

ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Summary & Background**

Summary & Background

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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.

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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 ActLEA 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	Michael Pangallo	mpangallo@lyonscsd.org	8/10/21
LEA Board President	Martha Bailey	mbailey@lyonscsd.org	8/10/21

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.**

Beginning in the summer of 2020, the Lyons Central School District began hosting regular virtual town hall meetings with parents, students and staff to answer questions and gather feedback about the opening of schools. This was done through a combination of Zoom and Facebook live to garner the maximum stakeholder participation. Throughout the 2020-2021 school year, the district continued to meet with parents and community partners via Zoom to continue to gain ongoing feedback relevant to student educational and social-emotional needs. In the Spring of 2021, students in grades 4, 6, 8, 10, and 12 completed their annual Evalumetrics Youth Risk survey which was also used as a data input for the spending of this fund. In May and June of 2021, the district used an online survey to parents, teachers, students, and community members to gather as much feedback from as many stakeholders as possible regarding the priorities for the allocation of this funding across the district. The survey results overwhelmingly supported what had already been revealed throughout this past year by our student Evalumetrics survey and ongoing district needs assessments. The priorities for allocation of this funding were strongly weighted in supporting student social-emotional needs, leveraging professional development and extended school day opportunities to provide high-impact, targeted interventions for students, and to continue to increase technology access across the district to support potential virtual learning models.

- 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.**

<https://www.lyonscsd.org/cms/lib/NY02208483/Centricity/ModuleInstance/1389/ARPA%20Plan%20for%20Website.pdf>

This plan is posted at the above URL on the district website. It was also sent as a direct notification to parents and staff members through our ParentSquare communication portal. Individuals requesting a printed copy of the plan may contact the District Clerk to arrange such access by which a printed copy will be mailed or hand delivered to any individual that requests it.

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

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 focus of the use of these funds for the Lyons Central School District is on supporting intervention, enrichment, and social emotional well-being of students. These funds will not be used to further prevent and mitigate the spread of COVID-19. Previous expenses have been reimbursed through FEMA or other funding sources. Below is a summary of actions taken by the district to ensure continuous opening of schools using other funding resources.

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 unavoidable 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.

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.**

As a direct response to the increased need for interventions and supports, the District will implement an advisory period each day as a part of the regular school day. This time will be used for building strong relationships with students to nurture social-emotional development while also implementing research-based interventions for academic growth and achievement.

Panorama Education is a data dashboard that will harvest student data from multiple sources into one, easy to use and analyze platform. Student attendance, behavior and coursework data will automatically be imported from SchoolTool to Panorama along with iReady and Fountas and Pinnell data. This will allow teachers and administrators to examine student data from the building level down to the individual student level to ensure that we are using data and evidence to drive our decisions regarding student needs. This platform also has social-emotional surveys to help us identify students that might need further soft-skill development or counseling services. Any intervention or support that a student receives can be entered into Panorama and tracked for fidelity of implementation and intervention effectiveness. The Panorama platform will be a critical tool in supporting student groupings that are truly tailored to student needs.

ARP-ESSER Application: Part 2 - ARP Act**LEA 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.**

More than the 20% required reserve of the district's allocation is planned to be directed toward supporting intervention teacher salaries and other teaching salaries to support the successful implementation of this intervention time as described in the previous answer.

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.

Staff will implement the Check and Connect model with all students of the Lyons Middle-High School. Check and Connect involves a mentor teacher/staff member that is assigned to a specific group of students who builds a strong relationship with each student based on mutual trust and open communication, nurtured through a long-term commitment focused on success at school and with learning. In the "Check" component of this model, the mentor staff member provides systematic monitoring of student performance variables (attendance, grades and behavior referrals) using data readily available to school staff through SchoolTool and on Panorama. In the "Connect" component of this model staff will provide timely, personalized, data-based interventions to provide tailored support to individual student needs, based on the student's level of engagement with school. This may involve monitoring student grades and having a student data conference, setting attendance goals or other academically focused goal setting activities personalized to each student's needs. The Mentor staff member serves as a case-manager or liaison for each student in the advisory group as they have worked to develop the trusting relationships that improve student attachment and connection to school.

