

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

Page Last Modified: 08/17/2021

Summary & Background

EVANS-BRANT CSD (LAKE SHORE)

141401060000

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.

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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.

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.

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Introduction/Instructions - Submission Instructions

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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.

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

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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	Daniel Pacos	daniel.pacos@lscsd.org	02/17/2022
LEA Board President	Jennifer Michalec	jennifer.michalec@lscsd.org	02/17/2022

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.

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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.

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

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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.

In May and June 2021, the district published a survey for families, community members, students, and staff. This survey asked for input on addressing the social, emotional, and mental health for the 2021-22 school year. We also asked about addressing academic needs.

This table provides a summary of our responses and the right-hand column was our beginning brainstorming.

Based on this feedback, Lake Shore Central School District completed an American Rescue Plan for the funding, put the plan on line (website and social mediate) and solicited feedback from students, staff, community members, administrative team members and Board members. Feedback was used to tighten the plan.

In October 2022, the plan was presented at a board of education meeting to receive input. In January 2022, the plan was presented to teacher leaders to receive input. Each month, administrators review the information and tighten the plan accordingly. Once we know we are approved, we will solicit feedback from stakeholders quarterly, at board meetings and within the district for teacher leaders through online opportunities and in-person meetings.

Topic	Notes	Plan implementation
Technology	Have technology (3) Enough hot spots (2)	Smart Schools Bond Act 1:1 6-12 September 2021 1:1 K-5 January 2022
Social Emotional	Outside services Additional social worker/counselor (8) Counseling (8) Mental Health (11) Screenings (2) SEL (18) Trauma Mentions of home life and what kids have gone through Resources for parents Teacher’s emotional needs Staff mindset, school spirit, team spirit Staff teambuilding Normalcy Students seem happy back in school Health modules that focus on stress, places for resources, clubs, mindfulness, master of their lives	Compeer 6-12 Second Step K-8 SEL Committees by building Summer School – full time counselor, social workers Supper Club (expand this) – Prevention Focus Prepare to Learn Days Additional social worker
Instructional Model	Five full days/OPEN (70) No packets (2) Structure (5) Organization/Routine (4) Consistency and leniency for working families No option for full remote (7) Hybrid (or variation) (3) Full remote teachers (3)	Five days K-12 Remote planning for any instance where a school has to shut down
Academics	Ease them in, not set high expectations right away build momentum for engagement Clear expectations Summer School with a full-time counselor Reteach/slower pace Address cognitive needs (3) Academic support (5) More intervention (2) Appropriate support Small tight knit groups	Smaller class sizes K-5 (add five elementary positions and one teaching assistant) K-1 Initiative restored (building-based driven by need) Summer School Scope and Sequence

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Safety	Decrease student: teacher ratio		
	Small class sizes (4)		
	Target instructional needs (2)		
	Additional services		
	AIS (2)		
	Review		
	Specialized reading		
	Special ed more time		
	Lessen restrictions		
	No masks (72)		
	Get rid of health survey (1)		
	Ventilation (1)		
	Cleaning (2)		Follow current Guidance
	Require masks (5)		
Washing hands (3)			
Plan was safe and effective			
No sports due to spread of corona			
No vaccination requirement (10)			
Extracurricular or particular items mentioned to support return to school	Open field house	Sports	
	Girls on the Run	Lunch outside	
	Freshman Seminar	Fun (3)	
	CSV	Field trips	
	Playground	Lunch – no barriers	Follow Current Guidance
	Recess	No barriers	Family and Student Engagement
	Return to school social events	Clubs	
	Before returning to school social events (playground nights, kickball)	Socialization	
	Social events	Afterschool skills and activities (3)	
		Tutors (2)	
		Afterschool transportation (3)	

- 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.lakeshorecsd.org/>
 For any person who requests a copy of the plan, they may call 716-926-2202 to request a format via email, paper (to pick or mail) or another format that might be conducive to their needs.

ARP-ESSER LEA Base 90% Allocation - Program Information

- 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.

We will use other funds (and not ARP funding) to implement prevention and mitigation strategies consistent with the most recent CDC guidance on reopening schools in order to continuously and safely open and operate schools for in-person learning.

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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.

