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Summary & Background

BRONX CHARTER SCHOOL FOR THE ARTS

320800860846

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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.

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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.

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.

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Submission Instructions

BRONX CHARTER SCHOOL FOR THE ARTS

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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 RE*QUIRED to send hard copies of general application materials to the Department.

- LEAs *ARE RE*QUIRED 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.

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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	Miriam Raccah	mraccah@bronxarts.net	09/30/2021
LEA Board President	Barbara Scott	bhscott@me.com	09/30/2021

ARP-ESSER Allocation - Construction-Related Costs

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

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

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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.

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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.**

Bronx Charter School for the Arts' Executive Leadership team (ELT) consisting of both Elementary and Middle School Principals, Director of Operations, Arts Director, Executive Director, Director of Development, Director of Finance, and campus operations managers held various meetings to discuss, share, and collect input in response to how the school might use anticipated ESSER funding to implement curriculum changes, enhance innovative instructional practices to address learning loss, and promote consistent safe in-person learning.Through these meetings, the team was able to brainstorm proposed ideas, initiatives, and actions to implement a strategic plan that would address both short-term and long-term instructional and operational goals for the return to in-person learning in the Fall of 2021.

Information regarding ESSER ARP funding and breakdown of how the school planned to use the funds was shared with the entire Bronx Charter School for the Arts community in the Fall of 2021 via Family E-newsletter, in both English and Spanish. The school will continue to engage with all relevant stakeholders by having recurring ESSER bi-monthly meetings throughout the implementation of the plan, which will be posted on the website, along with ZOOM link details, to ensure families and other stakeholders have opportunity to provide input.

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.**

Bronx Charter School for the Arts will post the finalized ARP-ESSER III plan on the school's website: www.bronxarts.net, under the For Families Resources page.

In addition, the school will use its email listserv to send information and a link to the school's ARP ESSER III plan and use of funds.

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.**

One of the main guiding principles of Bronx Charter School for the Arts is to ensure that we do everything possible to keep our community safe and healthy. This was especially paramount to the school's plans and preparation for full in-person learning in the Fall of 2021.

As we have done in the entirety of the 2020-21 school year, we have implemented policies and procedures that are regularly reviewed by a team of administrators and directors to ensure adherence to the current guidelines from the CDC and NYS Dept of Health.

Listed below are some of the highlights of the school's health and safety measures:

- All staff and external vendors are required to complete a daily health clearance questionnaire before entering school buildings.
- Students will be screened upon their arrival, which will include a temperature check.
- In compliance with CDC guidelines, all staff and students are required to wear masks indoors. PPE supplies such as 3 ply masks, gloves, and sanitizers are readily available, and are ordered by the Operations team on a recurring basis to ensure a consistent minimum of 3 months supply of PPE.
- Staff and students are given training on best hygiene practices such as hand washing before and periodically after the first day of school. In addition to hand washing that follows any activity or movement within the school, time is also scheduled throughout the day for periodic hand washing. Hand sanitizing stations have also been established throughout both school buildings.
- In addition to the daily deep cleaning by the custodians, staff are given disinfecting supplies to clean common spaces and frequently touched surfaces.
- Required weekly on-site COVID-19 testing of all staff. During the 2020-21 school year, the school hired an external registered nurse to administer rapid Covid-19 tests on a weekly basis. Starting in the Fall of 2021, Bronx Charter School for the Arts partnered with BacktoWork Solutions to administer cheek swab testing for all staff and middle school students. Currently, the school has partnered with Mirimus Labs to provide weekly nasal pool testing to all staff and 30% of students.
- COVID-19 vaccine mandate for all current and future staff. On August 27, 2021, the school issued a mandate requiring all staff to have either received at least one dose of the vaccination series for COVID-19 (e.g. 2 does for Moderna or Pfizer; 1 dose for Johnson or Johnson) and submit proof of vaccination to HR on or before September 30, 2021. Employees who were eligible for health or religious exemption must have provided a medical exemption form completed by a physician or a strongly held religious form to the school's HR department for review and approval.
- Bronx Charter for the Arts enforces a strict social distancing policy whenever possible. Our elemenatary students are also placed in "micro-communities", grade level cohorts that stay together throughout the day to minimize interaction with others and reduce possible spread.
- The school's operations staff are certified contact tracers. Following established guidelines on handling positive cases, individuals with positive results are told to isolate and retest if needed, and the Operations staff will conduct the process of contact tracing which include notifying the school's community of staff, students, and families on next steps, and reporting positive cases as per NYSED protocol.
- Signage is placed throughout the school premises, in both English and Spanish, to promote best practices in preventing COVID-19.
- As closing school impacts student learning, the school's established policy on determining school closure requires school leadership team members to meet on a case by case basis and aim to act in the following order: Quarantine individualsQuarantine class(es)Quarantine grade(s)Quarantine campus/siteQuarantine entire Bronx Charter for the Arts school

