

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

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**Summary & Background**

SOUTH BRONX CLASSICAL CHARTER SCHOOL

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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.

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Introduction/Instructions - Submission Instructions

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**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

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

SOUTH BRONX CLASSICAL CHARTER SCHOOL

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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	Christian Gibbs	cgibbs@southbronxclassical.org	9/24/21
LEA Board President	Ingrid Bateman	ibateman@southbronxclassical.org	9/24/21

**ARP-ESSER Allocation - Construction-Related Costs**

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

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

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

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

SOUTH BRONX CLASSICAL CHARTER SCHOOL

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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.**

Throughout the 2020-2021 and 2021-2022 school years, representatives from the Classical Charter School network and each department (Business, Talent, Character & Community, Scholar Services, Strategy, Operations, and Data) have met weekly as a team to discuss current areas of concern and plans for mitigating the effects of the pandemic on our school network and address learning loss. During that time, the team representatives determine the areas of greatest need, including staffing, COVID-19 prevention strategies, and supports for families. Our plan for ARP funds was then built around the areas identified to support each school community in its recovery efforts. Instructional staff who work with students with disabilities, English Language Learners, and other at-risk students were included in these weekly meetings to ensure that the needs of these vulnerable student populations were given special consideration.

To further develop the plan, the school held town hall meetings, staff meetings and community meetings to collaborate and have meaning discussions with stakeholders, including parents, teachers and operational staff, community partners, the community board, and outside consultants retained by the school to provide additional expertise. Through these meetings, the school was able to garner feedback on the usage of funds and to ensure that all stakeholders agreed that the greatest needs of students, staff and families were being met. Translators were used whenever necessary.

Moving forward, the school will continue to engage all stakeholders in the implementation of the plan and any planned changes to the usage of funds and/or programs and services being provided by holding town hall meetings every six months and by including the plan as an agenda item in staff meetings, parents meetings, and open meetings of the Board of Trustees. In addition, the school will conduct anonymous surveys for staff and parents. Parent and families of students with disabilities and English Language Learners, and low-income families will be included in all meetings with additional consultation conducted by special education staff, ELL teachers, and social workers, enabling us to ensure that special needs of students subgroups are considered at all times throughout the implementation of the plan.

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

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

The school's plan for Usage of Funds, including this application, will be posted at <https://classicalcharterschools.org/additional-family-resources> with no password or special access needed. Additionally, the school will alert staff, families and other interested parties in the community that the plan can be mailed or emailed to them upon request.

**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 CDC, NY State Department of Education, and the Department of Health and Mental Hygiene all recommend layered prevention strategies to safely reopen schools. Classical Charter Schools will pay for a newly hired Director of Operations and Special Projects Manager who will work closely with each school in the network to ensure these strategies are consistently in place. Additionally, ventilation mitigation strategies will help reduce viral particle concentration, and thus, lower the likelihood of transmission. In our private spaces, (SBC III and SBC IV), Classical uses Merv-13 filters to ensure proper ventilation; however, our spaces co-located with DOE spaces do not. Part of the ARP funding will be used to update the HVAC systems in co-located spaces by replacing substandard AC wall units. This step, in conjunction with other ventilation strategies, will improve the overall ventilation of these classrooms. Additionally, Classical Charter Schools has allocated funds to hire a facilities manager. This individual's work will focus on ensuring that the building related strategies (such as ventilation, cleaning, and disinfection) are met.

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.**

Classical uses multiple types of data to support scholars, determine the appropriate supports needed, and monitor progress, including NYS State tests in ELA, Math, and Science, Words Their Way by Pearson, Fountas & Pinnell Literacy Assessments, CELF 5 (for Speech and Language) and BASC (for counseling and social emotional learning). Using these data sources, we identify student needs and monitor progress through three methods:

1. We give all students a screener to learn more about their experiences over the past 20 months, which we use to target students who have had traumatic or difficult situations that might require counseling.
2. We assess our students in the same methods that we have done in the past, as we are using the same curriculum and thus the same unit tests, interim assessments, and other tests and quizzes.
3. Every 6 weeks, students are assessed in their reading comprehension and based on their performance can be put into various groupings.