Student Need	Determination for Identification
Social, Emotional, Mental Health	<p>#samehere training for students and staff grades 9-12 and use of app for students 9-12 addressing mental health;</p> <p>K-12 Social Emotional Committees to address needs of student and staff; and the use of the Panorama survey grades 4-12 to assess SEL needs for students; restorative circles; family communication K-5 about important topics each month to address SEL at home (i.e. breathing, messaging); InFocus K-5; (SEL programming)</p> <p>Attendance Data</p> <p>Behavior/Discipline Data</p>
Academic	<p>Progress Reports, Report Cards; RtI Teams (monthly meetings); IXL, STAR, State Assessment Results, DIBEL</p> <p>Tracking systems for patterns in attendance, assignment completion, and grades</p>
Other	<p>McKinney-Vento and Foster Care Liaison</p> <p>ELL support Erie 2 BOCES</p> <p>ELL professional development Erie 1 BOCES</p> <p>Surveys to families to assess current mindset and visions for next steps</p> <p>Personal outreach to families including flexible communication modes (i.e. email, in-person meetings, virtual meetings, phone calls, home visits)</p>
Data Review by building (minimum quarterly)	<p>In many cases the data will be disaggregated by reporting groups to ensure the analysis of data for 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.</p>
Intervention	<p>Alignment of intervention to academic impact of lost instructional time as evidence-based</p> <p>Data used to identify and monitor impact</p> <p>https://www2.ed.gov/rschstat/eval/other/class-size/inde</p> <p>The district will use data to identify student needs and monitor student progress as a result of planned interventions and supports as follows:</p>
Class Size Reduction K-5	<p>Support for the federal CSR program was based on research that found that small classes could have a positive influence on student achievement. For example, research from Tennessee's Project STAR (Student-Teacher Achievement Ratio) found that students who had been randomly assigned to small classes (13 to 17 students) in grades K-3 outperformed their peers in regular classes (22 to 25 students) and in regular-plus-aide classes on standardized and curriculum-based tests (Achilles <i>et al.</i>, 1996). Additionally, by eighth grade, those students</p> <ul style="list-style-type: none"> • Report cards (K-12) • Attendance data (K-12) • Classroom Performance (K-12) • NYSED assessment data (3-8) • STAR screening (3-8) • DIBELS (K-2) • Panorama Survey Data (4-12) • Regents (9-12) • RtI Committees • Tracking systems for patterns in attendance,

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	<p>who had been placed in small classes through Project STAR were still outperforming students who had been placed in regular classes or regular-plus-aide classes in K-3 (Finn, 1998; Nye, 1995).</p> <p>To ensure the greatest impact and address any concerns in the research, only New York State certified teachers will be hired for class-size reduction.</p> <p>Achilles, C. M. (2012). Class-size policy: The STAR experiment and related class-size studies. The STAR research shows that small classes (15-17 pupils) in kindergarten through third grade (K-3) provide short- and long-term benefits for students, teachers, and society at large. Although all students benefit; poor, minority, and male students reap extra benefits in terms of improved test outcomes, school engagement, and reduced grade retention and dropout; Tier I and II instruction</p> <p>Self-study guide for implementing high school academic interventions</p> <p>A plan was developed and implemented to identify and serve struggling students with timely academic interventions. A schedule was created and implemented to ensure that struggling students receive academic interventions in a timely (in close proximity to the students' first day of school) manner. A plan was developed and implemented for academic interventions that reflects instructional practices empirically shown to increase student achievement.</p> <p>The school schedule has allocated sufficient and consistent instructional time to facilitate academic interventions and meet students' instructional needs.</p> <p>The school has established a schedule that delivers academic interventions with the appropriate frequency, consistency, and duration to meet students' instructional needs.</p> <p>A plan is developed and implemented to identify or hire school faculty and staff who will deliver academic interventions to students daily or nearly daily in small groups. The individuals delivering interventions should be able to teach academic literacy or math skills in an engaging manner to students during classroom intervention or content area instruction.</p> <p>A healthy and safe learning environment is established that is conducive to student</p>	<p>assignment completion, and grades</p> <p>The district will use data to identify student needs and monitor student progress as a result of planned interventions and supports as follows:</p> <ul style="list-style-type: none"> • Report cards • Attendance data • Classroom Performance • Panorama Survey Data • Same Here App • Regents • RtI Committees <p>Tracking systems for patterns in attendance, assignment completion, and grades</p>
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High School Interventionist

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Elementary Interventionist	engagement, student productivity, and intensive instruction. Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades	The district will use data to identify student needs and monitor student progress as a result of planned interventions and supports as follows: <ul style="list-style-type: none">• Report cards• Attendance data• Classroom Performance• NYSED assessment data (3-8)• STAR screening (3-8)• DIBELS (K-2)• Panorama Survey Data (4-12)• RtI Committees• Tracking systems for patterns in attendance, assignment completion, and grades
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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.

