

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

Background Information

VALLEY CSD (MONTGOMERY) - 441301060000

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.

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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 that 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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Introduction/Instructions - Submission Instructions

Submission Instructions

VALLEY CSD (MONTGOMERY) - 441301060000

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

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.
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.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

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

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**

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	Brad Conklin	Brad.Conklin@vcsdny.org	12/15/2021
LEA Board President	Joseph Bond	joseph.bond@vcsdny.org	12/15/2021

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

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 Valley Central School District met several times with the administrative cabinet team, as well as members of the Valley Central Teacher's Association to solicit feedback on a plan to use the funds. The Valley Central School District then developed and shared the plan via an open meeting for the entire community. The meeting was held in person, however it was also streamed and the community was able to provide feedback via the Zoom chat. Prior to this meeting the Valley Central School District published the plan on the district website and on social media and shared the plan with the BOE. All community members could provide feedback or ask questions via a Google Form. This meeting was announced in the local paper to ensure as much input as possible.

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

<https://www.vcsd.k12.ny.us/budget/federal-coronavirus-response-and-relief-supplemental-appropriations-and-american-rescue-plan-act-funding/>
The plan can be found on the above website. In addition parents can email the district and request a copy of the plan.

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 District prides itself on it's ability to connect with families.
We recently provided our parents, families and students with a climate survey to determine their perception of their school experience in terms of academics and social and emotional. This data will be analyzed and a plan will be formulated to address the needs. It will be given again at the end of the year. (Panorama - Research Based program)
Each building meets with the parents of AIS students twice a month to solicit feedback and to provide information on our programs. We utilize OG, LLI and multi-sensory instruction (all research based)
Each building provides an array of parent workshops that focus on academics, social issues, and college and career readiness.
Our Attendance Officers visit family homes on a regular basis if there are issues with attendance and/or homelessness.
The District has an open forum entitled Viking 21 that met regularly before the pandemic. In the Spring of 2022 the District will bring this forum back. Parents are invited to meet with the Assistant Superintendent to discuss concerns and to get information about district initiatives.
The District has a Racial and Social Equity Team that meets monthly and is comprised of subcommittees that also meet regularly.

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

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 Valley Central School District will determine the social, emotional, mental health and academic needs of students in the following manner:

Social/Emotional/Mental Health:

- All students in Grades 3-12 were administered a Panorama Climate Survey which addressed social and emotional needs. Administrators and selected teachers were trained in analyzing the data and determining strategies to address flagged areas.
- Teachers have all been trained in the use of the Yale RULER Mood Meter. This tool will be used on a weekly basis to determine where students are emotionally.
- Additional Student Assistance Counselors were hired to allow more opportunity to meet with students to discuss their individual needs.

Academic

- All K-8 students were administered the NWEA MAPS assessment in reading and mathematics in the September/October. It will be administered again in January and June.
- All K-5 students were administered the Fountas and Pinnell Benchmark Assessments for Reading Fluency and Comprehension in September. K-2 students were also administered the F and P Early Literacy Assessments. These assessments are re-administered in January and June.
- All 1-5 students were administered local end of the year math assessments for the prior year to determine gaps
- 6-12 students were administered local teacher made assessments in each subject area to determine learning gaps

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time****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.

Valley Central chose evidence based interventions to address the needs of students by meeting with K-12 administrators and staff and determining what our students needed most due to the impact of COVID -19. As with most districts, the greatest needs are the social and emotional health of our students and academic gaps. The district analyzed their current programs and their effectiveness by meeting regularly with teams of teachers in all content areas, reviewing assessment results and discussing anecdotal observations.

The District solicited feedback from the community through an online town hall. The draft of a plan was presented to the public and the Board of Education and the opportunity to give feedback was provided.

The district regularly looks at What Works Clearinghouse data for Multi Tier Strategies of Support. The District brought in a MTSS trainer, Jim Wright, to review best strategies with teachers and administrators.

The Valley Central School District also met with our Culturally Inclusive Instruction Consultant who provided us with data he had obtained when speaking to students and families when he met with them in focus groups. This Information also assisted us in choosing our strategies.

The District looked at current programs and determined how the 5% State-Level Reserve could be used to support and expand upon these programs which are currently supported by both general funds and other state reserve funds. For example Title I funds are used for our research based Literacy Collaborative Reading Program. The 5% State-Level Reserve will be used to extend this program into the summer. The Valley Central School District believes that research based instruction and intervention can assist the students to overcome both the social/emotional and academic needs, however more time on task is needed, therefore utilizing summer programs and before school programs to implement proven strategies was chosen as one of our main interventions.

