

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

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**Background Information**

HARRISVILLE CSD - 230301040000

**Summary and Background Information**

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

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

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

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

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

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

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

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

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

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

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

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other studies show that this strategy negatively impacts an outcome.

**Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

**Tier 4 - Demonstrates a Rationale:** High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

Further information may be found in the **Federal Guidance on Evidence-Based Interventions**. There are a number of resources available that identify research which supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align with 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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**ARP-ESSER Application: State Reserves - ARP State Reserves**

Introduction/Instructions - Submission Instructions

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**Submission Instructions**

HARRISVILLE CSD - 230301040000

**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.

## ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

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## ARP-ESSER State Reserve: Assurances

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

YES, the LEA provides the above assurance.

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

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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

YES, the LEA provides the above assurance.

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Assurances - Assurances

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

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Assurances - Assurances

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13. The LEA assures that:
1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
  2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
  3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
  4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- YES, the LEA provides the above assurance.
14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
- YES, the LEA provides the above assurance.
15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.
- YES, the LEA provides the above assurance.
16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
- YES, the LEA provides the above assurance.

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

ARP-ESSER State Reserves - State Reserves Intent to Apply

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

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

**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	Rebecca Phillips	rphillips@sllboces.org	12/28/2021
LEA Board President	Jan Mosher	jmosher@hcsk12.org	12/28/2021



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

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

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**ARP-ESSER State Reserve: Consultation**

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

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

The LEA engaged with a diverse group of stakeholders by sharing a document with questions aligned with evidence based programs, skills, strategies, and supports that would address the impact of COVID-19 pandemic on students through a survey shared through the District website, Social media (ex. Facebook), and a communication platform such as the Remind App. The results of the questionnaire were then reviewed by a *shared decision making team including all stakeholder groups such as parents, teachers, other school personnel, administrators and students. This team included the above constituents associated with the populations who make up the school district community. For example, Harrisville has constituents associated with the following populations: migratory, students with disabilities, and children experiencing homelessness.* Based on the results, feedback was provided to the community indicating areas of which students struggled during the pandemic and the results were used to allocate money for ARP to:

- safely returning students to in-person instruction;
- maximizing in-person instruction time;
- operating schools and meeting the needs of students;
- purchasing educational technology;
- addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low income students, children with disabilities, English language learners, and students experiencing homelessness;
- implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs;
- offering evidence-based summer, afterschool, and other extended learning and enrichment programs; and
- supporting early childhood education.

Information continues to be updated on the district website. The district will gather continuous feedback regarding our ARP Plan from the community through an open online survey posted on our website.

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.

The webpage: <https://www.hcsk12.org/Page/1999>

The LEA has

- Posted this URL on the district webpage
- Shared the information in a newsletter
- Shared the URL on Social Media

*If requested electronically the person would be given the URL or would be able to view the document on the website. If a paper copy is requested it would be available in the district office.*

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

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

The LEA will support ongoing engagement with families through newsletters, social media alerts, parent-teacher conferences, quarterly reports and five-week reports, as well as private emails, and phone calls for confidential conversations about individual student progress.

*The LEA will support identifying engagement related to identified student needs, student gains, and available assistance to families through reviewing progress monitoring (iReady and formative assessments) with the Student Support Team. The Student Support Team meetings focus on students especially: 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. The Student Support Team will meet with parents, teachers, counselors, school psychologists, instructional coaches, administration, and District Trauma Sensitivity Team members. They will periodically review progress monitoring data and student goal achievement, review climate surveys, attendance, and referrals. Based on these student support team meetings student interventions and supplemental supports will be implemented, tracked and updated throughout the year.*

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

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

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

**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.**

The LEA will use their multi-tiered/student support system to collect data using:

IST: Instructional Support Team (whole student evaluation) to review:

- Classroom evaluations
- Parent meetings
- Data from benchmarking tool
- Progress monitoring feedback
- Formative assessments
- Attendance records
- SEL survey
- Purchase and conduct a climate survey

