

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

Page Last Modified: 10/25/2021

Background Information

LAFAYETTE CSD - 420807040000

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Summary and Background Information

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund.

The federal ARP statute requires that States reserve ARP ESSER funds for three State-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

- Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.
- Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.
- Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

The 2021-2022 enacted New York State budget fully allocated the required SEA reserves as subgrants to 398 LEAs and NYSED has made allocations to two additional LEAs. Specific LEA allocations are detailed in Columns D, E, and F in the **ARP ESSER Allocations Chart** (see also in the Document Library). Please note that these funds are in addition to the *90% LEA ARP-ESSER ALLOCATION* listed in Column C of that workbook and must be budgeted for separately.

As indicated in NYSED's approved **ARP ESSER State Plan**, NYSED has included within this application a list of evidence-based interventions related to each state reserve. LEAs will be required to utilize state reserve funds to implement evidence-based interventions either chosen from the NYSED-selected list or from another reputable source (such as, but not limited to, the What Works Clearinghouse).

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

LEAs must select and implement evidence-based activities and interventions either chosen from the NYSED-provided list (embedded within each section of the application) or from another reputable source. Selected interventions must fall into one of the four tiers of evidence defined in the Every Student Succeeds Act (ESSA). Specifically, evidence tiers are defined as:

- **Tier 1 - Strong Evidence:** Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.
 - **Tier 2 - Moderate Evidence:** Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence
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standards with reservations. The studies use large, multi-site samples. No other studies show that this strategy negatively impacts an outcome.

- **Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies that can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet the sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.
- **Tier 4 - Demonstrates a Rationale:** High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

Further information may be found in the **Federal Guidance on Evidence-Based Interventions**. There are a number of resources available that identify research which supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align to the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated and an FS-10F Final Expenditure Report submitted by October 31, 2024.

Project Number

The project number stems for the three state-reserve programs are:

| Fund Code | Project |
|--------------|---|
| 5884-21-XXXX | ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time |
| 5883-21-XXXX | ARP-ESSER 1% State-Level Reserve - Comprehensive After School |
| 5882-21-XXXX | ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment |

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

Submission Deadline

Completed applications are due by **November 30, 2021** (with extensions by request) and will be reviewed on a rolling basis.

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by

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emailing CARESAct@nysed.gov prior to **November 5, 2021**.

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER State Reserve allocation returned to the United States Department of Education.

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Submission Instructions

LAFAYETTE CSD - 420807040000

Directions for Submitting the Application:

- The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.
- LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.
- LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Deadline for Submitting the Application:

- The ARP-ESSER Application – State Reserves is due by November 30, 2021.

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ARP-ESSER State Reserve: Assurances

1. **The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.**

YES, the LEA provides the above assurance.

2. **The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:**
1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
 2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
 3. LEA uses of funds to sustain and support access to early childhood education programs;
 4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
 5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
 6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
 7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

YES, the LEA provides the above assurance.

3. **The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).**

YES, the LEA provides the above assurance.

4. **The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.**

YES, the LEA provides the above assurance.

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Assurances - Assurances

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5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- YES, the LEA provides the above assurance.
6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- YES, the LEA provides the above assurance.
7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- YES, the LEA provides the above assurance.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
- YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- YES, the LEA provides the above assurance.

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Assurances - Assurances

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12. The LEA assures that:

- 1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;**
- 2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;**
- 3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;**
- 4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and**
- 5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.**

 YES, the LEA provides the above assurance.**13. The LEA assures that:**

- 1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;**
- 2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;**
- 3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and**
- 4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.**

 YES, the LEA provides the above assurance.**14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.** YES, the LEA provides the above assurance.

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15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.

YES, the LEA provides the above assurance.

16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

YES, the LEA provides the above assurance.

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ARP-ESSER State Reserves - State Reserves Intent to Apply

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ARP-ESSER State Reserves: Intent to Apply

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

- 1. Does the LEA intend to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding?**

YES, the LEA intends to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

- 2. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

- 3. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

- 4. Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

| | Name | Email Address | Date of Final Review/Approval |
|-----------------------|------------------|-------------------------------|-------------------------------|
| LEA Business Official | Peter Mahunik | pmahunik@lafayetteschools.org | tbd |
| LEA Board President | R. Shawn Reyburn | rreyburn@lafayetteschools.org | tbd |

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ARP-ESSER State Reserve: Consultation

- 1. An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.**

In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.