For the first six weeks of school, each Advisory group will work through targeted lessons of the Why Try Resilience curriculum. These lessons will focus on goal setting, success strategies and targeted lessons to help facilitate students' reengagement with school and learning. Each Why Try lesson will be taught in the same advisory group to foster the development of those deeper relationships on which the Check and Connect will be based.

Check and Connect focuses on moving students along the continuum of success from *attending* school regularly to *engaging* academically, behaviorally, cognitively, and affectively in school and goal setting for their future to *investing* time, effort and talents into reaching those goals.

Staff will implement iReady instructional interventions and the Read 180 program and instructional model to provide targeted, personalized literacy-based interventions designed to accelerate student growth in reading. In our spring 2020 gap reduction plan, we established a goal that students would graduate high school with a college and career ready Lexile level. We have been implementing iReady for targeted skill development but continue to find that secondary level students need significant reading supports and instruction beyond the content-specific instruction they typically receive. As of the June 2021 iReady diagnostics, one student at Lyons Middle-High School is measuring on a college and career ready level. Therefore, all students in our school can benefit from reading instruction. For those who are struggling readers, this will be focused on improving reading fluency and comprehension skills as well as vocabulary development to increase and accelerate their reading abilities. For those students who are on grade level, this will be focused on comprehension strategies and vocabulary development to provide enrichment learning opportunities increase students' success with rigorous learning materials and language, including vocabulary support for SAT and ACT testing. Additionally, math department staff will provide math intervention and enrichment using iReady instructional interventions, fluency and skill development and course-specific enrichment and tutoring.

All students will complete the iReady diagnostics in both math and reading in September to provide staff with the data needed to homogeneously (same skill level) group students according to their individual needs. Student groupings will be small and tailored to place students with the most significant reading or math needs with trained interventionist teachers while also ensuring that each student is able to be challenged with rigorous content.

ARP-ESSER Application: Part 2 - ARP Act**LEA 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.

Teacher preparation programs typically require that teachers take one to three literacy-focused courses and for many of our staff, those courses were completed based on a disproven philosophy of how we learn to read. Most teachers are not trained to be literacy interventionists and were not prepared for the significant reading gaps that we face in areas of high poverty. As we implement these programs to support accelerated student learning, we will continue to provide strategic professional learning opportunities (as detailed in our Professional Learning Plan) to provide our teachers with the training needed to be more prepared to address this significant need. This will include reading and writing focused training for all staff to ensure that all faculty and staff have a common understanding of current research on the science of reading and how our brains learn to read. This foundational knowledge will make all faculty and staff more skilled instructors and interventionists and more able to analyze student reading data to determine the cause of student reading success or difficulty. We will also provide training through Heinemann to staff based on Jennifer Serravallo's reading and writing strategies research and work. This will train staff on research-based strategies for developing student reading and writing skills that can be implemented in each content area. We expect that as faculty grow as instructors of reading and writing that they will be less dependent upon programs like iReady or Read180 to support intervention development and delivery and will be more readily able to freely create and implement these interventions as a natural, embedded part of their coursework.

Additionally, funding of the allocation will be used to provide continued reading intervention by supporting the salary of a reading interventionist, continued social-emotional support with a middle school counselor, and an elementary STEM teacher for continued enrichment opportunities. Additionally, this will support the salaries of elementary teachers in the final year of the grant to ensure small class sizes and targeted instruction as a final push to closing any remaining covid-related learning gaps. To ensure access to high quality instructional materials, additional guided reading kits will be purchased for first grade and third grade to ensure sufficient materials to provide targeted instruction for all students. Class sets of math manipulatives will be purchased for all elementary level classrooms to support math instruction and the development of mathematical reasoning and higher-order thinking skills. We also plan to purchase a social-emotional learning curriculum to implement at grades 7-12 during the intervention period. This will be implemented once per week to ensure that all students receive tier 1 instruction to develop social and emotional competencies for all students. Due to the high number of low-income students and families in the Lyons Central School District, we have seen significantly decreasing numbers of students enrolling in our instrumental music program each year. Upon surveying our families, the cost to purchase or rent instruments has been prohibitive to student participation. To ensure equitable access and participation in the arts, the district will purchase 40 instruments total throughout the funding period of this allocation. The district will maintain ownership of these instruments that will be available to loan to students each year. Priority for loaning instruments will be given to students from low-income and diverse backgrounds. This will increase student access to and participation in the arts.

