



## Iroquois Central School District

### American Rescue Plan

Funding Dates: July 1, 2021 to September 30, 2024

District Allocation: \$1,408,428

#### **Development of the Iroquois CSD American Rescue Plan**

The District will review our instructional plans and identify areas that can be improved to address instructional time that was lost due to COVID-19. The District will also determine if prevention and mitigation strategies are successful and whether they need additional assistance.

The District will engage in meaningful consultation with various stakeholders and allow them to provide input to the development of the plan. The public engagement will include students, families, school and district administrators, teachers, other educators, school staff and their unions.

ARP funding is intended to provide additional services related to learning loss related to the COVID-19 pandemic. The services identified in this plan are intended to take place during the next three school years (7/1/2021 to 9/30/2024). If services are to extend beyond 9/30/2024, allocations would need to be made in the General Fund Budget.

The Iroquois Plan will include items that focus on three priorities identified by the New York State Department of Education (NYSED):

#### **Priority 1: Address lost instructional time and close academic performance gaps.**

With New York State assessments cancelled in the spring of 2020, a key data point in monitoring student progress was lost. Student participation in assessments scheduled in 2021 was significantly lower than previous years. Therefore, NYS has focused on the use of local assessments to measure the impact of lost instructional time and student engagement to

estimate and address student needs. Surveys conducted by NYSED suggest that students will experience significant adverse impact of lost instructional time, particularly our most vulnerable students – students with disabilities, English language learners, and economically disadvantaged students.

**Priority 2: Provide social emotional support within a culturally responsive sustaining framework.**

New York State has long faced a chronic shortage of mental health care services for its students. The NYS Department of Health estimated (before the pandemic) that 1 in 5 children in NYS have a diagnosable mental health disorder but less than half receive any professional care.

American Rescue Act funds can be used to support social and emotional health professionals.

**Priority 3: Implementing evidence-based interventions within New York State’s multi-tiered system of support (MTSS-I).**

All evidence-based interventions selected by the District and approved by NYSED must be implemented within the integrated MTSS-I. The multi-tiered system of supports helps the District and schools prioritize interventions by establishing tiers of support.

The Iroquois Central School District worked with the administrative team, faculty and staff members, union leadership, and the community through surveys and meetings.

**NYS has established 20 Allowable Activities for ARP funds. The District will utilize ARP funds to support Iroquois students and staff in the following activities:**

Providing Principals and other school leaders the resources necessary to address the needs of their individual schools (#7). Funding will provide furnishings, partitions, supplies that will facilitate safe and controllable learning environments.

Purchasing supplies to sanitize and clean the facilities (#11). The District will purchase supplies to support our commitment to providing a safe environment for students and staff.

Providing educational technology (including hardware, software and connectivity) for students who are served by the District that aids in regular and substantive educational interaction between students and their classroom instructors (#13). The District will utilize software that will assist in tracking and identifying where learning gaps exist to help target programs for students.

Providing mental health services and supports, including through the implementation of evidence based full-service community schools (#14). The District will allocate funds to provide additional time for support services in the summer. The District will ensure that services respond to students' academic, social, emotional and mental health needs and addresses the impact of COVID-19 on groups of students disproportionately impacted by the pandemic.

Addressing the academic impact of lost instructional time among District students by: a) administering and using high-quality assessments that are valid and reliable to accurately assess students' academic performance 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 (#16).

- Three "Teachers on Special Assignment" (TOSA) will be identified to provide additional support for elementary literacy at the three primary schools. These positions will create additional support to identify students with instructional needs and help monitor progress of those students. ARP funding will be used to hire 3 long-term substitute teachers (salary and benefits) for these positions. Upon completion of the ARP funding, the TOSA's will be placed in their original assignments.
- A new Response to Intervention (RTI) specialist will be assigned to Wales Primary and an existing RTI specialist will be funded as well.
- The district has identified the need for additional speech therapy services for students with disabilities. The district will contract with a licensed speech therapist to provide services during the term of ARP funding.
- ARP funds will also be utilized to provide after school transportation for students who need additional help beyond the scheduled school day. The district identified transportation as an important factor in extended school day participation.

The plan developed by the Iroquois Central School District will utilize \$1,122,428 towards learning loss (80%), exceeding the New York State minimum requirement of 20%.