

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

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Summary & Background

EMBER 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.

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

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

The federal ARP statute requires SEAs to reserve:

- not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

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

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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.

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

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Rafiq Kalam Id-Din	rafiq@embercs.org	08/02/2021
LEA Board President	Lovell Harmon	lovell.harmon@gmail.com	08/02/2021

ARP-ESSER Allocation - Construction-Related Costs

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

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

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

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Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act; and section 2001(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are fully addressed in the LEA's application, combined with a budget, and then publicly posted after being developed with public input.

An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

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

ARP-ESSER Application: Part 2 - ARP Act

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

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1. **In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.**

During the start of the school year of 2021-2022 (Aug to November 2021), a series of meetings were conducted with multiple stakeholders in multiple platforms to determine and plan the allocation of ARP-ESSER funding:

- Leadership Council meeting: Partners, senior staff members in Operations and Finance, Dean's Team (social workers and mental practitioners), Teaching Staff and Consultants who provide support and guidance in Ember's Instructional practices.
- Board Trustee Meeting (monthly Aug 2021 to November 2021) available to the public via zoom on the school's website
- Family School Meeting (August 2021): families and students were invited to meet with Leadership Council for community engagement and feedback regarding allocation of ARP-ESSER funding
- Schoolhouse Council Meetings: monthly meetings with parents and teachers where feedback was encouraged regarding ARP-ESSER allocation plan and shared with members of school leadership

During these meetings, stakeholders discussed and designed a plan regarding ARP funding that would help target the greatest need in services and support so that Ember CS can provide an uninterrupted education for its students in face of the worldwide pandemic. Based on feedback for these multiple platforms, revisions were made to the allocation plan and it was determined that the priority should be focused on:

1. Activities to address the unique needs of low income students (80% of student population) students with disabilities (19% of student population), student of color (90% of student population)
2. Purchasing services to clean facilities operated by LEA that are not collocated in NYCDOE Building. For High School location, all cleaning services are provided by private cleaning services for deep cleaning and sanitizing of all classrooms an office spaces
3. Purchasing educational technology for connectivity and hardware to facilitate distance learning platform for students
4. Supplementing afterschool programming for student in sports, enrichment, and instructional support.
5. Tracking student attendance and improving student engagement in distance education
6. Minor remodeling and repairs to 3 locations at Elementary, Middle and High School to prepare for students returning back onsite
7. Replace and upgrading filtering and purification for all three locations.

During the implementation of this project, Ember CS will continue to engage with all the previously mentioned community stakeholders regularly (at least every six months) through schoolwide Family Meetings (bi-annually), Schoolhouse Council meetings (monthly) , Leadership Council meetings (weekly) and Board meetings (monthly). Members of the public and other stakeholders can provide written feedback via the email address of the Executive Officer at nilda@embercs.org regarding the Ember CS ARP-ESSER Plan and its programming.

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 link is available at our website located here:

<https://www.embercs.org/results-and-accountability>

For request of Ember CS's ARP-ESSER plan, please email the Executive Officer at nilda@embercs.org and a copy will be sent at end of business day

ARP-ESSER LEA Base 90% Allocation - Program Information

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

In accordance with CDC guidelines and recommendations from NYC Dept of Health to help promote social distancing and return to safe on-site instruction, Ember CS will:

Remodeling and Minor Repairs

During SY2020-21, students from the high school were exclusively on distance learning platform. For SY2021-22, Ember leased a new location for the High School and planned to use the funds from ARP-ESSER for minor remodeling at location which include preparing rooms for new classrooms and office space (painting, touch-ups, window and door repairs) so that students were able to return for safe-in instruction.

Prior to start of SY2022-23 and SY2023-24, Ember will use the funds to make minor remodeling to the educational facilities (painting, touch-ups, window and door repairs) and any necessary renovations that will ensure that the facilities comply with applicable statues and regulations for all three site locations of lower school, middle school and high school. This will allow Ember to reopen safely at the start of each school year, so that students and teachers can return to in-person learning following the CDC guideline and recommendations from NYC Dept of Health including proper ventilation and proper social distance spacing.

Cleaning and Sanitizing Services

As part of the plan for onsite safety, Ember will engage in vendor for cleaning service (Happy Cleaning), for the high school location, whereby they will provide Deep cleaning of classroom, lounge areas, hallways, desks, chairs and desktops including sanitizing at High School location. SY2021-22, SY2022-23 and SY2023-24 (total 36 months)

Motorala BPR 40 Radios

Purchase of Motorala BPR 40 Radio (walkie talkie), so that each classroom can communicate with staff members, custodial staff and School Safety.

