

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

Summary & Background

BYRON-BERGEN CSD

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SUMMARY & BACKGROUND

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund. The ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

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

Submission Instructions

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Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Lori Prinz	lprinz@bbschools.org	8/31/2021
LEA Board President	Debra List	dlist@bbschools.org	8/31/2021

ARP-ESSER Allocation - Construction-Related Costs

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

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

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

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

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

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

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

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

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

We engaged the following group of stakeholders through in-person, virtual meetings, and utilized surveys in the month of June. The stakeholder group consisted of:

Administrators, teachers, instructional coaches, Elementary School grade level chairpersons, High School Department chairpersons, educators of students with special needs, Related service providers (School Psychologist, Speech-Language Pathologists, Physical Therapist, Occupational Therapist, English as a Second Language Teacher) our Gillam Grant Community Center, parents and families, buildings and grounds, and our social emotional learning consultant to the district.

The district surveyed staff and families to help develop the plan to use the ARP funds. The survey was sent through district communication platform to all families. Results were reviewed by a committee including administrators, staff, and families.

On June 24th, 2021 we had a Public hearing at our BOE meeting for the draft ARP application.

We will continue to follow up with families and staff members through our district communication platform. Follow up will include updates about program activities and opportunities to gather stakeholder feedback on programs funded by the ARP grant. We will use the feedback to determine continuation or revision of programming for learning loss.

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

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

The plan has been made available throughout the district and our website. Copies of the plan will be made available at our district and building offices. If requested the district will give families the option to have the plan mailed home.
The plan will be posted on our website at: <https://www.bbschools.org>

ARP-ESSER LEA Base 90% Allocation - Program Information

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

The District will continue to prioritize the health and safety of all its family members, and the preservation of in-person instruction during the 2021 – 22 school year. The District's protocols have been developed in consultation with the Genesee County Department of Health (WCDOH). **Mandates, regulatory changes, data, and experiences may result in modifications to protocols.** We will continue to mask wearing and sanitizing and deep cleaning spaces in the building. We added additional teachers to allow for smaller class sizes and accommodate physical distancing in the classroom. We are using extra labor and supplies to provide meals for students in classrooms due to spacing barriers in our cafeteria. We will not be utilizing ARP ESSER funds for prevention and mitigation strategies as our County Health Department is assisting us with these resources.

4. **In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.**

The district will utilize local benchmarks based on NYS Standards for math and ELA in grades K-8 created by teachers and administrators. All data will be stored in E-Doctrina. We will also utilize Fountas and Pinnell reading benchmark assessments administered by teachers to track reading progress. Teachers also have access to I-Ready for diagnostic assessments and intervention planning. Based on assessment data, student academic needs include improvement in the following areas: phonics, phonological awareness, sight word recall, fluency, writing, and comprehension, math fact fluency and math word problem solving skills. The planned interventions to meet these needs include using the following evidence based programs: Reading Recovery, Leveled Literacy Intervention, Really Great Reading (Boost and Blast), Words their Way, Engage NY Math Modules, First in Math, Do the Math. Instructional Coaching is also an evidence based strategy that we plan to use to support teachers in providing instruction and interventions for learning loss.

We created two Teacher on Special Assignment positions (TOSA) in Math and ELA to coordinate data analysis sessions and plan/implement interventions for students. The TOSAs will extend the reach of effective teachers by working directly with staff and students. They will provide professional development sessions and work collaboratively with teachers to meet the needs of students. We will monitor the effectiveness of the interventions by reviewing benchmark data (3xyear) and common unit assessments for both Math and ELA. The TOSAs will also be monitoring intervention data compiled by our RTI providers. We also added a reading specialist position to support students at the elementary building. Grade Level Team Leaders in Grades K-5 and Content leaders at grades 6-12 were established to focus on data analysis and curriculum needs in math, social studies, science, and english. Our Instructional Support and Response to Intervention Teams meet regularly to review intervention progress. The District's plan also outlines multiple other data points that will be used to identify student needs and monitor student progress as a result of planned interventions and supports. The following resources will also be used:

- Academic Intervention Services Plan
- Comprehensive Counseling Plan
- Special Education Plan
- Response to Intervention Plan

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

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

The district created a 6 week K-8 summer program focused on learning loss, reinforcement of skills, and enrichment. The district partnered with our local community center to provide other opportunities in STEAM, arts and music, hands on learning experiences, and social emotional learning. We created two summer learning coordinator positions to help develop and ensure the success of the program. Summer school teachers were hired to develop and implement the summer school curriculum in respective content areas. Lessons were developed using Fountas & Pinnell classroom and students were engaged in shared reading, word study, and guided reading activities to support their learning. Teachers utilized Engage NY Modules to develop math lessons. Extra time and practice working on the following skills (phonics, phonological awareness, fluency, writing, and comprehension, fact fluency, and word problem solving) will address the impact of lost instructional time during the school year. To ensure that all students could participate the district provided transportation and meals to all students. Allocations will cover the cost of supplies, materials, equipment, human resources needs and collaborative partnerships to accommodate summer learning programs.

