

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

Summary & Background

NORTHSIDE CHARTER HIGH SCHOOL

331400860945

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

Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Mahmud Ennin	mennin@northsidechs.org	9/29/2021
LEA Board President	Kaley Childs Karaffa	karaffakaley@gmail.com	9/29/2021

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.

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

- 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.**

To develop a plan for our ARP funds, we engaged a diverse set of stakeholders that represent the students we will serve with these funds, through regular family webinars and focus groups that included parents of students with disabilities, English language learners, economically disadvantaged students, and other at-risk sub-groups. We also consulted for our ARP plan by providing a survey seeking the input of our stakeholders, including families, staff and faculty, and school leadership, on the use of our funds. The survey included an opportunity for respondents to express their priorities for supporting students as they return to school after COVID-19. The survey was sent to our community in November 2021, including parents and staff. In addition, we posted a link to the survey on our website, allowing for anyone to contribute feedback. We used the results of this survey to design our plan for spending ARP funds. We will continue to use surveys to solicit feedback from stakeholders throughout implementation.

- 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.**

https://www.northsidechs.org/apps/pages/index.jsp?uREC_ID=468276&type=d

Our ARP ESSER plan is at the bottom of the above page and is available for anyone to access. We will also provide a printed version to anyone who does not have internet access.

ARP-ESSER LEA Base 90% Allocation - Program Information

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & 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.

Our ARP grant is largely allocated to salaries for staff to remediate student learning loss and provide social-emotional support. Therefore, other grants besides ARP have been allocated for this purpose. Please find a description of our prevention and mitigation strategies below.

Vaccinations

- At this time, for staff, **there is a requirement to have the COVID-19 vaccination.**
- At this time, for students, **there is no requirement to have the COVID-19 vaccination** to attend in-person instruction (but it is **highly encouraged!**).
- However, there **will be restrictions for unvaccinated students** in terms of extra-curricular activities and field trips (**meaning sports, clubs**).
- Northside needs to know COVID-19 vaccination status of each student; **we will ask for proof of COVID-19 vaccination - this process is currently being rolled out.**
- **Northside will participate in a random testing program of unvaccinated or unknown vaccine-status students (managed by the NYCDOH; consent forms will be required)**

Roles & Responsibilities:

- Asst. Director of Operations-Ensure all staff members adhere to safety protocols and procedures. Notify teachers, staff or parents of potential COVID-19 cases and take necessary action steps.
- Operations team member(s)- Ensure all PPE items are replenished weekly. Submit any purchase requests in a timely manner so we have ample stock in case of emergencies. Ensure areas are properly sanitized
- Northside Staff- adhere to all safety protocols and procedures.
- Communicate with administrative staff of any potential covid cases.
- Wear a mask at all times.
- Ensure our scholars are following all safety precautions.
- Washing and sanitizing hands often.

Materials/ Cleaning Supplies

- Mask
- Gloves
- Disinfecting Wipes
- Thermometer
- Hand Sanitizer
- Paper Towels
- Tissue
- Air purifier
- Windows

Expectations**BRICK Morning Checklist****Overall Classroom**

- Set theme for classroom creating an academic ambiance, welcoming and college centered)
- Create a POST seating chart for advisory and each class
- Create individualized scholar materials , students should not share materials, if materials need to be shared, sanitize item before passing from student to student
- Ensure you have class roster and safety clipboards
- Prior to advisory, ensure you have all of the cleaning supplies in your classroom PPE bin
- Ensure all surfaces are clean and decluttered
- Open windows for airflow if temperature outside is stable, above 35F

Teacher Desk in Office

- Ensure all desk are clean and free of clutter

Students Desk

- Students place their personal belongings on back of their chair
- Ensure all desk are 3 feet apart (align in rows for more space)
- Students sit in assigned seats to eliminate cross contamination