LaFayette CSD connected with staff members, parents/caregivers and families regarding the use of federal funds. The district conducted a public hearing on June 10, 2021 and emailed families with information regarding the planned use of federal funds. The district identified key areas based on stakeholder feedback to address the loss of instructional time, provision of summer learning and enrichment, and development of after school activities based on feedback from staff members and LaFayette CSD families.

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

The plan will be publicly posted on the LaFayette CSD website: www.lafayetteschools.org, and the plan is available upon request from the district office by calling 315-677-9728.

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3. **In the space provided below, please describe how the LEA will support ongoing engagement with parents and families, including engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success.**

Mid-State School-Age Family and Community Engagement Center: A partnership exists between the district and the MSSAFACE center for the purpose of improving family and community engagement around literacy. Processes/Activities: 1) Define Family Engagement, explore school's policies and procedures, discuss current family engagement initiatives around literacy, and discuss perceived effectiveness; 2) Exploring mind-sets and self-assessment on family engagement; 3) Parenting/Communicating; 4) Volunteering/Learning at Home; 5) Decision Making/Collaborating with the Community; and 6) Action planning. Practice Outcomes: 1) District will utilize tools and resources to incorporate family and community engagement into district literacy initiatives; 2) District will incorporate family voice in decision making; 3) District will partner with community stakeholders; 4) District will collect data to determine if strategies/activities are effective; and 5) Incorporate six types of involvement, as appropriate: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community

Partnership with Onondaga County Health Department: The partnership has led to the development of a school-based clinic focused on supporting students and families dealing with mental health as well as social-emotional needs. A Promise Zone Specialist is on-site five days a week. A clinical psychologist or psychiatrist is being hired as well.

District Comprehensive Improvement Plan Committee (DCIPC): The DCIPC consists of membership from all stakeholder groups. The committee develops the annual priorities along with the supporting action steps for the district. The committee meets on a regular basis to review progress with these priorities. The DCIP is posted on the district website and updates are presented by the superintendent at each board of education meeting.

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ARP-ESSER State Reserve: Comprehensive Needs Assessment

1. **In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Our current protocols help identify the needs of all students including students from low-income families, students of color, students with disabilities, and students who are experiencing homelessness. Outside of these formalized methods, students and families can reach out directly to each building to discuss their concerns and/or needs. Then they are connected with appropriate resources, such as 211, social worker, etc.

Response to Intervention Process: We conduct universal screening three times per year to determine what level of academic support students require. We employ a standard protocol for immediate support, and we use a Problem Solving Team approach for those demonstrating a variety of needs. Tier 2 and Tier 3 supports are provided to students qualifying for immediate service.

BIMAS-2: The BIMAS-2 is addressed three times a year to 7th-12th graders. Students self-report. Their responses determine the level of immediate support a student may need. Teachers also complete the BIMAS-2 for students K-6th grade. Again, their responses determine the level of immediate support a student may require.

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

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

- The interventions implemented through the 5% State-Level Reserve to address the impacts of lost instructional time must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

Two years ago the district embarked upon an English Language Arts audit to determine the current state of literacy and writing. Through extensive Language Essentials for Teachers of Reading and Spelling (LETRS) training focused on the science of reading and a rubric based on science of reading components, we chose to adopt EL Education and Heggerty. The adoption began in September 2021. Teachers are support by three instructional coaches.

Here is a list of all the research, evidence based ELA materials we are using for Tier 1, Tier 2, and Tier 3.

EL Education: Decodable Text, Teacher Guides, Student Materials, Heggerty (Phonemic Awareness and Phonics), Road to the Code, Road to Reading, Equipped for Success, LiPS, Foundations, Wilson Reading, and KID LIPS. Teachers required training in order to implement these materials.

We have also added additional support to address the social-emotional and mental health needs of our students by adding two social workers and maintaining three school psychologists.

We also purchased online materials to support students' access to content and practice of skills as well as assess their growth. Those materials are IXL Learning, Eureka Math (Great Minds), CoWriter and Snap and Read (Don Johnston), NewsEla, STAR Reading and Writing, and Vocabulary.com.

