

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

Summary & Background

BRONX CHARTER-EXCELLENCE 3

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SUMMARY & BACKGROUND

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

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

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

Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Dr. Charlene Reid	creid@excellenceschools.org	7/23/21
LEA Board President	Kathy Lathen	klathen@yahoo.com	9/8/21

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.

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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.

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.

The Bronx Excellence education corporation released a survey at the beginning of June to elicit community input on our ARP ESSER funding priorities and safe reopening plan for the fall. We received 1,046 responses from parents, staff, administrators, and community members. Collected responses were analyzed and reviewed for priority trends. Based on our survey results and discussions with stakeholders, we determined our proposed funding priorities. In consultation with a licensed healthcare provider, Bronx Excellence 3 created a *Safe Return to In-Person Instruction and Continuity of Services Plan*. Over the summer, the school leaders conducted their annual Family Chats and held virtual Town Hall meetings with our families. These are opportunities for families to learn about our plan, our funding priorities, our reopening strategies, and ask questions. Our reopening plan was also shared with our staff during pre-service training.

Bronx Excellence will continuously monitor student achievement and mental health wellness, as well as infection rates and DOH/CDC guidance as circumstances evolve to gauge the effectiveness of our plans. Throughout the school year, we will continue to elicit feedback from our families, staff, and Board (including our parent representative), and periodically review (and revise, if needed) our *Safe Return to In-Person Instruction and Continuity of Services Plan* at least every six months. We will also engage with our Parent Association to provide opportunities for feedback and contemplate public input from annual surveys to inform future plans. Town halls will minimally accompany each school year's reopening and any major shifts in our plans. As required, Bronx Excellence will post any updates to our website.

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

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

The Bronx Excellence 3 ARP ESSER Plan is publicly posted on our website under the title, "Safe Return to In-Person Learning and Continuity of Services Plan". Individuals who wish to review the plan will be directed to the URL address below:

<https://www.excellencecommunityschools.org/bronx-1/covid19resources>

The application will also be posted to our website, at the link above. Individuals who do not have internet access can request to review a printed copy of the plan from office personnel.

ARP-ESSER LEA Base 90% Allocation - Program Information

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

The health and safety of our school community remains paramount to Bronx Excellence. The school will be utilizing layered mitigation strategies to prevent the spread of COVID-19. These include requiring masks of all students and staff, social distancing, cohorting, and instituting a vaccine/test policy for staff.

Bronx Excellence 3 previously used funds from other revenue sources to conduct an evaluation of the school's air filtration and HVAC systems to inform improvements. ARP ESSER funds will be used to offset the cost of enhancing our existing systems to improve the circulation of external fresh air into the school building and mitigate the likelihood of viral spread due to recirculation of air. The work does not involve new construction or alteration to the educational spaces or use. Rather, the work includes tasks such as adding air filters to treat recycled air, adding condensers and air handlers to the existing units to recycle and circulate fresh air, and adding bipolar ionization air purifying devices to existing window AC units. These upgrades improve existing ventilation systems to filter and treat recycled air and increase circulation of external fresh air into the buildings. The improvements align with current health department and CDC guidance for mitigating the spread of the virus.

Bronx Excellence has adopted CDC cleaning protocols to ensure the learning environment remains safe for in-person instruction. The school will be allocating funds to offset the cost of added cleaning services, but equipment, and supplies, such as hand sanitizer, no-touch dispensers, and disinfectant wipes will be covered by other revenue streams. The building is closed on evenings and weekends to facilitate thorough cleaning measures, and custodians maintain frequent sanitation throughout the day of high-use items and locations, such as door handles and bathrooms. Additional attention to cleaning is also directed for suspected and confirmed cases of COVID-19, as might be the case in the designated isolation room. We also purchased ample PPE and masks from other sources of funding.