This school year, building principals will be developing teams for extended day and/or afterschool programming. The focus will be on supporting students with learning loss, reinforcement of skills, and enrichment. We will be creating after school coordinator positions to help ensure the success of our extended day/afterschool program. Extended day teachers were hired to develop and implement interventions based on school curriculum and assessment data in respective content areas (Math, Science, Social Studies, ELA). Evidence based programs that will be used during this time include: Words their Way, Engage NY Math Modules, First in Math, Do the Math, Really Great Reading (Boost and Blast), and Leveled Literacy Intervention. Using a tutoring model, student will have extra time with a teacher to engage in learning opportunities and practice which will address their specific areas of needs. To ensure high quality lessons, teachers will have access to feedback from an instructional coach. Transportation will be available so that access to the program is available to all students.

20% Learning Loss- We are adding a Teacher on Special Assignment for ELA ELA to coordinate data analysis sessions and plan/implement interventions for students.

20% Learning Loss-We are adding a reading teacher. Reading teachers serve as a support for classroom teachers and are available for coaching and providing support when creating Tier 1 and 2 interventions. Students at higher levels of risk receive targeted reading instruction from both their classroom teacher and a certified Reading Teacher. Student progress is monitored regularly and reviewed by the school's Reading Team. Intervention services are most effective when reading teachers collaborate with classroom teachers. With the return to school from the COVID closure, our student assessment data has shown a need for additional intervention services to support students in the areas of phonics, phonological awareness, fluency, writing, and comprehension. The programs that will be utilized to support student learning include Reading Recovery, Leveled Literacy Intervention, and Really Great Reading.

20 % Learning Loss- At the High School level we are adding a Academic Intervention Specialist (AIS) for our students who have been identified as struggling due to learning loss. They would specialize in offering reading support using Leveled Literacy Intervention, Really Great Reading, and Words their Way to help close learning gaps.

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

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

We are currently reviewing curriculum across all content areas and grade levels K-12. We are utilizing funds to bring teams of teachers together throughout the school year. The focus will be developing assessments to determine if students are meeting the standards at a proficient level. Plans are being created based off this data for students not meeting the level of proficiency.

We added an Jr. High Science position to keep class sizes smaller. This will allow for class sizes to be less than 20 to provide teachers with more individualized instruction for students. This teacher will also be to provide STEAM instruction to grades 6-8 and extra support for students with learning loss in our Science department. This teacher will utilize LabAids to ensure alignment to the NYS Next Generation Standards.

We created two Teacher on Special Assignment positions (TOSA) in Math and ELA to coordinate data analysis sessions and plan/implement interventions for students.

We are adding a reading teacher. Reading teachers serve as a support for classroom teachers and are available for coaching and providing support when creating Tier 1 and 2 interventions. Students at higher levels of risk receive targeted reading instruction from both their classroom teacher and a certified Reading Teacher. Student progress is monitored regularly and reviewed by the school's Reading Team. Intervention services are most effective when reading teachers collaborate with classroom teachers. With the return to school from the COVID closure, our student assessment data has shown a need for additional intervention services to support students in the areas of phonics, phonological awareness, fluency, writing, and comprehension. The programs that will be utilized to support student learning include Reading Recovery, Leveled Literacy Intervention, and Really Great Reading.

At the High School level we are adding a Academic Intervention Specialist (AIS) for our students who have been identified as struggling due to learning loss. They would specialize in offering reading support using Leveled Literacy Intervention, Really Great Reading, and Words their Way to help close learning gaps.

We also created a Teacher on Special Assignment (TOSA) Social Emotional Learning Coordinator for the district to help address the needs of our students. We are working with a Social Emotional Learning consultant and expanded our SEL program for staff, students, and families.

Next year, we are hiring an administrator to assist with students with disabilities and Social Emotional Learning, and who will be providing training and educational experiences for students and staff.

We will hire two summer learning coordinator positions to help develop and ensure the success of the Summer Learning Program. Summer school teachers were hired to develop and implement the summer school curriculum in respective content areas. Lessons were developed using Fountas & Pinnell classroom and students were engaged in shared reading, word study, and guided reading activities to support their learning. Teachers utilized Engage NY Modules to develop math lessons.