- In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.**

| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|---------------------------|-----------------|--|---|--|
| Trauma Informed Practices | 315,000 | <input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High | <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care | Social Worker and School Psychologist offer individual and group counseling. Social Worker's salary 55,000.00 x 3 years = 165,000.00 School Psychologist's salary 50,000.00 x 3 years = 150,000.00 |

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| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|--|-----------------|--|--|--|
| | | School | <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | |
| Curriculum-Aligned Enrichment Activities | 213,000 | <input checked="" type="checkbox"/> Primary Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | The instructional coach supports K-5 teachers in implementing our Tier 1 curriculum - EL Education. The coach also supports special education and reading teachers in implementing interventions aligned to the curriculum. Salary is 65,000 x 3 years = 195,000. Staff participated in training for EL Education. The training was conducted by Better Lesson. Six sessions were offered. 3,000 x 6 = 18,000.00 |
| Other Evidence-Based Intervention (Tier I, II, III, or IV) | 216,000 | <input checked="" type="checkbox"/> Primary Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | The learning loss coach from Solution Tree supports the administrative and the professional learning community facilitators with data analysis, data collection, and instructional next steps. The consultant is 6000 x 36 months = 216,000. |
| Curriculum-Aligned Enrichment Activities | 96,008 | <input checked="" type="checkbox"/> Primary Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the | We use the following supplemental materials to address specific student needs and/or Tier 1 Math support. These are all for 3 years. IXL Learning: 20,000 Eureka Math: 15,000 Co-Writer/Snap&Read: 9,000 NewsELA: 9,000 |

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| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|-------------------------|-----------------|---------------------|--|---|
| | | | Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | Vocabulary.com: 3,000 STAR Reading and Writing: 60,000 (Purchased through OCM BOCES) |

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

The effectiveness of these interventions and programs is monitored and evaluated through data collection: PK-8 Literacy Profile, EL Education Microphase Data, EL Education Mid and End of Unit Assessments, EL Education Performance Tasks, Mid and End of Unit Assessments for Eureka Math, STAR reports, IXL reports, and utilization reports.
 Stateholders will be provided updates at BOE meetings, DCIP meetings, and through the district newsletter.

5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Fiscal Information

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

Office of ESSA-Funded Programs – Rm 320 EB
 RE: ARP-ESSER Application - State Reserves
 New York State Education Department
 89 Washington Avenue
 Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5884-21-XXXX.

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

4. **Please complete the following to indicate the LEA's planned use of ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

| | |
|---------------------------------------|-----------|
| | Amount |
| LEA Allocation | \$840,008 |
| Anticipated Number of Students Served | 847 |
| Anticipated Number of Schools Served | 4 |

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 02/03/2022

5. **Please upload a completed copy of the *FS-10* budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.

ARP-ESSER State Reserves Impact of Lost Instructional Time LaFayette CSD.pdf
ARP ESSER State Reserves-Lost Instructional Time.xls

6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

2021-2022 ARP-ESSER Budget Narrative Lost_Instructional_Time Revision 1 2-3-2022.docx
Budget_Narrative-ARP Lost Instructional Time.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/03/2022

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

High-quality afterschool programs should have the goal of providing students with important opportunities for academic support and access to enrichment opportunities that help develop social, emotional, and leadership skills. These benefits are particularly important to students from low-income backgrounds, students who are struggling, and students at risk for later academic disengagement. High-quality afterschool programs have demonstrated positive effects on student math and language arts achievement, and programs strongly rooted in the school context can also have a positive impact on school related student outcomes, including greater self-confidence, increased civic engagement, better school attendance, improved high school graduation, and decreased delinquency.

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

Students K-4 would receive additional support in ELA through the use of Heggerty, Equipped for Success, Foundations, Road to the Code, and Road to Reading. Each of these interventions supports our Tier 1 ELA Curriculum - EL Education. These materials may be used to remediate and enrich students' learning.

Students 5-12 would receive additional support in ELA through the use of Language! Live. LANGUAGE! Live® is a comprehensive literacy intervention for struggling students in grades 5–12. With a blended approach, LANGUAGE! Live's instruction reinforces the literacy foundations students need while strategically using authentic text to engage and accelerate them to grade-level proficiency. Because this is a new program, staff will need to receive training. This supports our Tier 1 ELA Curriculum - EL Education

- In the chart below, please provide additional information about the planned evidence-interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.**

| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|--|-----------------|---|--|---|
| Curriculum-Aligned Enrichment Activities | 168,007 | <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School | <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students | Teachers will be implementing this support afterschool for 20 weeks x 4 days a week plus 1 hour of prep per week. 100 hours per year x 37.20 (hourly rate) = 3720.00 per teacher. |

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/03/2022

| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|-------------------------|-----------------|---------------------|--|--|
| | | | <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | |

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected comprehensive after school programming/strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

Staff will progress monitor students on a bi-weekly basis and track the data on an Excel sheet.

