

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

Summary & Background

COMPASS 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.

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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

Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Haleema Ahmed	haleema@brooklyncompass.org	10-4-2021
LEA Board President	Jonathan Skolnick	jonskolnick@gmail.com	10-4-2021

ARP-ESSER Allocation - Construction-Related Costs

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

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

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

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

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

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

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

Compass leadership has had an open door policy since it launched. We host regular office hours for families, students, and staff to ask questions, voice concerns, and offer ideas. We also proactively seek information through regularly posted surveys of staff and families. For this plan, we engaged in conversation with a range of stakeholders. The most meaningful and frequent message given by all stakeholders was a concern for children’s social emotional development as well as any learning slide as a result of remote instruction. The expenditures in this plan focus directly on these concerns.

Meaningful Engagement

- Compass primary goal is delivering a high quality education to students in underserved communities. Part of the work needed to meet that goal includes focused attention to and documentation of communication with families of students who are economically disadvantaged, English language learners, and students with disabilities. During check-ins (e.g. phone conversations, family conferences, school wide family surveys) with these families, Compass staff and leadership learn what specific needs continue to interrupt student learning and growth. During these conversations, Compass has heard from numerous families who are concerned about their child’s literacy development during remote learning and the pandemic in general. For that reason, to compliment our robust, balanced literacy instruction, Compass is partnering with Springboard Collective over the summer.
- Families have also conveyed significant concern about their children’s social emotional development, which is why Compass is investing in a partnership with Kids Orbit recess program.
- Staff surveys asking, “What do you need to feel successful as a teacher,” has shown that teachers value a competitive compensation and benefits structure after two years of frozen salaries as a result of stagnant per-pupil-funding due to COVID-19. Staff value targeted training in instruction and community building that directly and positively impacts student learning.

Continuing to engage stakeholders

- Compass leadership continues to and will continue to directly ask staff what they need to feel “successful”.
- We will also continue to formally survey families and staff regarding a variety of programs at the school including:
 - student academic outcomes
 - social emotional development
 - student health and safety protocols
 - response to intervention

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

<https://www.brooklyncompass.org/arpe>

The plan will be emailed to anyone who requests it.

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.

These expenditures are allocated for activities that are socially distant, safe, and support the development of the specific skills that were stunted during the height of the COVID pandemic. They are helping Compass to reopen with as much focus on instruction and social emotional development as possible.

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.

Compass has always monitored students' progress and engagement in a variety of ways. During the pandemic, we have increased our data recording to enhance our awareness of and familiarity with student growth and engagement. During remote learning, teachers kept track of engagement in a variety of online tools (e.g. iReady, Dreambox) and had weekly check-ins with every family. Now that we are back onsite, we are utilizing frequent formal and informal assessments, a social-emotional screener, and formal classroom check-ins with our Student Support Specialist, Social Worker, and School Psychologist to support our students.

- The informal assessments are one-on-one conferencing in reading, writing and math and conferencing with small groups on project work. During the conferences, teachers may check in on a student's understanding of a skill, their comfort with applying the skill, and their ability to utilize it in an array of contexts. Teachers often take notes during these conferences in order to record anecdotal data that informs lesson planning, small group formation, and numerous other decisions related to instruction, social-emotional development, and community building.
- Formal assessments include the Behavioral and Emotional Screening System (BESS) screener, i-Ready (a comprehensive, online comprehensive assessment and instruction program, and Fountas and Pinnell reading assessment).
- Compass's grade teams meet semi-monthly with the Student Support to review, assess, and respond to all assessment data. Data informs teacher and grade teams responses to performance and progress.
- teaching teams prepare for this meeting by analyzing their students' data using a template that is universal to the school
- Responses include:
 - directed, skill-focused, in class and out of class intervention for students with the classroom teachers, math coach, learning specialists, English language learning specialists, the Director of Learning Supports, and Curriculum Coordinators.
 - changes to curriculum and/or lesson planning
 - shifts to teacher supervision and coaching depending on the trends identified in the data and classroom observations.
- 1. The range of assessments explained above are utilized to identify every students' academic needs, to inform the creations of intervention to support those needs, and to monitor and assess the efficacy of those interventions and therefore the students' progress.
- 2. Using the student assessment data, we determined we could best support our students that are reading below grade level by having our teachers implement a summer reading program. This reading program, offered in conjunction with the Springboard Summer Collective, is an intensive five week literacy program that combines daily reading instruction for our K through 3rd graders; provides weekly workshop training for parents to teach reading at home; as well as providing a rigorous coaching cycle for our teachers. Our teachers will provide a family engagement plan that includes daily messages to parents as well as a parent coaching plan with a strategy-of-the-week (by video), a tip sheet in multiple languages, daily lessons, and corresponding e-books. We're also providing families' free access to Springboard Connect (an app with personalized support). We anticipate that our students will average a 6.4 month gain on their reading scores as a result of this 5 week reading program each summer.

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.

In partnership with Springboard Collective, Compass has created a summer reading program to support all students who are identified as reading below grade level near the end of the school year. Students who are at or above reading level are also invited to join the program should they wish to.

- While we aim to provide summer programming for any child and family who wants it, our priority will be to engage families whose children are below grade level in reading or math and to engage families who qualify for free lunch. Our ongoing assessments throughout the year will indicate which students we should prioritize when recruiting families and promoting the summer program.
- Our investment in professional development focused on teacher instruction (*The Cloud Institute and Visual Thinking Strategies*) will improve teacher instruction and produce higher student outcomes during the formal school year.
- Assessment data from i-Ready and F&P will inform ongoing interventions within the classroom by the co-teachers and outside of the classroom by the Learning Supports team (math coach, learning specialists, and English language learning specialist)
- Formal assessments in the following September will be used to assess the efficacy of the Springboard partnership.

