



# LYONS CENTRAL SCHOOL DISTRICT

## *American Rescue Plan Act (ARPA) Usage*

In response to the COVID-19 Pandemic, the Lyons Central School District has been appropriated federal funds to support recovery from the impacts of the pandemic. In accordance with §9-a of the American Rescue Plan Act, the Lyons Central School District proposes to use these funds to support student needs as described below. Further specifics of the timeline and expenditures for each part of the ARPA can be found on the last page of this plan. As this funding is obligated to be spent during a certain timeframe with certain percentages being allocated to each year, this multi-year plan may be amended by the district in response to future needs. Such amendments will be submitted to New York State for approval.

### **Safely Returning Students to In-Person Instruction and Maximizing In-Person Instruction Time**

In the summer of 2020, the Lyons Central School District developed a plan to secure the necessary personal protective equipment, barriers, and additional sanitizing and cleaning materials to return as many students to in-person learning as possible. The unaidable portion of these items and several of the cleaning costs associated with sanitization guidelines resulted in extra costs for the district. In consideration of this, the Lyons Central School District will use a portion of the ARP funding to cover these costs that were necessary to ensure the safe return to in-person learning during the 2020-2021 school year and that will provide for safe, continued in-person learning in each school year that follows. The purchase of barriers to increase occupancy in classrooms made it possible for more students to be in-person each day. Without these barriers, many classrooms would have had reduced capacity which would have required students to attend school virtually on more days. Additionally, the district secured mobile student desks for high school students who were unable to cohort due to their unique schedules. The use of these desks allowed for teachers to teach the full length of their classes without having to give time for the cleaning and sanitizing of furniture between class periods. Some funding will also be used to retroactively cover any non-aidable portion of these furniture purchases.

As the district moves forward from the initial onset of the pandemic, the district will continue to provide timely professional development to staff to support their knowledge of content and pedagogy as it relates to improving student achievement. Such professional development will include high-impact instructional strategies, implementing formative assessments, using data to inform instructional decision making, training about the science of reading, implementing evidence-based strategies to support the development of reading and writing skills across all content areas, and content-specific professional development. This provision of high-quality professional development will ensure that staff are working purposefully at their highest potential to leverage the knowledge of academic research to best impact the achievement of all Lyons learners.

### **Operating Schools and Meeting the Needs of Students**

As the Lyons Central School District continues to operate schools and meet the needs of students, the district will continue to provide meals to students and families throughout the community who are in need. The district will continue to maintain an in-district clothing closet and food pantry that are available to students and families that are in need. To continue to address basic needs of students, the district will continue to implement a Community Schools Model in which the district partners with community agencies to provide access to food, clothing, mental health supports, family supports, out of school day programming and afterschool childcare. As per the attached funding breakdown, funds will be used annually to support student access to mental health services including school counselors during the school day and contracted mental health counselors during and outside of the regular school day. The district will continue to research and implement social-emotional learning curricula that support teachers in providing community building activities that develop the emotional intelligence and pro-social behavior of students. These efforts will include providing professional development for school staff on addressing the needs of students that existed before the pandemic as well as new or changing needs that might exist because of the pandemic. The Director of Community Schools and Multi-Tiered Systems of Support will create a pipeline of services between the regular school day objectives and community agencies and partners that provide direct supports to both individual and groups of students. Additionally, the district will continue to invest in facilities improvements related to Heating Ventilation and Air Conditioning (HVAC) as

well as other improvements related to upgrading student learning spaces to ensure safe, engaging spaces that are focused on the social, emotional, and academic development of all learners.

### **Purchasing Educational Technology**

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In 2017, the Lyons Central School District launched its 1:1 Chromebook Initiative. That initial investment made by the district using SMART Bond funding resulted in our students and teachers having the technology access that was needed to provide virtual learning opportunities. The district will continue to invest in repairing, upgrading, and replacing Chromebooks for students each year. Through the challenges of virtual learning, it became apparent that instructional staff need to have access to a device with greater processing capability to be able to operate the multiple platforms that were employed during virtual instruction (Google Classroom, GoGuardian, Zoom and any other relevant technology tool). To support continue technology integration and staff preparedness for any future need for virtual instruction, the district will begin, during the 2021-2022 school year to migrate staff devices from Chromebooks to Laptops. Relevant professional development will be provided for staff to support this transition. Additionally, the District will continue to work to upgrade classroom technology by replacing outdated SMART boards with new interactive whiteboards or display boards to which teachers will be able to screencast from their laptops for regular classroom instructional activities. This will not only provide staff with devices that are more appropriate for fully virtual instruction but will also ensure that classroom technology remains current and an integrated part of everyday instruction.

### **Addressing the Impacts of the Covid-19 Pandemic on Students**

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During the 2021-2022 school year, the district will launch usage of the Panorama MTSS Dashboard platform. One aspect of this platform includes surveys that can be administered to students to help gauge and assess the social-emotional impact of the Covid-19 pandemic on students. This platform will also house student academic performance data including grades, state testing scores and diagnostic testing data. MTSS teams at each building level will review student data to create plans to address the impacts of covid both as it applies to individual students as well as groups of students. This might include creating an intervention or enrichment plan for an individual student or implementing social-emotional lessons with a grade level or curriculum revisions to support the spiraled instruction of missed content. The impacts of Covid-19 on students will be assessed as a baseline and follow-up survey and diagnostic data will be collected, at minimum, annually to monitor the impact of actions taken by the district to address and minimize the impact of the pandemic on students.