Academic data is collected across multiple subjects to gauge learning loss in each area and make targeted plans for scholar growth. Reading level growth is measured by scholar every 3 – 6 weeks, and mathematics, reading comprehension, phonics (depending on the grade), science, and writing data is formally collected every 4 – 6 weeks, and informally collected weekly through work analyses. Additionally, scholar data is compared to both their data before the move to remote learning in 2020, and to the expectations of grade level scholars historically. At-risk scholars receive additional types of data collection depending on their need. The data collected determines which scholars are eligible for tutoring, at-risk services, and interventions. Additionally, grade-level data is used to determine allocation of multi-grade learning specialists. Social-emotional data is collected via screeners by our Scholar Services team throughout the year and informally by teachers daily. This information is used to inform Social-Emotional Skill Groups, informal counseling, and additional supports from our Scholar Services team. The new Director of Data will lead this process.

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

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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.**

Classical Charter Schools will use a number of ARP-funded strategies to address the academic impact of lost instruction time. First, Classical will provide fall tutoring programs after school for students who are below grade level, provided by teachers compensated hourly the supplemental instruction. Funds will be also used for additional Learning Specialists hired to provide academic interventions and intensive remediation through the school's tiered RTI program. These interventions will include small-group and one-on-one instruction. To meet the specific needs of students with special needs, the school will also use the ARP funds to hire additional SETTS teachers and a Speech and Language Pathologist. All of these interventions and supplemental services will be supported by a Director of Data, who will provide ongoing data analysis of student performance assessment and coach instructional staff on how to use the data for reteaching and planning.

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.**

Classical wishes to maximize the effectiveness of our remote learning program, despite now being typically on-site. Therefore, we are investing in technology to ensure that any quarantined schools, grades, classrooms, or students get the best possible education. This includes:

- laptops for staff and students
- Projectors
- Workstation backup
- Cybersecurity software
- upgrades to our in-school wireless network (due to vastly higher usage),
- AV system to vastly improve quality of remote instruction
- Professional Development for teachers on using the technology
- Server migration and maintenance,
- and tech support from Charter Technology Solutions to ensure a seamless, fast, secure, and efficient tech infrastructure.

The school will also use ARP funding to cover the cost of additional financial services needed due to COVID-19 related funding streams, such as the ESSER grants and PPP loans. These financial services will supplement the work of the network's small finance team and provide additional expertise and guidance on compliance.

Finally, ARP funding will be used for crisis counseling services for all members of the school community experience extreme stress and trauma related to COVID-19.

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

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

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

All services in this plan are integrated into Classical's inclusive classroom through the implementation of the learning plan for all students, with coordination by the School Director, Director of Curriculum & Instruction, and Director of Scholar Services, who oversees all academic services and SEL programming for at-risk students including students with disabilities and ELL students. The Leadership Team will meet weekly (or more often if necessary) to review the status of students receiving services and to coordinate the integration of these services with all other educational services, including those for English Language Learners, Students with Disabilities, etc. This integration is also achieved through regular Professional Development, data and assessment review meetings, and Staff meetings among our entire faculty, the Director of Scholar Services, the School Director, and Grade Team Leaders, during the twice-daily prep periods and other planning sessions. Teachers have 10 prep periods per week, including joint preps. All staff also use the prep period between 4-5 pm for joint planning for direct student preparation and supports.

Further, we have a specific plan to identify students who have suffered, or currently suffer mental or physical health issues due to the COVID-19 pandemic. This involves meeting with each student and providing a screener for identification.

To support student mental health, during our preparation for the return to 100% of scholars on-site for the 2021-2022 school year, we considered the social-emotional and behavioral impact this may have on our scholars. To support this the Counseling Team is planning:

1. Three morning meetings in August for teachers and scholars to discuss the impact that COVID-19 has had on society, their community, and them individually. Screeners will be given to scholars at the conclusion to determine if any scholar needs additional support. Teachers will send in a crisis counseling referral for any scholars who score 80% and above on these screeners.
2. For all crisis counseling forms that are turned in, these scholars will be placed into a 4-week COVID-19 support group with a Counseling Team Member. Groups will be pulled by grade, specifically Kindergarten to 2nd grade, 3rd to 5th grade, and 6th to 8th grade. Post-tests will be given at the during the last session to determine the level of growth scholars make.
3. A Classical Community Meeting will be held for parents at each school site with School Directors, Operations, Deans, and Counseling Team Members based on parent screener data. The SD, Ops, Deans, and the Counseling Team member from each school site will meet beforehand to create an agenda for their school's meeting. This meeting will address how Classical plans to handle the pandemic in the 2021-2022 school year, provide strategies for coping with anxiety regarding COVID-19, and give resources for assistance within the community.