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.

All students will be required to participate in the intervention/enrichment/advisory period. Students will be placed in 5-6 week intervention cycles based on personalized data of student needs. Students with the highest needs will be placed with the most qualified/trained interventionist teachers. At the conclusion of each cycle, student growth will be measured using iReady, the Scholastic Reading Inventory or another locally developed assessment. Data from these diagnostic assessments will be evaluated by teachers and administrators to form the groups for each. Staff will be expected to enter progress monitoring notes and data into the Panorama platform. This will make student progress data accessible to any staff member that works with each student.

Based on the data analysis through Panorama, the district will place students in interventions specific to learning needs prioritizing the needs of low-income students, students of color, English Language Learners (currently the district does not have any enrolled), students experiencing homelessness, children in foster care, and migratory students (currently the district does not have any). These students will receive priority placement with skilled intervention teachers and counselors to support the needs of the whole child. Additionally, our district Director of Community schools assigns a case worker to each student experiencing homelessness or in foster care to ensure that students have their basic care needs met. We have an in-district clothing closet and food pantry to support these needs as well. Additionally, through our afterschool program, students are provided with additional tutoring support, free hot meals, enrichment learning opportunities and free counseling services through a community schools model. Students in of the subgroups listed at the start of this paragraph receive priority placement and enrollment in the afterschool program. The District also works with several partner agencies which are funded through separate funding sources. Through these partner agencies, we provide additional services and supports to these subgroups of students including youth mentoring for low-income students and students of color through Youth Advocate Program, counseling for students with disabilities through Catholic Charities, social work support through FAMily Counseling Services of the Finger Lakes for students in foster care, experiencing homelessness, low income students and migratory 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

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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.**

<https://www.lyonscsd.org/cms/lib/NY02208483/Centricity/Domain/8/Reopening%20Plan-%20September%202021.pdf>

Once approved at the 8/24/21 Board of Education meeting, the district reopening plan will be posted on the district homepage and will be shared via ParentSquare direct message with all parents, students and staff. Any individual that would like a printed copy of the plan may request such from the District Clerk.

ARP-ESSER Application: Part 2 - ARP Act**LEA 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.

Periodically, but no less frequently than every six months, the superintendent will meet collaboratively with the County Department of Health and other county superintendents to review any updates to CDC guidance for the reopening of schools. During the 2020-2021 school year, these meetings occurred weekly. During these meetings, the Director of the Department of Health will notify district superintendents of any CDC and DOH recommended changes to the reopening plan. If such changes are recommended, the Superintendent will communicate these updates to parents and community members via the district website and parent communication portal, ParentSquare. An accompanying survey will be shared with any posted updates to gather public comment feedback. The public may also attend any Board of Education meeting to make a public comment on the district's reopening plan.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution**

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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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 (\$)	2,440,746
Total Number of K-12 Resident Students Enrolled (#)	839
Total Number of Students from Low-Income Families (#)	546

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	3
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	3

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**

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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.).	23,367
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.	0
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 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	2,089,379

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.	328,000
Totals:	2,440,746

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.

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

FS10-ARPA_ESSER_2.pdf
ARPA ESSER.pdf

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

ARPA ESSER 2 Budget Narrative.docx

3. **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	1,508,800
16 - Support Staff Salaries	0
40 - Purchased Services	99,100
45 - Supplies and Materials	30,143
46 - Travel Expenses	0
80 - Employee Benefits	474,703
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	328,000
Totals:	2,440,746