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 Excellence 3 utilizes a robust assessment model to measure, monitor, and accelerate student achievement. Scholars participate in benchmark assessments at the beginning of the school year to determine where they are in their academic development. These assessments include Fountas and Pinnell (F&P) baseline assessments and NWEA MAP norm-referenced exams. Teachers also administer less formal measures to gauge student development. Throughout the course of the school year, teachers continue to compile data through quick checks, checks for understanding, anecdotal, formative, and summative assessments, as well as three more rounds of F&P, end of year MAP, and state exams. Daily common planning periods allow grade level teams to plan lessons collaboratively, analyze assessment data, and monitor progress to ensure that students are making adequate gains. Because teachers continually collect quantitative and qualitative data, they are able to immediately identify and remediate any vulnerabilities students might demonstrate. This is particularly important for high-risk students and as we emerge from the pandemic year.

Based on these results and ongoing data, Bronx Excellence 3 will continue to provide highly differentiated, individualized, and small group instruction. Through this methodology, remediation is offered in real-time with rapid response based on ongoing data collected from a robust assessment program. The teaching staff and instructional leadership work collaboratively to carefully analyze data and lesson plans, and ensure that targeted interventions remain effective. At the conclusion of the school year, the leadership and board will evaluate our strategies and establish an improvement plan as needed.

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- 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 Excellence will dedicate the first few weeks of school to help students acclimate to policies and routines and use this time to administer benchmark assessments to gauge where students are in their development. Using this and other data collected throughout the year, the schools will provide data-driven, small-group differentiation in reading and math to target individualized needs. This will be particularly crucial as we emerge from the pandemic year and reassemble in the classrooms. To the greatest extent possible, we will implement our small, guided reading groups, which have proven successful in meeting a wide spectrum of needs. Whereas in previous years these small groups were formulated across the entire grade level, as a modification to minimize the number of contacts students have, the school will provide small group instruction within the classroom. If mitigation measures continue to prove successful, Bronx Excellence will broaden the instructional cohort to the grade level, but will maintain social distancing and have only a set number of staff assigned to each grade level.

Bronx Excellence will be using funds to support additional instructional personnel and offset employee fringe benefits. These include classroom teachers, specialists, summer school teachers, tutors and substitute teachers to increase bandwidth for supporting students' needs. Additional teachers will receive supplemental hourly pay to serve as summer school teachers. Our National Blue Ribbon award-winning programs are designed to address individualized needs through targeted, data-driven small group instruction. This is most apparent during our sacred reading block, during which time all teachers teach reading and literacy skills. Annually, Bronx Excellence anticipates a wide spectrum of needs among our student population, from our most reluctant or struggling learners, to students performing on grade level, to those who are accelerated. As we emerge from the pandemic year, we anticipate that this scope has widened even further, and that many scholars were likely impacted by the interruptions to our learning program, resulting in a learning loss. The additional instructional positions, including teachers, special education teachers, specials teachers, allows us to disaggregate learning even further by providing greater differentiation through instruction in more small groups, thereby addressing needs more individually. This will allow us to facilitate more targeted remediation for our scholars, particularly those with special needs and including those who are accelerated. We also recognize that the pandemic impacted the social-emotional and mental wellbeing of our students, and in some cases induced stress and trauma. These lasting impacts become barriers to learning, especially if left unaddressed. The additional social worker helps to monitor for signs of distress and address them in our student body with the goal to alleviate barriers to learning. Funds will also support the use of substitute teachers to promote a continuity of learning in the event classroom teachers are absent, for example due to illness or quarantine.

Bronx Excellence will contract with a tutoring service to provide additional support outside of core instructional time. This will be a cadre of tutors assigned to provide extended learning opportunities through tailored, individual, and small-group instruction to remediate learning loss, provide additional support, and to accelerate learning. This group of dedicated tutors will provide supplemental hours of support before, after, and throughout the school day. Tutors will be assigned students to provide additional hours of instruction in any of the core content areas based on student need and parental request.

Finally, as some students are still required to quarantine and participate in remote instruction due to having COVID and exposure, the school will hire virtual teachers to ensure that those students have a dedicated teacher for the period of time when they are learning remotely.

By implementing these strategies, Bronx Excellence will offer extended learning opportunities to mitigate any potential learning loss and accelerate achievement through targeted intervention and tutoring.