*To identify student needs and monitor student progress as a result of planned interventions and supports, the district will continue to monitor student progress with diagnostic testing using a benchmark tool, meet regularly to analyze diagnostic results, and develop and implement intervention strategies for struggling learners using a multi-tiered system of supports. In addition, we will utilize progress monitoring data and individual student data (formative and summative assessments and observations) from teachers. Other data that will be collected to analyze is connected to attendance, counseling records, and student/parent/teacher feedback surveys results.*

*Interventions and Supports:*

*District Trauma Sensitive Team (DTST): team meets to determine supports for individualized students, as well as, supports and addresses school climate and SEL.*

*Character Education Program: supports building relationships, organization, self regulation and other attributes of the 5 SEL Core Competencies; with monthly assemblies.*

*Poverty Initiative: Staff was able to participate in Poverty Simulation and received professional development on how to teach children- how to understand poverty and engage students with poverty in mind.*

*Additional counseling support: provided by school counselors and school psychologists for students and families.*

*Home-School Coordinator: to support students and families on attendance and community support.*

*McKinney-Vento Mentoring Program: Title I Mentors work with identified homeless students to support social, emotional and academic achievement.*

*Migrant Program: communicates and supports identified students and families; 1:1 or small group tutoring, acts as liaison with staff and offers career/college information.*

*Strategy review teams and grade level teams: will use data analysis information to select, learn and implement intervention strategies to support struggling learners to determine specific student interventions and student goals.*

*Targeted tiered AIS interventions (Tiers I-III): for at risk and high-risk students with an intervention schedule.*

*Inclusion of special education students into general education classes: providing additional staffing (TA's, Special education co-teaching, consultant services).*

*All teachers implement Effective Teaching Strategies: to maximize instruction and learning.*

*Enhance elementary literacy and math programming: for differentiation and individualized instruction with data driven priority standards, supplemental supports, and small group interventions.*

*Continue to build on the literacy curriculum to include new phonics programming for structured language.*

*After School Program: To address student learning- tutoring, classroom instruction, differentiation, small group instruction, reteaching, learning loss, and addressing students' individual learning needs. The program will also enhance student engagement and interest, provide well-rounded educational activities and STEM.*

*Summer Learning Program: To provide academic intervention services to those students who struggle academically, SEL supports cooperative learning activities, and project-based instruction/enrichment activities to increase student engagement and address learning loss.*

*Professional Development Groups (PLCs): To work on aligning curriculum, prioritizing standards, data analysis of assessments, integrating technology, effective teaching strategies, student engagement, and intervention planning.*

*Purchase additional classroom supplies to support programming, increase student engagement, enhance teacher instruction, and provide student activities.*

*Digital programs and technology assistance to support multiple groups of students including students with disabilities, ELL students, in order to differentiate instruction and help bridge*

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

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

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

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

- 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 LEA met with stakeholders to discuss our students and the individualized needs as well as reviewing formative assessments, attendance records and feedback from Mountain View Prevention. After needs were identified, the LEA researched the area of need, as well collaborating with other local districts within the consortium/county.

The Harrisville Central School District is planning to address the academic impact of lost instructional time through the implementation of evidence-based interventions such as planning and implementing activities related to intergrating social emotional learning into summer learning and enrichment and after school programming. This will include providing SEL trained teachers to focus on addressing the needs of all students including low-income students, students with disabilities, English Language Learners, migrant students, students experiencing homelessness, and children and youth in a foster care setting. A curriculum instructor will work closely with teachers to help create differentiated instruction to help all students be more successful.