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.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Summer Learning and Enrichment Activities	1,087,824	<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 team determined that an extensive research based academic and social emotional summer program would address the impacts of lost instructional time. Several Programs were created:</p> <p>Pre-K -5 Academic Summer School 6-12 Academic Summer School 6-8 Social and Emotional Needs Summer School</p> <p>Elementary</p> <p>Our Pre-K -5 summer school program utilized and will utilize a curriculum that was written and designed extensively for the current circumstance. The 6-week district-sponsored literacy/math program was designed for Pre K - Grade 5 elementary students. The program was held</p>

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>and will be held 5 days per week, for 3 hours a day. Instruction was aligned with “big ideas” and best practices from the National Reading Panel (2000). Each class consisted of 2 hours of teacher-directed instruction in phonemic awareness, alphabetic understanding, and fluency/automaticity and comprehension as well as writing, depending on the grade level. The other hour was devoted to mathematics using a curriculum based off of the Next Generation Learning Standard utilizing hands on strategies supported by research. Student in grades pe-k through 5 were chosen based on performance during the school year.</p> <p>Middle and High School Summer School</p> <p>As stated in the NYS Handbook for Summer School Administrators and Principals, “this summer, following more than a year of interrupted and disrupted learning during to COVID-19, the benefits offered through summer learning opportunities are even more critical to student well being and academic success.” The Valley Central School District worked diligently to make summer school programs accessible to all Grades 6-12 students. To further achieve this goal, transportation and breakfast were offered to all students throughout the summer school timeframe.</p> <p>Valley Central School District offered three opportunities during the summer 2021 and would like to continue to do so with this grant.. The first was the ability for students, especially those in the 2021 Cohort, to complete graduation requirements and graduate in August 2021 through our GradPoint program. Second, a modified slate of summer school classes for grades 6-12 was offered to recover course credit or gain credit and improve academic skills during the summer session. Lastly, middle school students had the opportunity to participate in a social-emotional learning camp. As a result of the opportunities, four students who were eligible to graduate did graduate in August. All remaining students who did not graduate in June are still enrolled in Valley Central High School to complete commencement requirements.</p> <p>The high school continued to run the GradPoint credit recovery lab from July 6, 2021 through August 12, 2021. All underclassmen were offered the same opportunities as the seniors, however, certain programs, such as the GradPoint lab, were organized to give seniors first priority. The GradPoint lab teachers spent a great deal of time working one-on-one with students in order to ensure their</p>

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>success in the program. We had seven students attend regularly and they completed nine credits of credit recovery.</p> <p>Middle school students in grades 6,7, and 8 were offered the opportunity to enroll in up to four classes from: ELA, Math, Science and Social Studies. This provided students the opportunity to recover credit and build academic skills. This format aligns more closely with the team system that is utilized in the middle school during the school year. The high school offered both repeat and accelerated course credit options for the summer. Students could select up to two periods of instruction.</p> <p>6-8 Social and Emotional Summer Program</p> <p>In addition to Summer School, middle school students had the opportunity to attend Camp Quest, a social-emotional learning program with a focus on the whole child, including mental health. It met with great success and we feel the grant funds are well spent on this program. During the program, students practiced mindfulness techniques, created community-based art, and built positive relationships with peers through a number of fun icebreaker activities.</p>
Other Evidence-Based Intervention (Tier I, II, III, or IV)	304,613	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input checked="" 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>Our ENL students were hit very hard by COVID 19. The addition of an ENL Teacher allows for the District to better meet the needs of its English Learners population by having one teacher dedicated to each elementary school. In this way, our English Learners can stay in their home schools.</p> <p>Regardless of the overall program structure, the Institute of Education Sciences, the Education Department's research agency, has identified rigorous evidence that the following teaching practices are effective in teaching academic content to ELLs:</p> <ul style="list-style-type: none"> • Teach a set of academic vocabulary words intensively, over several days and a variety of activities. • Integrate instruction in spoken and written English into content-area teaching, such as using science laboratory reports to teach writing in English. • Provide ongoing, structured chances to develop writing skills. • Provide small-group interventions for students struggling with specific problems in literacy or

