

# Charter School of Inquiry Elementary and Secondary School Emergency Relief Fund (ESSER)

## Introduction

ESSER is an acronym for the Elementary and Secondary School Emergency Relief Fund. It consists of Federal funds to address the impact of COVID-19 on schools and students.

## Allowable Uses of ESSER Funds

- Professional development for staff, comprehensive academic improvement strategies, mental health and behavioral support, increasing instructional staff, teacher mentors and coaches.
- Materials, technology, and training: instructional materials to help address areas of need due to COVID learning loss.
- Extended instructional time: after-school programs, summer programs.
- Mental health and behavioral supports: social workers, counselors, at-risk coordinators, wrap-around community partnerships.
- Improved ventilation, increased cleaning and disinfecting, HVAC upgrades, specialized instructional and office spaces.
- Computers and other technology, learning management systems, software and other learning programs, digital tools, infrastructure improves in response to the pandemic.

## Determining the use of ESSER Funds at CSI

CSI established a task force to respond to the challenges of COVID-19 and to monitor the effectiveness of our response.

The task force was made up of five subcommittees. Each subcommittee included parents, teachers, paraprofessionals, and community members.

The five subcommittees were: **Operations**, that included health and safety procedures, reporting and legal compliance, technology, nutrition and food service, and technology; **Academics**, that included curriculum, instruction, assessment, grading, and professional development; **Culture**, that included social-emotional learning, family and student engagement, family and student supports, community partnership, and counseling and referral services; **Schoolwide Routines and Procedures**, that included arrival and dismissal, transportation, lunch procedures, classroom procedures, and transitions; **Special Services**, that included the delivery of special education services, academic interventions, support to English language learners, speech therapy and physical therapy.

Each subcommittee reported to the full task force that was accountable to the Head of School, who in turn reported to the Board of Trustees.

Part of the work of the task force was to administer three surveys to parents to assess the following: the effectiveness of academic instruction during COVID-19; parent preferences and recommendations

moving forward; and families' access to technology, the Internet, educational software, and technology support; and health and safety protocols in the school. Nearly 90% of parents responded to the surveys, and the results were used to inform the development of the Reopening Plan and the use of ARP-ESSER Funds to best meet the needs of all students, teachers, and families.

In August of 2021, the task force conducted a public meeting for parents, staff, and community members (in-person and via Zoom) to discuss the proposed use of ESSER Funds.

### **Using ESSER Funds to Help Reduce the Spread of COVID at School**

With the input from teachers, parents, and community members, guidance from local and state health departments, and in compliance with the recommendations of the CDC, CSI has designated ESSER funds to reduce the risk of spreading COVID-19 in the following ways:

- Provided training for all staff members on how to reduce the spread of COVID-19
- Provided training for all students on steps to reduce the spread of COVID-19
- Hired substitute teachers to allow staff members to receive the COVID-19 vaccine during school hours
- Shared information with families on steps to reduce the spread of COVID-19 (mask-wearing, handwashing, symptoms of COVID-19, importance of keeping sick children home, etc.)
- Providing information to families and staff on testing and vaccination sites on social media
- Increasing nursing services in the school
- Hiring additional staff to help conduct health screenings in the morning and to monitor an isolation room
- Providing digital thermometers to all staff members as part of screening protocol
- Hire additional custodians to clean and disinfect throughout the day
- Hiring additional monitors to keep student cohorts separated throughout the day
- Purchasing disinfecting sprays and sanitizing foggers
- Providing PPE to students, staff, and visitors as needed (masks, shields, gowns, gloves)
- Purchasing markers for hallways and classrooms to designate appropriate social distancing
- Replacing all tables in classrooms with desks to ensure proper distancing
- Install hand sanitizing stations throughout the building
- Upgrading all HVAC filters
- Replacing HVAC filters more frequently
- Replaced existing water fountains with bottle filling stations
- Install touchless faucets on all sinks
- Install touchless paper towel dispensers in all restrooms

With input from instructional specialists, families, and teachers, CSI is using ESSER funds in the following ways:

- Transitioning to a co-teaching model with two certified teachers in every classroom.
- Increase paraprofessionals to provide additional academic support and to promote health and safety protocol.
- Offer summer program to extend the school year that includes progress monitoring of participants
- Fund an after-school program to extend the school day with trained teachers and paraprofessionals to support learning