*From our needs assessment it was determined that students need:*

- additional learning opportunities to address the academic impact of lost instructional time
- additional opportunities to support social emotional learning
- additional opportunities to build relationships, organization, self-regulation, and other attributes of the five social emotional learning core competencies
- differentiation of instruction to meet the needs of all students

*During the course of the grant the following will occur:*

- *Integrated Social Emotional Learning: Character education will be integrated with instruction to support building relationships, organization, self-regulation, and other attributes of the five social emotional learning core competencies, character education presenter, field trips to support relationship building and interaction with unfamiliar places, increase the SEL library, implement an Esports program and provide supplies for it, this was in high demand based on a student survey*
- *Tailored/ Individualized Acceleration: College enrollment fees will be paid*
- *Curriculum Aligned Enrichment: hired a Curriculum instructor to support implementation of priority standards, Interactive Promeathan Boards, Board Works Education Curriculum*

*In the ARP-ESSER 3 Harrisville CSD allocated funds to providing SEL training for teachers, stipends for Data chats to give the MTSS team time to review the Mountain View Prevention Data, identify students in need and provide the best support. These trained teachers salaries are in ARP-State Reserve.*

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned	160,000	<input checked="" type="checkbox"/> Primary	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities	The LEA will be promoting one of their teachers with an administrative degree to a Curriculum

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
Enrichment Activities		<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<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	Coordinator and Instruction position. The Curriculum Coordinator and Instructor will ensure vertical and horizontal alignment to the new Next Generation Standards, The new CCI will also conduct PD in the summer. She will meet with the elementary teaching staff for one week in the summer, then meet with the middle school teaching staff the following week, and finally meet with the high school staff the week after that. She and the administration will then sit down for several days to form District level and schoolwide level goals that target student learning gaps and the plan to close those gaps.
Curriculum-Aligned Enrichment Activities	21,469	<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 LEA will be purchasing 10 Interactive Promethean Boards to replace the obsolete Whiteboards in classrooms throughout the two schools. These Promethean Boards will help the teachers create more hands on, interactive lessons ensuring student engagement. The LEA's new CCI along with administration will work closely with teachers on the creation of these interactive, next generation aligned lessons.
Curriculum-Aligned Enrichment Activities	22,965	<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 LEA has purchased Boardworks Educational Curriculum which is a web -based curriculum platform to reinforce the teacher's lessons. This web-based curriculum will sublimit instructional delivery as well as to provide an instructional platform for kids to use if placed in quarantine due to COVID-19 protocols. This web-based curriculum gives step by step instructions on any lesson in the four core subject areas from PreK - 12 aligned to the Next Generation Standards. Boardworks also will help teachers and kids to fill the learning loss due to COVID-19. Students will have their own login credentials so that they can practice on Boardworks whenever they want. The parents will also be given their child's login credentials to help their kids at home.
Tailored/Individualized Acceleration	90,000	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input 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	The LEA is going to pay the Dual Enrollment Fees for all our high school students over the next three years. Historically this will be 60 kids per year at a cost of \$500 per class. This will really help our high poverty inflicted student get a head start when entering college. Historically in the District the more college credits our poverty stricken kids get in high school the better the chance that those students will

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	attend college either two year or four year.
Integrated Social Emotional Learning	6,000	<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 LEA will pay a stipend of \$663 to three teachers for three years totaling \$2,000 who will get trained in Mind Up for Teachers. The Mind Up program will teach the skills and knowledge to regulate stress, emotions, form positive relationships and act with kindness. The LEA has made a concentrated effort to ensure the schools within the District are filled with kindness especially with the enormous stress COVID-19 has created over the past two years.
Integrated Social Emotional Learning	30,000	<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 LEA will contract out twice per year for three years at a cost of \$5,000 per contract to bring to the District a Character Ed Presenter. In the past, the LEA has brought Jared Campbell to the District. The LEA will look to bring in other Character Ed Presenters to reinforce the kindness message the LEA is already highly promoting.
Integrated Social Emotional Learning	29,250	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input 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 LEA will be taking a field trip for approximately 30 students to the Virginia Aquarium & Marine Center. The premise with this trip is to expose and enhance our students' understanding of the ecological and biological aspects of a marine environment. Growing up in upstate New York, our students have little to no exposure to the ocean and the species of life which reside in and near it. The only exposure our students have to such an environment is from textbooks and the internet. By taking students to the aquarium, students can experience first-hand, the ecological characteristics of the oceanic environment as well as broaden their understanding of the plants and wildlife of that particular region.  Students will also participate in the adventure pack at the Virginia Aquarium & Science Center. Throughout the adventure park experience, students work in teams to problem solve various components of the park, learn about the science of levers,