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				language development. The District believes an additional ENL teacher will allow us to do this more effectively due to the extreme gaps caused by COVID 19 and online learning.
Comprehensive After School Programming	65,766	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input 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>Valley Central has found that before school programs work better for our elementary students than after school.</p> <p>This before school ELA and Math Program will address the students who are just slightly behind due to missed instruction caused by COVID 19. There will be three seven week sessions conducted by certified teachers.</p> <p>Teachers will focus on specific skill deficiencies determined by standardized and formative assessments.</p>
Other Evidence-Based Intervention (Tier I, II, III, or IV)	284,362	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input 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>The addition of 2 Certified Special Education Teachers at the elementary level will assist greatly in meeting the needs of both general and special education students. The number of special education students has increased due to COVID 19. The benefits of an ICT classroom are the following:</p> <ul style="list-style-type: none"> • Increased overall student achievement and decreased behavior problems • For students with disabilities: <ul style="list-style-type: none"> • Improvement in standardized testing, social and communication skills • Increased interaction with peers • Achieve more and higher-quality IEP Goals • Better prepared for post-school experiences • Expanded personal interests and knowledge of the world (preparation for adulthood) • For students without disabilities: <ul style="list-style-type: none"> • Greater acceptance and valuing of individual differences • Enhanced self-esteem • Genuine capacity for friendships • For students without disabilities who are struggling: <ul style="list-style-type: none"> • Benefit from review, practice and feedback • ALL students: <ul style="list-style-type: none"> • Benefit from smaller student to teacher ratio + small group instruction • Benefit from more individualized attention and more opportunities to participate and engage in meaningful work.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	69,108	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input 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	<p>The class sizes in Grade 1 at one of our elementary schools is very high. In order to allow the teacher to better implement research based strategies such as LLI and Math workshop, the addition of a para professional is necessary.</p>

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

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	

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.

In order to evaluate the effectiveness of the selected strategies the Vally Central School District will:

- Conduct ongoing progress monitoring such as Running Records for Reading and Math
- Administer NWEA MAPS Growth assessments three times per year
- The Assistant Superintendent will continue to meet regularly with teachers to solicit feedback
- Academic and Attendance Data will be collected
- RTI Edge will be utilized to assess data
- Parent Meeting will be held to collect feedback from parents
- Benchmarks will be assessed regularly

Any changes to our programs will be communicated at Board of Education Meeting and through newsletters to the community.

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	\$1,811,673
Anticipated Number of Students Served	1300
Anticipated Number of Schools Served	6

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

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.

Revised FS10 - Lost Instruction Time 1-25-22.pdf

FS10 - Lost Instruction Time.pdf

Revised FS10 Lost Instruction Time 1-27-22.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 Lost Instructional Time.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Comprehensive After School****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.**

Valley Central believes that before school programs better meet the needs of elementary students and that after school programs better meet the needs of secondary students. Valley Central chose evidence based interventions to address the needs of students by meeting with K-12 administrators and staff and determining what our students needed most due to the impact of COVID -19. As with most districts, the greatest needs are the social and emotional health of our students and academic gaps. Our before and after school programs are designed to meet both these needs.

The District solicited feedback from the community through an online town hall. The draft of a plan was presented to the public and the Board of Education and the opportunity to give feedback was provided.

The district regularly looks at What Works Clearinghouse data for Multi Tier Strategies of Support. The District brought in a MTSS trainer, Jim Wright, to review best strategies with teachers and administrators.

The Valley Central School District also met with our Culturally Inclusive Instruction Consultant who provided us with data he had obtained when speaking to students and families when he met with them in focus groups. This Information also assisted us in choosing our strategies.

The District looked at current programs and determined how the 1% State-Level Reserve could be used to support and expand upon these programs which are currently supported by both general funds and other state reserve funds.