- Adopt research-proven reading and math programs that can be used remotely if necessary
- Adopt research-proven assessment programs that can be used remotely if necessary that will provide teachers with reliable data on student achievement
- Provide access to research-proven tutorial programs to all families during the summer to reinforce learning at home
- Ensure adequate technology for all families to support learning outside of school if the school must pivot back to remote learning.
- Provide all teachers with professional development on the effects of the pandemic and strategies to close the learning gap
- Increase academic progress monitoring throughout the year with research-proven assessment programs
- Ensure adequate technology for all students in school to provide them with online learning and assessment resources

### **Use of ESSER Funds and Professional Development**

The Reopening Task Force conferred with specialists from Erie 1 BOCES and other experts in the field to identify and adopt the best assessment programs that can be used in all modalities, including remote, hybrid, and full-brick and mortar. CSI engaged the services of instructional specialists to provide high-quality professional development to our teachers and paraprofessionals on how to best address gaps in learning and still allow all students to meet grade-level standards.

### **Use of ESSER Funds to Monitor Academic Progress**

At CSI, the Renaissance Star Assessments and Fountas and Pinnell Literacy (F&P) is used in all grades to establish a baseline for ELA, math, and reading. These assessments will be used during the course of the year to monitor student progress and assess the effects the COVID-19 slide and the effectiveness of the interventions adopted by the school to close the COVID-19 learning gaps. Academic progress will be monitored five times during the course of the year for all students, bi-weekly for students at moderate risk, and weekly for students at high risk.

### **Use of ESSER Funds to Support Social-Emotional Supports**

CSI will use the Teacher-Child Rating Scale (T-CRS) to assess students' social-emotional condition and how well they are adapting to returning to the school environment. The T-CRS will be administered three times a year to all students, once every two months to students experiencing moderate adjustment problems, and every month to students needing more support.

### **Ensuring all Students Benefit From ESSER Funded Programs at CSI**

At the Charter School of Inquiry (CSI), 92% of our students live in poverty, 14% are disabled, and 7% speak a language other than English.

All interventions noted above are systematically and universally applied in all classrooms and are research-proven to be successful with high-risk populations of students.

Norm-referenced progress monitoring assessments in ELA, math, reading, and social-emotional adjustment will be administered five times a year for all students, bi-weekly for students at moderate risk, and weekly for students at high risk. Progress monitoring data is routinely disaggregated by subgroups, including economically disadvantaged, English language learners, students with a disability, gender, and race or ethnicity. This data is reviewed and evaluated by the Academic Committee of the Board of Trustees, that includes board of trustee members, teachers, community members, school leaders, and a parent representative. This committee tracks student progress for all subgroups of students and implements changes to intervention strategies when necessary.

**Modifications to the CSI Reopening Plan**

The CSI COVID-19 Task Force is still operational and continues to monitor guidance from the CDC, New York State Department of Health, the Erie County Department of Health, and the New York State Education Department. Furthermore, the task force monitors the success of the reopening plan and recommends adjustments or revisions as necessary. Parents/guardians will be notified of changes via an all-call messenger system and hardcopy letters. The CSI Reopening Plan can be found on the school website. ESSER funds may be reallocated as the needs of the school may change.

<i><b>CODE/ BUDGET CATEGORY</b></i>	<i><b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b></i>
<i>Professional Salaries</i>	Increase instructional staff to accommodate two certified teachers in every classroom, hire summer school and after school program staff, add an additional counselor to our Student Support Team.
<i>Support Staff Salaries</i>	Hire an additional custodian to clean and disinfect throughout the day.
<i>Purchased Services</i>	Increase nursing services during the school day, summer school nursing services, engage the services of an educational specialist to provide PD on mitigating learning loss, additional custodial services to cover for after-school program and summer school program, Chromebook technology upgrade services for 300 student computers, Padlet (online learning resource) subscription for 300 students for two years, Star online assessment licenses for 300 students, digital library service for 300 students for two years.
<i>Supplies and Materials</i>	PPE, including masks, shields, gowns, gloves; digital thermometers for health screenings; sanitizing foggers, disinfectant sprays, hand sanitizer and stations; purchase of 300 Chromebooks for students; Writing Workshop online materials for students.

