

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Summary & Background

Summary & Background

LYNCOURT UFSD

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SUMMARY & BACKGROUND

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 ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.

ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated by October 31, 2024.

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

This number should be used on the appropriate FS-10 budget form.

Submission Deadline

Completed applications are due by **August 31, 2021** (with extensions by request), and will be reviewed on a rolling basis.

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 allocation returned to the United States Department of Education.

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APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS

The federal ARP statute requires SEAs to reserve:

not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and

not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the [SED Monitoring and Vendor Reporting System](#). This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

ARP-ESSER Application: Part 2 - ARP ActIntroduction/Instructions - Submission Instructions

Submission Instructions

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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 – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

ARP-ESSER LEA Base 90% Allocation - Intent to Apply

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- 1. **Does the LEA intend to apply for American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding?**

Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

- 2. **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	Cathryn Marchese	cmarchese@lyncourtschool.org	09/14/2021
LEA Board President	Lawrence Salamino	lsalamino@lyncourtschool.org	09/14/2021

ARP-ESSER Allocation - Construction-Related Costs

- 3. **Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?**

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination

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Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act; and section 2001(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are fully addressed in the LEA's application, combined with a budget, and then publicly posted after being developed with public input.

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); 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, children who are incarcerated, and other underserved students.

Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

1. In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.

Lyncourt Union Free School District engaged the community and sought input at a public hearing held in person in the school district auditorium on May 11, 2021. The school district also provided a copy of the presentation and American Rescue Plan on our website, along with an introductory letter from the Superintendent and a link to an American Rescue Plan Stakeholder Survey. Community members were encouraged to call or email the school superintendent directly with any questions or concerns. In addition, May 2021, the District distributed a survey to all instructional staff, both teachers and paraprofessionals, to gain their input and suggestions for how best to utilize these funds. Instructional staff were asked for their insight into curriculum, enrichment, remediation, before and after school programming, summer school options, as well as academic and social-emotional long-range planning. All of these stakeholders' feedback, input, and collaboration was used to formulate our American Rescue Plan Funds Plan. Please also describe how the LEA will continue to engage stakeholders throughout the implementation of the plan.

Response: Throughout the implementation of the plan, the Lyncourt Union Free School District will continue to engage stakeholders in the following ways:

- Review of the plan and student data at monthly grade level data meetings
- Review of the plan and student data at monthly Title I team meetings (these include all stakeholders required, including, students, parents, instructional staff, non-profit and community agencies, administrators, Board of Education members, and other required groups).
- Review of the plan and student data publicly at Board of Education Meetings
- Parent and community updates through our district communication portal, Parent Square
- Parent and community updates through our district social media platforms, including Twitter and Facebook
- Communication regarding the plan and the directions for requesting a hard copy will be mailed to all Lyncourt Union Free School District community residents in our monthly "Lyncourt Ledger" newsletter
- Continued review and revision, as needed, will occur following these meetings and communications

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

2. **In the space provided below, please provide the URL for the website(s) where the LEA ARP-ESSER Plan 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.lyncourtschool.org/districtpage.cfm?pageid=68>

This plan will be made available on our Lyncourt Union Free School District site. Once the plan is approved, an announcement will be made to all parents and families via our Parent Square communication portal. A link will be sent with direct access to the plan in PDF format. We will also share with parents, families and the community, our plan via our social media platforms, including, Twitter and Facebook. In addition, the plan will be made available in hard copy format to any parent or community member who requests it, in their preferred language. Communication regarding the plan and the directions for requesting a hard copy will be mailed to all Lyncourt Union Free School District community residents in our monthly "Lyncourt Ledger" newsletter. The ability to access a hard copy of the plan will also be communicated at monthly Board of Education Meetings and documented in Board of Education Minutes. Please note, at this time, all Lyncourt UFSD families without access to the internet are provided a Kajeet Hotspot by our school district, so their children are able to access the internet and school communications virtually.

ARP-ESSER LEA Base 90% Allocation - Program Information

3. **In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

The Lyncourt Union Free School District has been open for in-person learning since September, 2020. Due to space constraints while the CDC recommended a 6 foot distance between seated students, we were limited to a hybrid model for our 5th-8th grade students. Our district is a PreK-8th grade school. During the hybrid situation, our students were in-person every other day and had live broadcast at-home instruction every other day. When presented with CDC guidelines that relaxed the distance between students and we were able to bring all students back in-person for instruction, we did so. Since April, 2021 all students have had the opportunity for in-person instruction. The district follows CDC and local health department guidelines for cleaning, sanitizing, mask wearing and distancing. The district tests 10% of both students and staff weekly for COVID-19-19. Although we are not sure how long we will have to provide additional cleaning supplies and PPE to staff and students, especially during the administering of COVID-19 testing, some of these grant funds will be allocated toward necessary supplemental supplies needed to safely keep our school open and operating.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information****4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.**

The Lyncourt Union Free School District will utilize the following data sources to identify students needs, monitor student progress, and evaluate the effectiveness of the initiatives implemented using the American Rescue Plan Funds:

1. AIMS Web Plus UPK-8 Reading Benchmark Assessments
2. AIMS Web Plus UPK-8 Mathematics Benchmark Assessments
3. AIMS Web Plus UPK-8 Reading & Math Progress Monitoring Assessments
4. Brigance Early Childhood Developmental Screening
5. Devereux Student Strengths Assessment and Early Childhood Assessment
6. Core Knowledge Language Arts UPK-5th grade Assessments
7. Discipline and Behavior data reporting through our Student Management System (School Tool)
8. Results of a 6-month Stakeholder Survey regarding intervention program effectiveness, staff and student needs, and parent/community feedback.
9. Results of 2020-21 NYS 3-8 ELA and Math state testing data
10. Results of 2020-21 NYSESLAT Testing data
11. Quick Phonics Screener II data for students in academic and/or social-emotional referral processes (QPS)
12. Phonological Awareness Screening Test (PAST) K-5 and ELL students

Please describe the planned interventions and supports that address student needs and that this data will be used monitor.

