ESSER presents an opportunity to address learning loss in new and innovative ways. Here is how **QuaverSEL** meets each relevant category, as it relates to ESSER funding:

Section I, Academic and Learning Loss
Section II, Operational Needs
Section III, Social and Emotional Support and Learning
Section IV, Any activities authorized under ESSA or IDEA

Section I, Academic and Learning Loss
IA. Curriculum Support

Here at QuaverSEL, we believe Social and Emotional learning to be an active commitment of every adult, student, and stakeholder in the school building and community. In this way, our principal mission is to create a Culture of Caring. Our evidence-based resources have shown that when students feel valued and cared for, there is academic improvement. When educators feel equipped to support the whole-child, they are more successful in their work and in supporting their students.

Our digital curriculum is aligned to the CASEL Core Competencies, the ASCA Mindsets and Behaviors for school counselors, as well as the SSWAA SEL standards for school social workers. Included is the ability for educators to launch, share and customize our resources from anywhere, anytime. Educators can customize their own lessons and assignments, or use our full curriculum and library of songs and activities to support Tier 1, 2, and 3 intervention for synchronous, hybrid, and asynchronous learning environments.

Additional features within the curriculum include the ability to record video instructions onto activities, and to complete assessments and progress monitoring, no matter where your students are. Similarly, we integrate with your district systems to provide seamless integration and rostering, for single-sign-on capabilities for your students and rostering of classes for your teachers.

With our supporting tools, educators can draw or type anywhere on the launched lesson, can easily distribute a QR code or share-link to students, parents/guardians at home, or colleagues, and can gamify resources with our widget features. In this way, there are built in accessibility features to support IEP students, multilingual students, and diverse learning models.

Multi-delivery methods and printable options within our lessons and assignments make it easy for a school counselor, school social worker, classroom teacher, paraprofessional, special education teacher and administrator to collaborate in an internal PLC platform, and to distribute resources to students, parents, and guardians in low socioeconomic status communities.

Finally, as a digital curriculum, we are actively listening to the climate around us and adjusting our resources appropriately. In response to the pandemic, we have added lessons on transitioning back into the school building, community gathering, grief, and many more. These include lessons added to our curriculum, in addition to pre-made asynchronous lessons, in a platform called Learn at Home.

IB. Assessments

QuaverSEL offers assessments in multiple ways. An assessment tool can be found in our Teacher Admin domain. Here, educators can track the progress of their students of each CASEL Core Competency. In addition, educators can upload evidence, along with their assessments, with the tool automatically saving each submission.

A Custom Quiz domain is also available for educators who would like to create their own formative or summative assessments. The custom quiz can also support the creation of exit tickets, bell ringers, and check-ins. In addition, the feature to record video instructions allows educators to read each of the questions and prompts to their students.

Finally, a rubric for each core competency is available in the Teacher Toolbox to support assessment. A rubric is a great equalizer in aligning language across the school, or district, ensuring a more equitable approach in assessing Social and Emotional Competencies.

IC. Instructional Materials

Our SEL curriculum, interactive SEL music library, and intervention toolbox allows all around and all day support. All of our resources can be used for engaging 30 minute lessons, for morning meeting, for 5-10 minutes of one-on-one intervention, for transitions, peace corners, and more.

In addition, QuaverSEL provides information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. This is through parent blogs, emails, and easily accessible activities through QR codes and Quaver share-links.

Section II, Operational Needs

IIA. After school

QuaverSEL resources are utilized as enrichment activities before or after school. The curriculum includes lessons for the entire school year, an interactive music library with songs aligned to the CASEL Core Competencies, as well as an intervention Teacher Toolbox that can be launched and used for before and after school learning.

All students are also given an individual student account, integrated with district credentials, where students can work through their own activities, submit assignments from their teachers, or listen to songs from their own devices. In this way, students can work through SEL content asynchronously, or synchronously with an adult leading the activities.

IIB. Summer Learning

IIC. Professional Development

A. Needs and Priorities for Stakeholders C.A.R.E.S. ACT SEC. 18003 (d) (8)

QuaverSEL supports school leaders and school needs through ongoing professional development and training.

In addition, both curricula and resources support the planning and implementation of activities during long-term closures, including providing online learning through student accounts, custom and Quaver-made asynchronous lessons, and tools to record and keep track of student progress.

Track student attendance and support the improvement of student engagement in distance education through student accounts, Learn at Home lessons and At Home Assignments, virtual assessments, and a digital gradebook linked to student assignments.

B. Remote and Hybrid Learning
- Resources needed to conduct remote and hybrid learning
- After-school and summer learning programs
- Mental health support and resources
- Tools needed to organize and plan for school closures

Section III, Social and Emotional Support and Learning
IIIA. Social Emotional Learning
IIIB. Mental Health Services

SEL

QuaverSEL includes social emotional learning lessons and songs that support after school programs, and evidence-based activities that meet the comprehensive needs of students.