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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.

The remaining funds will be used to hire an additional social worker, who will provide crucial social-emotional programming for the school community. By increasing the size of the social work and guidance staff, the school will be better equipped to monitor students for signs of distress and address them in our student body with the overall goal of alleviating barriers to learning.

The onset of the pandemic highlighted our reliance on technology, both as a tool for communication and mechanism for completing assignments. Therefore, the remaining funds will be used to close the digital divide. The schools will be implementing a 1:1 computer to student ratio. This will ensure that students have equitable access to technology in school and at home. This will also provide smooth transitions if public health and community infection rates require us to transition to hybrid or remote learning again. Due to the prevalence of variants and their propensity for rapid and widespread transmission, we need to be proactive in ensuring students can easily modulate between in person and remote instruction. Waiting for device distribution as students might transition from one to the other would only result in lost instructional time.

Assignments will be assigned and completed on the computer. As in the previous year, we will provide workshops for families to help them access our selected learning and communication platforms and promote learning in the home environment. We may also find that having students complete work digitally will be more favorable than traditional workbooks and textbooks. Therefore, the cost of traditional curriculum resources would subsequently be used to offset the cost of devices.

The school will also use ARP funds to purchase additional computers to ensure that we have enough to provide replacements for those that are lost, damaged or stolen while transporting devices between home and school. Towards the end of the grant period, we also anticipate that an additional group of student laptops will have reached their end of useful life and will need to be replaced.

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

7. **In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The following describes how the school's strategies will address the needs of our school community, especially our most vulnerable scholars.

Academic Supports, Learning Loss, Learning Acceleration, and Recovery – Bronx Excellence 3 will allocate funds to offer extended learning opportunities to mitigate any potential learning loss and accelerate achievement through targeted intervention and tutoring. Scholars will participate in benchmark assessments at the beginning of the school year to determine where they are in their academic development. Based on these results and ongoing data, Bronx Excellence 3 will provide highly differentiated, individualized, and small group instruction. The school will add instructional positions to provide targeted interventions and will mobilize a Tutor Corps to provide additional support outside of core instructional time. Additional classroom teachers, a specialty teacher and summer school teachers will allow us to facilitate more targeted remediation for our scholars, particularly those most vulnerable. Students who are required to quarantine due to illness or exposure to someone with COVID will receive instruction from a virtual teacher dedicated to working with only remote students at their grade level. This will ensure that no further learning loss occurs.

Social, Emotional, and Mental Wellness – Bronx Excellence 3 recognizes the unprecedented levels of stress that have impacted our scholars, families, and staff. The school has made conscious efforts to safeguard the social-emotional and mental health of our community and promote mindfulness and interconnectedness. Bronx Excellence 3 will use funds to support a social worker to help identify needs within the school community, direct members towards critical resources, and provide direct services to support their mental health and wellbeing. We will also be promoting summer and co-curricular arts programming, which will allow our scholars to engage in creative, expressive, and reflective activities. Morning meetings will also help to set the tone for the day with mindfulness and exercises throughout the day.

Strategic Use of Technology – Bronx Excellence 3 is committing funds to close the digital divide. The school will be implementing a 1:1 computer to student ratio to ensure that students have equitable access to technology in school and at home. This will also ensure smooth transitions if public health and community infection rates require us to transition to hybrid or remote learning again. The provision of devices will allow our scholars to engage with tutors and service providers, as well as participate in summer learning programs that take place in the digital space. As in the previous year, we will provide workshops for families to help them access our selected learning and communication platforms and promote learning in the home environment.