Stakeholders will be kept apprised of the impact of the program through BOE meetings, the district newsletter, and DCIP meetings.

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

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

Office of ESSA-Funded Programs – Rm 320 EB
 RE: ARP-ESSER Application - State Reserves
 New York State Education Department
 89 Washington Avenue
 Albany, NY 12234

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

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

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

| | |
|---------------------------------------|-----------|
| | Amount |
| LEA Allocation | \$168,007 |
| Anticipated Number of Students Served | 847 |
| Anticipated Number of Schools Served | 3 |

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/03/2022

5. **Please upload a completed and signed copy of the *FS-10 Budget* for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

The fund code for the 1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.

ARP-ESSER State Reserves Comprehensive After School LaFayette CSD.pdf

6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

2021-2022 ARP-ESSER Comprehensive After School Revision 1 2-3-2022.docx

Budget_Narrative-ARP Afterschool.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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

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

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

K-8 Summer Program: Our program runs Mondays through Thursdays for 6 weeks. All buildings are closed on Fridays during the summer. The program runs from 8am to 12pm, so students may receive breakfast and lunch.

Students K-4 would receive additional support in ELA through the use of Heggerty, Equipped for Success, Foundations, Road to the Code, and Road to Reading. Each of these interventions supports our Tier 1 ELA Curriculum - EL Education. These materials may be used to remediate and enrich students' learning.

Students 5-12 would receive additional support in ELA through the use of Language! Live. LANGUAGE! Live® is a comprehensive literacy intervention for struggling students in grades 5–12. With a blended approach, LANGUAGE! Live's instruction reinforces the literacy foundations students need while strategically using authentic text to engage and accelerate them to grade-level proficiency. Because this is a new program, staff will need to receive training. This supports our Tier 1 ELA Curriculum - EL Education

- In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.**

| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|-------------------------|-----------------|--|---|--|
| Curriculum-Aligned | 168,007 | <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities | 8 5-12 teachers will be hired to offer Language! Live during the summer program. Teachers are paid for 4 |

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

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| Planned Intervention(s) | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention |
|-------------------------|-----------------|--|---|---|
| Enrichment Activities | | Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School | <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above | hours of instruction plus 1 hour of prep each day. 5 hours per day x 4 days per week = 20 hours per week x 6 weeks = 120 hours per teacher. 120 hours x 37.20 (hourly rate) = 4464.00 per teacher x 8 teachers = 35,712.00 8 teachers x 1035.00 for a 5 year Levels 1 and 2 license = 8280.00. 160 students x 475.00 for a 5 year Levels 1 and 2 license = 76,000.00. |

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected summer learning and enrichment strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

The teacher will be monitoring students' response to the interventions through weekly progress monitoring, which will be tracked on an Excel sheet.

Stakeholders will be kept apprised of the summer results at BOE meetings, district newsletter, building professional learning community meetings, and at DCIP meetings.

1% State-Level Reserve - Summer Learning and Enrichment: Fiscal Information

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

Office of ESSA-Funded Programs – Rm 320 EB
 RE: ARP-ESSER Application - State Reserves
 New York State Education Department
 89 Washington Avenue
 Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5882-21-XXXX.

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

4. **Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.**

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/03/2022

| | Amount |
|---------------------------------------|-----------|
| LEA Allocation | \$168,007 |
| Anticipated Number of Students Served | 847 |
| Anticipated Number of Schools Served | 4 |

5. **Please upload a completed and signed copy of the *FS-10 Budget* the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.**

The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.

ARP-ESSER State Reserves Summer Lafayette CSD.pdf

6. **Please upload a completed copy of the *Budget Narrative* for the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.**

2021-2022 ARP-ESSER Budget Narrative Summer Learning and Enrichment Revision 1 2-3-2022.docx

Budget_Narrative-ARP Summer School.docx