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<i>Employee Benefits</i>	Inclusive of Social Security and 401K employer contribution for additional certified teachers, paraprofessionals, school counselor, summer school staff, and after-school program staff.
<i>BOCES Services</i>	Provide ongoing support through professional development to teachers on how to best address gaps in learning due to the pandemic, identifying focus skills and standards, scaffolding new material, identifying and responding to trauma and maladaptive behavior, and analyzing data for progress monitoring.
<i>Minor Remodeling</i>	Installing touchless faucets on all existing sinks, replacing water fountains with bottle filling stations, dividing existing public areas into smaller workstations to accommodate increased number of teachers, electrical upgrades to create more workstations, converting public space into pull-out areas to allow for small-group instruction while maintain appropriate distancing and separation of cohorts.

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

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**Summary & Background**

CHARTER SCHOOL OF INQUIRY

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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.

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

Introduction/Instructions - Summary & Background

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

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

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	John Sheffield	jsheffield@csicharter.org	8/31/21
LEA Board President	Valerie Nolan	valnolan@aol.com	8/31/21

**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.**

CSI established a task force to respond to the challenges of COVID-19 and to monitor the effectiveness of our response. The task force was made up of five subcommittees. Each subcommittee included parents, teachers, paraprofessionals, and community members. The five subcommittees were: Operations, that included health and safety procedures, reporting and legal compliance, technology, nutrition and food service, and technology; Academics, that included curriculum, instruction, assessment, grading, and professional development; Culture, that included social-emotional learning, family and student engagement, family and student supports, community partnership, and counseling and referral services; Schoolwide Routines and Procedures, that included arrival and dismissal, transportation, lunch procedures, classroom procedures, and transitions; Special Services, that included the delivery of special education services, academic interventions, support to English language learners, speech therapy and physical therapy. Each subcommittee reported to the full task force that was accountable to the Head of School, who in turn reported to the Board of Trustees. Part of the work of the task force was to administer three surveys to parents to assess the following: the effectiveness of academic instruction during COVID-19; parent preferences and recommendations moving forward; and families' access to technology, the Internet, educational software, and technology support; and health and safety protocols in the school. Nearly 90% of parents responded to the surveys, and the results were used to inform the development of the ARP-ESSER Plan to meet the needs of all students, teachers, and families and to prioritize the allocation of resources. In August of 2021, the task force conducted a public meeting for parents, staff, and community members (in-person and via Zoom) to discuss the proposed use of ESSER Funds. The COVID-19 Response Task Force, that includes representatives of all stakeholder groups, will continue to reach out to parents and community members through surveys and public meetings to gather input and feedback.

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

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

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

ARP-ESSER Plan

<http://csicharter.org/wp-content/uploads/2021/09/ESSER-Plan-2021-2023-9.2021.pdf>

In August of 2021, a public meeting was held for parents, staff, and community members to discuss the ARP-ESSER Plan. The plan is posted to the School website and on file in the school. The Board of Trustees, that includes parent and community representatives, reviewed the proposed plan. Invitations to the public meeting were posted on social media, the school website, and to parents through ClassTag and an all-call system. In addition to being posted on the school's website, copies of the plan are pre-printed and available upon request either in person, by telephone, or email.

**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.

With the input from teachers, parents, and community members, through a public meeting and surveys, guidance from local and state health departments, and in compliance with the recommendations of the CDC, CSI has designated ESSER funds for the mitigation of COVID-19 for the following:

- Training for all staff members on how to reduce the spread of COVID-19
- Training for all students on steps to reduce the spread of COVID-19
- Providing substitute teachers to allow staff members to receive the COVID-19 vaccine during school hours
- Information for families on steps to reduce the spread of COVID-19 (mask-wearing, handwashing, symptoms of COVID-19, importance of keeping sick children home, etc.)
- Provide information to families and staff on testing and vaccination sites
- Increase nursing services in the school
- Hire additional staff to monitor an isolation room
- Provide digital thermometers to all staff members as part of screening protocol
- Hire additional staff members to screen all students, staff, and visitors upon entry to the building
- Hire additional custodians to clean and disinfect throughout the day
- Hire additional monitors to keep student cohorts separated throughout the day
- Purchase disinfecting-sanitizing foggers
- Provide PPE to students, staff, and visitors as needed (masks, shields, gowns, gloves)
- Purchase markers for hallways and classrooms to designate appropriate social distancing
- Replace all tables in classrooms with desks to ensure proper distancing
- Install hand sanitizing stations throughout the building
- Upgrade all HVAC filters
- Replace HVAC filters monthly
- Replace existing water fountains with bottle filling stations
- Install touchless faucets on all sinks
- Install touchless paper towel dispensers in all restrooms
- Run an extended-day program to reduce the number of students taking school buses

ARP-ESSER Application: Part 2 - ARP Act

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

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

The Reopening Task Force conferred with specialists from Erie 1 BOCES and other experts in the field to identify and adopt the best assessment programs that can be used in all modalities, including remote, hybrid, and full-brick and mortar. CSI engaged the services of instructional specialists to provide high-quality professional development to our teachers and paraprofessionals on how to best address gaps in learning and still allow all students to meet grade-level standards.