Response:

Regarding our individualized and tailored instruction, collaboratively, our teams selected the following evidence-based interventions to address our students' needs, based on the research provided by the What Works Clearinghouse, Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs guide from the Federal Department of Education, and ESSA Evidence Ratings.

- **Elementary Literacy Interventions:** Daily, intensive small-group reading interventions for at least 30 minutes. (Strong Evidence)

What Works Clearing House-Phonological Instruction (Strong Evidence)

What Works Clearing House-Foundational Reading Skills (Strong Evidence)

- Explicit instruction on awareness of the segments of sounds in speech and how they link to letters.
- Phonics instruction on decoding words, analyzing word parts, and writing and recognizing words.
- Time allocated for each student to read connected text to improve their reading accuracy, fluency, and comprehension.

Middle School Literacy Interventions: Daily, small group sessions for 37 minutes focused on intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong Evidence)

What Works Clearing House-Improving Adolescent Literacy (Strong-Moderate Evidence)

- Explicit vocabulary instruction.
- Direct and explicit comprehension strategy instruction.
- Time for extended discussion of text meaning and interpretation.

Elementary Math Interventions: Daily, small group, systematic Instruction for at least 30 minutes during intervention blocks to develop student understanding of mathematical ideas. (Strong Evidence)

What Works Clearing House-Math Intervention in the Early Grades (Strong Evidence)

- Clear and concise instruction on mathematical language
- Time for students to practice using mathematical language to more effectively communicate their understanding of mathematical concepts.
- Instruction using concrete and semi-concrete representations and manipulatives
- Number line instruction to facilitate the learning of mathematical concepts and procedures, build understanding of grade-level material, and prepare students for advanced mathematics.
- Timed fluency activities targeted for individual student computation gaps
- Instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.

Intermediate-Secondary Math Interventions: Problem Solving (Strong Evidence)

What Works Clearing House- Improving Mathematical Problem Solving in Grades 4-8. (Moderate-Strong Evidence)

- Expose students to multiple problem-solving strategies.
- Help students recognize and articulate mathematical concepts and notation.
- Teach students how to use visual representations.
- Assist students in monitoring and reflecting on the problem-solving process.

English Language Learner Reading Interventions:

- Conduct formative assessments with English learners using English language measures of phonological processing, letter knowledge, and word and text reading.
- Use these data to identify and improve reading performance of English learners who require additional instructional support and to monitor their reading progress over time using extensive and varied vocabulary instruction, phonological activities and word identification lessons. (ESSA Level

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

of evidence: Strong)

Please describe how this data will be used to monitor and evaluate the effectiveness of the activities described in Question 5.

Response:

The above data sources were selected by various stakeholders who ensured their alignment with our Title I Program, MTSS Plan, ESSER and IDEA funding, and district initiatives. In order to ensure we have implemented a highly effective program, we use these data sources to continually monitor our plan and evaluate its effectiveness by the following:

- Our Instructional Coach works closely with our reading paraprofessional, teachers and administrators to better support students and families with re-engagement and to implement evidence-based instructional strategies and interventions.
 - Our District Data Coordinator and Building Principal oversee the reading paraprofessional and meet with her on a regular basis to discuss her intervention implementation, student data, and evaluate effectiveness of the activities.
 - Our MTSS team monitors the data generated from these sources to ensure they are implemented with fidelity.
 - Our Director of Special Education oversees our School Social Worker and the social-emotional and mental health supports being implemented by her and our new Student Engagement Specialist. They meet on a weekly basis to discuss the activities outlined in question 5.
 - Using the above assessments the SEL sub-committee of our MTSS team is having weekly meetings to assess our students' mental health.
 - Regular PLC meetings are held with grade level teams, departments, the District Data and Curriculum Coordinator, the building Principal, paraprofessionals, our Instructional Coach, Special Education teachers, ELL teachers, and student support specialists, to review academic progress monitoring data, evaluate interventions, and measure progress
 - In situations where these various teams feel the need to adjust the program activities, supports, and/or interventions, a specific communication protocol is followed.
1. Students and parents will be contacted to review the data related to the area of change.
 2. If consensus is reached, the school staff will then make the adjustment in the program plan.
 3. An update to stakeholders is provided electronically and publicly at the next in-person BOE meeting.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

5. In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.

The Lyncourt Union Free School District will address the impact of lost instructional time due to COVID-19 by creating after school and at home access to additional learning and enrichment opportunities, particularly to those students in need of academic intervention. During the school year a concentration on social emotional learning as well as academic enrichment will be provided. The school district will hire a full-time Social Worker and a full-time Reading Paraprofessional. Part of their day will include meeting with students that are in need of academic and social intervention one-on-one and in small groups after the academic school day. The district will also use these funds to provide chromebooks that can be taken home, connecting our students to classroom material and technology at home. The grant funds will make it possible to purchase an extensive addition to our library and go-home materials with the decodable library. The district's extended school day initiative will be funded with \$221,811. of the Federal \$1,104,961. total grant allocation.

