

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

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**Summary & Background**

NEW VENTURES CHARTER SCHOOL

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**SUMMARY & BACKGROUND**

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

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

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

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

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

**Project Period**

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

**Project Number**

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

**Submission Deadline**

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

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

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Introduction/Instructions - Submission Instructions

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**Submission Instructions**

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**Directions for Submitting the Application:**

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

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

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

*Office of ESSA-Funded Programs - Rm 320 EB*

*RE: ARP-ESSER Application – Part 2*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234.*

**Deadline for Submitting the Applications:**

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

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

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

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

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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	Jonathan Lipschitz	jlipschitz@integrationcharterschools.org	9/27/21
LEA Board President	Jill Patel	jpatel@integrationcharterschools.org	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 Act****LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information**

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

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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.**

While developing a plan to use these funds and in implementing that plan, a diverse and representative set of key stakeholders were engaged. Meetings were held amongst educational and operational leadership, the finance team, administration, parents/families and students, staff members and other key stakeholders to properly plan for academic interventions and additional student supports to combat learning loss and other challenges students are facing as a result of the COVID-19 pandemic.

ICS has taken many collaborative steps to engage with diverse stakeholders including those in educational and operational leadership, finance, administration, current and prospective parents/families and students, staff members, and more. Meetings were virtually held with all stakeholders, and surveys were also conducted amongst students and families to identify key needs and desires that would help to combat learning loss moving forward amidst the ongoing COVID-19 pandemic.

ICS is committed to continuing to engage with these stakeholders throughout implementation and beyond.

- 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.integrationcharterschools.org/ics-documents](http://www.integrationcharterschools.org/ics-documents)

The LEA-ARP-ESSER Plan will also be made available in print copies for those who request it, particularly those with limited or no internet access. Copies can be available for pickup or direct mail as requested.

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

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

**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.**

Funds will not be used to implement prevention and mitigation strategies. Funds will be used to provide for additional instruction and address learning loss.

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.**

Student needs and progress will be monitored by both formative and summative assessments, designed to measure outcomes of planned interventions and supports. Student reading levels and content proficiency levels will be monitored at the beginning, middle and end of each academic year, utilizing researched-based assessments. Teacher assessments and end-of-year standardized assessments will also be used to monitor student progress. To ensure that we are meeting the academic needs of our students and see the growth that we set out to achieve, we have made and continue to make significant changes to our academic program as the need arises. We continue to reflect on and evaluate our data and practices to design curricula that provide our students with robust and rigorous learning experiences with the goal of improving student performance as the driving force behind all of our decisions.

LEA Prep implements specially designed instruction (SDI) across all grade levels for students with IEPs and is reflected in our daily lesson plans. SDI workshops occur during summer training and are revisited throughout the school year.

We provide SDI, differentiated instruction, and tiered RTI interventions based on frequent monitoring of student achievement data including but not limited to diagnostic assessments, formative classroom assessments of learning, norm-referenced, and NYS standardized exams. We have partnered with several vendors in order to obtain and access student achievement data including but not limited to NWEA MAPS, Into Reading, Into Math, Into Literature, Imagine Math, Amplify Education, I Ready, IXL, E-Math Instruction, and Premier Assessments.

Additionally, we have partnered with *The Core Collaborative* to support ELA teams across grades K-12 as we strengthen instruction and assessment around high leverage standards based on student achievement data and need. We also have a partnership with The Writing Revolution, rolled out in 2020-2021 for elementary school and in 2021-2022 for middle and high school. All teachers are utilizing the methods learned in this class to help them design and deliver writing instruction and/or feedback in all content areas.

LEA Prep uses Danielson Framework data from teacher observations to inform professional development and strengthen coaching for teacher teams. The teams work together throughout the year in small groups. Teachers and leaders provided feedback designed to help instructional teams leverage their strengths with weaknesses in order to increase student proficiency.

Beginning in the summer of 2020, all students were given the opportunity to attend summer programs created to mitigate Covid learning loss and improve socialization. Grades K-12 also opened up the opportunity for an afterschool program that all students were eligible to attend. The elementary school After School program added an academic intervention class. Students received an additional hour of math and ELA which focused on major strands and clusters in both subjects.

