

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

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**Summary & Background**

BEDFORD STUY NEW BEGINNINGS CHARTER

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

**Introduction/Instructions - Summary & Background**

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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 Act**

Introduction/Instructions - Submission Instructions

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**Submission Instructions**

BEDFORD STUY NEW BEGINNINGS CHARTER

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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

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

BEDFORD STUY NEW BEGINNINGS CHARTER

331600860971

- 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	Nicholas Tishuk	ntishuk@bsnbcs.org	8/30/21
LEA Board President	Victor Rivera	vrivera@bsnbcs.org	8/30/21

**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

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

BEDFORD STUY NEW BEGINNINGS CHARTER

331600860971

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.**

In May- August 2021, BSNBCS solicited feedback and consultation with staff, parents, community members and Trustees to develop a plan on how federal ARP-ESSER funds should be expended and how the LEA will prioritize spending on non-recurring expenses. Feedback was solicited through a posting on the [www.bsnbcs.org](http://www.bsnbcs.org) website, through a public meeting of the BSNBCS Board of Trustees, at a virtual meeting for parents to provide explicit feedback on the best use of the school's federal allocation and through consultation with BSNBCS staff.

The plan developed, with this community stakeholders feedback, honed in on ARP eligible expenditures. The overwhelming feedback is that funding should be focused as much as possible to our classrooms and supporting learning loss and those students negatively affected by the pandemic.

Accordingly, the plan prioritizes sustainability in spending by either identifying non-recurring expenses by targeting aid effectively to students who are in greatest need during the 2021 summer school session, in the 2021-22 school year, or for a two year period including the 2022-23 school year.

This planning ensures that programs are either non-recurring or that essential programs that are anticipated beyond the grant timeline will remain fully funded by anticipated increases in per pupil revenue in 2023-24 and beyond, consistent with current increased revenues enjoyed by District schools in New York City, on the two year lag embedded in the charter school funding formula.

Throughout implementation of the project, BSNBCS will continue to engage community stakeholders regularly, at least every six months, through three consistent channels:

- 1) Parent meetings will be held for virtual and/or in-person meetings for the purpose of communication on the topic and solicitation of feedback, at least twice yearly.
- 2) Board meetings will be held that provide additional stakeholder opportunity for discussion of ARP, open to the public, allowing for additional stakeholder engagement and feedback at the monthly Board meeting around ARP.
- 3) Members of the public and other stakeholders can provide written feedback year round via the email address [covidinfo@bsnbcs.org](mailto:covidinfo@bsnbcs.org) regarding the school's ARP program.

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

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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 will be made available via BSNBCS's public website found at <https://bsnbcs.org/reopeningplan2020>

Individuals who request the plan will be directed to this website; individuals who do not have access to the internet may request a hard copy in person or via phone and pick it a copy at the main office of 82 Lewis Avenue, Brooklyn, NY

**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.**

In-person learning play a vital role in closing the learning gap and providing BSNBCS students with a safe place to learn. Keeping students and staff safe during the COVID-19 pandemic is of the utmost priority. The following guidance will help reduce the risk for COVID-19 for staffs and staff. The guidance provided are a set of baseline or minimum recommendations based on guidelines from the CDC, NYC DOH, and NYCDOH.

The funds in the ARP grant have been allocated to ensure appropriate staffing allows for modified schedules including a cohort model for students which minimizes contact and crowding. Such a model is very staff intensiv and the implementation of our learning loss mitigation program requires the staffing of various special educations, ELL instructors, RTI instructors, substitutes and general education staff. Additional funding has been allocated to providing PPE to all students and staff, including handwashing stations for hallways and meal spaces and additional HEPA air filtration machines throughout our classrooms and offices.