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

Afternoon Checklist**Overall Classroom**

- Ensure you have the following cleaning supplies and personal protection equipment in bin:
- PPE Bin items:
 - Mask
 - Wipes
 - Gloves
 - Tissue
 - Paper towels
 - Hand sanitizer
 - Disinfecting Wipes
- Ensure classrooms are clean and welcoming for the following day
- Prepare any necessary items for the following day
- Ensure all paper and debris is removed from floor
- Wipe down each desk and chair with sanitizing wipes

Student Desk

- Wipe down each desk and chair with sanitizing wipes

White boards/Chalkboards

- Wipe down board using eraser or whiteboard wipes.
- (Note: PLEASE DO NOT use disinfecting wipes on the whiteboards, as it will damage the board)

Technology

- Turn off all projectors and/or viewsonic

Air Conditioner

- In warmer months, turn off

Common Spaces for Staff (Offices)

- Please sanitize all areas before and after use
- Limit the time within common areas if not personal office

Gym

- PPE bins will be located in all four corners of the gym
- Ops will sanitize all items prior to use
- All staff are responsible for sanitizing items after use
- Students ARE NOT ALLOWED to use water fountains on FL 3 and FL 4, please encourage them to bring water bottles
- Mask must still be worn throughout each activity inside and outside the building
- To assist with ventilations fans will be located on opposite sides of the room (keep on during all activities)

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.

NCHS uses diagnostic, formative, and summative assessments to assess identify student needs, inform instructional decisions, and monitor student progress. Please see below for a summary of the assessments we administer to ascertain student needs and continuously monitor progress as we implement interventions.

Assessments

Assessment	Assessment Type	Time of Administration
Unit Assessments	Formative	After each unit
Mid-term	Formative	Twice yearly
Accuplacer	Diagnostic	Fall and Spring of senior year
NWEA	Adaptive, Formative	August, January, June
Lexia and F&P	Diagnostic, Formative	6 week cycles
PSAT	Formative	October & February (10th grade)
NYSESLAT	Summative	April
SAT	Summative	May
AP	Summative	May/June
NYS Regents Exams	Summative	June
Accuplacer	Diagnostic	Fall of senior year

We use the above data sources, as well as completed coursework, classroom observations, attendance data, and behavioral data to assess student needs and determine which students require intervention.

To ascertain social emotional needs, we use a student outreach form developed by our social worker. Teachers use this form to refer students when an in-class intervention does not sufficiently address the student’s needs. Our social work team then follows up with the student to offer further support. To monitor the progress of individual students receiving intervention, NCHS has weekly Student Support Team Meetings organized by grade level and led by the chief student services officer. Participants in the meeting include the school counselor, restorative justice educator, the student’s advisor, and the social worker. To facilitate long-term monitoring, NCHS’s advisors are assigned to the same students for every year that they are enrolled. Advisors are the first resource for teachers. If a student is failing or chronically late or absent, the advisor will first conduct an intervention with the student; if the issue persists, additional interventions are pursued.

To serve the needs of students with disabilities, economically disadvantaged students, and English language learners, we use an ICT approach as our primary means of support. We also offer Special Education Teacher Support Services (SETSS) to designated students in math and/or ELA. SETSS classes also give students the opportunity to work towards their IEP goals with the support of their SPED teacher. The Director of Student Services oversees supports for all students, including disadvantaged sub-groups. We also offer a school counselor and social worker, both of whom offer 1:1 personal counseling to all students.

To proactively address social emotional health, all of our teachers use a trauma-informed approach in the classroom. A large body of research shows that students who experience more trauma are likely to demonstrate serious academic, behavioral, and health challenges. In order to support social and emotional needs while also ensuring that students are able to access our academic program as they return to in-person instruction, we use a trauma-informed approach that acknowledges individual needs.

In response to social emotional needs during the COVID-19 pandemic, we use the Youth Communications curriculum in our advisory. This program includes culturally responsive content and offers a robust library of resources for students.

