

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

Summary & Background

BRILLA PAX CHARTER SCHOOL

321000861161

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.

ARP-ESSER Application: Part 2 - ARP Act

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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 ActLEA 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	Matt Salvatierra	matt@setonpartners.org	9/27/21
LEA Board President	Eric Eckholdt	eric.eckholdt@credit-suisse.com	9/27/21

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

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.

ARP-ESSER Application: Part 2 - ARP Act

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

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 LEA held multiple meetings with various stakeholder groups to discuss its spending plan for ARP funds. Specifically, at the LEA's public board meeting on May 18, 2021, the proposed tentative spending plan was introduced and feedback was received from all interested participants in the public meeting. Additionally, individual school principals were afforded the opportunity to provide input on spending priorities - representing opinions among school faculty and allowing the CFO and Executive Director to align spending priorities with interests of school-level stakeholders. Additionally, while a preliminary budget has been compiled, we will be seeking further feedback on spending priorities at upcoming parent meetings in advance of the upcoming school year. The LEA held multiple meetings with various stakeholder groups to discuss its spending plan for ARP funds. Specifically, at the LEA's public board meeting on May 18, 2021, the proposed tentative spending plan was introduced and feedback was received from all interested participants in the public meeting. Additionally, individual school principals were afforded the opportunity to provide input on spending priorities - representing opinions among school faculty and allowing the CFO and Executive Director to align spending priorities with interests of school-level stakeholders. Additionally, while a preliminary budget has been compiled, we will be seeking further feedback on spending priorities at upcoming parent meetings in advance of the upcoming school year.

- **External stakeholders:** The LEA's public board meeting on May 18th included a discussion of the proposed spending plan, and feedback from participants was invited and discussed. Notice of these public meetings is posted at the schools and on our websites, and all members of our school community (and the wider public) are welcome to attend. Following input provided at this meeting, the spending plan was refined.
- **Teachers and Administrators:** As part of the development of the school's annual budget, school principals and other leaders consider input from school employees and funnel that information to the finance team for incorporate into the budget. As part of this year's budget process, specific attention was given to the use of ARP funds. Teachers and leaders emphasized the importance of individualized tutoring, leading to its inclusion in the proposed spending plan. School-level staff also stressed the fact that significant number of library books had been provided to students to support reading development during the pandemic, and as students returned to school we needed to invest resources in the school library in order to provide ample reading resources for in-person learning - this feedback led to the incorporation of library investments in the ARP spending plan. Additionally, we have had ongoing conversations with staff about health and safety measures that all would like to see implemented to continue to ensure a safe working environment for students and staff - and we plan to utilize the ARP funds to support these safety measures.
- **Families:** In addition to the open opportunity to provide feedback during public meetings, families were presented with information during each school's back-to-school night where Principals emphasized priorities for the year, many to be supported with ARP funds. Families have emphasized a desire for measures such as regular testing, and air quality enhancements in the school buildings. These measures have been included in our ARP spending plan. As we continue to navigate this school year and learn many lessons from our full re-opening, we plan to continue to engage our families and staff to update our spending priorities utilizing the ARP funds.

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.**

www.brillaschools.org/ARP-ESSERPlan

Plan will be made available upon request by printing off a PDF of the application, and either leaving them at the front desk of the school for pickup or mailing to home addresses.

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.**

Grant funds will not be utilized by Brilla pax to implement prevention and mitigation strategies. We will lean on other sources of revenue for this. ARP spending will be focused on the following:

- Additional staff for small group, distanced remediation learning
- Curriculum design around distanced and hybrid learning

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

4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.

The LEA is constantly monitoring student academic progress via a variety of valid sources. Weekly internal assessments as well as adaptive blended learning software allows teachers to identify learning gaps in real-time and provide targeted interventions as needed - via in-class supports as well as out-of-classroom tutoring. Additionally, the LEA takes the nationally-normed NWEA MAP assessment three times per year. This assessment provides targeted academic performance data across a variety of domains and is normed to the NYS Assessment program - allowing teachers to provide targeted interventions as needed, as well as assess the impact of those interventions. Our in-house data team develops weekly student performance dashboards that allow classroom teachers to constantly monitor student-level data