Health and Safety Measures – The health and safety of our school community remains paramount to Bronx Excellence 3. The school previously purchased abundant PPE and protective equipment to ensure the learning environment was safe for in-person instruction. We also purchased cleaning equipment and supplies, as well as no-touch dispensers, and adopted enhanced cleaning protocols to minimize the transmission of the virus. Bronx Excellence 3 has dedicated significant resources to evaluating and improving the schools' air filtration and HVAC systems. Improvements address ventilation issues arising due to the onset of COVID-19 and treat recycled air and increase circulation of external fresh air into the buildings. The improvements align with current CDC and health department guidance for mitigating the spread of the virus. Throughout the school day, building custodians maintain frequent sanitation of high-use surfaces, items, and areas such as door handles and bathrooms. Enhanced cleaning will also be triggered for suspected cases of COVID-19. While the school reopened fully to in-person learning, the evenings and weekends will be reserved for additional cleaning. The use of PPE and hand hygiene will help reduce the chance of transmission.

Based on our demographics, Bronx Excellence continues to serve students disproportionately affected by the pandemic, to include students from low-income families, students of color, English learners, children with disabilities, and children in foster care. The coronavirus had a devastating impact on many of our families. In addition to rapid and massive infection rates, our families faced sickness, loss of family members, and a loss or reduction of employment and household income. At the onset, New York City, including the Bronx borough, was the epicenter of the national epidemic. Additionally, many of our scholars are children of essential workers, to include those employed by hospitals.

Our programs are intentionally designed to address individualized needs, regardless of the point of entry. It is because of our individualized approach, our family and community engagement teams, and the culture of community that we have fostered through the years that we were able to successfully ensure that our children and their families' needs were met throughout the pandemic.

As our scholars return for in-person instruction, our intent is to use federal funding to enhance the programs we have had in place to enhance and ensure the supports we provide for our scholars' academic, social, emotional, and mental health are sufficiently robust. Our remediation strategies are grounded in years of data and based on the ongoing compilation and analysis of assessment data, which allows us to implement a rapid response

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approach to intervention. This serves the most accelerated student to the most reluctant or struggling learners, students with special needs, and scholars learning English.

Specifically, we will aim to address the needs of students with disabilities through targeted interventions and tutoring provided by the additional faculty hired including classroom teachers dedicated to working with special needs students, specialists, summer school teachers, and tutors from Varsity Tutors. All interventions will be aligned to IEP's and complement scaffolding strategies within our SETSS (Special Education Teacher Support Services) model for special education.

Similarly, we will aim to address the needs of English Language Learners through targeted interventions and tutoring provided by the additional faculty hired including classroom teachers dedicated to working with special needs students, specialists, summer school teachers and tutors from Varsity Tutors. All interventions will be aligned to and complement the SEI (Sheltered English Immersion) program used as the basis of our ELL services. The school will be able to utilize the CHATS framework within the construct of the interventions to advance the learning of our ELLs. The additional staff members and service providers will allow us to further disaggregate the instruction to meet a wider scope of need, along with strategies designed to support language acquisition and comprehension.

Students of Color and Low-Income students, who comprise close to 100% of our student body, will benefit from the ARP funds using similar strategies, including targeted interventions and tutoring provided by the additional faculty hired including classroom teachers, specialists, summer school teachers and tutors from Varsity Tutors. The use of virtual teachers will ensure that learning needs continue to be met even when students are required to participate in remote instruction, which is especially important for these students who have been disproportionately impacted by COVID-19. The addition of a social worker will also help to identify needs within the school community, particularly for those in distress. This includes children requiring counseling, children who are struggling to understand the impacts of the pandemic, and children experiencing stressful circumstances, such as homelessness or foster care placement. The social worker will provide direct services and resources to support the mental health and wellbeing of our school community.

Bronx Excellence will continue to provide highly differentiated, individualized, and small group instruction, as well as interventions to support the social-emotional and mental wellbeing of our children. Through this methodology, remediation is offered in real-time with rapid response based on ongoing data collected from a robust assessment program. We know our model and strategies are effective because our scholars outperformed 98% of schools statewide on the 2018-19 state exam, the last administration prior to the pandemic. We also know that we are continuing to address our students' social-emotional wellbeing through frequent, ongoing, and daily communication with our children and their families. We offer multiple touchpoints throughout the day. Bronx Excellence schools cultivate deep relationships with the children, families, and communities that we serve. It is through these partnerships that we were able to ensure such high participation rates throughout remote and hybrid learning, and we were able to account for all our families.