ARP-ESSER Application: Part 2 - ARP Act

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

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.**

We are allocating ARP ESSER to partially fund the salaries of several staff members who will be dedicating a portion of their time to addressing learning loss. Please see below for more information:

Assistant Principal – Response to Intervention and Special Services: As part of our Senior Management Team, under the supervision of the executive director, the chief student services officer will (1) lead the school’s efforts in designing, developing, and implementing our RTI programming, (2) lead our special education and ELL services, and (3) in collaboration with other members of our Senior Management Team, lead our professional development and instructional coaching program. This role also manages our college programming, standards and credit tracking, advisory programming, social-emotional wellness, and our attendance policies.

AVID Teacher: We provide an Advancement through Individual Determination (AVID) course to all grades. AVID is a standards-based program that provides students with skills necessary to succeed in college. We are confident that our AVID courses are essential in helping to restore executive functioning skills that students may have lost during the extended period of remote learning.

Teacher Assistant: Our teacher assistant provides much needed support to classroom teachers who are working to ensure that all students receive high-quality instruction.

Social Worker: The majority of our students are economically disadvantaged, English language learners, students with disabilities, and/or students of color. These are some of the groups disproportionately impacted by COVID-19. In order to effectively respond to the trauma students may be experiencing, we offer a social worker who is available to meet with any student. This gives students the space to process their social emotional needs, which ultimately leads to improved academic outcomes.

School Counselor/AVID Teacher: Please see above for information on our AVID program.

STEM Dean and Humanities Dean:

Both our STEM and Humanities Deans provide oversight in their respective departments to ensure that all lesson plans and materials align with standards and are appropriately designed to address student learning loss as students return from the pandemic. These Deans also observe classrooms to ensure that instruction is aligned with Modern Classrooms. Modern Classrooms is a research-backed instructional model that we use across our school to serve students at all levels of understanding. For teachers who are struggling to reach all learners, deans provide coaching.

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 remainder of our ARP ESSER funds are also allocated to salaries for staff members who support students' social and emotional needs.

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.**

We will ensure that the interventions we implement, 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 COVID19 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. Our staff members are committed to supporting all students, including our disadvantaged population, with the transition back to in-person learning. Nearly all of our school s students are from either economically disadvantaged families or are English language learners or students with disabilities. In addition, the majority of our students are people of color.

With respect to academic interventions - a considerable problem each year is the low level of previous academic achievement most of our scholars have experienced prior to entering our school in 9th grade for the first time. We spend tremendous energy and resources (with grants like title 1, CARES, CRRSA, ARP) trying to bring our newer students up to grade level - once we meet them. The impact of nearly 1.5 years of COVID has aggravated this problem more - as there is an unequal learning loss with economic disadvatged students like ours versus more affluent students from suburbs. It will be of great financial support to have ARP funds work with our students' most significant learning loss delays - as well as social-emotional adjustments back into the school environment for as long as it takes.

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

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://northsidecs.enschool.org/apps/pages/index.jsp?uREC_ID=468276&type=d

For anyone who requests it, the reopening plan is available at the link above. We will also provide a printed copy to anyone who requests it and does not have internet access.

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

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

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

We will review our plan for in-person instruction at least every 6 months, using data sources including health and safety data, as well as academic, attendance, and social-emotional data. We will consider whether updates are needed to address health and safety, scheduling, and all other parts of the plan. When considering a modification to the plan, we will provide opportunities for the public to comment on our proposed modifications via an announcement on our website as well as through our email newsletter. We will incorporate these comments into any revisions of our reopening plan.

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.

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	1,056,289
Total Number of K-12 Resident Students Enrolled (#)	399
Total Number of Students from Low-Income Families (#)	316

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

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.	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.	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	1,056,289

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.	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.	0
Totals:	1,056,289

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.**

NCHS_2021-22_ARPFS10_0921_FINAL_signed.pdf
 NCHS_ARPFS10_REVISSED_11.29.pdf

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

NCHS ARP 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	1,056,289
16 - Support Staff Salaries	0
40 - Purchased Services	0
45 - Supplies and Materials	0
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,056,289