Response:

1. **School Social Worker:** According to U.S. Department of Education's publication, *"Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time"*, under section d. Addressing student social, emotional, and mental health needs, *"An LEA may use ESSER funds to provide mental health services and supports for students and their families, teachers, and LEA staff who are experiencing COVID-19 pandemic-related trauma, including students who were experiencing trauma prior to the pandemic that may have been exacerbated by the pandemic. Funds may also be used to provide professional development and training that increase awareness of mental health literacy for teachers and staff. Many schools already implementing multitiered supports may integrate mental health strategies and interventions into these existing systems. LEAs may also use the funds to hire additional school psychologists and counselors to provide the services or to contract for such services for students, educators, and other district staff."* The Lyncourt Union Free School District is able to address the impact of lost-instructional time through the ARP-ESSER Funding by hiring a full-time School Social Worker. By employing a School Social Worker we are able to implement evidence-based social-emotional interventions to address the impact of the pandemic on our students. We would not have the staffing to provide intensive social-emotional interventions for our students without this funding. According to the U.S. Department of Education Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Need Publication, schools should enhance mental health literacy and reduce stigma and other barriers by offering mental health services in the school setting. Because of the funding, we have a School Social Worker who is able to implement the following evidence-based interventions:
 - Social Skills Group Intervention: a targeted RTI Tier 2 small-group intervention that addresses bullying, victimization, and social-emotional competence. The program covers communication, cooperation, impulse control, perspective taking, conflict management, and empathy This intervention addresses the academic impact of lost instructional time by helping students to be able to attend to classroom and intervention instruction, follow directions, and work cooperatively with their peers.. **(ESSA Evidence Rating: Strong)**
 - Our School Social Worker is able to oversee the implementation of our building-wide Second Step Program for both elementary and middle school students. Second Step Early Elementary, for grades Kindergarten–Grade 5, is a universal, classroom-based program designed to increase students' school success and decrease problem behaviors by promoting social-emotional competence and self-regulation. Second Step Middle School works to increase the social, behavioral, and academic success of middle school students. It helps early adolescent students cope with challenges, create positive relationships, and succeed both socially and academically. **(ESSA Evidence Rating: Promising-Strong)**
 - Our School Social Workers is able to implement Functional behavioral assessments (FBA) an individualized problem-solving process for addressing student problem behavior. The School Social worker conducts FBA assessments to identify the purpose or function of a student's problem behavior and develop intervention plans and strategies for teachers to use in the classroom. Through the strategies provided in the students' FBA, teachers are better able to help students succeed during academic instruction. **(What Works Clearinghouse-Positive Evidence of Effectiveness)**
 - Our Social Workers is able to be the District Point Person for managing mental health requests: According to the U.S. Department of Education Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Need Publication, schools should Identify a school or program person to manage the request for assistance process from teachers and providers to ensure assistance is provided in a timely manner (e.g., not having to wait for a meeting to identify support). By streamlining the process for helping students and families with mental health needs, our students are better able to function in the classroom and improve academic outcomes.
2. **Reading Paraprofessional:** According to U.S. Department of Education's publication, *"Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time"*, under section g: Elements of high-quality and effective tutoring, *"The best available evidence suggests that tutoring is most effective when it uses the following approaches: Use trained educators as tutors. Teachers, paraprofessionals, teaching candidates, recently retired teachers, or highly trained tutors who receive a stipend are most likely to be effective, particularly when also given time for planning and collaboration with classroom teachers."*

Our Reading Paraprofessional is able to provide the following evidence based interventions both during the school day and during our after-school program:

- **Elementary Literacy Interventions:** Daily, intensive small-group reading interventions for at least 30 minutes. (Strong Evidence)

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information****What Works Clearing House-Phonological Instruction (Strong Evidence)****What Works Clearing House-Foundational Reading Skills (Strong Evidence)**

- Explicit instruction on awareness of the segments of sounds in speech and how they link to letters.
- Phonics instruction on decoding words, analyzing word parts, and writing and recognizing words.
- Time allocated for each student to read connected text to improve their reading accuracy, fluency, and comprehension.

3. After-school Program: we developed an after-school plan that provides reading, math, and social-emotional interventions for students in all grade levels at Lyncourt School. Students who are identified as benefiting from this program due to lost instructional time, are provided the opportunity to remain at school for up to 90 minutes after dismissal to learn in a small-group setting with an assigned teacher they are familiar with and see during the regular school day, including our Reading Paraprofessional. The 90-minute learning block is designed specifically for individual students' needs and to increase academic performance related to lost of instructional time.

According to U.S. Department of Education's publication, *"Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time"*, (pg. 12), "One way to operationalize the principles of personalization and support is through tailored acceleration that combines high-quality, teacher-led instruction with other instructional approaches so that all students do not need to learn the same thing at the same time." For some students (especially post COVID-19), achieving grade-level proficiency will require learning pathways that span more than one year. In addition, the publication states, "Specifically, schools and districts can use ARP ESSER funds to extend the reach of effective teachers as teacher leaders who work directly or in small groups with students most impacted by COVID-19 so that students with the greatest need have access to the most effective teachers". The ARP funds allow our district to provide additional learning opportunities for our students, like our after-school program. This gives enables us to accelerate student academic progress using the following evidence based strategies:

Middle School Literacy Interventions: Daily, small group sessions for 37 minutes focused on intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong Evidence)

What Works Clearing House-Improving Adolescent Literacy (Strong-Moderate Evidence)

- Explicit vocabulary instruction.
- Direct and explicit comprehension strategy instruction.
- Time for extended discussion of text meaning and interpretation.