Student Need	Determination for Identification
Social, Emotional, Mental Health	<p>#samehere training for students and staff grades 9-12 and use of app for students 9-12 addressing mental health;</p> <p>K-12 Social Emotional Committees to address needs of student and staff; and the use of the Panorama survey grades 4-12 to assess SEL needs for students; restorative circles; family communication K-5 about important topics each month to address SEL at home (i.e. breathing, messaging); InFocus K-5; (SEL programming)</p>
Academic	<p>Attendance Data</p> <p>Behavior/Discipline Data</p> <p>Progress Reports, Report Cards; RtI Teams (monthly meetings); IXL, STAR, State Assessment Results, DIBEL</p>
Other	<p>Tracking systems for patterns in attendance, assignment completion, and grades</p> <p>McKinney-Vento and Foster Care Liaison</p> <p>ELL support Erie 2 BOCES</p> <p>ELL professional development Erie 1 BOCES</p>
Data Review Monthly by building	<p>Surveys to families to assess current mindset and visions for next steps</p> <p>Personal outreach to families including flexible communication modes (i.e. email, in-person meetings, virtual meetings, phone calls, home visits)</p> <p>In many cases the data will be disaggregated by reporting groups to ensure the analysis of data for 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.</p>
Intervention	<p>Alignment of intervention to academic impact of lost instructional time as evidence-based</p> <p>Data used to identify and monitor impact</p>
Class Size Reduction K-5	<p>https://www2.ed.gov/rschstat/eval/other/class-size/inde</p> <p>The district will use data to identify student needs and monitor student progress as a result of planned interventions and supports as follows:</p> <ul style="list-style-type: none"> • Report cards (K-12) • Attendance data (K-12) • Classroom Performance (K-12) • NYSED assessment data (3-8) • STAR screening (3-8) • DIBELS (K-2) • Panorama Survey Data (4-12) <p>Support for the federal CSR program was based on research that found that small classes could have a positive influence on student achievement. For example, research from Tennessee's Project STAR (Student-Teacher Achievement Ratio) found that students who had been randomly assigned to small classes (13 to 17 students) in grades K-3 outperformed their peers in regular classes (22 to 25 students) and</p>

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<p>High School Interventionist</p>	<p>in regular-plus-aide classes on standardized and curriculum-based tests (Achilles <i>et al.</i>, 1996). Additionally, by eighth grade, those students who had been placed in small classes through Project STAR were still outperforming students who had been placed in regular classes or regular-plus-aide classes in K-3 (Finn, 1998; Nye, 1995).</p> <p>To ensure the greatest impact and address any concerns in the research, only New York State certified teachers will be hired for class-size reduction.</p> <p>Achilles, C. M. (2012). Class-size policy: The STAR experiment and related class-size studies. The STAR research shows that small classes (15-17 pupils) in kindergarten through third grade (K-3) provide short- and long-term benefits for students, teachers, and society at large. Although all students benefit; poor, minority, and male students reap extra benefits in terms of improved test outcomes, school engagement, and reduced grade retention and dropout; Tier I and II instruction</p> <p>Self-study guide for implementing high school academic interventions</p> <p>A plan was developed and implemented to identify and serve struggling students with timely academic interventions. A schedule was created and implemented to ensure that struggling students receive academic interventions in a timely (in close proximity to the students' first day of school) manner. A plan was developed and implemented for academic interventions that reflects instructional practices empirically shown to increase student achievement.</p> <p>The school schedule has allocated sufficient and consistent instructional time to facilitate academic interventions and meet students' instructional needs.</p> <p>The school has established a schedule that delivers academic interventions with the appropriate frequency, consistency, and duration to meet students' instructional needs.</p> <p>A plan is developed and implemented to identify or hire school faculty and staff who will deliver academic interventions to students daily or nearly daily in small groups. The individuals delivering interventions should be able to teach academic literacy or math skills in an engaging manner to students during classroom</p>	<ul style="list-style-type: none"> • Regents (9-12) • RtI Committees • Tracking systems for patterns in attendance, assignment completion, and grades <p>The district will use data to identify student needs and monitor student progress as a result of planned interventions and supports as follows:</p> <ul style="list-style-type: none"> • Report cards • Attendance data • Classroom Performance • Panorama Survey Data • Same Here App • Regents • RtI Committees • Tracking systems for patterns in attendance, assignment completion, and grades
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Elementary Interventionist	<p>intervention or content area instruction.</p> <p>A healthy and safe learning environment is established that is conducive to student engagement, student productivity, and intensive instruction.</p> <p>Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades</p>	<p>The district will use data to identify student needs and monitor student progress as a result of planned interventions and supports as follows:</p> <ul style="list-style-type: none">• Report cards• Attendance data• Classroom Performance• NYSED assessment data (3-8)• STAR screening (3-8)• DIBELS (K-2)• Panorama Survey Data (4-12)• RtI Committees• Tracking systems for patterns in attendance, assignment completion, and grades
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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.