- 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
Tailored/Individualized Acceleration	264,543	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input 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>The Valley Central School District designed a before school program for students in Grades K-5. After meeting and consulted with MTSS expert, Jim Wright, it was determined that we should focus on students that were slightly behind due to loss of instruction during COVID 19. In this way, these students would not miss any instructional time during the school day.</p> <p>Before and afterschool programs can have an impact on academic achievement. Improved test scores are reported in evaluations of The After-School Corporation (TASC) programs in New York City (Reisner, White, Birmingham, & Welsh, 2001; White, Reisner, Welsh, & Russell, 2001) and in Foundations, Inc. elementary school programs (Klein</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>& Bolus, 2002). A more recent longitudinal study showed significant gains in math test scores for elementary and middle-school students who participated in high-quality afterschool programs (Vandell, Reisner, & Pierce, 2007), and a meta-analysis of 35 studies of at-risk youth found that out-of-school time programs had a positive effect on reading and math achievement (Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn, 2006). The HFRP brief emphasizes that many studies “repeatedly underscore the impact of supporting a range of positive learning outcomes, including academic achievement, by affording children and youth opportunities to learn and practice new skills through hands-on, experiential learning,” (p. 3) citing evaluations of Citizen Schools (Espino, Fabiano, & Pearson, 2004; Fabiano, Pearson, & Williams, 2005) and of LA’s BEST (Huang, Coordt, La Torre, Leon, Miyoshi, & Pérez, et al., 2007), among others. At Valley Central our ELA and Math program incorporate many hands on activities. Valley Central before school programs balance academic support with a variety of engaging, fun, and structured extracurricular or co-curricular activities that promote youth development in a variety of real-world contexts to support and improve academic performance.</p>
Integrated Social Emotional Learning	18,212	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input 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>Valley Central has created a Fitness, Rec and SEL Inatramural Prgram that takes place before school. This group is open to all students who enjoy fitness, recreation and would like to learn the important social emotional life lessons physical activity provides. Each group will be limited to a safe number of students on a rotating basis. The program incorporates aspects of the following reseach based programs:</p> <p>Life as Sport Yale Ruler</p>
Integrated Social Emotional Learning	79,590	<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	<p>The Secondary School have developed after school social emotional support programs. The goals of the program is to engage with at-risk students outside the school day. Providing an afterschool program that supports students' needs that they may not receive at home. Positive atmosphere, academic support, positive play, and mentoring to make good decisions. The program provides trained staff to support the academic program of the students. Incorporate SEL activities into the 3 day a week program.</p>

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Comprehensive After School**

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> None of the Above	These programs are based on: Inspiring Comfort Training - Research Based. Yale Ruler Training - Research Based

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.

In order to evaluate the effectiveness of the selected strategies the Vally Central School District will:

- Conduct ongoing progress monitoring such as Running Records for Reading and Math
- Administer NWEA MAPS Growth assessments three times per year
- The Assistant Superintendent will continue to meet regularly with teachers to solicit feedback
- Academic and Attendance Data will be collected
- RTI Edge will be utilized to assess data
- Parent Meeting (Viking 21) will be held to collect feedback from parents
- Benchmarks will be assessed regularly
- Check and Connect Data will be reviewed.
- Meetings with Student Assistance and Guidance Counselors will be held

Any changes to our programs will be communicated at Board of Education Meeting and through updates on the District website.

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

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

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

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

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

4.

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

	Amount
LEA Allocation	\$362,345
Anticipated Number of Students Served	270
Anticipated Number of Schools Served	6

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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.

FS10 Comprehensive 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.**

Revised Budget_Narrative Comprehensive After School 1-25-22.pdf

Budget_Narrative Comprehensive After School.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - Summer Learning and Enrichment****1% State-Level Reserve - Summer Learning and Enrichment: Program Design**

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

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

Valley Central chose evidence based interventions to address the needs of students by meeting with K-12 administrators and staff and determining what our students needed most due to the impact of COVID -19. As with most districts, the greatest needs are the social and emotional health of our students and academic gaps. Our summer academic and summer enriched programs are designed to meet both these needs.

The District solicited feedback from the community through an online town hall. The draft of a plan was presented to the public and the Board of Education and the opportunity to give feedback was provided.

The district regularly looks at What Works Clearinghouse data for Multi Tier Strategies of Support. The District brought in a MTSS trainer, Jim Wright, to review best strategies with teachers and administrators.

The Valley Central School District also met with our Culturally Inclusive Instruction Consultant who provided us with data he had obtained when speaking to students and families when he met with them in focus groups. This Information also assisted us in choosing our strategies.

The District looked at current programs and determined how the 1% State-Level Reserve could be used to support and expand upon these programs which are currently supported by both general funds and other state reserve funds.