Elementary Math Interventions: Daily, small group, systematic Instruction for at least 30 minutes during intervention blocks to develop student understanding of mathematical ideas. (Strong Evidence)

What Works Clearing House-Math Intervention in the Early Grades (Strong Evidence)

- Clear and concise instruction on mathematical language
- Time for students to practice using mathematical language to more effectively communicate their understanding of mathematical concepts.
- Instruction using concrete and semi-concrete representations and manipulatives
- Number line instruction to facilitate the learning of mathematical concepts and procedures, build understanding of grade-level material, and prepare students for advanced mathematics.
- Timed fluency activities targeted for individual student computation gaps
- Instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.

Intermediate-Secondary Math Interventions: Problem Solving (Strong Evidence)

What Works Clearing House- Improving Mathematical Problem Solving in Grades 4-8. (Moderate-Strong Evidence)

- Expose students to multiple problem-solving strategies.
- Help students recognize and articulate mathematical concepts and notation.
- Teach students how to use visual representations.
- Assist students in monitoring and reflecting on the problem-solving process.

English Language Learner Reading Interventions:

- Conduct formative assessments with English learners using English language measures of phonological processing, letter knowledge, and word and text reading.
- Use these data to identify and improve reading performance of English learners who require additional instructional support and to monitor their reading progress over time using extensive and varied vocabulary instruction, phonological activities and word identification lessons. **(ESSA Level of evidence: Strong)**

4. Chromebooks: addressed in question 6

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LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

6. In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.

In order to reduce the impact of lost instructional time and the impact of the epidemic on our students' social and emotional development recovery, the Lyncourt Union Free School District has allocated ARP ESSER funds for the following plan.

Our district has been and continues to implement initiatives to ensure all students develop healthy social-emotional skills and overcome the trauma associated with the pandemic. From September 2020 through April 2021, we offered daily, in-person instruction for all students in grades UPK-4th, all students with disabilities, 504 plans, and English Language Learners. We offered 5th-8th grade general education students a hybrid model with in-person instruction and synchronous virtual learning on alternating days. Beginning in April, we offered all students, daily, in-person instruction. We have been open ever since. It is important to our district that we offer students as much in-person learning as possible, while still maintaining a high standard of health and safety protocols. We would like to note our school district has the lowest level of COVID-19 infections in Onondaga County. With our focus on social-emotional skills and closing learning gaps from the pandemic, we implemented a Middle School Advisory Program, giving every student an assigned staff mentor. Our 6th-8th grade students meet in a small cohort every morning with their mentor to talk, share, and discuss stressors in their life. The staff mentor instructs students on social-emotional skills and learning strategies using the Second Step SEL Curriculum and activities from the Positivity Project (P2). We also provide our elementary students with daily SEL instruction, small group interventions with our **School Social Worker and Counselor**, and coordinate individual sessions with our on-site ARISE counselor for students who are at high-risk. Our ARP ESSER funds are allowing this program to be implemented, by giving us the funding necessary for a full-time Social Worker (Personnel-budget code 150) and an increase from part-time to full-time School Counselor (Personnel-budget code 150). Classroom teachers will also work with our School Social Worker, Counselor, and other members of the Student Support Team to implement our Core Tier 1 SEL program, Second Step. Through baseline screening in September, our collaborative teams will identify those students who have at-risk for both social-emotional and behavioral challenges. Students who are identified as high risk on the Devereux Student Strengths Assessment will be provided small group intervention and learning activities for their particular challenges.

From an academic standpoint, we have continued focusing on improving Phonological Awareness in the early elementary grades, increasing oral reading fluency rates across the building, improving computation and number sense, and development of prosocial behaviors and a positive mental health outlook. This has been a building-wide focus, however the specific populations we have targeted include our students who are homeless, English Language Learners, students with disabilities, and those from economically disadvantaged backgrounds. All of these populations, in addition to our general population, have responded positively to our initiatives as evidenced by our initial data analysis. In order to support this work, our ARP ESSER funds are allowing us to have a **full-time reading paraprofessional** (Personnel-budget code 150) to provide intensive, small group intervention to students with these specific challenges.

Part of our ARP Funding Plan is also to provide our staff with the necessary training and professional development to implement the best, evidence-based strategies to meet the needs of all our students, but in particular, our disadvantaged populations, including, low-income students, children with disabilities, English Language learners and students experiencing homelessness. Our Plan included summer **professional development** (budget code 400) with our non-profit partner The Reading League as well as with CKLA Amplify, to improve our knowledge of best practices for instruction for these populations.

As part of our professional development we also trained teachers on our **Decodable Library** Initiative (budget code 450). We have purchased research-based, multicultural, varied leveled texts for our students to use during reading and writing intervention periods, in their regular classrooms, and to use at home. Decodable books and text contain words made of letter-sounds, and spelling and morphological patterns (e.g. prefixes & suffixes) that a student has been explicitly taught. They allow beginning and struggling readers the opportunity to practice reading text that incorporates new skills and letter-sound correspondences that have been explicitly and systematically taught by the teacher. Our decodable texts follow the progression of our phonetically-based program, focusing on new sound-spelling patterns and folding in review and repetition of sounds. They are an important part of a structured literacy approach to reading instruction and our intervention plan. Through our ARP Funds, we have been able to purchase classroom decodable libraries for our elementary classrooms, English Language Learner and Special Education programs, and our Intervention teachers. Using these decodable texts will ensure that our at-risk students have the skills to read accurately, changing their life trajectory and opening up a world of learning. They are especially important for students with dyslexia, English Language Learners, and struggling readers because they provide reading practice using the knowledge of letter-sounds that are taught explicitly in a scaffolded approach. Reading decodable text helps students build fluency and gain confidence as they become proficient with word-level reading. These texts will also provide low-income and students experiencing homelessness the opportunity to read high-quality, high-interest, controlled-vocabulary texts that they would otherwise not have access to. Many of these texts also focus on social-emotional skills and relevant issues our student population faces in their everyday lives.