In elementary school, literacy intervention classes are provided. In grade 5 literacy interventions are provided based on student achievement data. Third and Fourth grade students are all enrolled in Orton-Gillingham (O.G.) classes and receive individual academic interventions if they already mastered the O.G. curriculum. Fountas and Pinell levels were analyzed from September to January 2019-2020 to assess student growth and compare it to 2018-2019 student growth from September to January last year. The data revealed that students grew an average of three reading levels across grades indicating the continued need for these courses.

Teachers across all grades create annual instructional goals and make curriculum and pacing adjustments as needed for groups of students based on item skills analysis from the ELA/Math state exam and Regents exams (which breaks down each skill with the correct/incorrect responses).

Instructional coaches follow up on the implementation of these goals and make curriculum mapping and pacing adjustments and decisions throughout the school year as needed based on this data. Teachers and instructional coaches identified not only the skills students showed to have struggled with but also the high frequency standards- the standards that are consistently assessed on assessments.

In middle school, an ELA and Math Saturday School program is open to all students. Teachers review student achievement data and form small instructional groups to work with each Saturday with a focus on the skills and standards each group of students need to receive additional support with. These math and ELA tutoring groups are led by content teachers who teach the content during the school day.

To better serve our special education population, we shifted our Innovative Charter Program to ensure that certified special education teachers were programmed into core classes. This new model was adopted to ensure that our students with disabilities receive the SDI, Supplementary Aids and Services, and differentiated instruction and accommodations they need to be successful.

While optimistic that our targeted adjustments this year had begun to impact significant changes in student achievement, we have shifted our focus to ensure that the progress that has been made does not get lost in what is being referred to as the "COVID Slide."

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

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; 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.**

ICS will utilize the required reserve of 20% of funds to provide for academic interventionists, providing one on one and small group instruction for students in the wake of the pandemic.

The curricula designed in all content areas across grades K-12 rely heavily on data. Each division of LEA Prep collects and reviews students' data regularly to make all instructional decisions. At the start of every school year, administration, instructional leaders and teachers review Item Analysis reports from New York State Exams and Regents to make decisions about the pacing and implementation of their current curriculum. Teachers use the information found in these reports to develop lessons based on the individual students, as well as the cohorts' needs. Using this, along with the Backward Design, we are able to ensure that all skills and standards that are presented as a challenge are taught and supported early on in the year. LEA interventionists meet on a weekly basis to review classroom data and trends with instructional coaches. During these meetings, content teachers make instructional decisions based on student outcomes and data produced from the programs such as Map Assessment, IReady and Fountas and Pinnell.

Interventionists and counselors work together to also review students' behavior data and anecdotal and incident reports during weekly Behavior Intervention meetings to create behavior interventions and plans for students who are struggling due to behavior concerns. This data is used to also make instructional decisions that will impact the students in the classroom. These planned interventions are developed with a team of teachers, counselors and families working together to ensure that the students meet the academic expectations and their individualized goals.

Attendance data is also looked at closely by an attendance team in each division. This team is made up of teachers, school aides, counselors and the school's lead administrator. The goal of this team is to identify students who are chronically absent, struggling to get to school on time or beginning to show signs of chronic absences. Plans are developed and incentives are designed to provide students with the support they need to be present every day. This team also looks at students who are improving or showing remarkable attendance data and being sure to reward and recognize their outstanding efforts.

Evidence-based instructional practices include, but are not limited to:

- The Writing Revolution
- Explicit Instruction
- Small group instruction
- HMH Into Lit, Into Reading, Into Math Programs
- Dialectical Behavioral Therapy
- Amplify Science
- Differentiation
- Game based learning
- Constructivist teaching
- Orton Gillingham

- 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.**

Remaining grant funds will provide for the following:

Social workers - providing mental health and behavior supports to SPED, low-income, at risk, and ELL students; mental health services are other activities that are necessary to maintain the operation of and continuity of services in the LEA

School Security - monitor social distancing regulations and implement health and safety protocols within the facility, and are other activities that are necessary to maintain the operation of and continuity of services in the LEA

Academic Consulting - ELA program sign to address learning gaps in the wake of the pandemic, and provides leadership with resources necessary to address the needs of the school, and will meet the unique needs of our low income, SPED, ELL, Mintoiry and homeless population.