Mental Health services
QuaverSEL implements strategies within the full curriculum to meet the social, emotional, mental health, and academic needs of students hit hardest by the pandemic, including through evidence-based interventions and tools. Lessons also include topics on transitioning back to school, anxiety, and grief to further support students impacted by the pandemic. **QuaverSEL** also includes a Resource Manager platform, that serves as a google-hub for SEL resources.

QuaverMusic includes social emotional based songs and activities embedded within the Music curriculum to support students impacted by the pandemic.

> **A. Mental Health**
> - C.A.R.E.S. ACT SEC. 18003 (d) (9) Providing mental health services and supports.
>
> **B. Social Emotional Learning**
> - C.A.R.E.S. ACT SEC. 18003 (d) (3) Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Section IV, Any activities authorized under ESSA or IDEA
IVA. ESSA
IVB. IDEA

ESSA
Title 1 Part A
> - Improving Basic Programs Operated by Local Educational Agencies (LEA)

Section 1114, Schoolwide Programs: Activities that may be supported include:
   a. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.
   b. Implementation of a schoolwide tiered model to prevent and address problem behavior and early intervention servies, coordinated with similar activites and services carried out under IDEA.

Section 1115, Targeted Assistance Schools: Activities that may be supported include:
   c. A schoolwide tiered model to prevent and address behavior probrlsm and early intervention services, coordinated with similar activities and services carried out under IDEA.
   d. Violence prevention programs.
   e. Integrated student supports.
   f. Professional development nevessary to assist teachers, specialized instructional support personnel, other staff, and parnts in identifying and meeting the comprehensive needs of eligible children.

Title 1 Part C
> - Education of Migratory Children

Section 1301, Program Purposes: Activities that may be supported include:

a. Helping students overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to succeed in school.

Title 1 Part D

- Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Section 1401, Purpose and Program Authorization: Purposes include:

a. Preventing at-risk youth from dropping out of school and providing dropouts, as well as children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

Section 1414, State Plan and State Agency Applications: Covered activities include:

a. Professional development for teachers and staff.
b. Working to align with students' Individualized education plans. (IEP)
c. Services and interventions for youth that have come into contact with both the child welfare and juvenile justice systems designed to keep such youth in school.

Section 1423, Local Educational Agency Applications: LEA programs may include:

a. Transition services for children returning from correctional facilities.
b. Dropout prevention programs that serve at-risk children and youth.
c. Coordination of health and social services for such children, including day care, drug and alcohol counseling, and mental health services.

Title II Part A
Supporting Effective Instruction

Section 2101, Formula Grants to States: State activities include:

a. PD activities such as recruiting and retaining teachers and school leaders who are effective in improving student academic achievement.
b. Preparing educators to help students transition to elementary school, including issues related to school readiness.

Section 2103, Local Uses of Funds: LEA activities include:

a. Professional development that helps all students develop the skills essential for learning readiness and academic success.

Title IV Part A

- Student Support and Academic Enrichment (SSAE) grants

Section 4101, Purpose: State activities include

a. Supporting LEAs in offering a well-rounded education and fostering safe, healthy, supportive, and drug-free environments
b. Helping LEAs implement mental health awareness training programs
c. Disseminating best practices and evaluating program outcomes relating to any LEA activities to promote student safety and violence prevention.

Section 4107, Activities to Support Well-Rounded Educational Opportunities (20% of total Title IV LEA Allocation):

a. Program and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problrm solving, and conflict resolution.

b. Other programs and activities to support student access to and success in a variety of well-rounded education experiences.

Section 4108, Activities to Support Safe and Health Students (20% of total Title IV LEA allocation):

a. School-based mental health services, including early identification of mental health symptoms, drug use, and violence as well as appropriate referrals to direct individual or group counseling services.

b. Programs that help prevent bullying and harassment.

c. Programs or activities that improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse.

d. Establishing learning environments and enhancing students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family support.

e. Implementing schoolwide positive behavioral interventions and supports (PBIS), including coordination with similar activities carried out under IDEA.

Title IV Part B

- 21st Century Community Learning Centers

Section 5211, Use of Applicable Funding

a. LEAs that receive funds under this part may use those funds for any activities authorized under Title 1, Part A; Title II, Part A; Title III; and Title IV, Part A or B.

A. IDEA

- IDEA-B funds may be used to pay for contract services for programs involving students with disabilities. All PD would qualify.
- Funds can also be used to purchase supplies and materials needed to implement IEPs or administer and operate programs for students with disabilities