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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>pulleys, etc. and the physics of moving large objects with minimal effort. This will certainly enhance their rudimentary understanding of these principles as they experience them first hand as they complete various stages within the park.</p> <p>Students will be exposed to the marine environment of the Chesapeake Bay region and the economy of the region. Students will learn about the history of the region throughout the excursion and learn about the maritime culture of the Bay. Students will also witness first-hand the modern manufacturing and shipping industries of Norfolk first hand as well as the naval history of the area as they navigate the waters of the Chesapeake Bay</p> <p>With several of our students taking engineering &amp; robotics courses, chemistry and physics, the trip to Busch Gardens is a perfect opportunity for students to experience first-hand, many of the principles learned about over the course of their high school careers. Students will be exposed to the forces of momentum, various laws of physics, design and production of various structures, etc. as they move throughout the park. This will enhance their overall understanding of a multitude of academic areas</p>
<p>Integrated Social Emotional Learning</p>	<p>3,000</p>	<p><input checked="" type="checkbox"/> Primary  <input checked="" type="checkbox"/> Elementary  <input checked="" type="checkbox"/> Middle School  <input checked="" type="checkbox"/> High School</p>	<p><input checked="" type="checkbox"/> All Students  <input type="checkbox"/> Students with Disabilities  <input type="checkbox"/> English Learners  <input type="checkbox"/> Students Experiencing Homelessness  <input type="checkbox"/> Students in Foster Care  <input type="checkbox"/> Migratory Students  <input type="checkbox"/> Students Involved with the Juvenile Justice System  <input type="checkbox"/> Other Underserved Students  <input type="checkbox"/> None of the Above</p>	<p>The LEA will purchase the "Culture for Kindness" curriculum to continue to promote the kindness theme throughout the District.</p> <p>The Kindness Curriculum focuses on the development of core attributes that underpin Kindness namely: Collaboration, Compassion, Empathy, Gratitude, Honesty, Humility, Humor, Mindfulness meditation, Perspective, Positivity, Self-Acceptance and Trust. All learning activities will be integrated into daily teaching routines and adapted to meet class and school needs and priorities. They are also suitable as standalone activities to explore, investigate and address specific problems that arise in the lives of young people. Some activities encourage self-reflection, others require group collaboration and still others are just about engaging students in learning about life in age appropriate ways. All the activities have a clear rationale, a set of learning outcomes, a sequence of learning steps and embedded resources. The activities do not include summative assessment criteria but encourage reflection on personal and collaborative outcomes focussing on the attributes. The ultimate aim of the Kindness Curriculum is to</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				encourage students and communities to contribute to a better world through Kindness.
Integrated Social Emotional Learning	15,000	<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 LEA will purchase 200 SEL/DEI books per year for three years at a cost of \$25 per book. The LEA is looking to create a SEL/DEI Library to aid and assist with the Culture For Kindness curriculum it plans to initiate over the next three years. These books will be centered around Social Emotional needs of children and Diversity, Equity and Inclusion to ensure that the Culture for Kindness initiative is highly successful.
Integrated Social Emotional Learning	17,970	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The LEA will purchase the PATHS-Emozi SEL Curriculum. PATHS Program LLC provides comprehensive research-based, culturally relevant, engaging social emotional learning curriculum and training worldwide. The PATHS curriculum believes in the power of social and emotional learning and its ability to transform education and improve outcomes for all students. In each grade 5, grade 6, grade 7, and grade 8 Emozi® program classroom implementation package includes a comprehensive Teacher Guide, a classroom set of brightly colored Student Guides, embedded professional development, and more. The goal of this SEL curriculum is to help students cope with the challenges of middle school in general.
Integrated Social Emotional Learning	57,000	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The LEA will start up an eSports program with a competitive high school team. The eSports program will incorporate students in grades 5-12. As a result of the COVID-19 pandemic, students have been confined to their homes more than normal, decreasing the amount of interpersonal access with their peer groups. By creating an eSports program for students, students will be able to interact more with their peers as well as other students from around the area and the world in a gaming/competitive setting. Students communicate with their teammates throughout the simulation, as well as, with other students as they navigate through the program. Students will learn valuable interpersonal skills, the value of teamwork, the value of detailed communication, and the value of collaboration all of which have been, to some extent, lost during the pandemic.