Please describe all use of funds set forth in the FS-10 not already addressed in your application in response to Question 3 and Question 5. Please pair each use of funds with an identified need and planned outcome

Response:

1. Guidance Counselor:

Identified Needs: Student trauma and loss of learning due to the pandemic, Teacher Professional Development in Mental Health and Social-emotional learning

Planned Outcome: Improved student academic performance due to increased social-emotional and behavioral skills, evidenced by data sources

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outlined in Question 4.

According to U.S. Department of Education's publication, *"Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time"*, under section d. Addressing student social, emotional, and mental health needs, *"An LEA may use ESSER funds to provide mental health services and supports for students and their families, teachers, and LEA staff who are experiencing COVID-19 pandemic-related trauma, including students who were experiencing trauma prior to the pandemic that may have been exacerbated by the pandemic. Funds may also be used to provide professional development and training that increase awareness of mental health literacy for teachers and staff. Many schools already implementing multi-tiered supports may integrate mental health strategies and interventions into these existing systems. LEAs may also use the funds to hire additional school psychologists and counselors to provide the services or to contract for such services for students, educators, and other district staff."*

The Lyncourt Union Free School District has allocated ARP funds for increasing our Guidance Counseling services. We will use our Guidance Counselor to provide students with social-emotional support and instruction. The Guidance Counselor will also provide educators with the supports and professional development they need to integrate social and emotional learning into their practice and address trauma and loss resulting from the pandemic and on the most effective evidence-based strategies to reengage and support students in their learning. In addition, one of the primary evidence-based strategies our Guidance Counselor will be focusing on is:

- **PBIS:** Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support.

2. Professional Development: The Reading League (2022-2024):

Identified Needs: Teacher professional development on evidence-based assessment and instructional reading strategies, specifically to address loss of learning due to the pandemic.

Planned Outcome: Improved student academic performance due to teacher implementation of highly effective, research-based reading assessment strategies, that pinpoint areas of student need. Outcomes will be monitored as evidenced by the data sources in Question 4.

According to U.S. Department of Education's publication, *"Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time"*, districts should provide educators with professional learning opportunities to build their assessment literacy. Assessment literacy refers to the knowledge, skills, and process associated with designing, selecting, implementing, scoring, and/or using high-quality assessments to improve student learning. The district will contract with the non-profit organization, The Reading League, to provide ongoing professional development for all instructional staff, including our reading paraprofessional. The mission of The Reading League is to advance the awareness, understanding, and use of evidence-aligned reading instruction. The purpose of The Reading League is to increase knowledge of science-based approaches to teach reading as well as research that demystifies how people learn, in order to benefit the lives of millions of students. They train and support educators and school leaders. By extension, they are also serving our Lyncourt parents, families, and community members. The district would contract for ongoing staff development throughout the 2021-2024 school years and over the summer. T

The professional development would focus on instructional strategies to address reading and writing gaps due to loss of learning and instructional time, assessments for pinpointing specific students' gaps and challenges, and modeling of instruction for our teachers.

3. Lan Tech Teacher Support, Laptops, Chromebooks, iPads, Promethean Boards, Virtual Recording, Laptop Librarian:

Identified Needs: Additional technology needed for improving teacher and student access to online learning platforms, support to implement technology-enabled instructional approaches and equipment for providing evidence-based educational technology platforms.

Planned Outcomes: Increasing student access to technology and improving classroom technology, updating equipment and increasing teachers' technology skills.

According to U.S. Department of Education's publication, *"Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time"*, an LEA may use ESSER funds to develop or implement an innovative approach to providing instruction to accelerate learning and mitigate the effects of lost instructional time for students most impacted by the COVID-19 pandemic. This could include emerging technology based or technology-enabled approaches, including evidence-based educational technology platforms. In addition, if a school or district has adopted an innovative practice in response to the pandemic and wishes to continue these practices, it might not need to obtain additional evidence (e.g., an independent program evaluation) for the program during the pandemic. The Department has clarified that "As part of the 'demonstrates a rationale (tier 4)' level of evidence, grantees may develop and use approaches that are novel, if they are consistent with theoretical and empirical findings from research and the grantee will continue to review the effects of the practice to build the evidence base."

Therefore, the Lyncourt Union Free School District wishes to expand the Google Classroom program it created during the state-wide mandated school closure in March 2020. We would like to allocate ARP funds to provide our all of our students, beginning in UPK, with the technology necessary to participate in a Google Classroom school. All students will be provided with Chromebooks and/or iPads in support of this learning. Our Chromebook and Google Classroom initiative will allow our students to engage in online learning platforms and programs also purchased using ARP funds (see CKLA section below). Beginning in the intermediate grades, students will also be able to take their devices home nightly to extend the learning day. Students in lower grade levels who are quarantined or sick, may also be granted permission to take their school-issued device home to extend and continue their learning as needed. In addition, this funding will be used to purchase equipment to provide virtual recordings for students to also continue learning beyond the school day and those learning remotely. Funding will also be utilized for classroom Promethean Boards to support this

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initiative and allow teachers to access additional digital materials for learning.

Throughout the pandemic, educators have learned ways of leveraging technology to expand their options for instructional approaches. Educators should consider how to translate those approaches to in-person environments. In this way, technology-enabled practices can be used to enhance in-person learning and student performance and create meaningful opportunities to extend learning time.

