

### **Edwards-Knox ARP-ESSER State-Level Reserves Grant**

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.

### **Consultation**

The Edwards-Knox Central School engaged with a diverse group of stakeholders by sharing a "Google Form" with questions aligned with evidence-based programs, skills, strategies, and supports that would address the impact of COVID-19 pandemic on students. The survey accessed by the district website, Facebook, and One Call Now provided feedback on what the community would like to see provided to the students based on their knowledge of the struggles during the pandemic. The results of the questionnaire were then reviewed by a team of stakeholders and the results were used to allocate money for the ARP State Reserve to 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; and offering evidence-based summer, afterschool, and other extended learning and enrichment programs.

The State-Level Reserve Funds will be posted publicly on our Edwards-Knox Central School District website at [COVID-19 Resources / COVID-19 Resources \(ekcsk12.org\)](#). The URL will also be shared on social media. For parents or legal guardians, school staff, and other stakeholders that request it, an email will be sent with the ARP-ESSER State Level Reserve Fund Plan attached. Paper copies of the ARP-ESSER State-Level Reserve Funds Plan will be made available in the district office.

Once the ARP-ESSER State Level Reserve Grant Application is approved, the approved application, along with the FS-10s and budget narratives will be posted on the website.

## **Ongoing Engagement**

Ongoing consultation with all stakeholders will be conducted through a Google Form accessible on our district website. Feedback from the Google Form will be reviewed each January and June by the District Committee which consists of students, staff from each school, the superintendent of schools and Board of Education members.

## **Comprehensive Needs Assessment**

The LEA will determine the needs of the students by reviewing information from their multi-tiered/student support system and instructional support team. The instructional support team uses:

- Classroom evaluations/observations - Teachers use formative and summative assessments to determine student academic needs. Teachers are also strongly encouraged to observe social emotional learning and refer to the appropriate counselor who then may refer the student to the Instructional Support Team.
- Grade-level benchmarking tool - iReady is used to assess students' reading and math skills against grade-level standards. This information is used as part of Academic Intervention Services (AIS) criteria.
- Progress monitoring feedback-this information is used to determine progress made regarding academic goals established at the grade level data meetings.
- Formative assessments-used to measure grade level standards and determine AIS support if needed.
- Attendance records-This information is used to determine gaps in instruction due to absences and social emotional support needed from a school counselor to address attendance issues.
- Parent meetings-Parent meetings are planned to establish a collaborative relationship to improve the overall academic and social emotional success of our students.
- SEL survey feedback-This information is used to determine character education curriculum to address the social emotional needs of our students. The school Counselors provide Second Step lessons and are implementing the Positivity Project for SEL.
- Climate survey-Through the McKinney Vento grant, the district has been completing climate surveys with staff, students, and parents. We will be conducting this survey in the spring and we will review the results to assess perception of school health and safety for learning and social emotional growth.
- Student interviews-Students meet with their guidance counselors to begin transition planning to establish a pathway for learning and career readiness. In addition, student interest interviews assist in the planning of appropriate electives to offer to our students.
- The use of personal interviews helps district staff gauge academic, social emotional, health and safety needs of our students.

- IEP evaluations-These are done as a result of a referral to Special Education after AIS services have been provided and data collected to indicate a need to evaluate for a possible disability that is interfering with student learning and success. Our school psychologist, special education teacher, speech therapists, OT, PT and appropriate related services based on the individual needs of the student. CSE meetings are conducted annually, and if needed are scheduled to review services and supports.
- Counseling meetings-Students that have social emotional needs as determined by the classroom teacher meet with the counselor to work on self-regulation skills, social skill development, trauma and loss, academic and personal goal development, etc.
- DTST feedback-The District Trauma Sensitive team meets to discuss critical issues within the school and community. The team brainstorms community support available and changes that can be made in the school environment. The team is working on integrating all social emotional learning in all aspects of daily instruction. Training in trauma sensitive practices is provided to staff to address the impact of the pandemic and disrupted learning and social emotional development that has occurred over the last couple of years as a result.
- Migrant information - The district has a Migrant tutor that works with identified students. The tutor provides academic support and ensures that students' feel safe and supportive.
- Community survey- The data pulled from community surveys is reviewed and used to establish school improvement goals.
- Foster Care Students- when foster care students enter our district, they meet with the counselor to enroll and establish their schedule. Social supports are established by assigning a peer to peer mentor and regular meetings with the counselor and case manager to ensure a smooth transition is made.
- Diversity, Equity and Inclusion Committee (DEI)-This committee meets to ensure inclusion practices are in place for all students to ensure equity and access to our entire student body.