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ARP ESSER III funding of an onsite COVID-19 Test and Contact Trace Coordinator, stipends for Ops staff coordinating interim COVID-19 testing/contact tracing, and additional Operations Manager at the elementary school, and school aides to support social distancing and safety measures for students will allow the school to continue to implement systems & procedures for safe and healthy in-person learning.

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.**

Bronx Charter School for the Arts' assessment system enables teachers and instructional leaders to collect and analyze data frequently, in order to understand and address specific student instructional needs, and to then make necessary adjustments.

The assessment system consists of Northwest Evaluation Assessment (NWEA) Map testing and interim internal assessments, with ANET and iReady Math & ELA diagnostic, including Fountas and Pinnell and instructional materials, to further address intervention needs.

NWEA MAP testing is growth focused based, and are nationally normed tests, that do not directly align with NYS testing questions or content, but do provide comparable data in student growth against national peers and assist with providing an accurate prediction of NYS examination scores.

Interim internal assessments are created by the school's team of Directors of Curriculum & Instruction and are provided to all students.These tests are given every six weeks to gather data on current academic performance, and are adjusted accordingly to ensure goals are met.

MAP testing and interim internal assessment calendar are provided to staff and parents at the beginning of the school year.

Additionally, as of the 2021-22 school year, the school re-partnered with Achievement Network (ANET) to further address learning loss and provide instructional coaching & resources to support effective teaching.

The addition of a School Data Manager will also further these efforts of identifying student needs, by tracking, analyzing, and managing student data and performance results. Furthermore, the continued ESSER funding of an additional Response to Intervention (RTI) teacher at each campus will also further monitor and address intervention and academic goals of the school.

The Coronavirus Global Pandemic has not affected all communities equally though it has been traumatic for all students whose lives were disrupted and thrust into a situation that they certainly had trouble comprehending. Like all educators, at Bronx Arts we understand that caring for our student's well-being and social and emotional health is a large part of what we do as we educate them.

Bronx Arts' response to our students and families' needs is holistic and involves everyone: teachers, our Ops Team, our social workers and counselors, and our board. During the Pandemic, families have received assistance with child care, food, mental health resources and counseling. All family contact is tracked daily together with resources provided. Guidance Counselors will continue at-risk counseling to students who are identified as needing extra support. Bronx Charter School for the Arts also has a page for Family Resources located on our school website. Parents can get information on everything from food sources, technology support, mental health resources, and community counseling support.

Teachers are provided with a clear protocol for tracking and flagging students, families or situations that requires immediate attention and support.

School support teams at both campuses, led by the school counselor, dean and social worker will continue to receive referrals and support students and staff. These team members, alongside teachers and support staff work together to ensure the academic and social emotional success of all of the students we serve. The Social Workers provide group and individual counseling to all of our mandated students and at risk students. The Guidance Counselors provide group and individual counseling to our at-risk students. The support team provides in-classroom support, out of classroom support, student observations, and provides strategies to all students and staff. These teams will continue to accumulate resources revolving around COVID-19 and assist staff with recognizing the signs of potential trauma. Staff will observe and collect anecdotal notes which will be shared with the appropriate professionals as well as the Instructional Leadership Team.