- Modify schedules – create cohorts
- Maintain physical distance
- Modify enrichment activities
- Minimize contact and crowding
- Implement food safety/handwashing procedures
- Screen students and staff for symptoms of COVID-19 illness
- Plan for when someone becomes sick, potentially exposed to COVID-19
- Optimize ventilation when possible including use of HEPA air filtration
- PPE including free masks for students and staff

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

**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.**

Through the ARP grant, BSNBCS makes it a priority to identify student needs, address them with appropriate interventions and monitor student progress. Students will demonstrate progress, throughout the course of the grant's term and beyond, towards exceeding Statewide proficiency on the New York State Mathematics and ELA examinations, for 3-8th graders and through local assessments for students in grades K-8. Beyond New York State assessments, BSNBCS, students are regularly assessed in the following data sources to monitor student progress:

Assessment Type	Frequency and Modality for Assessments	Examples
Diagnostic Assessments	Benchmark assessments occur 3x a year	iReady (ELA/MATH) Early STAR & STAR Reading Assessment F&P Reading Assessment Lexia (ELL benchmarks)
	They provide a comparative analysis for growth and develop in the organization's instructional plan and/or goals	
Progress Monitoring (Formative Assessments)	Occurs throughout the entire unit and spirals in previous taught skills for continual monitoring	Pre-assessments (beginning of every unit) Quizzes
	Occurs within daily/weekly lessons to assess targeted learning outcomes	Daily/weekly measures include: • exit tickets • Checks for Understanding (aligned to the criteria of success)
	Small group instruction/differentiation is responsive and fluid	Phonics Inventory (K-2, ELLs)
Interval Monitoring	Occur at the beginning and ending of year for growth measures	
	Occur at the end of each unit (4-6 week cycle)	Baseline Assessments End of Year Assessments Interim Assessments Early STAR, iReady
	Cumulative to assess progress towards standards mastery	
	Comparative data analysis to drive instructional decisions pertaining to unit/lesson planning, teacher training/support, intervention supports for targeted students	

Staff funded by the proposal will support and implement the assessment framework described above, which is focused on academic support. For social emotional needs, the school will utilize data from SEL Software including data from the Panorama and Second Step digital programs. Additional professional development and academic resources for staff are provided to implement evidence-based strategies to meet students' social, emotional, mental health, and academic needs.

Data on student Social Emotional needs will be collected through the Panorama framework, which includes the provision of student surveys related to social emotional topics. The data is collected around CASEL domains, which include traits such as self-regulation, decision-making and relationship skills. Data from these surveys allows for individualized SEL programming and resources for students. Using the Panorama software, student needs can be identified and combined with observational information to develop student supports.

One of the most effective data-driven student support frameworks that we utilize is the Child Study Team model, which includes multiple teachers and other staff members including guidance counselors, social workers, coaches and administrators. Using a comprehensive model that accounts for data from iReady, interim assessments, counting inventory, classroom performance and student anecdotes the Child Study Teams can identify appropriate interventions for behavioral and social emotional needs, academic adjustments and supports.

BSNBCS will utilize data collected by these staff focused in Literacy, RTI, Special Education and Social Emotional Learning to address learning loss, addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low income students, children with disabilities, English language learners, and students experiencing homelessness.

## ARP-ESSER Application: Part 2 - ARP Act

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; 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.**

BSNBCS will utilize the majority of its ARP funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, including our 2021 Summer School program, which included both academic and enrichment programming, beyond the required 20%. For the 2021-22 school year, ARP funds will address the academic impact of lost instructional time through its allocated staffing funded by ARP, as well as its afterschool program for students in Grades K-5, AM morning programming, Saturday programming and our extended day model. Described below is an in-depth description of the strategies and mechanisms the school will be implemented for funded staff during the Summer Program and School Year.

Evidence Based Interventions:

**The Summer Program:** The Summer program is designed to support BSNBCS students' academic, social, and emotional needs through a high quality program. Academically, students receive instruction in English Language Arts and Mathematics. Students take assessments to determine whether they require additional remediation (for learning loss due to the pandemic), extended academic support or enrichment learning in literacy based on their levels on the Fountas and Pinnell Leveled Literacy Interventions (LLI) model. Leveled Literacy Intervention is a short-term, supplementary intervention system proven to improve literacy achievement of struggling readers with engaging leveled books and fast-paced systematically designed lessons. For mathematics, students are assessed using New York Ready, whose Think-Share-Compare routine encourages student discourse, building understanding through real-world problem solving.