The results from these evaluations and discussions will collectively build a student profile to see what areas need support and where that support should come from.

The district will be providing Summer Enrichment by providing three-week camps for students for various enrichment activities including Robotics, Musical/Jazz, Swimming, Creative Writing, as well as other areas of student interest. While most of these camps will be curriculum aligned, a larger portion will be focused on integrating social emotional skills. These activities will require staffing and some materials and supplies.

The district will expand on its already existing after-school programming by adding an additional middle-school focused grouping, as well as, increasing out-of-area experiences for all of our students by providing additional off-campus learning opportunities including the Rochester Museum and Science Center, Tupper Lake Wild Center, and Strong Museum of Play.

The district will also be looking at several options and avenues to address the impact of lost instructional time. The district will be looking to hire additional teaching assistants to support students that require additional social and emotional and academic support in the classroom. The district will be hiring a shared music teacher to allow flexibility in scheduling and additional vocal lessons and advanced coursework in music. In addition, a select choir group will be available for interested musicians. The district will also be hiring a Math Coach to work in classrooms to provide best practices for teachers, and individualized assessments using math running records to determine gaps in math achievement and targeted individualized instruction to improve student performance.

Two additional interventions/programs that the district will be implementing specifically for our middle and high school students are participating in our local BOCES CTE Summer enrichment courses as well as a Student-Employment Job Coach to provide work-based learning opportunities.

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

*Allocation: \$499,996*

The Edwards Knox school district selected evidence-based interventions to address the impacts of lost instructional time that is evidence-based to provide accelerated learning to include the following:

The area BOCES CTE center will be offering a two week summer enrichment camp for our students in grades 6-8 to participate in a CTE program of choice to learn components of the trade and explore career pathways. In addition, this summer enrichment program will motivate students to be engaged in their academic coursework throughout the school year. The intent is to engage them in their academics and provide a hook for a future CTE program and career post-graduation.

The district will be hiring a .5 FTE Music Teacher to offer flexibility in scheduling that will allow for more expansive coursework to be offered. In addition, interested musicians will be able to join an advanced, select choral group.

The district will collaborate with our local BOCES to provide a Work Based Learning Program for our students to provide them with on the job readiness skills to be successful in the workforce. Students will be required to seek job opportunities, develop a resume and cover letter, apply, interview, perform the duties of the job as determined by the supervisor and for the advanced students to have the opportunity to obtain a job out in the community. A student employment coach will be hired to implement this program and monitor student workers at their job sites. In addition, a job readiness curriculum will be taught to the employees to ensure their future success and marketability as an employee.

The district will hire a .4 FTE Math Coach to assist in the implementation of curriculum development based on grade level standards. In addition, iReady and Math running records results will be analyzed to determine curriculum gaps and alter instruction accordingly. Individual students will take math running records, their results will be analyzed and individual skill development will be determined for students in need.

The district will be hiring up to three Teacher Assistants to support students that have social emotional needs as a result of the disrupted learning caused by the abrupt school closures and pivots to remote learning due to the pandemic. These students with behavioral and academic needs will be supported by teacher assistants to assist them in self-regulation strategies and social skill development. The teacher assistants will provide academic support for students who have academic, skill deficiencies based on data analysis as determined at grade level meetings. The teacher assistants will progress monitor the academic and behavioral goals established to determine individual student growth.