In accordance with the guidelines by CDC and NYC Dept of Health, only students and staff members that are allowed onsite and this equipment allows communication to manage the room capacity per classroom at our onsite locations. This allows for instant communication and immediate action by the Operations Team and Custodial Staff in any cases involving someone demonstrating Covid-19 related symptoms. Ember will use funds to purchase Motorala BPR 40 Radio (walkie talkie), so that each classroom can communicate with staff members, custodial staff and School Safety. In accordance with the guidelines by CDC and NYC Dept of Health, only students and staff members are allowed onsite and this equipment allows communication to manage the room capacity per classroom at our onsite locations. This allows for instant communication and immediate action by the Operations Team and Custodial Staff in any cases involving someone demonstrating Covid-19 related symptoms.

Air Purifiers and Replacement Filters

Purchase purifiers and replacement filters for all three locations for SY2020-21, SY2021-22 and SY2022-23 which can help reduce airborne contaminants, including particles containing viruses such as those connected to COVID-19. As part of safety protocols for onsite learning for students, each schoolhouse and designated office space will be provided purifiers (and replacement filters) to help promote social distancing and safe onsite instruction

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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 worldwide pandemic in Covid-19 from its onset and the ongoing developments has caused major disruptions in the educational pathway for our students. It has been evident that the crisis has changed the way educators needed to address the ever-changing needs of students. Ember CS will identify these needs and address them with appropriate interventions and monitoring student progress.

Identifying Students Needs

Ember CS has recognized that Covid-19 has changed the face of education from traditional learning environments e.g. on-site learning in classroom with direct instruction from classroom teachers to post Covid-19 environment with a hybrid model of distance learning platform and onsite instruction with greater emphasis on technology. As such, Ember CS has determined that student engagement and academic performance were at greater risk as students' social emotional growth and development may have been disrupted and altered with the greater emphasis social distancing requirement and distance learning from home. As Covid-19 has impacted and traumatized families, Ember CS has also determined the greater need of providing mental health services and supports for students and their family members. To identify these students needs, Ember CS will use the following aspects:

- DRA Reading Assessment conducted during the first month of a student's entry into the school years and the end of each quarterly term prior to progress reports.
- Student Attendance (individual, classroom, grade, schoolwide) will be collected daily and monitored weekly for trends in attendance for in person learning and via distance learning platform
- Adverse Childhood Experience (ACE trauma surveys from CDC) will be conducted for new students and returning students
- Classroom observations by Deans Team and Social Workers
- Teacher feedback
- Student assignments
- Leadership Index Rubrics

Monitoring

Student academic progress will be monitored with teacher feedback, Dean Team Classroom Observations and students progress reports. Quarterly, Ember CS will conduct DRA Reading Assessments. All students are also assessed quarterly via Interim Assessment (IA) and through Project Based Assessment. Each grade team collects and reports their data on student progress and achievement. The instructional team meets quarterly in IMAPP meetings where grade teams present their data analysis on student achievement and instructional team strategies and practices that were implemented during the term. Prior to these meeting, grades team will meet with Educational Consultants who will provide ongoing comprehensive classroom coaching, content integration and assessment revisions based on teacher feedback, classroom observations and students work and Leadership Index Rubrics.

Intervention

Based on one of the most effective data-based driven student support frameworks, Ember CS will use the Child Study Team model (CST). The CST consists of different stakeholders including instructors, social workers, learning coaches (Educational Consultants), operations staff member and administrative staff from school leadership. In conjunction with the data collected as mentioned in monitoring section, the CST can identify appropriate interventions for behavioral and socio-emotional needs, academic supports, and student engagement. This will include individual and small group instruction/differentiation, individual and small group counselling sessions with social workers and student attendance intervention via operations staff member support and communication with families.

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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.**

Ember CS will use the required reserve of 20% of ARP-ESSER funding to address the impact of lost instructional time with evidence-based interventions:

Comprehensive Afterschool Program and Extended Day

With the impact of lost instructional time, Ember CS school calendar period from August to June with an earlier start day from the local district school calendar by three weeks. Our extended school day runs from 7:45am to 4:30pm each day. Families are given to opportunity for afterschool programming which runs until 5:30pm. Ember CS Afterschool Program supports students academic, social and emotional needs by providing enrichment (dance, drumming, music), sports (basketball, volleyball, soccer, track and field, tennis, martial arts) and tutoring supports.

Professional Development

Ember CS has designed professional development to include all instructional staff, Deans Team staff (social workers and mental health practitioners), Operations Staff and school administrators. The PD calendar consists of:

- * 5-week summer PD program (all staff) that includes 7 day offsite PD conference at Kutztown University
- * Weekly Friday 2 hour sessions for (all staff)
- * Bi-monthly instructional staff PD session

PD will be designed to provide comprehensive coaching and practices of evidence-based strategies such as: clear lesson goals, inquiry & Socratic questioning, utilizing graphic organizers, small group work, meta-cognition, differentiation, content integration.