An additional evidence based approach implemented for summer programming includes multiple opportunities to support effective student socialization and emotional needs, including Drumming, Cooking, Fitness, Dance and Coding. By providing non-academic enrichment learning opportunities, students are able to socialize, enjoy personal growth and learning via kinesthetic, visual and hand-ons activities, to supplement the core academic model.

**School Year Interventions:** Throughout the school year, BSNBCS's funded staff will engage in evidence based interventions for students with a focus on literacy and numeracy described below in detail:

**K-2 ELA Program Core Workshop:** During Reading Workshop teachers use a combination of modified resources such as Achievement First, Expeditionary Learning (engageNY), HMH Into Reading, and in-house units to teach, build, and practice reading skills. Read alouds, close reads of shared texts, and independent reading blocks anchor students in daily routines and practice around fluency and comprehension. Writing to Sources is also practiced daily in grades 2-8, while whole class and small group discussions are a daily component of our literacy block in grades K-8. During the Writing Workshop, teachers use Lucy Calkins' Units of Study and HMH Into Writing as the primary resources, but with modifications. Teachers use the gradual release framework for the workshop.

**Choice Time K-1:** Choice Time is also known as guided play. The classroom is set up by the teacher with five or more different activity centers for the students. The centers range from Dramatic Play, Science Investigation, Art, Math and Writing. The centers rotate as the teachers move into different parts of their curriculum. The centers build with the students and grow with student interest. While the centers are teacher created, what students do inside the centers is completely up to them. During Choice Time play, the students extend their learning and are able to incorporate all the other skills they've worked on throughout the year such as; sharing, taking turns, and role playing.

**Phonics (K-2):** The Wilson Foundations program is our anchor for phonics. Students learn phonics, phonemic awareness, spelling, and fluency strategies that are developmentally appropriate and also guide our word study instruction in the other literacy blocks. This model ensures that students are given multiple opportunities on a daily basis to become fluent and critical readers by the time they reach 3rd grade.

**3-5 ELA:** During the Reading and Writing workshop, teachers use interdisciplinary units to teach students to read and write with the purpose of expressing meaning and evaluating ideas in texts. They engage in thematic units that focus on genre and/or topic. We use the workshop model and engage students in authentic and rich texts by reading aloud classic literature as class novels, practicing close reading strategies of shared texts, and independent reading. We will be including a dedicated writing skills time to focus on the mechanics of English using resources from HMH, Sadlier, and teacher-made materials.

**3-5 Skill Block:** For our testing grades this time provides the application of skills that are necessary to be successful on standardized exams. Students learn test-taking skills (i.e. annotation, close reading, process of elimination, analyzing word problems, etc.) while simultaneously getting extra practice in content-specific skills (i.e. main idea, multiplying 3 digit by 2 digit, etc). This affords our students the time to practice for standardized exams without giving up instructional time from our core units.

**6-8 ELA:** Students receive 90 minutes of English Language Arts instruction each day. The instruction is divided into separate Reading and Writing blocks. In Reading, students engage in thematic units that focus on genre and allow students to deeply analyze and grapple with complex texts. These units are grounded in the balanced use of classic literature, contemporary novels, and informational texts with an emphasis on close reading and evidence-based questioning. During Writing, teachers employ strategies from Lucy Calkins' Writer's Workshop model. Students develop genre-based writing strategies, focusing on narrative, argumentative and informational texts. Within these genres, students are expected to write essays that synthesize, analyze, and compare and contrast ideas and information. Grammar and Mechanics are embedded within each unit and students are expected to deeply understand the revising and editing process.



## ARP-ESSER Application: Part 2 - ARP Act

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; Program Information

**Supplemental Blocks of Instruction for ELA:**

**Grammar (K-8):** Teachers use resources to teach direct, explicit lessons in the structure of writing. This supplements the writing program, so that our students are given time to practice the mechanics of writing while also engaging in authentic craft and structural lessons of writing pieces.

**Guided Reading (K-4):** During Guided Reading teachers use interim data to remediate and re-teach standards-based content/skills. Students are provided with targeted reading strategies on their level to become fluent, skilled (analytical) readers. It also allows students who are struggling to have an isolated time for repeated application and practice for skills that are foundational to learning, even as the core instructional program progresses.