Our district will spend its remaining ARP ESSER funds as follows:

Maximizing in-person instruction time

Lake Shore will strive to fill learning gaps in the following manner:

- Class size reduction with the addition of 5 elementary classes, more high school electives, and continuation of the K-1 Initiative guaranteeing small group instruction three times a day in phonics, reading and math

Operating schools and meeting the needs of students

We have a proud partnership with the Seneca Nation of Indians Department of Education and will continue to meet with them monthly to meet the needs of all students.

To meet the needs of all students, there will be an:

- Increase in special education services in a high need building
- Increase in teaching assistants in two high need buildings
- Increase in computer science classes at the high school
- Increase in high school science electives
- Increase elementary art
- Increase elementary and high school physical education (This will phase out with attrition.)

Purchasing educational technology

Lake Shore Central School District will be implementing a 1:1 initiative effective fall 2021 in grades 6-12. Pending the release of Smart Schools Bond Act funding, K-5 implementation could follow in the winter/spring of the 2021-22 school year. With the support of specialized funding of the Smart Schools Bond Act and the My Brother's Keeper Grant, Lake Shore will be able to implement this initiative without ARP funding but understand that we would like to reserve the right to create an amendment if our technology needs grow.)

Addressing the impact of the COVID-19 pandemic on all students, including low-income students, students with disabilities, English language learners, and students experiencing homelessness

With the support of outside services and resources, all students will have access to social, emotional and academic support throughout the school year. Resources include:

Compeer 6-12 - offering services for students and training for staff

- Strength-based approach to supporting mental wellness through collaborating with mental health care providers, family caregivers and natural community supports
- Structured one-to-one mentoring models include screening, training, matching, and monitoring of volunteers
- Model has proven successful in achieving significant positive outcomes grounded in an internationally recognized best practices model and is founded on national research
- Combination of these services provides the best possibility of match success and sustainability

Second Step K-8 - purchase of kits and training; School Counselors will implement this program K-8.

- A holistic approach to building supportive communities for every child through social-emotional learning

SEL Committees by building

- Each building has a Social Emotional Committee (SEL) comprised of various adult stakeholders to provide SEL training to the adults in the building in order to serve our K-12 students with compassion and common language across environments.

Supper Club

Preparing and sharing meals can help people to converse more freely. That's why food preparation is central to several *Preventionfocus* programs.

This ten-session program, facilitated in schools and community centers, allows middle and high school girls the chance to learn to plan and cook meals from scratch with nutrition and budgeting in mind while strengthening communication and friendship-making skills. Similar programs will be customized for males, co-ed groups, and other groups as needed.

Family Support Center - hire an additional social worker

Mission Statement:

The Lake Shore Central School District Family Support Center is here to help Lake Shore families, students, and individuals by increasing the accessibility and acceptability of prevention and intervention services. We are committed to enhancing the physical, social, and emotional well-being by providing families with linkages to community and local area support services.

The Lake Shore Family Support Center:

- Provides access to a host of local agencies and community services
- Provides information and resources for families to utilize
- Assists families in need of food/clothing/housing/insurance
- Assists in Crisis Intervention

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- Hosts Parenting Education Workshops
- Addresses issues with students and families, including: Family Communication, Divorce/Separation, Domestic Violence, Substance Abuse, Mental Health Concerns, Anger Management, Behavior Concerns

Offering evidence-based summer, afterschool, and other extended learning and enrichment programs**Summer School**

K-12 Academic Summer School will have special education support, counselors, social workers and enrichment programs (K-8) with a well-articulated curriculum in ELA and Math, and enrichment opportunities that include Family and Consumer Science, Art, Physical Education, Music and Library.

Prepare to Learn Days/Clubs - Summer 2022

“Prepare to learn” days are half-day, in-person sessions designed for two purposes: 1) to orient students to the new school year using engaging, non-academic activities and 2) to measure students’ mastery of essential standards in a low-stakes setting using short reading and math assessments designed and analyzed by a group of teacher leaders from each grade.