- 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
Other Evidence-Based Intervention (Tier I, II, III, or IV)	280,866	<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 team determined that an extensive research based academic program would address the impacts of lost instructional time. Several Programs were created: Pre-K -5 Academic Summer School 6-12 Academic Summer School</p> <p>Elementary Our Pre-K -5 summer school program utilized and will utilize a curriculum that was written and designed extensively for the current circumstance. The 6-week district-sponsored literacy/math program was designed for Pre K -</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>Grade 5 elementary students. The program was held and will be held 5 days per week, for 3 hours a day. Instruction was aligned with "big ideas" and best practices from the National Reading Panel (2000). Each class consisted of 2 hours of teacher-directed instruction in phonemic awareness, alphabetic understanding, and fluency/automaticity and comprehension as well as writing, depending on the grade level. The other hour was devoted to mathematics using a curriculum based off of the Next Generation Learning Standard utilizing hands on strategies supported by research. Student in grades pe-k through 5 were chosen based on performance during the school year. Transportation and breakfast were offered to all students throughout the summer school timeframe.</p> <p>Middle and High School Summer School</p> <p>As stated in the NYS Handbook for Summer School Administrators and Principals, "this summer, following more than a year of interrupted and disrupted learning during to COVID-19, the benefits offered through summer learning opportunities are even more critical to student well being and academic success." The Valley Central School District worked diligently to make summer school programs accessible to all Grades 6-12 students. To further achieve this goal, transportation and breakfast were offered to all students throughout the summer school timeframe.</p> <p>Valley Central School District offered three opportunities during the summer 2021 and would like to continue to do so with this grant.. The first was the ability for students, especially those in the 2021 Cohort, to complete graduation requirements and graduate in August 2021 through our GradPoint program. Second, a modified slate of summer school classes for grades 6-12 was offered to recover course credit or gain credit and improve academic skills during the summer session. Lastly, middle school students had the opportunity to participate in a social-emotional learning camp. As a result of the opportunities, four students who were eligible to graduate did graduate in August. All remaining students who did not graduate in June are still enrolled in Valley Central High School to complete commencement requirements.</p> <p>The high school continued to run the GradPoint credit recovery lab from July 6, 2021 through August 12, 2021. All underclassmen were offered the same opportunities as the seniors, however, certain programs, such as the GradPoint lab, were</p>

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				<p>organized to give seniors first priority. The GradPoint lab teachers spent a great deal of time working one-on-one with students in order to ensure their success in the program. We had seven students attend regularly and they completed nine credits of credit recovery.</p> <p>Middle school students in grades 6,7, and 8 were offered the opportunity to enroll in up to four classes from: ELA, Math, Science and Social Studies. This provided students the opportunity to recover credit and build academic skills. This format aligns more closely with the team system that is utilized in the middle school during the school year. The high school offered both repeat and accelerated course credit options for the summer. Students could select up to two periods of instruction.</p>
Curriculum-Aligned Enrichment Activities	60,267	<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 District developed teacher inspired, researched and created summer enrichment programs for elementary and secondary students. These enrichment activities included art based, music based, STEM based and World Language learning opportunities for our students.</p> <p>For students who struggle in specific academic areas, or for students who demonstrate above average academic abilities in core areas, these enrichment activities that focus on academic instruction allow students to enhance their cognitive skills and abilities.</p> <p>In addition, these programs will help support personal development and social development advancements as well.</p>
Integrated Social Emotional Learning	21,212	<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	<p>The District developed a Social and Emotional Camp for Middle School Students that were struggling with engagement and social skills.</p> <p>This program focuses on the whole child, including mental health. The program includes the use of mindfulness techniques, community-based art, and the building of positive relationships with peers through a number activities.</p>

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

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.

In order to evaluate the effectiveness of the selected strategies the Vally Central School District will:

- Conduct ongoing progress monitoring such as Running Records for Reading and Math
- Administer NWEA MAPS Growth assessments three times per year
- The Assistant Superintendent will continue to meet regularly with teachers to solicit feedback
- Academic and Attendance Data will be collected
- RTI Edge will be utilized to assess data
- Parent Meeting (Viking 21) will be held to collect feedback from parents
- Benchmarks will be assessed regularly

Any changes to our programs will be communicated at Board of Education Meeting and through updates on our District website.

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.

	Amount
LEA Allocation	\$362,345
Anticipated Number of Students Served	1170
Anticipated Number of Schools Served	6

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 - 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.

Revised Budget_Narrative Summer Enrichment 1-25-22.pdf

Budget_Narrative Summer Enrichment.pdf