The LEA is constantly monitoring student academic progress via a variety of valid sources. The LEA takes the nationally-normed NWEA MAP assessment three times per year, with the first round of assessments beginning the second week of school. This assessment provides targeted academic performance data across a variety of domains and is normed to the NYS Assessment program, in addition to creating a student specific growth goal for the year. The Fall NWEA data is used as a benchmarked and analyzed by instructional staff to create targeted student goals and inform the learning objectives of the daily intervention block. Weekly internal assessments aligned to the curriculum as well as adaptive blended learning software allows teachers to identify learning gaps in real-time. Teachers subsequently use a weekly data meeting to review the weekly internal assessment and blended learning data to update student goals and plan for targeted small group instruction for the Targeted Literacy and Intervention Block. Our in-house data team develops weekly student performance dashboards that allow classroom teachers to constantly monitor student-level data in these data meetings. The daily intervention block provides students with targeted small group support in both literacy in math. The LEA utilizes the Wilson's Reading System intervention with all students and has developed an in-house math intervention that is focused on fact fluency and foundational literacy. A select group of students receive high dosage tutoring in the Wilson's Reading System as an additional level of support for their reading goals. While these interventions are applicable to all students, the LEA also utilizes a robust multi-tiered system of support (MTSS) process to identify students needing additional academic or behavioral intervention. The LEA's MTSS process involves bi-weekly grade team meetings in which teachers, instructional coaches, Learning Specialists and Social Workers review and analyze the most recent formative assessment data, blended learning data and behavior incident reports to further tailor the intervention services being provided by classroom teachers, tutors or learning specialists.

In addition to NWEA, the LEA monitors student reading growth in elementary school with the University of Chicago STEP Reading Assessment. This assessment is given quarterly and measures students' growth in fluency and comprehension. Teachers utilize these assessments as key sources of data for the planning of guided reading in the Targeted Literacy Block. Finally, the LEA utilizes cross-network summative assessments called Common Formative Assessments (K-1) and Interim Assessments (2-4) which are aligned in format and rigor to the NY State Assessment. These assessments formally measure student mastery of curriculum and are used to inform instruction in the core literacy and math content blocks.

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.

- Comprehensive out-of-classroom tutoring (provided by Seton Teaching Fellows) and intervention services based on student need. The LEA will use the Wilsons Reading System as the key literacy intervention in all K-8 classrooms. Additionally, an in-house high dosage tutoring program will be created and allow for great differentiation and intervention support in all schools. Tutors will provide daily instruction in small groups to a select group of students who have been identified via assessments screeners like NWEA and the MTSS process.
- Overhaul of middle school math and literacy curriculum to align with emerging research. Our Middle School Academics Team (as supported by our Network Academics Team) will be enriching and amending our English and Math curricula to ensure it is a) aligned from objective to assessment, b) offering more opportunities for student agency (from in-class dialogue to project based learning) and c) reinforcing the skills and content gaps students have from interrupted formal learning during the pandemic.
- Given the large special populations at the LEA, additional personnel will be hired to ensure the consistent implementation of academic and behavioral interventions for both students with IEPs, as well as those deemed at-risk through their current academic and behavioral data.
- Salaries for highly-credentialed faculty - specifically learning specialists to provide SETSS instruction and pull at-risks groups across each grade level. The increase in the number of learning specialists at each building allows for a greater number of students to be served with the Fountas and Pinnell Leveled Literacy Intervention program and to receive math instruction aligned to student-specific goal areas

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

6. In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.

- The grant provides for a number of staffing position and services: Principal, Assistant Principal, Operations Manager - these are school leadership positions who will coordinate, implement and lead preparedness response efforts of the LEA with local and state government, and develop strategies for the LEA's public health protocol response. Learning specialists (mentioned above) - will provide SETSS instruction and pull at-risks groups across each grade level. The increase in the number of learning specialists at each building allows for a greater number of students to be served with the Fountas and Pinnell Leveled Literacy Intervention program and to receive math instruction aligned to student-specific goal areas. Interventionists and intervention coordinator - The LEA is constantly monitoring student academic progress via a variety of valid sources. The LEA takes the nationally-normed NWEA MAP assessment three times per year, with the first round of assessments beginning the second week of school. This assessment provides targeted academic performance data across a variety of domains and is normed to the NYS Assessment program, in addition to creating a student specific growth goal for the year. The Fall NWEA data is used as a benchmarked and analyzed by instructional staff to create targeted student goals and inform the learning objectives of the daily intervention block. Weekly internal assessments aligned to the curriculum as well as adaptive blended learning software allows teachers to identify learning gaps in real-time. Teachers subsequently use a weekly data meeting to review the weekly internal assessment and blended learning data to update student goals and plan for targeted small group instruction for the Targeted Literacy and Intervention Block. Our in-house data team develops weekly student performance dashboards that allow classroom teachers to constantly monitor student-level data in these data meetings. The daily intervention block provides students with targeted small group support in both literacy in math. The LEA utilizes the Wilson's Reading System intervention with all students and has developed an in-house math intervention that is focused on fact fluency and foundational literacy. A select group of students receive high dosage tutoring in the Wilson's Reading System as an additional level of support for their reading goals. While these interventions are applicable to all students, the LEA also utilizes a robust multi-tiered system of support (MTSS) process to identify students needing additional academic or behavioral intervention. The LEA's MTSS process involves bi-weekly grade team meetings in which teachers, instructional coaches, Learning Specialists and Social Workers review and analyze the most recent formative assessment data, blended learning data and behavior incident reports to further tailor the intervention services being provided by classroom teachers, tutors or learning specialists. Seton Teaching Fellows are engaged cohorts that we contact with for the full year - these individuals provide one on one tutoring and small group instruction meeting the unique needs of risk students, including low income, SPED and ELLs, minority and foster students. We'll utilized the same evidence based intervention strategies mentioned in the previous section addressing these students. ELA consultant - operating under the other activities necessary to maintain the operation and continuity provision, will work with school leadership to develop ELA reading curriculum and guide our library installation after an assessment around literacy and ELA learning loss as a result of the pandemic.