Also, in August, all parents in the Network were given the online COVID-19 Questionnaire with English, Spanish, and French translations to discern their perception of how their scholar currently feels about COVID-19 and the assistance Classical has provided since the pandemic has begun. The Counseling Team will score these screeners. Scores of 0-59% are considered Average, 60-79% are considered At-Risk, and 80% or more are considered Clinically Significant. Questions include:

- a. Does COVID-19 scare your scholar?
  - b. Does COVID-19 make your scholar angry?
  - c. Does COVID-19 make your scholar nervous?
  - d. Have you and your scholar had a friend or family member get sick due to COVID-19?
  - e. Have you and your scholar lost a friend or family member due to COVID-19?
  - f. Are you worried about sending your scholar to school because of the COVID-19 pandemic?
  - g. Do you find that Classical has given you a clear plan for what your scholar's school day will look like due to the COVID-19 pandemic?
  - h. Do you think Classical has provided you with adequate resources to help you during the COVID-19 pandemic (technology, community support, academic assistance)?
  - i. Is there any other way Classical can support you during this time?
2. Should 60% or more of parents receive scores of 60% or higher (which indicates that their scholar still struggles) with the pandemic and Classical continues to need to assist with this, then the School Director, Deans, Operations, and Counseling Team at each school will hold a Classical Community Meeting held at that school site for all parents.

This process will include all scholars, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

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

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

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Please note that Classical is located in the South Bronx, and essentially all of our students are low-income students of color, and about 25% are English learners. Thus our processes embed these types of needs into their formulation.

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

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

SOUTH BRONX CLASSICAL CHARTER SCHOOL

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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.**

Classical's website is located at: Home - Classical Charter Schools in the South Bronx

Classical's Re-opening plan is located at: Classical-Charter-School-Safety-Plan-2020-2021.pdf (classicalcharterschools.org)

The document is available on our website, and can be provided by all who request it, either through email or printing and mailing it.

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

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

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

Every six months through September 30, 2023, stakeholders will be invited to participate in a "Semi-Annual Plan Review" which will seek input from the public for comment on suggested revisions. After each semi-annual public comment meeting, the school and network leadership teams (including Executive Director, Director of Business, School Director, Director of Curriculum & Instruction, and Director of Strategy) will assemble the comments, recorded by the Business Office Team. In addition, in order to maximally review and assess our safety performance, data collected regarding infection rates, mask compliance, social distancing compliance, quarantining, staff and student attrition, and COVID-19 testing will be provided to the LEA Leadership Team to inform decision-making and prioritization. If in reviewing public comments and data, the team determines revisions are necessary, the plan will be revised to incorporate those comments nonetheless addressing the aspects of safety recommended by the CDC, as updated. All such revisions will be organized and reviewed by the LEA Leadership Team (Executive Director, Director of Strategy, Director of Business, and Director of Curriculum & Instruction).

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

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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

SOUTH BRONX CLASSICAL CHARTER SCHOOL

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

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	2,036,336
Total Number of K-12 Resident Students Enrolled (#)	500
Total Number of Students from Low-Income Families (#)	410

**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

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

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

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

SOUTH BRONX CLASSICAL CHARTER SCHOOL

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

1. Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity. PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	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.	487,118
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	14,000
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.	153,095
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	806,360

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

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

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	54,600
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.	196,238
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.	324,925
<b>Totals:</b>	<b>2,036,336</b>

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.**

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

SBC - 1 - ARP - FS -10 signed.pdf  
 SBC - 1 - ARP - FS -10 signed rev.pdf

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

SBC - 1 - ARP budget narrative.docx  
 SBC - 1 - ESSER 3 budget narrative.docx

- 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	956,590
16 - Support Staff Salaries	0
40 - Purchased Services	418,925
45 - Supplies and Materials	441,718
46 - Travel Expenses	0
80 - Employee Benefits	199,103
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	20,000
<b>Totals:</b>	<b>2,036,336</b>