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ARP-ESSER Return to In-Person Instruction

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

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

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

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

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

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

The Bronx Excellence 3 ARP ESSER Plan is publicly posted on our website under the title, "Safe Return to In-Person Learning and Continuity of Services Plan". Individuals who wish to review the plan will be directed to the URL address below:

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

2. An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.

Throughout the school year, Bronx Excellence 3 will continuously monitor infection rates and guidance as circumstances evolve and gauge the effectiveness of our mitigation strategies. We will also remain vigilant of student achievement data as the school year progresses. The school will continue to elicit feedback from our families, staff, and board members, and consult with our licensed healthcare provider regarding our progress. We will review and revise, if needed, our *Safe Return to In-Person Instruction and Continuity of Services Plan* at least every six months through September 30, 2023 and as circumstances evolve, and contemplate public input with each review. We will also engage with our Parent Association to provide opportunities for feedback and consider annual surveys to inform future school years. We will maintain ongoing communication with our families through email, phone calls, and messaging services. Bronx Excellence 3 will post any updates to our website and keep our families aware of any changes to policies. If warranted, we will hold additional Town Halls to keep families informed.

Bronx Excellence will continuously monitor student achievement and mental health wellness, as well as infection rates and DOH/CDC guidance as circumstances evolve to gauge the effectiveness of our plans. Throughout the school year, we will continue to elicit feedback from our families, staff, and Board (including our parent representative), and periodically review (and revise, if needed) our *Safe Return to In-Person Instruction and Continuity of Services Plan* at least every six months. We will also engage with our Parent Association to provide opportunities for feedback and contemplate public input from annual surveys to inform future plans. Town halls will minimally accompany each school year's reopening and any major shifts in our plans. As required, Bronx Excellence will post any updates to our website.

Recently, Bronx Excellence issued an addendum to our *Safe Return to In Person Instruction and Continuity of Services* plan. The addendum was crafted in response to rising community infection rates, parents expressing concerns to school leaders, analysis of internal data, feedback verbalized by our school community, and evolving guidance from the CDC and state/local health departments. Moreover, a parent representative sits on the board and acts as a liaison between our families and the board. The proposed addendum was shared with staff in four separate sessions during professional development, where staff had the opportunity to ask questions and voice concerns. A notification was also released to families with opportunities to ask questions and express any concerns. School leaders have also hosted virtual town halls to provide key opportunities to exchange thoughts and dialogue. The feedback we received helped to shape and refine any clarifications required in our plan. The school's policies continue to be driven by the latest guidance by leading experts in public health, while implementation is informed by feedback from our staff, families, and communities. We will continue to administer annual surveys to our families and staff at least once every six months, provide Town Hall meetings during the summer, and maintain a parent representative on our Board of Trustees.

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LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

BRONX CHARTER-EXCELLENCE 3

321100861115

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 (\$)	1,895,559
Total Number of K-12 Resident Students Enrolled (#)	450
Total Number of Students from Low-Income Families (#)	350

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

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

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

BRONX CHARTER-EXCELLENCE 3

321100861115

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.	63,205
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	281,817
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.	74,201
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	1,146,486

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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.	285,935
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.	43,915
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.	0
Totals:	1,895,559

ARP-ESSER Application: Part 2 - ARP Act

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

ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

BCSE 3 ARP ESSER FS10.v4.pdf
 BCSE 3 ARP ESSER FS10.v3 signed.pdf
 BCSE 3 ARP ESSER FS10.v2 signed.pdf

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

BCSE 3 ARP budget narrative.v4.docx
 BCSE 3 ARP budget narrative.v3.docx
 BCSE 3 ARP budget narrative.v2.docx

3. Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.

	Total Funds (\$)
15 - Professional Salaries	1,210,807
16 - Support Staff Salaries	0
40 - Purchased Services	501,351
45 - Supplies and Materials	63,205
46 - Travel Expenses	0
80 - Employee Benefits	120,196
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,895,559