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

. The following is an outline of how we intend to use the funds:

- Compass will spend approximately 35% of the funding on a comprehensive recess program to support the social and emotional development of our students. This development has always been a focus of our school. However, this need is even greater when, during the pandemic, children's interaction with peers has been minimal if not eliminated entirely. Students will engage in a variety of well-staffed, organized, and structured activities that develop a variety of skills including but not limited to: collaboration, teamwork, advocacy, conflict resolution, and empathy
- Compass will spend 10% on professional development for staff to support their skills in creating and executing authentic, engaging, and standards based learning experiences across all grades.
- Compass will spend 20% on summer learning programs from this summer to support the significant learning loss experienced due to limited onsite learning
- Compass will spend 3% on professional development and curriculum focusing on developing strategic thinking skills, communication skills and visual literacy in students.
- Compass will spend 5% on a supplemental online assessment and instruction program. i-Ready will be used to reinforce skills and concepts that are taught during the regular school day and will afford students the opportunity to independently practice and develop skills that they are taught at school.
- Compass intends to spend roughly 26% of the funds to allow us to pay competitive staff salaries in order to retain and hire a diverse staff.
- Compass will spend approximately 1% of the total funds for indirect costs that are necessary to maintain the operation of and continuity of services in our LEA and to help us defray the costs of proper and efficient performance in the administering of our ARP-ESSER funded program.

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

7. **In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

As mentioned above, the most important priorities for meeting the needs of our students are developing their social and emotional skills and addressing the learning loss as the result of school closure. As mentioned above, these two priorities were also identified by families and staff. As outlined above, the expenditures selected directly improve the development of the most important skills that were stunted during the height of the pandemic.

- The funds are directly helping to provide two head teachers in every classroom, thereby dramatically lowering the student to teacher ratio in every classroom which is proven to improve outcomes for all students. More importantly, research has proven that lower student to teacher ratio is a critical factor in improving outcomes for students in low-income households and for English learners, and children with disabilities
- As already stated, the funds are also being used to improve teacher instruction. The direct and communicated focus on this investment is specifically in the instruction of students with special needs, students who are considered “economically disadvantaged” and students who are English language learners. When hired, the professional development vendors were instructed to craft their program for our staff through this lens.
- The advantage of having two teachers in every classroom is strengthened by the constant work to reflect and refine the instruction taking place. The consistent meeting schedule to review student data and adjust curriculum and student groups accordingly ensures that students with the most needs are receiving a responsive education, customized to their needs and levels.
- Utilize the BESS screener and the skills of our Student Support Team (SST - School Psychologist, Social Worker, Student Support Specialist, Social Work Intern, Psychologist Intern) allows for direct, proactive, and responsive social emotional support for our students. The SST also meets biweekly with every teaching team to review specific student needs as well as trends within the classroom.
- The funds are also being used to provide a robust and comprehensive recess program for the students. The children most impacted by the pandemic have been deprived social interactions that are critical to child development. At this important developmental stage, children should be provided with more adults to lead a portfolio of structured activities and free play periods and to teach social skills and problem solving skills. Funds are being used to provide that support.
- The funds are directly helping to provide two head teachers in every classroom, thereby dramatically lowering the student to teacher ratio in every classroom which is proven to improve outcomes for all students. More importantly, research has proven that lower student to teacher ratio is a critical factor in improving outcomes for students in low-income households, English learners, children with disabilities, students of color, students experiencing homelessness, and students in foster care.
- As already stated, the funds are also being used to improve teacher instruction. The direct and communicated focus on this investment is specifically in the instruction of students with special needs, students who are considered “economically disadvantaged”, students who are English language learners, students of color, students experiencing homelessness, and students in foster care. When hired, the professional development vendors were instructed to craft their program for our staff through this lens.
- Migratory students have not been mentioned because they have not been present in our student population.

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

ARP-ESSER Return to In-Person Instruction

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Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

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

NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).

- 1. In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

The Compass Reopening Plan for the 2021-2022 school year can be found at the following URL: <https://www.brooklyncompass.org/reopening-plan-20212022>

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

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

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

Compass constantly monitors the progress of its students. We will be using this data to inform any needed adjustments to the ways in which the programs outlined above are utilized to support its students.

- Compass' Executive Leadership Team meets weekly to discuss a range of subjects including:
- academic data and interventions
- social emotional development needs across the school
- health and safety data and trends
- local, regional, and national COVID-19 data
- During these weekly meetings we assess the efficacy of our safety procedures revise them whenever necessary based on insights from our colleagues and from our own observations.
- We inform our families of revisions to our procedures in our weekly community update which is posted on our family portal as well as texted and emailed (depending on family preference)
- Families are always welcome to provide public comment about our program and have a variety of platforms through which to do so:
- commenting directly on the weekly community update
- direct communication to their child's teachers
- direct communication to the head of the department managing the particular issue
- direct communication to leadership
- We will update those procedures on our website

We assure the SED that Compass will actively seek input from the community.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

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

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	242,001
Total Number of K-12 Resident Students Enrolled (#)	300
Total Number of Students from Low-Income Families (#)	85

ARP-ESSER Schools Served

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

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

1. Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity. PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	85,000
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.	48,400
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	42,750

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.	65,851
Totals:	242,001

ARP-ESSER Application: Part 2 - ARP Act

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

ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

Compass - signed ARP-ESSER Budget Sept 2021.pdf
 Compass - corrected ARP-ESSER Budget Dec 2021.xlsm

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

Compass - ARP-ESSER Budget Narrative Sept 2021.docx

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

	Total Funds (\$)
15 - Professional Salaries	111,251
16 - Support Staff Salaries	0
40 - Purchased Services	127,750
45 - Supplies and Materials	0
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	3,000
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	242,001