

American Rescue Plan/ESSER III - LEA Plan of Use Narrative

Agency: Byron Center Public Schools

2020 - 2021

Recipient Code: 41040

- The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

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:

BCPS will use the most recent CDC guidelines in order to continuously and safely operate each facility for in-person learning. Our COVID mitigation strategies are outlined in our COVID Prevention strategies document and in our Return to Learn Plan posted on our District website. ESSER III funds will be used to purchase HVAC filters and PPE supplies along with helping to fund additional cleaning services.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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:

To address learning loss BCPS will use ESSER III funds for additional paraprofessional support for evidence-based intervention, summer school enrichment programming, and professional development opportunities for teachers to continue to develop strategies to accelerate learning due to loss of instructional time. Students for intervention and summer programming will be identified by data collected on a regular basis and analyzed by staff during their bimonthly PLC time.

Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

Additional ESSER III funds will be use to implement a social/emotional curricular resource K-12 to help support all students social and emotional needs. BCPS recognizes the needs of the whole child and feels that social/emotional support leads to increased academic performance and a better educational experience for students and families alike.

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) of the ARP Act (see below) 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.

BCPS will monitor the implementation of intervention and the social/emotional learning through the continuous school improvement process. Building teams will meet monthly to review data and analyze student performance and needs. Bimonthly PLC meetings will ensure that all instructional staff is involved in the process of monitoring student progress and needs and will help BCPS continue to make adjusts needed based on data collected and observation. Instructional staff, behavioral staff, and administrators will collaborate to ensure students most impacted by COVID will have their needs met.

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How will the use of ESSER III Funds “prevent, prepare for, and respond to Coronavirus”?

The use of ESSER III funds will help students recover from loss instructional time with additional instructional support, teacher professional development, and social/emotional curricular resources to help support the whole child. ESSER III funds will also be used for cleaning and sanitation to help prepare for safe in-person instruction, online learning resources will be provided for virtual students to prevent learning loss, and enrichment opportunities during the summer.

How will the use of ESSER III Funds promote equity?

ESSER III Funds will be used for students with academic needs ensuring that all students have equitable access to learning opportunities both online and in-person. Students will be supported based on data collected throughout the school year and analyzed by instructional staff including administrators and the Continuous School Improvement Teams.

Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students:

- Students from low-income families,
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students

Additional intervention support as well as additional professional development for teachers will help address areas of need for students from low-income families, students from a variety of ethnic and racial groups, EL students, students with disabilities, and students experiencing homelessness or in foster care.

Please indicate how evidence-based programs will specifically be evaluated by the LEA in relation to impact on the following group of students:

- Students from low-income families,

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- Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
- English learners,
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students

Data will be monitored in monthly PLC meetings and throughout the continuous school improvement process in order to evaluate the effectiveness of evidence-based programs and the additional support provided to students in a variety of populations including EL students, students from low-income families, students from a variety of ethnic groups, students with disabilities, and students experiencing homelessness or in foster care.

How will the use of ESSER III Funds support returning students to the classroom?

The use of ESSER III Funds will help with the sanitation and a safe environment provided at BCPS for in-person learning. ESSER III Funds will also be used for HVAC filters that help ensure clean air is available in all district buildings.