Planned Intervention	Detailed Description of Planned Intervention
Curriculum-Aligned Enrichment Activities	In partnership with local districts, Middle school students (grades 6 through 8) will be provided the opportunity to attend two-week enrichment and curriculum-aligned courses provided by our local BOCES through the summer months. Hours will be from 9 am to 2 pm daily. The program will engage students to dive deeper into CTE program areas and encourage skill development and career exploration with a focus on project based instruction to include Math, Science and ELA. This will give them an opportunity to explore trades and career pathways including: automotive, cosmetology, criminal justice, graphic arts and design, medical careers, early childhood education. Transportation will be provided by the district from general funds.
Curriculum-Aligned Enrichment Activities	The district will be hiring a shared music teacher to allow additional classes to be offered for advanced coursework and a select choir musical group will be offered for advanced musicians. Students will sign up for the elective music class(es) and/or choir with the guidance office. The music teacher will teach six courses per day to include elementary, middle, and high school students.
Curriculum-Aligned Enrichment Activities	The district will collaborate with our local BOCES to provide a Work Based Learning Program for our students to provide them with on the job readiness skills to be successful in the workforce. Students will be required to seek job opportunities, develop a resume and cover letter, apply, interview, perform the duties of the job as determined by the supervisor and for the advanced students to have the opportunity to obtain a job out in the community. A student employment coach will be hired to implement this program and monitor student workers at their job sites. In addition, a job readiness curriculum will be taught to the employees to ensure their future success and marketability as an employee. Participating students will be in grades 11 and 12 and will be considered for a work-based program within the community. Students in grades 9 and 10 will receive career counseling to include job skills and resume building. Transportation to job sites will be provided by the district.
Tailored/Individualized Acceleration	<p>The district will be hiring a math coach to work with our students who are determined to have skill development needs as well as advanced skills requiring enrichment as a result of analyzing math running records and iReady data.</p> <p>Curriculum mapping with instructional staff will be done by the math coach utilizing the iReady and Math Running Records data to determine curriculum gaps and modify instruction as needed.</p>
Integrated Social Emotional Learning	The district will be hiring three teaching assistants to work with individual students needing the additional social emotional support as determined by the classroom teacher, counselor, school principal, etc. at the grade level team meetings. The teacher assistants will provide academic support for students who have academic, skill deficiencies based on data analysis as determined at grade level meetings. The teacher assistants will progress monitor the academic and behavioral goals established to determine individual student growth.

The district data team will review the interventions selected above to determine if they are effectively responding to the students' social, emotional, mental health, and academic needs. In addition, surveys will be used to gain insight from stakeholder groups regarding the success of implementing the above programs. The feedback from the surveys will be used along with specific data to determine if adjustments need to be made.

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

*Allocation: \$100,002*

Edwards-Knox will look to expand upon their already existing after-school programming to focus on middle school students. Two staff will be dedicated to providing additional curriculum-aligned academic support and opportunities to students in grades six through eight. Edwards-Knox CSD will also implement after school/weekend activities under integrated Curriculum-Aligned Enrichment Activities and Social Emotional Learning Offerings including field trips and after-school presentations.

Field trips will include the following: The Wild Center located in Tupper Lake, NY; Rochester Museum and Science Center in Rochester, NY; and Strong Museum of Play in Rochester, NY. To assist in transportation barriers, students will be transported to and from their homes, allowing access and equity to the various programming. The transportation costs will be paid through the General Fund.

Curriculum-Aligned After-School presentations will include visiting authors and illustrators as well as some integrated social emotional targeted presentations and partnerships. Authors and illustrators the district is inviting include Doreen Cronin, Dave Pilkey, Ted Arnold, and Greg Wolcott. The district is also looking to have presentations by Rich Johns (Act With Respect Always) as well as a presentation by PointBreak. 'Act With Respect Always' presentation is designed to build respect and leadership, teach positive and constructive behavior, and help stop bullying before it starts, both on campus and off. Looking at each person as a leader and stressing teamwork, kindness, empathy, courage and honesty, amongst other key traits, he strives to make everyone aware of their daily actions.