### **Implementing Evidence-Based Strategies to Meet Students' Social, Emotional Mental Health and Academic Needs**

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Under the leadership of the Director of Community Schools and MTSS, the district will review existing MTSS procedures and practices to ensure the implementation of evidence-based strategies, supports, interventions and programming to meet the needs of students. This will include the implementation of a social-emotional curriculum at each building level, increased mental health education, and increased academic interventions available to all students. Beginning in the 2021-2022 school year, the district will employ three additional intervention/enrichment teachers that will work within the MTSS systems to provide targeted, research-based interventions to accelerate student learning. These interventions will be monitored both to ensure student success and to ensure that evidence-based strategies are implemented with fidelity. Students will have increased access to individual and small group tutoring outside of the regular school day to support academic needs at all levels. The district will continue to partner with Finger Lakes Community College to offer concurrent enrollment college courses to high school students while also leveraging the partnership with FLCC to gain access to career counseling for the students of LCSD. To support social, emotional, and mental health, professional development will be provided for staff to support the development of student self-awareness, self-regulation skills and the development of emotional intelligence. Additional training will continue to be offered to address implicit bias, support students who have experienced trauma, supporting students from poverty, teaching, and fostering resilience, meeting the needs of LGBTQ+ students and providing equitable experiences for all Lyons learners. To support the academic needs of students, professional development will be offered as listed above with additional professional development being provided as the district develops a deeper understanding of the impacts of Covid. The district will also work to provide increased access to high-quality, rigorous learning materials to support personalized, rigorous instruction across all content areas. This will include classroom access to guided reading materials at the elementary level, phonemic awareness instructional materials, math manipulatives and other curricular resources needed to move students to mastery of content. These curricular resources, in some cases, will be developed by the instructional staff of LCSD in conjunction with other teachers while in other cases they will be purchased curricular resources when evidence warrants such a purchase.

## Offering Evidence Based Summer, After-School and Other Extended Learning Enrichment Programs

The district will continue to provide enrichment opportunities to students during the summer and after school as have been provided in the past through the LEAP and 21<sup>st</sup> Century summer and after school programs. Such enrichment programs will include opportunities for students to explore workshops and activities related to their personal interests to build student attachment and connection to school while also developing positive school-related experiences. Emphasis will be placed on supporting student college and career exploration opportunities and development while also providing students with the opportunity to further develop their 21<sup>st</sup> century skills of collaboration, communication, creativity, and critical thinking. These enrichment opportunities will employ professional development for staff to ensure that social, emotional, and academic growth is embedded into each opportunity for enrichment.

## Supporting Early Childhood Education

As an ongoing object of our Universal Pre-K Program and our Expanded Pre-K program, the district will continue to provide community outreach and parenting supports to facilitate parental engagement in their children's education. The district will continue to work with partner agencies to ensure that UPK and Early Pre-K instruction is age-appropriate and scaffolded to support student transition to regular elementary education. This will include increased access to research-based instructional materials to support the development of phonemic awareness skills of students, increased access to high-quality, culturally responsive classroom texts as well as age-appropriate technology access. Coaching and training will be available to parents to provide support for classroom instruction from home to promote positive learning experiences and positive school-home relationships and connections. Professional development will be provided for early childhood educators on balancing the age-appropriate implementation of play with increasing academic needs at that level. Additional technology devices or applications might be implemented at this level should there be sufficient evidence of effectiveness to warrant such purchase.

Please see below for more specific data regarding the timeline and allocation of funds from each of the federal initiatives. This plan will continue to adapt over the next four years as the district continually monitors and analyzes student, staff and district progress and needs.

Aid Category (Fund)	Amount	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Total	Usage
CRRSA	\$1,085,277	\$350,000	\$245,093	\$245,092	\$245,092		\$1,085,277	Covid cleaning supplies, Non-aidable portion of student technology and furniture
ARPA ESSER & STATE-Learning Loss	\$1,317,069		\$329,267	\$329,267	\$329,268	\$329,267	\$1,317,069	Intervention/ Enrichment Teacher Positions with Benefit Costs
ARPA STATE-Summer Enrichment	\$165,923		\$41,480	\$41,481	\$41,481	\$41,481	\$165,923	Summer programming including field trips
ARPA STATE-Afterschool	\$165,923		\$41,480	\$41,481	\$41,481	\$41,481	\$165,923	After school tutoring
ARPA ESSER	\$1,949,903		\$325,000	\$324,976	\$324,976	\$974,951	\$1,949,903	Transition activities for safe return, Student mental health services and supports, Intervention services, Non-aidable facilities improvements related to HVAC improvements and student spaces, Staff professional development, Supports to meet student needs