4. CKLA and Amplify, digital and text resources, CKLA textbooks

Identified Needs: Evidence-based, high quality literacy materials in both hard copy text and digital formats for students in grades UPK-5

Planned Outcomes: Improve students' reading, writing, listening, and speaking skills and close academic gaps perpetuated from the pandemic.

The Lyncourt Union Free School District would like to use a portion of the funding for adopting and using high-quality instructional materials. The Core Knowledge Language Arts Program, published through Amplify, is an evidenced-based literacy program, designed to meet the needs of all learners, but particularly those from economically disadvantaged and minority backgrounds. This funding would allow us to purchase digital and text sources to support better implementation of our Core, Tier 1 Literacy program. We would be able to ensure all learners have access to grade level instruction, including students with disabilities, English Language Learners, and socio-economically challenged backgrounds. The CKLA materials purchased would allow us to implement the CKLA program daily, for 90-120 minutes per day, in a capacity that ensures all students are able to access the curriculum, no matter what obstacles they may have. For example, with the Chromebook program outlined previously, our students would be able to access the CKLA digital program, Amplify Reading, at their instructional level and at home or school, whether learning in-person or remotely. Finally, CKLA is published by Amplify, whose programs are evidence-based, ESSA-aligned, and showing efficacy in a variety of contexts. All Amplify programs meet the criteria for ESSA Tiers I-IV, demonstrating statistically significant and positive results for learners. All Amplify programs are eligible for ESSER funding.

5. Masks, gown, PPE, cleaning supplies, disinfectant, fans for air flow, air filters, cleaning equipment

Identified Needs: Materials needed to maintain a healthy, safe, in-person learning environment for all students and employees, in order to ensure students are able to attend school each day and teachers are able to address academic gaps due to the pandemic and loss of learning time.

Planned Outcomes: Continuous student and teacher attendance, to the greatest extent possible, and reduction of academic learning gaps and improved student outcomes, as evidenced by the data sources in Question 4.

According to U.S. Department of Education's publication, *"Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time"*, *"Addressing lost instructional time starts with the goal of providing all students equal access to safe, high quality, in-person learning. To achieve this goal, school, health, and community partnerships will help to ensure the physical health and safety of families and students so that they feel safe and supported returning to in-person learning."*

In addition, on page 6: "Districts and schools can take the following steps to prioritize the health and safety of the school community this academic year:

- Implement COVID-19 testing in schools
- Address ventilation needs where applicable
- Implement universal indoor masking

This year, the Lyncourt Union Free School District has implemented a weekly, randomized COVID-19 testing program for our students and staff. Beginning September 27th, we have been testing students whose families have voluntarily registered them for saliva-based pool testing. In addition, any staff member who is already vaccinated and not under the mandated weekly COVID-19 testing, has the opportunity to be tested. Therefore, our district is asking to use a portion of the ARP funding to purchase the masks, gowns, PPE and sanitizing products necessary to run a weekly COVID-19 testing program.

All but 2 of our Lyncourt students have elected to return to daily, in-person instruction for the 2021-22 school year. With over 99% of our students in the building this year, it is imperative we provide the best air ventilation and the cleanest facility possible, to reduce any potential COVID-19 transmission. Therefore, the district is asking to use a portion of the ARP funding to purchase air filters for our air ventilation system, fans to support continuous air flow, cleaning supplies, disinfectant, and equipment. These materials will allow us to continually clean the air and surfaces in our building to ensure student and staff safety and in turn, keeping our students and staff in the building each day.

6. Decodable Libraries and Cart, Books

Identified Needs: Student reading materials that are aligned with the 6 syllable types and the reading research for effective instruction.

Planned Outcomes: Provide each UPK-5th grade classroom a mobile book cart that contains a decodable book library with reading materials that are multi-cultural, address social-emotional and relevant, current topics, and support student learning with closure of academic gaps due to loss of instruction.

As previously stated, we have purchased research-based, multicultural, varied leveled texts for our students to use during reading and writing intervention periods, in their regular classrooms, and to use at home. Decodable books and text contain words made of letter-sounds, and spelling and morphological patterns (e.g. prefixes & suffixes) that a student has been explicitly taught. They allow beginning and struggling readers the opportunity to practice reading text that incorporates new skills and letter-sound correspondences that have been explicitly and systematically taught by the teacher. Our decodable texts follow the progression of our phonetically-based program, focusing on new sound-spelling patterns and folding in

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review and repetition of sounds. They are an important part of a structured literacy approach to reading instruction and our intervention plan. Through our ARP Funds, we have been able to purchase classroom decodable libraries for our elementary classrooms, English Language Learner and Special Education programs, and our Intervention teachers. Using these decodable texts will ensure that our at-risk students have the skills to read accurately, changing their life trajectory and opening up a world of learning. They are especially important for students with dyslexia, English Language Learners, and struggling readers because they provide reading practice using the knowledge of letter-sounds that are taught explicitly in a scaffolded approach. Reading decodable text helps students build fluency and gain confidence as they become proficient with word-level reading. These texts will also provide low-income and students experiencing homelessness the opportunity to read high-quality, high-interest, controlled-vocabulary texts that they would otherwise not have access to. Many of these texts also focus on social-emotional skills and relevant issues our student population faces in their everyday lives.