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

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.**

We also created a Teacher on Special Assignment (TOSA) Social Emotional Learning Coordinator for the district to help address the needs of our students. We are working with a Social Emotional Learning consultant and expanded our SEL program for staff, students, and families. The funds will be used to develop programs and lesson using the CASEL Competencies. The SEL Coordinator will oversee district and building level teams of teachers and staff to ensure effective implementation of lessons, activities, and programs for students. We plan to meet the needs of students disproportionately impacted by utilizing surveys to gather input and feedback about their needs. Results from these surveys will guide our district and building level teams while planning.

Next year we are hiring an administrator to assist with students with disabilities and Social Emotional Learning, and who will be providing training and educational experiences for students and staff.

For low-income families, the use of funds will address academic and social emotional needs in a variety of ways including hiring a Social Emotional Coordinator who will work closely with the families of our low income student to ensure that they are aware of and have access to community resources which includes our food distribution program. The SEL coordinator will serve as a school to home liason to support student needs and stronger connection to school. The hiring of our TOSA positions and SEL Coordinator will also address academic and social needs of this group of students by utilizing benchmark data to develop academic interventions and reviewing SEL survey data to support implementing SEL lessons in classrooms. For children with disabilities, we are using funds to hire additional staff (teachers - AIS and Reading teacher) that will support their academic needs by identifying specific areas of learning loss in reading and math utilizing our benchmark data from local assessments and iReady. These students will participate in research based interventions (Really Great Reading, Reading Recovery, Do the Math, Math fluency) implemented by these teachers. We also plan to use the funds to hiring an additional administrator that will work closely with our students with disabilities, their families, teachers, and case managers. This administrator will use review our special education data and determine how to address needs and provide opportunities to improve our programs. For English Learners, the funds will address their needs because we will have more specific data from the benchmark assessments administered by our Teacher on Special Assignments and reading teachers to ensure that interventions are consistent and progress is being made. For students experiencing homelessness or children in foster care, the additional hiring of a social worker will help us support this group of students by making sure we connect with the families and share all resources available to them. By hiring our SEL Coordinator, we will be able to provide additional training to school personnel to help them understand how to best support students who are homeless or living in foster care.

Students in all groups mentioned above (low income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students) will have access to our summer learning programs and after school program which offers opportunities to address academic, social/emotional, and mental health needs. By including transportation and using funds for bus drivers, we ensure access to all students.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction**

ARP-ESSER Return to In-Person Instruction

BYRON-BERGEN CSD

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

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

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

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

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

- 1. In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

Our plan is available on our 2021-2022 COVID 19 Information page on our website at <https://www.bbschools.org/COVID-19Information.aspx>. There is a link at the bottom of the plan on this page to view in PDF.

Our reopening plan is available at our district and building offices. If requested the district will give families the option to have the plan mailed home. The district shared this plan with all families and students in the district through our communication tool ParentSquare.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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.

Periodic Review

- The District will utilize its local data sources to determine the efficacy of specific American Rescue Plan allocations.
- The District will monitor student attendance in enrichment, and afterschool opportunities to assess engagement and areas of opportunity.
- The District will utilize its leadership structure to evaluate American Rescue Plan Allocations
- Grade level meetings
- Department meetings
- Committee on Special Education and 504 meetings
- Administrative Team meetings
- Board of Education meetings
- The District will collect information from other sources to determine the efficacy of American Rescue Plan programs.
- Student surveys
- Parent/guardian surveys
- Staff/faculty surveys
- The District will conduct public hearings if/when it is determined the District must update its plan.
- The Board of Education will review updates to the District's plan if/when it is determined revisions are necessary.

The district will continue to work with the Genesee County Department of Health updating our current reopening plan. As restrictions and updates are communicated to the district from the department of health we will update our plan. Updates to the plan will be shared via our district communication tool ParentSquare. This tool allows families to comment and give feedback to the district.

We will continue to review our in-person instruction plan with administrative team and staff to review and update every six months . The plan will be open for feedback through our district communication tool ParentSquare.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

BYRON-BERGEN CSD

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

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	1,294,166
Total Number of K-12 Resident Students Enrolled (#)	801
Total Number of Students from Low-Income Families (#)	341

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	2
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	2

ARP-ESSER Application: Part 2 - ARP Act

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

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

BYRON-BERGEN CSD

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

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

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	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.	145,886
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.	96,367
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	621,068

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	430,845
Totals:	1,294,166

ARP-ESSER Application: Part 2 - ARP Act

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

ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

DOC120221-12022021150623.pdf
 DOC111221-11122021134647.pdf
 DOC010622-01062022085257.pdf

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

ARPESSR290Percent.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	1,006,043
16 - Support Staff Salaries	14,000
40 - Purchased Services	0
45 - Supplies and Materials	0
46 - Travel Expenses	0
80 - Employee Benefits	274,123
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,294,166