**Independent Reading/Literacy Centers (K-8):** Classroom teachers structure time to confer with students and allow multiple ways of applying and practicing the skills that are necessary to master grade level skills/standards. Research has always supported the idea that students learn best when they are given tasks and time to construct their own understanding. In order for our students to become successful readers and critical thinkers, they are given structured time to apply these practices. Libraries and centers are student-centered and differentiated to suit not only academic needs, but also student interests.

**RTI- Response to Intervention (K-8):** Teachers work with a small group of no more than 6 students to provide targeted instruction in ELA. Remediation is provided in skills or standards to tier 2 and tier 3 students based upon their data. Students who don't need interventions are pulled out for enrichment (Project Based Learning).

**Core Math Workshop K-8:** During Math Workshop teachers use a combination of modified resources such as Savvas EnVisions, Eureka/Great Minds Math, Open Up Resources, and in-house units to build conceptual understanding while solidifying computational skills; the underlying goal is to ensure scholars are developing a strong foundation for algebraic reasoning. A combination of direct instruction and asynchronous tasks support students in building the stamina necessary to dismantle complex problems while utilizing mathematical tools, problem solving skills and mathematical reasoning. The core behavior across all classrooms is discourse which starts with the educator but ultimately lives with the scholars; therein lies their opportunity to challenge, confirm and extend their own ideas but also those of their peers.

**Guided Math/Skills:** During Guided Math/Skills teachers use interim data to remediate and re-teach standards-based content/skills. This allows students who are struggling to have an isolated time for more individualized instruction in order to master skills that are foundational to learning. For our testing grades (3-8) this time provides the application of skills that are necessary to be successful on standardized exams. Students learn test-taking skills (i.e. annotation, close reading, process of elimination, analyzing word problems, etc.) while simultaneously getting extra practice in content-specific skills (i.e. main idea, multiplying 3 digit by 2 digit, etc). This affords our students the time to practice for standardized exams without giving up instructional time for our core units.

**Cognitively Guided Instruction (CGI):** The CGI approach rests in the belief that students can use critical thinking skills to develop strategies that showcase an understanding of mathematical concepts on a concrete level without the overuse of abstract symbolic representation. This more constructivist approach to learning allows students to drive instruction and discourse with peers. It reinforces previously taught models and processes of math, while allowing creative exploration and connection to essential mathematical principles (ie equivalency, magnitude, number sense, etc)

**CFL Units:** The *Contexts for Learning Mathematics* series by Catherine Fosnot and colleagues uses carefully crafted math situations, that are age appropriate, to foster a deep conceptual understanding of essential mathematical ideas, strategies, and models. Building on the ideals of a math workshop, each unit provides a two-week sequence of investigations, mini lessons, games, and other contexts for learning.

**Math Routines/Number Strings:** Math routines allow teachers to model, practice and apply the language to math concepts. Routines allow a scholar repeated opportunities to make their thinking visible; more importantly it allows them a space to create their own conjectures as they begin to see and immerse themselves in the processes and properties of math. As students talk and share math ideas and strategies, they take ownership of their understanding as well as navigate deeper connections between mathematical ideas and models. Peer collaboration is centered around the standards for mathematical practices including, but not limited to, perseverance, attending to precision, making sense of models, and reasoning quantitatively and abstractly. This supports fact fluency, automaticity, and conceptual understanding that is directly used and applied during minilessons.

**RTI- Response to Intervention (K-8):** Teachers work with a small group of no more than 6 students to provide targeted instruction in Math. Remediation is provided in skills or standards to tier 2 and tier 3 students based upon their data. Students who don't need interventions are pulled out for enrichment (Project Based Learning).

As determined by the Response to Intervention process and the Assessments framework described in the previous response, students may be referred for additional supports through our Afterschool, Morning Academy and Saturday School programs. We believe that these high quality remediation programs allowing additional instructional time beyond the regular school day have positive impacts on student learning.

**Staffing:** Included in the 20% reserve are three staff positions- two Response to Intervention teachers and a literacy teacher. These staff members implement the literacy and response to intervention models described above.

Additional covered expenses for the 20% reserve include the Summer School Program (teachers, program specialists and group leaders).