During recurring professional development throughout the year, our School Support Teams will conduct sessions for school staff on how to talk with and support students displaying uncharacteristic behaviors during these times. They will also meet with teachers weekly to

discuss observations and trends noticed in the classroom, and provide in-classroom support.

Additionally, at the elementary school, the Social Emotional Learning Program- *Promoting Alternative Thinking Strategies* (PATHS) offers a comprehensive, and evidence based SEL Curriculum which will be used in every classroom daily for 30 minutes. PATHS covers the five CASEL SEL Core Competencies and is a critical component of the educational experience at Bronx Arts Elementary.

At the middle school level, the School Support Team is responsible for designing and delivering content based on the observed needs of students. Our middle school students are given wellness surveys at least on a quarterly basis. These surveys are given out during the advisory period and that data goes to the SEL Team. The SEL Team schedules individual meetings for students who are flagged as being “in need”. Throughout the middle school building there are Blue Boxes where students can write notes about how they are doing, flagging their needs in a private manner for follow-up.

Both schools have developed Equity teams that aim to build the skills and knowledge required to navigate and engage with challenging social issues that directly impact our students.

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.

Bronx Charter School for the Arts will use ARP ESSER III funds to address COVID learning loss in various ways:

- **Extended Academic Time**: After school tutoring, saturday and summer school.
- **Department Chairs and Grade Level Support Leads** - Stipends for middle school department chairs and elementary school grade level support leads to manage intensive recovery strategies and collaborate with instructional leaders and teachers to build a supportive school environment and strong teacher-student relationships to address and speed recovery from learning loss.
- **Enhanced Arts Program**: During virtual learning this past 2020-21 school year, the arts program greatly suffered. Increased external teaching artists, and instructional materials such as Apple Ipads for visual arts majors, music posture chairs for band, flame retardant curtain for Dance class, and piano keyboards, as well as an additional Arts Assistant Teacher will help address learning loss in the Arts and further support social emotional learning through an enriched arts program.
- **Afterschool Athletics Program**: In response to the varied needs of students and families, we are starting an athletic program in the 2021-22 school year to address the learning loss of our physical education program throughout the time most students were exclusively engaged with virtual learning.The lack of movement and physical activity has taken a significant toll on our students. As a strategic response to the needs our students and their families have expressed, we are expanding our physical education program to include a formal athletic program to provide additional time and opportunities in which students can study and practice specific sports--basketball and soccer. These two specific selections will allow us to run the athletics program from October through June since the playing seasons are at different times.
- **Technology and Software** - Replenishment of student chromebooks, Ipads, and headphones, replacement of old SMARTboards with SMART 4K TVs in all middle school classrooms, and E-Document & digital document delivery software subscription to send progress and reports to parents (to reduce lost mailing of reports to families).
- **PD and support for instructional leaders** - With the addition of a Chief Academic Officer, this person will be responsible for the strategic oversight in developing, achieving, and maintaining the best instructional programs for the school and will also be responsible for the implementation and execution of both short and long term educational programs that address learning loss and produce academic growth. This person will also manage and coach both principals at each campus, the Director of Arts, and the School Data Manager.

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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.**

Bronx Charter School for the Arts will spend the remaining ARP ESSER funds to purchase additional Apple Macbook Airs for new staff and to replace outdated staff laptops, educator retention incentives, and furniture and furnishings such as room dividers to convert the school library space to include a RTI resource room.

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.**

Bronx Charter School for the Arts uses a multi-tiered system of support for students that ensures that every child gets what they individually need both academically and socially.The first aspect of the school's addressing of these needs is having a staff that is trained to respond to the needs of students by being trained in "Responsive Classroom". This is something that has been a staple of our school for years. We build a culture in our school that is focused on being a safe and warm place and a creative place where students whole selves are welcomed and affirmed. Furthermore, all teachers at Bronx Arts provide intervention services both within their classroom and throughout the day in small groups setting up a culture of support, intervention and ownership throughout the school. Our overall approach to learning loss is embedded in our Response to Intervention model where we focus on Tier I instruction in the classroom and then pulling students for Tier 2 and Tier 3 instruction during the school day and after school.