At CSI, the Renaissance Star Assessments and Fountas and Pinnell Literacy (F&P) will be used in all grades to establish a baseline for ELA, math, and reading. These assessments will be used during the course of the year to monitor student progress and assess the effects the COVID-19 slide and the effectiveness of the interventions adopted by the school to close the COVID-19 learning gaps. Academic progress will be monitored five times during the course of the year for all students, bi-weekly for students at moderate risk, and weekly for students at high risk.

Furthermore, CSI will use the Teacher-Child Rating Scale (T-CRS) to assess students' social-emotional condition and how well they are adapting to returning to the school environment.

Interventions that will be employed in response to COVID-19 gaps in learning will include: co-teaching model, with two certified teachers and one teaching assistant in each classroom; Leveled Literacy Intervention Program for Tier 3 (most at-risk) students; Do the Math Intervention Program for Tier 3 (most at-risk) students; 45 minutes each day of small group intervention for Tier 3 (most at-risk) student for ELA; 45 minutes each day of small group intervention for Tier 3 (most at-risk) students for Math; 30 minutes each day of small group intervention for Tier 2 (some risk) students in ELA; 30 minutes each day of small group intervention for Tier 2 (some risk) students in math. These intervention blocks are in addition to the 80 minutes of core ELA instruction and 80 minutes of core math instruction that all students receive each day.

Star assessments in math and ELA will be administered four times during the year to all students, every other week to students at some risk, and every week to students at high risk. These progress monitoring assessments will identify gaps in focus skills and priority grade-level standards for each student. This data is being used to create an individual instructional plan for each student with specific target goals, specific interventions to be used, and a progress monitoring timeline.

The co-teaching model of two certified teachers and one teaching assistant in each classroom allows for a variety of instructional strategies to address gaps in learning and to work toward each student meeting his or her individual goals. Two teachers in each classroom allows for smaller instructional groups where specific focus skills and priority standards can be addressed based on students' needs.

**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.**

With input from instructional specialists, families, and teachers, the CSI COVID-19 Task Force proposed the use of ARP-ESSER funds for the following:

- Transition to a co-teaching model of instruction and add a second certified teacher to every classroom to better address the wide-range of gaps caused by lost learning due to the pandemic.
- Increase the number of paraprofessionals to provide additional instructional support and promote health and safety.

**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.**

With input from instructional specialists, families, and teachers, the CSI COVID-19 Task Force proposed the use of ARP-ESSER funds for the following:

- A summer program to extend the school year that includes progress monitoring of participants<sup>3/4</sup>
- An after-school program to extend the school day with trained teachers and paraprofessionals to support learning
- Adopt research-proven reading and math programs that can be used remotely if necessary
- Adopt research-proven assessment programs that can be used remotely if necessary that will provide teachers with reliable data on student achievement
- Provide access to research-proven tutorial programs to all families during the summer to reinforce learning at home
- Ensure adequate technology for all families to support learning outside of school
- Provide all teachers with professional develop on the effects of the pandemic and strategies to close the learning gap
- Increase progress monitoring throughout the year with research-proven assessment programs
- Ensure adequate technology for all students in school to provide them with online learning and assessment resources

i<sup>3/4</sup>

**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.**

At the Charter School of Inquiry (CSI), 92% of our students live in poverty, 14% are disabled, and 7% speak a language other than English.<sup>34</sup> All interventions noted above are systematically and universally applied in all classrooms and are research-proven to be successful with high-risk populations of students.

Norm-referenced<sup>34</sup> progress monitoring assessments in ELA, math, reading, and social-emotional adjustment will be administered five times a year for all students, bi-weekly for students at moderate risk, and weekly for students at high risk. Progress monitoring data is routinely disaggregated by subgroups, including economically disadvantaged, English language learners, students with a disability, gender, and race or ethnicity. This data is reviewed and evaluated by the Academic Committee of the Board of Trustees, that includes board of trustee members, teachers, community members, school leaders, and a parent representative. This committee tracks student progress for all subgroups of students and implements changes to intervention strategies when necessary.