Additionally, the After School program (group leaders, program specialists and enrichment specialists), Saturday School Instructors and Morning instructors for the AM program address learning loss through the extended school day.

## ARP-ESSER Application: Part 2 - ARP Act

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; 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.

BSNBCS designed its ARP funding for professional salaries consistent with guidance from the New York State Education Department Program's Funding Priorities for ARP. For ease of description, the NYSED priorities are described below including how they are implemented at BSNBCS via these professional salaries:

**Supporting the safe return to in-person instruction and continuity of services:** All of the budgeted professional salaries are for staff who provide in-person or our students. While remote learning was a necessity from March 2020 to June 2021 for many students, we restarted our fully in-person learning program for the 2021-22 school year for our 700+ students ensuring a continuity of services similar to prior to the pandemic. In the absence of a local mandate to physically close schools, BSNBCS intends to continue in-person instruction for the duration of the grant period.

**Addressing the 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 programs:** Our our academic programming, described in the previous sections, is designed to address the impact of lost instructional time, as implemented by the designated professional salaries, especially those of the teachers and lead teachers. It was a strong priority of the school to ensure that the return to full in-person learning for all students was accomplished with a robust instructional day longer than most K-8 schools. Accordingly, our building opens for breakfast and morning programming at 7:30am daily and runs for an extended school day to 4:30pm. Afterschool programming runs until 6pm daily, free of charge for all families, allowing parents the option of 10.5 hours of programming each day. Our school calendar also began in August 2021, providing 9 instructional days for BSNBCS students prior to the start of the local district's calendar.

**Ensuring that such interventions respond to students' academic, social, and emotional needs;** A key aspect of our ARP program is to Support Student Emotional Wellness and SEL. This work is represented in the professional salaries of our Social Emotional Learning team of eight staff members, including Behavioral Intervention Specialists, an SEL Coordinator, School Counselor and Social workers *who support student learning and mitigation of learning loss through Social Emotional Learning programming, academic, behavioral and attendance supports for at-risk students.*

**Addressing 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.**

Interventions in this area are addressed at length in the response to section below.

**Professional Development via Second Step, Yale's Center for Emotional Intelligence and Bank Street College:** Trauma-informed practices are an essential area of professional development for our staff to address student SEL needs during the pandemic. Using the positive behavioral intervention system (PBIS) approach, our staff are explicitly trained in how to identify trauma in students and how certain behaviors and actions are impacted by trauma, including those related to the pandemic. The budgeted professional salaries belong to staff who will be able to identify these needs in students using the strategies and processes described below from their professional development.

Second Step is a social-emotional curriculum that focuses on middle school students. Second step training for staff includes units of study that explicitly model inter-personal skills and emotional learning needs. The professional learning modules advance teachers' knowledge of growth mindset, successful goal setting, positive teacher-student relationships, and incorporating social-emotional learning into academic subjects. Using this training, our staff engages students in role-playing and rehearsal to describe challenges they face in Middle School, identify resources to get help, describe what happens to the brain when they try something new and to self-identify CASEL competencies.

Bank Street's professional development program that takes a developmental approach toward social emotional learning for the early grades. It utilizes a constructivist, play-based approach including how to project with emotions, identify their feelings and express them to others. Staff implement this model in all K, 1st and 2nd grade classrooms.

Additionally, Bank Street College's Emotionally Responsive Practice Program trained K-2 teachers and staff through three Professional development sessions, five support meetings for Clinical Staff and Deans, five days of coaching and program implementation in K-2 classrooms and quarterly school leader consultations, to ensure effective practice of this early grades program.

Yale University's Center for Emotional Intelligence program focuses on older grades, primarily grades 3-8 in helping to identify different ways in which trauma manifests in students and how to make appropriate interventions. The training received by our staff includes the "RULER" approach to social and emotional learning that teaches emotional intelligence to people of all ages, with the goal of creating a healthier, more equitable, innovative, and compassionate society. The professional development around teaching these RULER skills will help our students use their emotions wisely, opening opportunities for us to succeed in school, at work, and in life.