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				The students will also be giving access to technology with new, state of the art computers. Due to the extreme rate of poverty within our district and the lack of internet access across our region, a large portion of student population lacks technology in their household. We also believe that eSports will open doors for kids that don't play or like traditional sports to have other opportunities to get scholarships to college.
Curriculum-Aligned Enrichment Activities	40,000	<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 LEA will pay the LEA's portion of the benefits for the newly created Curriculum Coordinator and Instruction administration position.

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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.**

To identify student social, emotional, mental health, and academic needs and monitor student progress as a result of planned interventions and supports, the district will continue to monitor student progress with iReady diagnostic testing, meet regularly to analyze diagnostic results, and develop and implement intervention strategies for struggling learners using a multi-tiered system of supports. In addition, we will utilize progress monitoring data and individual student data (formative and summative assessments and observations) from teachers. Other data that will be collected to analyze is connected to attendance, counseling records, referrals, and student/parent/teacher feedback surveys results.

**Interventions and Supports:**

**District Trauma Sensitive Team (DTST):** team meets to determine supports for individualized students, as well as, supports and addresses school climate and SEL.

**Character Education Program:** supports building relationships, organization, self-regulation and other attributes of the updated 5 SEL Core Competencies which incorporates DEI (Diversity, Equity, and Inclusion); with monthly assemblies.

**Poverty Initiative:** Staff was able to participate in Poverty Simulation and received professional development on how to teach children- how to understand poverty and engage students with poverty in mind.

**Additional counseling support:** provided by school counselors and school psychologists for students and families.

**Home-School Coordinator:** to support students and families on attendance and community support.

**McKinney-Vento Mentoring Program:** Title I Mentors work with identified homeless students to support social, emotional and academic achievement.

**Migrant Program:** communicates and supports identified students and families; 1:1 or small group tutoring, acts as liaison with staff and offers career/college information.

**Strategy review teams and grade level teams:** will use data analysis information to select, learn and implement intervention strategies to support struggling learners to determine specific student interventions and student goals.

**Targeted tiered AIS interventions (Tiers I-III):** for at risk and high-risk students with an intervention schedule.

**Inclusion of special education students into general education classes:** providing additional staffing (TA's, Special education co-teaching, consultant services).

**All teachers implement Effective Teaching Strategies:** to maximize instruction and learning.

**Enhance elementary literacy and math programming:** for differentiation and individualized instruction with data driven priority standards, supplemental supports, and small group interventions.

**Continue to build on the literacy curriculum to include new phonics programming for structured language.**

**After School Program:** To address student learning- tutoring, classroom instruction, differentiation, small group instruction, reteaching, learning loss, and addressing students' individual learning needs. The program will also enhance student engagement and interest, provide well-rounded educational activities and STEM.

**Summer Learning Program:** To provide academic intervention services to those students who struggle academically, SEL supports cooperative learning activities, and project-based instruction/enrichment activities to increase student engagement and address learning loss.

**Professional Development Groups (PLCs):** To work on aligning curriculum, prioritizing standards, data analysis of assessments, integrating technology, effective teaching strategies, student engagement, build internal leadership and intervention planning.

**Purchase additional classroom supplies to support programming, increase student engagement, enhance teacher instruction, and provide student activities.**

**Digital programs and technology assistance to support multiple groups of students including students with disabilities, ELL students, in order to differentiate instruction and help bridge learning gaps.**

*This will be communicated to stakeholders through individual meetings based on student needs as well as sharing with the community in the district newsletters. Updates in the program as well as overall student progress and program changes will be determined by the public comment survey attached to the website in combination with the results of data from the child study team.*

**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*

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*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	499,996
Anticipated Number of Students Served	355
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.**

Harrisville-Lost Instructional Time- FS-10 Signed.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.**

Harrisville-Lost Instructional Time- BN.pdf

**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.

- 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 LEA met with stakeholders to discuss our students and the individualized needs as well as reviewing formative assessments, attendance records and feedback from Mountain view Prevention. After needs were identified, the LEA researched the area of need, as well collaborating with other local districts within the consortium/county.