ARP-ESSER Application: Part 2 - ARP ActLEA 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 LEA serves a population of students that are represent populations that are disproportionately impacted by the COVID-19 pandemic. 92% of students are from low-income families; 96% of students are students of color; 24% of students are English Language learners, and 27% of students have disabilities. All interventions and services funded by these funds will go to serve these students in significant numbers, as these students represent the majority of our population in all schools. .

Our Directors of Operations' roles include oversight of family engagement programs that are designed to support families of English Language Learners and low-income students, including by providing approachable information about how to support students' learning at home; by offering all communications in Spanish and English. Operational responsibilities also include afterschool and bus service, which make the school available to working families; coordination of related services for students with disabilities, and recruitment of teachers and staff who are bilingual in order to meet the needs of ELLs through the school's translation program.

Our Principal, APs, and Interventionists' roles all focus intently on helping low-income, ELL, and disabled learners. Low-income students are supported by our knowledge-rich curriculum which develops background knowledge that students from high-SES families can often take for granted, but which have been shown to be critical gaps in the academic preparation of lower-income students. English Language Learners are supported by the school's ELL specific curriculum, stigma is reduced, and all students build meta-lingual awareness of the structure of language as well as literacy knowledge and skills that are transferable across languages. ELLs also receive specific interventions, both push-in and pull-out, to support their language development; these are delivered by interventionists with oversight from APs and the Principal. Students with disabilities are supported in Integrated Co-Teaching Classes with close oversight from the APs and the Principal, as well as through related services and administrative efforts to honor each child's IEP as part of a personalized plan to provide least-restrictive supports, also overseen by the APs and Principal. Finally students of color benefit from the diverse and multicultural materials that are used in all classes, which are curated, planned, and overseen by the APs and Principal.

Instructional positions provided by this grant (interventionists, learning speclaists) will track student progress related to intervention and IEP-based work througough the year on our student information system and montior progress against peers and similar cohorts.

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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.**

<https://brillaschools.org/public-notice/>

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Should an individual request the plan, we will print the PDF, and make this available to public for pickup or mail home.

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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.

The LEA will provide regular updates to its in-person learning protocol in accordance with CDC guidance, and will adjust its budget based on these revisions every six months. This will be addressed at least semi-annually at the LEA's board meetings, where we will make this a discussion item open for public comment. Public comment will be addressed in the board minutes as will any changes to the ARP budget.

Should any changes arise as a result of these semi-annual reviews, the schools' reopening plan will be updated, annotated and dated, made available on the website, and hardcopies made available for public consumption via email or in-person request at the front desk of the school.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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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 (\$)	829,752
Total Number of K-12 Resident Students Enrolled (#)	180
Total Number of Students from Low-Income Families (#)	165

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

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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.	188,280
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	0
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	540,962

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.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	100,510
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:	829,752

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.

Pax - ARP Budget signed.pdf

Pax - ARP Budget signed update.pdf

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

Pax - ARP Budget Narrative.pdf

Pax - ARP Budget Narrative update.pdf

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

	Total Funds (\$)
15 - Professional Salaries	360,538
16 - Support Staff Salaries	39,252
40 - Purchased Services	220,181
45 - Supplies and Materials	209,781
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	829,752