PD will also provide staff members with practice work, design planning of courses and lessons, rubrics and assessment revisions, coursework in Ember CS's Frameworks and Leadership Index, Trauma Informed Teaching and Neuropedagogy.

The PD sessions will be conducted by Highly Qualified Educators including School Leaders, Senior Instructors, and Educational Consultants.

- 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.**

ARP-ESSER Remaining Funds consistent with section 2001(e)(2), Ember CS will allocate funding as follows and ensure that student are receiving uninterrupted instruction by purchasing technology (hardware, software, platforms):

- Mifi Hotspots – service with T-mobile and provided to students for internet connectivity for distance learning (\$1500/monthly for SY20 to SY total) (hardware/connectivity)
- Wireless Headphone – vendor Amazon for SY2021-22 and SY2022-23 for new students and replacements for returning students (hardware)
- Fast ForWord Perpetual MSL– vendor Carnegie Education – literacy support for on-site and distance learning students for SY2021-22 and SY2022-23 (software platform)
- Meg LLC – Spanish instructions via live instructors using distance learning platforms for grades 3 to 11 for weekly 3 online class instruction for SY2021-22 (software platform)

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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.**

Students from low-income families (75% of student population) and students of color (95% of student population)

As Ember CS's students represent a supermajority for students from low-income families and/or students of color (African American, Latinex, Asian), our programming and interventions describe in this plan are calibrated in support of services to them. Our Deans Team which consists of social workers and mental health practitioners will work closely with students as they will provide emotional support and coping strategies. Each grade team is assigned to a social worker.

We engaged with Educational Consultants who will help design and implement strategies with our instructional staff to address the academic impact on its students caused by this pandemic. Our Director of Neuropedagogy and Neuropedagogy & Execusensory Consultant provide coaching and support for grade teams as they were collectively to incorporate neuropedagogy in lesson planning, differentiation, and assessment as well as classwork observations and feedback.

Students with disabilities (19% of current student population) and ELL Students

For students with disabilities and ELL students, the disruptions in education services and related supports caused by Covid-19, there is a growing concern regarding their academic progress, engagement, and mental emotional growth. As such, the Deputy Dean of Students manages the portfolio for our students with disabilities regarding IEP, evaluations, meetings CSE, related services, additional students support and accommodations and consulting with Lead Teachers regarding their students with disabilities.

Social workers on the Deans Team also conduct ACE Survey from CDC to identify any students presenting with high trauma. In collaboration, with classroom instructions, social workers, Deputy Dean, parents/guardian and the CSE, stakeholders are collectively assessing services and support student with disabilities are receiving. For those students who have present with high trauma/educational disabilities but are not currently having an IEP and receiving services, Deputy Dean will work with the relevant stakeholders to start this process.

Ember CS has engaged additional Educational Consultants who provide support and coaching to grade teams with lesson planning, differentiation, and assessment. Design planning and revision are made to instruction so that students with disabilities are given additional support and accommodations.

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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.**

Link to Ember CS 2021-22 Reopening Plans:

<https://www.embercs.org/covid-19>

To request copy of Ember CW 2021-22 Reopening Plans, please email the Executive Office at nilda@embercs.org and a copy will be sent at end of business day.

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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.

Ember Leadership Council will review guidance from NYSED, the Center for Disease Control and Prevention (CDC) for updated guidance for K-12 schools as well NYC Dept of Health. We will also follow up with updates provided by NYC Charter Center. After review and revision of the plan, Ember will post the updated Plan on the school website (www.embercs.org) and will communicate with families and staff members via emails and the ParentSquare app.

On ParentSquare, students and staff members will be able to submit any feedback regarding these guidelines. This information will be shared with the Ember Leadership Council and would be taken into account of any revisions to the plan.

Initially this would have initiated prior to the start of the school year in August and would be available for review comment in every six months (August, February)

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LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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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.

- 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 (\$)	2,069,935
Total Number of K-12 Resident Students Enrolled (#)	502
Total Number of Students from Low-Income Families (#)	377

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

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

EMBER 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.

- 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.	110,000
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	10,850
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.	144,000
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.	10,000
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.	164,400
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	437,500
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.	156,000
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	538,000

ARP-ESSER Application: Part 2 - ARP Act

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

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	FUNDING Amounts (\$)
care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
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.	300,750
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.	30,935
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.	0
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.	167,500
Totals:	2,069,935

ARP-ESSER Application: Part 2 - ARP Act

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

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ARP-ESSER LEA Base 90% Allocation - Budget

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

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

FS10 ARP ESSER Plan revised submission 02.04.22.pdf

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

ARP ESSER Plan - Budget_Narrative revised 02.04.22.pdf

- 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	968,000
16 - Support Staff Salaries	0
40 - Purchased Services	1,046,950
45 - Supplies and Materials	54,985
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	2,069,935