The Harrisville Central School District is planning to address the academic impact of lost instructional time through the implementation of evidence-based interventions such as planning and implementing activities related to enrichment into the after school program. This will include providing teachers trained in effective teaching strategies to focus on addressing the needs of all students including low-income students, students with disabilities, English Language Learners, migrant students, students experiencing homelessness, and children and youth in a foster care setting. A school resource officer will work closely with teachers to help create a safe and secure environment to help all students be more successful.

*From our needs assessment it was determined that students need:*

- additional learning opportunities to address the academic impact of lost instructional time
- additional opportunities to support social emotional learning
- additional opportunities to build relationships, organization, self-regulation, and other attributes of the five social emotional learning core competencies
- differentiation of instruction to meet the needs of all students

*During the course of the grant the following will occur:*

- Comprehensive After School Programming- 3-8 teachers to implement evidence based practices in extended day programs, School Resource officer providing the Dare Program, Curriculum aligned enrichment field trips, Extracurricular clubs supplies, materials, and purchased service fees. A driver's education vehicle to implement a necessary program for low income students.

*In the ARP-ESSER 3 Harrisville CSD allocated funds to providing SEL training for teachers, stipends for Data chats to give the MTSS team time to review the Mountain View Prevention Data, identify students in need and provide the best support. These trained teachers salaries are in ARP-State Reserve.*

- 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
High Dosage	28,350	<input checked="" type="checkbox"/> Primar	<input checked="" type="checkbox"/> All Students	The LEA will pay teachers a daily stipend to start up

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ARP-ESSER State Reserves - Comprehensive After School

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tutoring Programs		<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>an after school program for grades 3-8 and 11 and 12. This program will consist of academic help, robotics club, STEAM club, the DARE program, and Driver's Ed for our Juniors and Seniors. The program will target learning loss and social emotional needs of our kids.</p> <p>We anticipate approximately 125 students daily will benefit and utilize this after-school opportunity for further instruction. We are intending to employ 3 staff members daily/annually who will provide the services described above plus our SRO for DARE.</p>
Integrated Social Emotional Learning	3,153	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>For the DARE Education program, we will utilize our SRO who is trained in delivering this program, to educate our students about the dangers of drug, alcohol and tobacco use and making healthy and proper choices regarding their bodies. Our goal is to better educate students on the dangers of these activities so as to better prepare them for a healthy lifestyle as they grow into adulthood.</p>
Curriculum-Aligned Enrichment Activities	4,500	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>The LEA is planning to work with Clarkson University to partner with their LEGO robotics team(s) and competitions to increase the knowledge base of our students in the areas of math, science, computer coding and robotics.</p> <p>As part of this initiative, we will need resources and supplies available for the students to participate and compete within these competitions. We are to purchase the needed materials in the form of robotic kits and drones used to enhance the overall learning experience as well as required to participate within the sponsored competitions.</p>
Curriculum-Aligned Enrichment Activities	14,000	<input 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	<p>The LEA is going to create an after school STEAM club to increase the knowledge base of our students in the areas of math, science, computer coding, the arts, and robotics.</p> <p>As part of this initiative, we will need resources and supplies available for the students to participate in using the drones and STEAM makers space kits we plan on purchasing.</p>

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	14,504	<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	In order to increase post-pandemic/remote participation in band, the district is offering a more diverse selection of instruments to borrow from the music department, as well as increasing opportunities to gain structured time practicing instruments after school. Not only is this curriculum enrichment, it also intergrates social emotional learning. Playing music is known to cultivate creativity, increase time-management skills, and helps students develop patience and perseverance.
Curriculum-Aligned Enrichment Activities	20,496	<input 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 is offering an art club after school to promote curiosity as well as develop their imagination and creative thinking. This also improves their social skills, with opporntiites to make friends and getting along with other children. These art supplies will support in giving students hands-on experiences through cross curricular activities in this program.