Yale University's Center for Emotional Intelligence provides staff professional development related to their RULER Social Emotional Learning Program. This program allows for four staff members to participate in Ruler Online Institute, a six week online training institute is designed to equip a small team from each school to lead RULER implementation, as well as on-line coaching sessions following the institute and access to the RULER Online platform for all administrators, faculty, and staff in the school for one full year.

Another key SEL platform is provided by Panorama. Panorama provides a software license for staff to access Panorama Playbook and SEL resources. This platform helps teachers to establish goals, identify key trends, create objectives for teachers, establish a plan of action and develop next steps for SEL learning in classrooms.

The remaining use of funds include partial salaries for 17 Teachers, 3 Lead Teachers, 11 Special Education Teachers, 1 ELL Instructional Coordinator, 1 ELL Coordinator, 4 Behavioral Intervention Specialists, 1 SEL Coordinator, 1 School Counselor and two Social Workers.

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

**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

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Additionally, we have managed teacher absences and the need for additional temporary staffing through a substitute teaching agency, Advantaged Talent Solutions, for 2195 substitute teaching hours.

## ARP-ESSER Application: Part 2 - ARP Act

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; 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.**

According to the USDE's Office of Civil Rights' publication in June 2021 "Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students", many of the demographic groups that BSNBCS serves suffered disproportionately from the pandemic. The following observations below in bold form that report are consistent with the school's ARP plan and funding for professional salaries <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>

**"OBSERVATION 4 (K-12): For many elementary and secondary school students with disabilities, COVID-19 has significantly disrupted the education and related aids and services needed to support their academic progress and prevent regression. And there are signs that those disruptions may be exacerbating longstanding disability-based disparities in academic achievement."**

Students with disabilities represent over one in five of our population, making them a key demographic for engagement with this ARP program. To address the significant disruption of the lives of BSNBCS students with disabilities, BSNBCS has included multiple professional salaries for certified Special Education Teachers who work directly with students with disabilities.

These are our experts and they know their students well including assessing the academic impact of lost instructional time by utilizing the assessment models described above as well as making key interventions and supports specifically for ELA and Mathematics instruction, based on each student's needs. In particular, these funded special education positions take a particular academic and social emotional awareness of students who, due to the pandemic, are more than two years behind their grade level, including students who have selective mute status, executive functioning issues, regression in speech and language; conversational gaps, expression gaps, K-2 gross motors skills. The combination of student support team members, special educators and the SEL software and resources provides the foundation for our support model for these students.

**"OBSERVATION 3 (K-12): Even before the pandemic, many students learning English struggled to participate on equal terms in the classroom as they confronted the dual challenge of mastering grade-level content while continuing to learn English. For many English learners, the abrupt shift to learning from home amid the challenges of the pandemic has made that struggle even harder."**

BSNBCS serves a significant number of students whose families speak Spanish at home and are classified as ELLs. For students still learning English, we have identified their needs through both our Response to Intervention Framework and our English Language Learners framework via RTI Teachers, ELL Instructional Coordinator, Literacy Specialist and ELL Coordinator. Their work in growing student literacy through small group and individual interventions requires regular assessment and scheduled sessions that address their academic needs.

Funded ELL and general education teachers focus on entering ELLs, language acquisition focus and students who require additional, personalized interventions beyond reading levels. The data resources described in the previous question are helpful tools in deciphering which needs are language based and which are the result of general educational needs.

Overall, the school addresses the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on children with disabilities and English language learners through the academic team including Special Education Teachers, RTI Teachers, ELL Instructional Coordinator, Literacy Specialist and ELL Coordinator. Their work, guided by ELL plans and Individual Education Plans for students with disabilities, addresses academic deficits related to or exacerbated by the pandemic and learning loss. While BSNBCS does not have a large number of migratory students, should we serve them in the future, they are supported through our English Language Learners framework, as these students in our area typically hail from a non-English speaking country.

**Students experiencing homelessness, children in foster care, and migratory students are all directly supported through our Response to Intervention (RTI) framework, which identifies non-academic factors that may result in learning difficulties, through our comprehensive review of the students' needs.**

At BSNBCS, RTI is a multi-step approach to providing services and interventions at increasing levels of intensity, based on student needs. The progress students make at each stage is closely monitored. Results of this monitoring are used to make decisions about the need for further engagement, especially around literacy and numeracy, based on progress monitoring, baseline and interim assessments of student progress.