After-School On-Demand and Structured Tutoring

Students will have the opportunity to participate in after school in-person or on-demand virtual tutoring throughout the school year. There will be increased year-round Native American Support with the addition of My Brother’s Keeper funds and Title VI funds.

Supporting early childhood education

- Continuation of the K-1 Initiative guaranteeing small group instruction three times a day in phonics, reading and math
- Increase in elementary physical education staff to provide smaller classes, increased physical activity in the building, and classroom support
- Class size reduction with the addition of 4 elementary classes district-wide

Other areas of student performance and need

An increased focus on student involvement and connection to school and the school community through extracurriculars that include sports, intramurals, clubs, social activities, and an immersion in the arts.

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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.**

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 as follows:

1. Administrators will monitor implementation with monthly meetings with Administrative Cabinet and with meetings with stakeholders with responsibility for implementation.
2. The district will administer a survey for families, community members, students, and staff in the winter and spring of 2022 . This survey will seek input on addressing the social, emotional, academic, and mental health for the 2021-22 school year.
3. The Student Review and Response to Intervention Committees along with the SEL Committees will meet to review student progress.

Addressing 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.

Category	Addressing the need
Academic - low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care	Small Class Sizes K-5 Increase in High School Electives to allow for student choice, small class sizes and the ability to build a relationship with a small group of peers High School Interventionist to support academics by providing academic intervention to those most at-risk of not meeting the standards Elementary Interventionist to provide small group instruction to those students not meeting NYS Learning Standards Programming to meet students most at-risk of not meeting the standards with a school within a school (general fund)
Social Emotional and Mental Health	Increase in social worker (one per building at secondary and highest risk building at elementary and shared social worker at two elementary buildings #samehere training for students and staff grades 9-12 and use of app for students 9-12 addressing mental health; K-12 Social Emotional Committees to address needs of student and staff; and the use of the Panorama survey grades 4-12 to assess SEL needs for students; restorative circles; family communication K-5 about important topics each month to address SEL at home (i.e. breathing, messaging); InFocus K-5; (SEL programming)
Native American Support Services	Attendance Data Increase one school counselor High School Increase in Native American Home School Liaison Hiring Teaching Assistant Elementary Tri-district meetings to support our service to Native American students Requested equitable funding from NYSED compared to comparable districts for Native American Support
Students with Disabilities	Increase in special ed staffing (elementary)
Other	McKinney-Vento and Foster Care Liaison -assigned, trained

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ELL support Erie 2 BOCES
ELL professional development RBERN West
Erie 1 BOCES
Surveys to families to assess current mindset and visions for next steps
Personal outreach to families including flexible communication modes
(i.e. email, in-person meetings, virtual meetings, phone calls, home visits)

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ARP-ESSER Return to In-Person Instruction

EVANS-BRANT CSD (LAKE SHORE)

141401060000

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.**

<https://www.lakeshorecsd.org/>

For those who would like a copy of the plan, they will contact District Office at 716-926-2202 for their requests to be mailed, picked up or emailed.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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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.

Lake Shore will review and regularly update our reopening plan every six months at our Board of Education Meeting. Following the meeting, the plan will be released on our website for public comment and district residents who want a hard copy can call our District Office at 716-926-2202 for a hard copy for mailing, pick up or email. (This cycle begins at the February 2022 board meeting and again in August 2022).

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

EVANS-BRANT CSD (LAKE SHORE)

141401060000

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 (\$)	3,608,161
Total Number of K-12 Resident Students Enrolled (#)	2,106
Total Number of Students from Low-Income Families (#)	939

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	5
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	5

ARP-ESSER Application: Part 2 - ARP Act

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

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

EVANS-BRANT CSD (LAKE SHORE)

141401060000

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 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.	60,000
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.	0
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.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	343,665
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.	0
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	3,204,496

ARP-ESSER Application: Part 2 - ARP Act

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

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	FUNDING Amounts (\$)
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 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.	0
Totals:	3,608,161

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

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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.**

ARP ESSER Application FS-10 Feb 28 2022.pdf

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

Budget_Narrative - ARP-ESSER - Evans-Brant - February 2022.docx

- 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	2,433,783
16 - Support Staff Salaries	94,120
40 - Purchased Services	129,926
45 - Supplies and Materials	70,187
46 - Travel Expenses	0
80 - Employee Benefits	880,145
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	3,608,161