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7. **In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and 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.**

It is important that while we are implementing these programs and initiatives, the Lyncourt staff meets together in teams to review our students data, outlined in question 4, analyze their progress and discuss instructional strategies. Part of our Lyncourt ARP Funding Program is quarterly release time and weekly team planning sessions. Gaps in learning and social-emotional skills can be quickly identified and progress monitoring goals collaboratively developed through these regularly scheduled data meetings. Our Reading and Math Intervention Teachers, as well as our School Social Worker, School Counselor/McKinney Vento Coordinator, Reading Paraprofessional, School Psychologist, English Language Learner Teachers, Teaching Assistants, Classroom Teachers, and Administrators, will all work together to develop the most targeted support and strategies for improving our students' academic and social-emotional skills. In addition, we regularly collaborate with our Literacy Coach and experts from our non-profit partner, The Reading League, to address gaps in students' Phonological Awareness, Phonetic, Language, Vocabulary, and Comprehension skills.

Our elementary and middle school teachers will also work together in Multi-Tiered Systems of Support teams that include ELL teachers, interventionists, and Special Education teachers, with the ultimate goal of creating safe, supportive, language based activities that prioritize teachers actively listening to student responses, planning for student misconceptions, providing students effective feedback on their language use, and modeling procedures. Teacher teams will create lessons and unit plans that consider the stage of language development of their Immigrant students and practice cultural reciprocity in developing spaces, activities, and expectations.

In addition, the District Data and Curriculum Coordinator will oversee the collection of the data sources outlined in question 4. The Data and Curriculum Coordinator will meet in with a cross-section of stakeholders and with various teams to review and analyze the data to ensure our initiatives and plan are being implemented with fidelity and to measure the effectiveness of these programs. We want to ensure our ARP-ESSER Funding Program addresses the needs of our students through evidence-based instruction that is grounded in scientific research and study and effective at meeting their needs and eliminating the impact of lost instructional time and delays in social emotional development. Below are the research resources that support this plan.

Al-Bataineh, A. (2013). The Effectiveness of Phonemic Awareness Instruction in Early Reading Success in Kindergarten. *International Research Journal of Arts and Social Sciences*. <https://doi.org/10.14303/irjass.2014.061>

Benser, J. & Poliner, R. (2017). *Teaching the Whole Teen: Everyday Practices that Promote Success and Resilience in School and Life*, Corwin, Thousand Oaks, California.

Lieber, C. & Poliner, R. (2004). *The Advisory Guide: Designing and Implementing Effective Advisory Programs in Secondary Schools*, Engaging Schools, Cambridge, Massachusetts.

Glasner, D. (2020). *Morpheme Magic: Lessons to Build Morphological Awareness for Grades 4-12*, Glasner, LLC, Boise, Idaho.

Kilpatrick, D. (2016). *Equipped for Reading Success: A Comprehensive Step by Step Program for Developing Phonemic Awareness and Fluent Word Recognition*, Casey & Kirsch Publishers, Syracuse, NY.

National Reading Panel: *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*, 2000.

Shakkour, W. (2013). Cognitive Skill Transfer in English Reading Acquisition: Alphabetic and Logographic Languages Compared *Open Journal of Modern Linguistics*. <https://doi.org/10.14303/irjass.2014.061>

Please provide a description of how the use of funds will address both academic, social, emotional, and mental health needs of the students, specifically those from **all** subgroups including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Please specifically address at least **four** subgroups in your response.

Response:

We designed our Lyncourt ARP Plan to specifically support our students of color, Multi-lingual Learners, students with disabilities and students experiencing homelessness. Over the past 10 years, the racial and ethnic demographics of the Lyncourt UFSD has changed dramatically. In 2010, 89% of student population was white. Today it is 45%. Our population now is 20% Asian, 18% African-American, 9% Hispanic, 7% Multicultural, and 1% American Indian. During this time our MLL population has increased from 1% of our student population to almost 15%. Our student community consists of those speaking 19 different languages and those with families' native to 16 different countries. Within this time frame our free and reduced lunch population has double to over 72%. In 2010 we had 0 students experiencing homelessness. We now have students consistently in this situation. Despite these changes, our students with disabilities population has remained the same, around 20%. With this in mind, all of our teams, committees, and administrators recognize the need to reexamine all levels of our instruction, district culture, procedures, community and parent involvement, and outreach with community agencies. We have specifically addressed the unique needs and challenges for our students in the

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subgroups below, in our plan through the following ways:

1. Students of Color:

- Academic: Updating our Literacy Program (Question 6, #4- CKLA) and reading materials (Question 6, #6- Decodable Library) to ensure diverse populations are represented and multicultural perspectives are included.
- Academic: Ensuring our students with color are provided the necessary technology (Question 6, #3) for use at home.
- Academic: Offering our students with color priority placement, transportation, and parent support in after-school learning programs (Question 5)
- Social-Emotional/Mental Health: Providing additional Guidance Counselor supports (Question 6, #1) for students of color who have been disproportionately affected by the pandemic and loss of learning.
- Social-Emotional/Mental Health: Providing a School Social Worker who is able to implement a variety of evidence based social-emotional supports and interventions, including Second Step which has strong efficacy for students of color (Question 5).

