curriculum based off of the aforementioned testing.**

**In addition, the district has and will continue to train our adminstration and teachers in Orton-Gilligham's literacy program. This program is implemented at the elementary level to address literacy learning gaps.**

**2. In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned**

**intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.**

<table>
<tr><th>Planned Intervention(s)</th><th>Investment ($)</th><th>Grade Levels Served</th><th>Student Groups</th><th>Detailed Description of Planned Intervention</th></tr>
<tr>
<td>Community Schools Model Programming</td>
<td>133,497</td>
<td>☐ Primary<br>☑ Elementary<br>☑ Middle School<br>☐ High School</td>
<td>☑ All Students<br>☐ Students with Disabilities<br>☐ English Learners<br>☐ Students Experiencing Homelessness<br>☐ Students in Foster Care<br>☐ Migratory Students<br>☐ Students Involved with the Juvenile Justice System<br>☐ Other Underserved Students<br>☐ None of the Above</td>
<td>Extended Day and Summer Proposals<br>Please share your ideas so everyone can compare notes and meet up with other teachers interested in these ideas. Proposals should be turned in by December 8th (on the form given out by the principals). .<br>Thank you!
<table>
<tr><th>Research Based Program/Idea (give brief description):</th><th>Teachers interested in this program/idea (add your name if interested):</th><th>When are you considering doing this (i.e. summer, after school, over a break, etc....). If you see an idea you like, but want to do it at a different time of year, please indicate this below. Also, include the school year(s) you may be interested in doing this (21-22, 22-23, 23-24, ongoing over 3 years, etc...):</th></tr>
</table>
</td>
</tr>
</table>

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| Planned Intervention(s) | Investment ($) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention | | |
|---|---|---|---|---|---|---|
| | | | | One on one and small group tutoring using the Orton Gillingham approach, including assessments, lesson plans, progress monitoring, and log sheets. | 1. Jackie Bray<br>2. Jodi West-Summer<br>3. Nancy Gallagher-Summer<br>4. Lisa Perry<br>5. Kim Christiano<br>6. Lisa Lawton<br>7. Rachel Waseleski | After school and summer throughout the time frame allotted. |
| | | | | Outdoor Recreation Program- Promote physical, social, and emotional development through outdoor team building activities. | 1. Courtney Schreppel<br>2. Katie Bessmer | After school 1 day/week (October-May) |
| | | | | Math and Movement- kinesthetic approach to math fact fluency | 1. Jackie Bray<br>2. Lisa Perry<br>3. Kim Christiano<br>4. Lisa Lawton<br>5. Jodi West<br>6. Rachel Waseleski | After school program/summer program |

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<table>
<tr><th>Planned Intervention(s)</th><th>Investment ($)</th><th>Grade Levels Served</th><th>Student Groups</th><th colspan="3">Detailed Description of Planned Intervention</th></tr>
<tr><td rowspan="4"></td><td rowspan="4"></td><td rowspan="4"></td><td rowspan="4"></td><td>Reflex Math-fact fluency program (recommended grades 2 and up)</td><td>1. Jackie Bray</td><td>Purchase license for each student in grades 1-6 or as needed for teachers to supplement and build fact fluency</td></tr>
<tr><td>Fitness/Nutrition Program- Promote and develop healthy habits, in addition to developing social and emotional skills (Utilizing BOKS Program- developed by Reebok specifically for kids)</td><td>1. Caitlin Cook<br>2. Brianne Parent<br>3. Jodi West</td><td>After school 1 day/week for students in grades 1 & 2 January- April Throughout the time frame allotted</td></tr>
<tr><td>STEM Experience</td><td>1. Melissa Maine<br>2. Chrisie Ludwig<br>3. Whitney Reddington</td><td>After school 1day/week students K-6 And/Or summer mini-camps</td></tr>
<tr><td colspan="3"></td></tr>
</table>

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<table>
<tr><th>Planned Intervention(s)</th><th>Investment ($)</th><th>Grade Levels Served</th><th>Student Groups</th><th colspan="3">Detailed Description of Planned Intervention</th></tr>
<tr><td></td><td></td><td></td><td></td><td>Read Aloud Program<br>Grades 1-2<br>A bi-weekly before school read-aloud session with many research-based benefits. These include improving listening and language skills, increasing vocabulary, developing comprehension and increasing attention span. Additionally, social and emotional skills will be targeted through text experiences. The addition of craftivities or task cards related to the texts will additionally enhance other literacy skills.</td><td>1. Julie Purinton<br>2. Danielle Novak<br>3. Jackie Bray</td><td>Before school: 7:30-8:30<br>Grades 1-2<br>1 day/week bi-weekly, October-May-12 sessions in all, (1 session in October, November, February and April)<br>School Year 21-22</td></tr>
</table>

Page Last Modified: 02/01/2022

| Planned Intervention(s) | Investment ($) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention | | |
|---|---|---|---|---|---|---|
| | | | | Social Emotional Learning Through Board Games | 1. Olivia de Jong<br>2. Vanessa Boyer<br>3. Carey Stewart | |
| | | | | Summer swimming lessons - increases gross motor skills as well as social skills. | 1. Ben Russo | To be added to our summer program as a special. Also willing to do it at a separate time of day. |
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| Planned Intervention(s) | Investment ($) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|---|---|---|---|---|
| | | | | |

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

The development team will meet throughout the school year to review the current programs. Parents and students will be surveyed to assess the effectiveness of each program. The district's social-emotional team will oversee and evaluate our proposed programs to address the mental health needs of district students.

All changes to programing will be discussed with the development team and during public session of monthly board meetings. Surveys will be distributed to parents and guardians to assess the effectiveness and gather further input on how the district can advance and/or improve programming.

This will be communicated through public meetings, newsletters, website, social media, parentsquare, and if needed through the global call system.

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

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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*

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

Page Last Modified: 02/01/2022

| | Amount |
|---|---|
| LEA Allocation | $133,497 |
| Anticipated Number of Students Served | 150 |
| Anticipated Number of Schools Served | 2 |

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

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

FS10 APR-ESSER - 1 State summer learning.pdf
FS10 APR-ESSER - 1 State summer learning.pdf

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

Budget narrative - APR ESSER- 1 state summer learning.pdf