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## 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.**

To identify student social, emotional, mental health, and academic needs and monitor student progress as a result of planned interventions and supports, the district will continue to monitor student progress with iReady diagnostic testing, meet regularly to analyze diagnostic results, and develop and implement intervention strategies for struggling learners using a multi-tiered system of supports. In addition, we will utilize progress monitoring data and individual student data (formative and summative assessments and observations) from teachers. Other data that will be collected to analyze is connected to attendance, counseling records, referrals, and student/parent/teacher feedback surveys results.

**Interventions and Supports:**

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**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:

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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Page Last Modified: 03/08/2022

*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	100,002
Anticipated Number of Students Served	355
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 the 1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.**

Harrisville-Comprehensive After School- FS10 Signed.pdf

6.

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

Harrisville-Comprehensive After School- BN.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/15/2022

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

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

- 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 LEA met with stakeholders to discuss our students and the individualized needs as well as reviewing formative assessments, attendance records and feedback from Mountain view Prevention. After needs were identified, the LEA researched the area of need, as well collaborating with other local districts within the consortium/county.

The Harrisville Central School District is planning to address the academic impact of lost instructional time through the implementation of evidence-based interventions such as planning and implementing activities related to summer learning and enrichment. This will include providing teachers trained in effective teaching strategies to focus on addressing the needs of all students including low-income students, students with disabilities, English Language Learners, migrant students, students experiencing homelessness, and children and youth in a foster care setting. Students will also be offered opportunities to receive a scholarship to camps that support application of life skills and skills related to executive function.

*From our needs assessment it was determined that students need:*

- additional learning opportunities to address the academic impact of lost instructional time
- additional opportunities to support social emotional learning
- additional opportunities to build relationships, organization, self-regulation, and other attributes of the five social emotional learning core competencies
- differentiation of instruction to meet the needs of all students

*During the course of the grant the following will occur:*

- Integrated Social Emotional Learning- Summer camps will be offered to provide opportunities for students to build character skills such as: building relationships, organization, self-regulation, and other attributes of the five social emotional learning core competencies
- High Dosage Tutoring/ Tailored Individualized Acceleration- Elementary and Middle summer school teachers will use strategies to bridge gaps using their training which was allocated in the ARP-ESSER 3 Grant.

*In the ARP-ESSER 3 Harrisville CSD allocated funds to providing SEL training for teachers, stipends for Data chats to give the MTSS team time to review the Mountain View Prevention Data, identify students in need and provide the best support. These trained teachers salaries are in ARP-State Reserve.*

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

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/15/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	57,000	<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	<p>The LEA will employ one middle school teacher for each core subject area for a three week summer school program to address the learning loss due to COVID-19 and quarantining. The students will participate in a daily four hour (8-12) one hour per subject area program designed to target educational gaps. The students participating in this summer school program will also continue to have access to Boardworks.</p> <p>The LEA will also hire two extra elementary teachers for their summer school program. The LEA already employs three teachers to help fill in the educational gaps. These two extra teachers will include one Elementary Special Ed teacher to ensure the best differentiated instruction is happening. The LEA will also have the new Curriculum Coordinator and Instruction administrator present during the entire summer school. The elementary summer school program will last for six weeks, four hours per day (8-12). These elementary students will also have access to Boardworks.</p>
Integrated Social Emotional Learning	43,002	<input 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	<p>The LEA will purchase slots at a local overnight summer camp. The camp is called Camp Overlook. The camp concentrates on kid's social emotional well being while forming new friendships with peers from other areas of New York State. The LEA will secure 15 slots each year for three years for the Cloverbud Camp Overlook and 25 slots each year for three years for Camp Overlook. This is a camp that many of our students will not be able to afford.</p>

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

## ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/15/2022

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.**

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ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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Page Last Modified: 02/15/2022

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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FS-10 Summer Learning state arp funds.pdf

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

Harrisville-Summer Learning and Enrichment- BN.pdf