Chromebooks - provide students state of the art technology in their return to school. Technology is imperative to distanced or remote learning, and provision of this is an activity necessary to maintain the operation of the school

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

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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.**

ICS will ensure that the interventions we implement, including but not limited to the interventions implemented under section 2001(e)(1) are responsive to the academic, social, emotional and mental health needs of all students, particularly those disproportionately impacted by the COVID-19 pandemic. As a Title 1 school, over 80% of ICS students receive free or reduced price meals, and are from low-income families. Our diverse student body including 64% students of color, 15% ELLs and 38% children with disabilities will be supported by our highly experienced and trained counseling department, dually certified special education teachers, and interventionists.

LEA interventionists meet on a weekly basis to review classroom data and trends with instructional coaches. During these meetings, content teachers make instructional decisions based on student outcomes and data produced from the programs such as Map Assessment, IReady and Fountas and Pinnell.

Interventionists and counselors work together to also review students' behavior data and anecdotal and incident reports during weekly Behavior Intervention meetings to create behavior interventions and plans for students who are struggling due to behavior concerns. This data group includes low income students, students of color, ELLs, SPED students, homeless students, and our foster/migrant population. This data is used to also make instructional decisions that will impact the students in the classroom. These planned interventions are developed with a team of teachers, counselors and families working together to ensure that the students meet the academic expectations and their individualized goals.

When we are selecting metrics to prioritize decision making around our instruction and intervention programs, we ask ourselves three questions: (1) how aligned are the assessments to the grade-level standards, (2) do we have both formative and summative data sources, and (3) can the assessments be used to better understand and make decisions around subgroup performance for our student population.

We have a rich source of academic data from externally validated and internally developed sources that inform our decisions around instruction and intervention. For all of our data sources, we apply a school, grade, class, and subgroup lens, evaluating when and how our student subgroups under and over perform each other, and the root cause for those differences in performance. Our Academic Data sources include:

- NWEA MAP: The NWEA MAP Growth assessment is an internationally validated Reading and Math assessment that provides both proficiency and growth information for each individual student and student subgroup. We will use MAP data to identify student and subgroup level proficiency and growth to assess the success of our intervention programs and further iterate on the structures of our interventions and tiered instructional program.
- STEP: Our STEP assessment, an externally validated national reading assessment, provides us both student and subgroup data on the reading levels of our students, as well as a pathway to the highest leverage reading interventions that each of our students need to receive.



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

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

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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://newventurescharter.org/covid-19-resources/>

The plan will be made available to those unable to access online by printing out a hard copy, and making the available for pickup at the front desk or mailed 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.

We will engage stakeholders through Family surveys, bi-monthly Town Hall meetings with families (Zoom), community conversations within schools, staff meetings. The use of ARP funds will be addressed semi-annually per the terms of the grant at full board meetings, which are open to the public.

Verbiage within the re-opening plan will be updated based on updated protocols, policies and procedures, and feedback from the public/staff. 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. Review and public comments will be incorporated after a review by LEA's senior leaders, with updates shared on the LEA website and via tools used to communicate with parents.

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

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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

NEW VENTURES CHARTER SCHOOL

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

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	214,283
Total Number of K-12 Resident Students Enrolled (#)	126
Total Number of Students from Low-Income Families (#)	92

**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

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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.**

- 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.	10,342
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	102,555
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	90,886

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.	10,500
<b>Totals:</b>	<b>214,283</b>

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.

**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.**

NV - ARP Budget signed update.pdf  
 NV - ARP Budget signed.pdf

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

NV - ARP Narrative update.pdf  
 NV - ARP Narrative.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	177,691
16 - Support Staff Salaries	10,500
40 - Purchased Services	15,750
45 - Supplies and Materials	10,342
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
<b>Totals:</b>	<b>214,283</b>