2. Multi-Lingual Learners:

- Academic: Reading League Professional Development (Question 6, #2) The Reading League Professional Development will include strategies for teachers to address reading gaps specifically for Multi-lingual learners and strategies for meeting their unique language and vocabulary needs.
- Academic: Diverse reading materials (Question 6, #6- Decodable Library) The decodable library initiative will ensure our Multi-lingual learners see diverse populations are represented and multicultural perspectives are included in their reading materials.
- Academic: Offering our MLL students priority placement, transportation, and parent support in after-school, small group learning programs (Question 5).
- Academic: Ensuring our MLL students are provided the necessary technology (Question 6, #3) for use at home, as well as connection hotspots and translator services as needed.
- Social-Emotional/Mental Health: Providing additional Guidance Counselor supports (Question 6, #1) for MLL students who have been disproportionately affected by the pandemic and loss of learning. The Guidance Counselor is able to provide home visits and connect our MLL families to additional community agencies and supports as needed.
- Social-Emotional/Mental Health: Providing a School Social Worker who is able to implement a variety of evidence based social-emotional supports and interventions, including Second Step which has strong efficacy for MLL students (Question 5). Similarly, to the Guidance Counselor statement above, our School Social Worker is able to provide home visits and connect our MLL families to additional agencies and supports as needed.

3. Students with Disabilities:

- Academic: Ensuring our students with disabilities are provided the necessary technology (Question 6, #3) for use at home and school and are able to access various learning platforms that give them equitable access to the general education curriculum, as well as the technology services they need specifically to address goals in their IEP.
- Academic: Offering our students with disabilities priority placement, transportation, and parent support in after-school learning and summer programs (Question 5). Our data shows our students with disabilities have significant loss of academic skills and regression when they have interrupted learning. Therefore, it is vital they have priority placement in our extended learning programs.
- Academic: Offering our students with disabilities priority placement and parent support with our Reading paraprofessional to address gaps in their reading and writing skills. (Question 5).
- Academic: Reading League Professional Development (Question 6, #2) The Reading League Professional Development will include strategies for addressing reading gaps specifically for students with disabilities, including dyslexia, phonological processing, and receptive language needs.
- Social-Emotional/Mental Health: Providing additional Guidance Counselor supports (Question 6, #1) for students with disabilities who have been disproportionately affected by the pandemic and loss of learning. The Guidance Counselor is able to provide support for the implementation of PBIS building-wide, in classrooms, and in small group, targeted instruction. PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

4. Students experiencing homelessness:

- Academic: Ensuring our students experiencing homelessness are provided the necessary technology (Question 6, #3) for use outside of school and are able to access various learning platforms that give them additional learning opportunities, as well as the mobile hotspots (Kajeet) they may need to access the internet.
- Academic: Offering our students experiencing homelessness priority placement, transportation, and parent support in after-school learning and summer programs (Question 5). Our data shows our students experiencing homelessness have significant loss of academic skills and regression when they are displaced. Therefore, it is vital they have priority placement in our extended learning programs.
- Social-Emotional/Mental Health: Providing additional Guidance Counselor supports (Question 6, #1) for students experiencing homelessness who have been disproportionately affected by the pandemic and loss of learning. The Guidance Counselor is able to meet families outside of the school building and connect them to additional community agencies and supports as needed.
- Social-Emotional/Mental Health: Providing a School Social Worker who is able to implement a variety of evidence based social-emotional supports and interventions, for students who have been displaced and are experiencing trauma related to the pandemic and homelessness (Question 5).

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ARP-ESSER Return to In-Person Instruction

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Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

LEA plans must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).

- 1. In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. 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.**

<http://www.lyncourtschool.org/tfiles/folder399/2021-22%20LUFSD%20School%20Opening%20Plan%20.pdf>

This plan is available on our Lyncourt Union Free School District site. Announcements have been sent to all parents and families via our Parent Square communication portal, with links sent with direct access to the plan in PDF format. We have also shared with parents, families and the community, our reopening plan via our social media platforms, including, Twitter and Facebook. In addition, the plan is available in hard copy format to any parent or community member who requests it, in their preferred language. Communication regarding the plan and the directions for requesting a hard copy have been mailed to all Lyncourt Union Free School District community residents in our monthly "Lyncourt Ledger" newsletter. The ability to access a hard copy of the plan will also continue to be communicated at monthly Board of Education Meetings and documented in Board of Education Minutes. Please note, at this time, all Lyncourt UFSD families without access to the internet are provided a Kajeet Hotspot by our school district, so their children are able to access the internet and school communications virtually.

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2. **An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.**

In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.

Similar to our stakeholder plan in the Spring of 2021, the Lyncourt Union Free School District will again seek stakeholder input into our ARP Act Funding Plan mid-year. We will discuss our plan at our public Board of Education Meetings, Title I, II, III, IV collaboration meetings, seek parent and community input through surveys and presentations, and staff surveys as well.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

LYNCOURT UFSD

421504020000

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. **Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.**

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	1,104,961
Total Number of K-12 Resident Students Enrolled (#)	562
Total Number of Students from Low-Income Families (#)	207

ARP-ESSER Schools Served

2. **Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.**

	Number (#)
Total Number of Schools in the LEA	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

ARP-ESSER LEA Base 90% Allocation - Use of Funds

LYNCOURT UFSD

421504020000

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

1. Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity. PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	15,000
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	155,089
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	62,235
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	527,271

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	345,366
Totals:	1,104,961

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget****ARP-ESSER LEA Base 90% Allocation - Budget**

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.

Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

- Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER LEA Base 90% Funds.**

FS-10_ARPA ESSER 3-Federal_421504.pdf

- Please upload a completed copy of the Budget Narrative for the ARP-ESSER LEA Base 90% Funds.**

BUDGET NARRATIVE_ARPA ESSER 3-Federal.pdf

- Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.**

	Total Funds (\$)
15 - Professional Salaries	155,744
16 - Support Staff Salaries	161,683
40 - Purchased Services	95,500
45 - Supplies and Materials	312,578
46 - Travel Expenses	0
80 - Employee Benefits	169,227
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	210,229
Totals:	1,104,961