The RTI Coordinator and team help to analyze data and provide guided action plans to teachers and students ensuring that all children have realistic and reasonable goals and action plans that allow them to grow towards proficiency.

As we understood that our students were going to return to school having had certain learning loss to some degree, and that our school needed to adjust to both meet students where they are and continue to improve student proficiency, we underwent a strategic planning process to identify clearly the areas where we needed to focus.Out of that plan we identified the need to address a lack of clarity as regards a consistent framework for excellent lessons, build proficiency in lesson adaptation and study among teachers aligned with that framework, establish periodic collaboration and communication across schools, develop a strategic approach to instructional data analysis, refine our assessment strategy implement data protocols and build the capacity of instructional leadership teams.

In order to do all of this work which we are confident will help us ensure that our teachers are able to deliver the highest quality Tier I instruction, we identified the need to add a Chief Academic Officer to our team to focus on this work. Additionally a School Data Manager is needed to manage all of the data collected in the schools to make sure that we are using it effectively to drive instruction. Additionally, in the middle school we identified the need to switch our mathematics curriculum to Illustrative Math which more accurately meets the needs of our students. We are also partnering with Achievement Network to utilize their assessments in order to ensure students are moving toward proficiency and their professional development to ensure that we are focused on the standards needed in each grade.In the elementary school, we added a response to intervention teacher to our team to make sure that we were able to meet the needs of students who might be several grade levels behind in terms of their reading skills.

We continue to be focused on being a more equitable organization as we know that will engage our students and prepare them for the world they will inherit. We are confident that our equity work will also help us increase the rigor of our instruction. Overall, we are confident that our curricula are what is needed with additional tweaks but we are paying close attention to what we might need to adjust or change in order to ensure we meet student's needs.

Lastly, please see the above response on how we address and monitor progress of identified social, emotional, and mental health needs of all our students.

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ARP-ESSER Return to In-Person Instruction

BRONX CHARTER SCHOOL FOR THE ARTS

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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.

Bronx Charter School for the Arts' 2021 re-opening and return to in-person learning plans are on the school's website: www.bronxarts.net, under the for Families resource page.

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

Along with the school's updated re-opening plan, ARP ESSER III plan (once finalized) will be posted on its website, and will be reviewed by the executive leadership team, and revised accordingly to public input, at least every six months until September 30, 2023.
The school will also have a recurring bi-monthly ESSER meeting, with ZOOM link details posted to our website, inviting all our stakeholders to attend and provide input throughout the implementation of the plan.

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

BRONX CHARTER SCHOOL FOR THE ARTS

320800860846

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 ($)	2,753,937
Total Number of K-12 Resident Students Enrolled (#)	618
Total Number of Students from Low-Income Families (#)	540

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

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

BRONX CHARTER SCHOOL FOR THE ARTS

320800860846

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

1. **Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.**

PLEASE NOTE **- All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.**

	FUNDING Amounts ($)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	109,732
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	648,917

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	FUNDING Amounts ($)
students, students experiencing homelessness, and children and youth in foster care.	
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 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.	1,108,766
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.	173,320
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.	713,202
Totals:	**2,753,937**

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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.

FS10_Budget_Excel_ESSER III 092921_Signed.pdf
Signed_FS10_Budget_Excel_ESSER III Revised Compatibility Mode.pdf
Signed 010422_FS10_ ESSER ARP.pdf

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

Budget_Narrative _ARP ESSER 3 093021.docx
121021_ARP ESSER III budget narrative template.docx.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	1,849,634
16 - Support Staff Salaries	406,994
40 - Purchased Services	293,173
45 - Supplies and Materials	204,136
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	**2,753,937**