Point Break is a day-long workshop designed to promote resiliency among students.; The purpose of Point Break is to improve the behaviors, values and attitudes of high school students on their campuses and in their communities, intervening before acts of bullying, hatred or violence occur.

Planned Intervention	Detailed Description of Planned Intervention
Curriculum Aligned Enrichment Activities	The district will expand its after-school program offerings to include additional sections targeted to middle school students (grades six through eight). Staff members will provide additional academic support and enrichment activities for grades six through eight focusing on character development and curriculum aligned enrichment programs. We expect approximately 750 hours to be provided over a three-year period. Student Snacks for after-school programming will be provided including: water, fruit, snack bars, milk and ice cream. Student Transportation will be provided by the district with General funds.
Curriculum-Aligned Enrichment Activities	The district looks to expand its curriculum-aligned field trips offerings to incorporate out-of-area experiences including Strong Museum of Play; Tupper Lake Wild Center; and Rochester Museum and Science Center. We anticipate 200 students to participate in the Wild Center trip; and 250 students to participate in the Strong Museum of Play and Rochester Museum and Science each over a three year period. Student Transportation will be provided by the district with General funds.
Curriculum-Aligned Enrichment Activities	Visiting Authors and illustrators (two presentations each by Doreen Cronin, Ted Arnold, Dave Pilkey, Greg Wolcott) will present to the student body focusing on what inspired their stories and the mechanics involved in becoming a good writer and author.
Integrated Social Emotional Learning	The district is looking to create a partnership with Rich Johns so that he can share his "Act With Respect Always" message and experience with our student body. 'Act With Respect Always' presentation is designed to build respect and leadership, teach positive and constructive behavior, and help stop bullying before it starts, both on campus and off. Looking at each person as a leader and stressing teamwork, kindness, empathy, courage and honesty, amongst other key traits, he strives to make everyone aware of their daily actions.
Integrated Social Emotional Learning	Point Break is a day-long workshop designed to promote resiliency among students.; The purpose of Point Break is to improve the behaviors, values and attitudes of high school students on their campuses and in their communities, intervening before acts of bullying, hatred or violence occur.

The effectiveness of the above after school programming will be monitored based on the number of students participating in the program and their engagement in the activities. Surveys will go out to stakeholder groups to collect data and feedback on each intervention program offered. Based on the results of the data, the programs may be adjusted as needed.

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

*Allocation: \$100,002*

Edwards-Knox CSD will implement summer learning and enrichment activities under Curriculum-Aligned Enrichment Activities as well as Integrated Social Emotional Learning. Offerings include: Robotics, Musical Jazz, Swimming, Creative Writing, fitness and wellness, and team-building skills.

To assist in transportation barriers, students will be transported to and from their homes, allowing access and equity to the various programming. The transportation costs will be paid through the General Fund.

Most materials and Supplies for these activities will be purchased with the ARP - ESSER 3 funding. Additional Robotics kits may need to be ordered to support the robotics session.

Planned Intervention	Detailed Description of Planned Intervention
Integrated Social Emotional Learning	Edwards-Knox CSD will implement summer learning and enrichment activities under Integrated Social and Emotional learning. Offerings include: Swimming, fitness and wellness, and team-building skills.  Transportation will be provided by the district with general funds.
Curriculum-Aligned Enrichment Activities	Edwards-Knox CSD will implement summer learning and enrichment activities under Curriculum Aligned Enrichment Activities. Offerings include: Robotics, Creative Writing, and Musical/Jazz. Transportation will be provided by the district with general funds.

The effectiveness of the summer learning and enrichment strategies will be determined based on student enrollment and engagement. Surveys will be used by stakeholder groups to collect data on overall effectiveness. Adjustments will be made as reflected in the data analyzed.

The Grant FS-10s and budget narratives will be posted once the application receives approval.

<i>5% Learning Loss</i>	<i>1% After School</i>	<i>1% Summer Learning</i>
FS 10	FS 10	FS 10
Budget Narrative	Budget Narrative	Budget Narrative