THE THREE LEVELS OR TIERS FOR RTI at BSNBCS:

Tier 1: Universal Intervention: Students whose intervention needs are greater than general education can meet may be referred for more intensive services. These interventions include co-teaching strategies and curricular differentiation.

Tier 2: Individualized Intervention: Students who need additional support than peers are given individual intervention plans, including small-group learning opportunities, pull-out groups and supplemental digital learning opportunities.

Tier 3: Intensive Intervention: Students whose intervention needs are greater than general education can meet may be referred for more intensive services including specialist pull-outs,

Children who are awaiting placement for foster care are covered by McKinney Vento; These students will be served primarily through the response to intervention framework for children, which includes detailed information on their family circumstances.

**For low-income families and students of color** approximately 95% of BSNBCS students are eligible for free and reduced lunch and 99% of our

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

**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

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students are African American, Latino or otherwise non-white. Because these students represent a supermajority of our student population, all of the interventions described above are calibrated to support students of color and low income families through the model described in this application, as implemented by the professional salaries for Teachers and Lead Teachers included in the budget provide the staffing and resources needed to support these interventions for students.

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

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**ARP-ESSER Return to In-Person Instruction**

BEDFORD STUY NEW BEGINNINGS CHARTER

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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://bsnbcs.org/reopeningplan2020/>

Individuals who request the plan will be directed to this website; individuals who do not have access to the internet may request a hard copy in person or via phone and pick it a copy at the main office of 82 Lewis Avenue, Brooklyn, NY.

## ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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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) its plan for in-person instruction, including a description of how public comment will be collected.

BSNBCS will periodically, as needed, review and as appropriate revise its plan. Public comments will be solicited from parent sessions, a dedicated email address and open meetings of the school's Board of Trustees. Throughout the implementation period of this plan, BSNBCS intends at least every six months through September 2023, to review the effectiveness of its plan for in-person learning under the following framework

- 1) The school will periodically review whether the plan requires revisions due to safety measures recommended by the CDC. Due to the need for timeliness, if so, BSNBCS will review its safety plan to determine if students, staff and visitors are made safer by the modification of its plan.
- 2) Through bi-annual meetings of its Board of Trustees, BSNBCS will solicit public comment on its plan. Members of the public are welcome to provide input into the plan and such feedback shall be considered in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan.
- 3) Parents will be solicited for feedback on the plan at regular parent meetings, where such feedback will be reviewed for potential inclusion in any revisions to the plan.
- 4) Feedback from all stakeholders (the public, parents, students, staff and Trustees) will be considered on a rolling basis, along with CDC guidance and local health authorities, to determine whether the school's plan for return to in-person instruction revision. BSNBCS has made a comprehensive effort to ensure the safety of its students and staff, which led to its full initial reopening in September 2020 and its subsequent operations. Revisions to this plan will be made by school leadership and publicly posted on the school's Reopening Plan page: <https://bsnbc.org/reopeningplan2020/> and available in hard copy, upon request, for those without internet access.

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

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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**ARP-ESSER LEA Base 90% Allocation - Funding Distribution**

BEDFORD STUY NEW BEGINNINGS CHARTER

331600860971

**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 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 (\$)	2,282,543
Total Number of K-12 Resident Students Enrolled (#)	714
Total Number of Students from Low-Income Families (#)	679

**ARP-ESSER Schools Served**

- 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	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1



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**

BEDFORD STUY NEW BEGINNINGS CHARTER

331600860971

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.).	39,052
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.	173,285
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.	344,641
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	1,642,703

**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.	4,050
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.	19,218
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.	59,594
<b>Totals:</b>	<b>2,282,543</b>

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

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

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**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.**

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

12-9-21 Resubmission BSNBCS 331600860971 ARP FS-10 8-31-21.pdf

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

12-9-21 Resubmission FS-10 Budget Narrative ARP August 2021 BSNBCS 331600860971.pdf

- 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	2,160,629
16 - Support Staff Salaries	0
40 - Purchased Services	98,646
45 - Supplies and Materials	23,268
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
<b>Totals:</b>	<b>2,282,543</b>