

## Newark Valley Central School District

### **ARP-ESSER Plan**

#### Engage stakeholders in plan development

The district held several meetings with parents, teachers, principals, school nurses, school psychologists, and other school staff including union leadership to develop its plan. Board of Education members were also updated of the progress. The topic was discussed in public sessions of board meetings. The district continuously seeks for feedback from the community regarding school operations during the pandemic. The district will continue to meet with the stakeholder group to offer updates regarding purchases that have been made and the impact these purchases have made on students, plans for future purchases, and to gather input regarding further decision making.

#### Implement prevention and mitigation strategies on in-person learning

The district plans to use the ARP-ESSER funds to renovate and reconfigure entrance of two of its three buildings to reduce possible transmission. The funds are also used to purchase disinfectant sprayers to be used for classroom and school bus routine maintenance.

#### Identify student needs and monitor student progress

Attendance, benchmark, baseline data in addition to formative and summative assessment data will be used to identify student needs and monitor student progress. These data is provided to student of concern teams, student support teams and mental health teams for interventions and supports planning.

The Middle School RTI teacher will be using data gathered from Fountas & Pinnell reading benchmark assessments, the Fountas & Pinnell Leveled Literacy Intervention System (LLI), Reading Horizons, and the CORE Phonics Survey to make instructional decisions for students receiving intervention services. The teacher will also use data collected daily by classroom teachers to make instructional decisions for students.

Students using instructional software for distance learning will have progress monitored frequently to check on the success of these tools for students.

An attendance clerk has been hired to assure that student attendance is accurate and that all students are accounted for. The attendance clerk and administrators will use this accurate attendance data in the district student management system, SchoolTool, to make plans for improving student attendance. The accurate data will also be used to create plans for targeted attendance interventions for specific students.

The District-Wide Student Support Team meets weekly to discuss individual students, and the student body as a whole, in all matters of academic, social, emotional, and developmental progress.

#### Address the academic impact of lost instructional time

The district will assign a RTI teacher at Middle School for the next 3 years to provide service to targeted students. The district also uses the funds to purchase instructional software to support

students' distance learning. To monitor and improve student engagement, the district will use the funds to hire an additional teacher's aide to track attendance in all three buildings.

#### Other allowable uses of funds

The district will use the funds to purchase/upgrade assistive and adaptive technology equipment (Chromebooks, iPads, TVs) based on students' need. In addition to that, classroom equipment such as 3D printer, laser engraver machines will be purchased to enhance technology learning in all three buildings. The district plans to purchase evacuation chairs for special education students. The district will also repair elevators in two of its three buildings and replace its generator at High School to improve daily operations. The district will replace some classroom carpets, replace furniture for High School library and technology coordinator's office.

#### Respond to the academic, social, emotional, and mental health needs of all students

The COVID-19 pandemic has made the district increasingly aware of our need to support all students in their understanding and use of technology. By using funds to expand our access to, and use of, technology, we are supporting all students from all backgrounds by providing them with additional resources and mechanisms of learning.

The district is also using both formative and summative assessment data to make equitable decisions for all students. Using this crucial data, our elementary and middle school teachers now offer all students targeted, specific, and highly intentional intervention time where students are given the instruction and support they need to find success. High school students are also given this support through time spent with teachers after school.

The district does not service any English learners or migratory students.

The district will respond to the needs of students from low-income families, students of color, children with disabilities, students experiencing homelessness, and children in foster care by using disaggregated data to call attention to the needs of these disproportionately impacted students. The district will offer support to teachers to enhance their understanding of, and work with, these students to better meet their needs.

The District-Wide Student Support Team meets weekly to discuss individual students, and the student body as a whole, in all matters of academic, social, emotional, and developmental progress.

#### Re-opening plan

<https://www.nvcs.stier.org/ReopeningSchools.aspx>

#### Re-opening plan update

The district reviews its plan monthly in administrative meetings and will make updates based on student, family, and community needs, county and state health mandate updates and changes, and public comment collected at board meetings (twice a month).