**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**

CHARTER SCHOOL OF INQUIRY

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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.**

CSI Reopening Plan CSI Reopening Plan 20-21 PDF.pdf  
 In addition to the plan being posted to the CSI website, all parent/guardians received a summary of the CSI Reopening Plan, and receive frequent updates on revisions to the plan as necessary.  
 The reopening plan was developed with input from parents, staff, and community members through surveys and a public meeting.  
 The CSI COVID-19 Task Force is still operational and continues to monitor guidance from the CDC, New York State Department of Health, the Erie County Department of Health, and the New York State Education Department. Furthermore, the task force monitors the success of the reopening plan and recommends adjustments or revisions as necessary. Parents/guardians are notified of changes via an all-call messenger system, hardcopy letters, and on social media sites.  
 In addition to the Plan being posted on the school website (CSI Reopening Plan 20-21 PDF.pdf , the Plan was also given to all teachers during professional development in August 2021 and to all parents attending a "back to school" night in early September. Copies of the plan are available upon request in the school office. Requests can be made in person, through email, or a phone call.

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

CSI will work closely with the Erie County Department of Health to ensure random surveillance and proximal testing for COVID-19. CSI will report positive cases of COVID-19 to the New York State Department of Health via the COVID-19 Report Card to ensure transparency and to monitor the number frequency of students and staff affected. This data will be used, with guidance from the Erie County Department of Health, to adjust the health and safety component of the CSI Reopening Plan if necessary. Revisions to the reopening plan will immediately be communicated to parents/guardians via hardcopy letter and an all-call phone message.

The CSI Reopening Plan will be presented at a public meeting of the Board of Trustees, with a period for public comment, minimally three times each year (see schedule below) or as changes to the plan are made at either the recommendation of the CDC, state and local health departments, and/or the CSI COVID-19 Task Force. The Academic Committee of the Board of Trustees, that includes a parent representative, teachers, school leaders, and community members will review the effectiveness of the entire plan minimally three times each year through September 2023.

Comments made at public meetings become a matter of public record. Public input is conveyed to the COVID-19 Reopening Task Force for consideration of feasibility. The Governance Committee and Academic Committee of the Board of Trustees monitors recommendations for changes to the Re-opening Plan. The parent representative to the Board of Trustees is also a member of the Re-opening Task Force to ensure that the perspectives and input of parents are considered. Parent surveys will be administered annually in August of 2022 and August of 2023.

Re-opening Plan Review and Public Meeting Dates 2021-2023 :

12/8/2021	Review and Public Meeting
5/11/2021	Review and Public Meeting
8/10/2022	Review and Public Meeting
8/1/2022 to 8/15/2022	Parent Survey
12/14/2022	Review and Public Meeting
5/11/2023	Review and Public Meeting
8/8/2023	Review and Public Meeting
8/1/2023 to 8/15/2021	Parent Survey

Public comments, input, and survey results are referred to the Re-opening Task Force for review and implementation. Revisions to the Re-opening Plan are overseen by the Academic Committee and Governance Committee of the Board of Trustees.

**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**

CHARTER SCHOOL OF INQUIRY

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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 (\$)	1,206,503
Total Number of K-12 Resident Students Enrolled (#)	305
Total Number of Students from Low-Income Families (#)	281

**ARP-ESSER Schools Served**

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number (#)
Total Number of Schools in the LEA	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

ARP-ESSER Application: Part 2 - ARP Act

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

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

CHARTER SCHOOL OF INQUIRY

140600861072

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.	56,000
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.	42,000
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	50,000
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	10,000
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	5,000
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.	50,000
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.	85,000
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	94,000
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	80,000
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 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	534,503

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.	150,000
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.	50,000
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
<b>Totals:</b>	<b>1,206,503</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.**

ARP ACT ESSER Grant 11-9-21.pdf

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

CSI ARP ESSER Budget Narrative 9-27-21 PDF.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	625,025
16 - Support Staff Salaries	13,000
40 - Purchased Services	218,996
45 - Supplies and Materials	118,550
46 - Travel Expenses	0
80 - Employee Benefits	80,060
90 - Indirect Cost	872
49 - BOCES Services	60,000
30 - Minor Remodeling	90,000
20 - Equipment	0
<b>Totals:</b>	<b>1,206,503</b>