

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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Summary & Background

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SUMMARY & BACKGROUND

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

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

- ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.
- ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

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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	Tracy McGee	tmcgee@globalccs.org	9/24/21
LEA Board President	Dawan Jones	djones @globalccs.org	9/24/21

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.

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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.**

Global Concepts Charter School provided a forum for a group of diverse stakeholders to develop a comprehensive plan to address students' loss of learning due to COVID-19. Stakeholders were able to provide their voice and choice in developing a rigorous and engaging curriculum and structuring social and emotional curricula that focus on students' social and emotional healing. The stakeholder group was comprised of teachers, parents, students, community-based organizations, and the faith-based community. Global will continue to stakeholder engagement by using robocalls to parents and teachers, posting meetings on our webpage, and sending out letters concerning all future meetings.

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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.**

The plan will be posted on our website for parents and community stakeholders to view. (www.globalccs.org) all requests will be processed through our central office within a two to three-day turnaround for all requesters.

ARP-ESSER LEA Base 90% Allocation - Program Information

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

Funds will be used to staff, purchase resources and equipment to implement the following systems to mitigate the spread of COVID-19:

- GCCS will designate a staff member to be the COVID-19 resource person (s) to assist each school building and the community. This person would be supported by a representative at each building.
- As stated above, any information regarding the health and safety of students and staff while conducting in-person instruction will be communicated to all stakeholders.
- GCCS has implemented CDC guidance on reopening schools: Barrier in cafe/PPE Only" Temperature Screenings Upon arrival, wash your hands and put on a facemask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. Gowns available for extensive contact with a child. Take the child's temperature using non-contact temporal or infrared thermometers. Clean non-contact temporal or infrared thermometers with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each student. Reuse of same wipe permitted as long as it remains wet. Use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash hands with soap and water for at least 20 seconds.
- Arrival /Dismissal - during arrival and dismissal students will use multiple entries and exit points rather than funneling all students through the same entry space to promote social distancing.
- Designated areas for student drop-off and pick-up are established to limit contact and entry of parents/ guardians into the building, to the greatest extent possible.
- GCCS will reduce in-school movement where possible by keeping students within a defined area or classroom and modifying class schedules or class transitions using these recommendations.
- Staff screening: Temperature checks and Daily Health Screening Questionnaires must be completed everyday employees report to work. Temperature checks and Daily Health Screening Questionnaires must be completed prior to entering the School. The School will provide the Daily Health Screening Questionnaire as an electronic document that can be e-signed, as well as in hard copy form that must be turned in immediately upon arrival. Student screening: Students are required to have daily temperature checks. Each day, Parents/Guardians must complete the Daily Health Screening Questionnaire and perform a temperature check on their child. Parents are to certify that the statements on the Daily Health Screening Questionnaire are ALL true and submit the screening by either submitting the screening electronically or by providing a hard copy signed document that the student can present immediately upon arrival. Parents/guardians are required to complete the temperature check and Daily Health Screening Questionnaire for the student at home, before boarding the bus, or before leaving for School. All parents/guardians will be *required* to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school. Students who cannot be temperature checked at home will be temperature checked at school by the School Nurse in a confidential manner. Such temperature screening will occur upon arrival and before the student reports to their classroom. Containment of Potential Transmission of COVID-19 GCCS will comply with CDC guidance for illness, symptoms and suspected case (s) of COVID-19 for both students and staff. Students and staff with symptoms of illness will be sent to the Isolation Room. The Nurse will assess to determine if it is a chronic condition (e.g. asthma, allergies, chronic gastrointestinal conditions) that may present similar symptoms to COVID-19 but is not a public health threat. The Isolation Room will be cleaned and disinfected after each use. If possible, the School will wait at least 24 hours before cleaning and disinfecting to allow

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respiratory particles to settle. If a student exhibits symptoms of COVID-19 as diagnosed by the School Nurse, parents will be contacted and asked to pick up their child. Students will remain in the Isolation Room until the Parent/Guardian, Emergency Contact, or other designated person picks up the student. Students exhibiting COVID-19 symptoms who have a suspected case of COVID-19, will not be permitted to travel home on the School bus. Students sent home, for this reason, cannot return until the requirements under "Returning to School After Exhibiting Symptoms" or "Return to School After Confirmed COVID-19 Test or No-Test" (as discussed below) are met. Bus transportation will be suspended until those requirements are met. If the School Nurse is not available to assess, the Principal or Assistant Principal will immediately isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition. All dismissed students and staff are instructed to contact their health care provider for further guidance. The Isolation Room will be cleaned and disinfected after each use. If possible, the School will wait at least 24 hours before cleaning and disinfecting to allow respiratory particles to settle. GCCS will clean and disinfect all areas used by students/staff with a suspected or confirmed COVID-19 case. If possible, the school will wait at least 24 hours before cleaning and disinfecting to allow respiratory particles to settle. Once areas have been cleaned and disinfected, they can be reopened. Parents/guardians will be contacted and informed if their child came into close contact with a person infected with COVID-19. Staff members will be contacted and informed if they came into close contact with a person infected with COVID-19. NYDOH considers a "close contact" to be someone who was within 6 feet of an infected person with COVID-19 for at least 10 minutes starting from 48 hours before illness onset until the time the person was isolated. GCCS will comply with CDC guidelines for the return to school of students and staff following illness, diagnosis of a confirmed case of COVID-19, or quarantine due to contact with a confirmed case of COVID-19. Return to School after Exhibiting Symptoms with Negative COVID-19 test: GCCS will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider with COVID-19, they can return to school if all of the following are met: Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours; Documentation by healthcare provider following evaluation, negative COVID-19 diagnostic test result, and symptom resolution. If they have been diagnosed with another condition, they must have a note from a healthcare provider stating they are cleared to return to school. Return to School after Confirmed Case of COVID-19 or No-Test but Symptoms: If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms, or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until: It has been at least ten days since the individual first had symptoms; It has been at least three days since the individual has had a fever (without using fever-reducing medicine); and It has been at least three days since the individual's symptoms improved, including cough and shortness of breath. Return to School After Contact with Confirmed COVID-19 Case: NYDOH recommends 14 days of quarantine for individuals within 6 feet of an infected person with COVID-19 for at least 10 minutes starting from 48 hours before illness onset until the time the person was isolated. All asymptomatic students and staff who came into close contact with a student or staff person with a confirmed case of COVID-19 will be asked to quarantine for 14 days. If the individual becomes symptomatic, they are subject to the isolation requirements set forth above. Quarantining after exposure: The CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected. Students on quarantine or choosing to self-quarantine will be offered distance-learning instruction during their absence. Contact Tracing GCCS will notify the state and local health departments immediately upon being informed of any positive COVID-19 test result by a student, staff member, or visitor. GCCS will follow all directives given by the state and local health department and will cooperate with the local health department to facilitate contact tracing. GCCS will maintain a daily attendance log for staff, students, as well as a visitor log. These logs shall document all persons who entered the facility and who may have close contact with other individuals at the school; excluding deliveries performed with appropriate PPE or through contactless means. The staff attendance log will be maintained by

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Human Resources. The student attendance log will be maintained by PowerSchool. The visitor log will be maintained by the Front Desk Receptionist. The log will include: a list of all visitors present the time the visitor entered and exited the premises the purpose of the visit the locations within the school that the visitor was present

In the FS10 budget, the following items will be allocated to the budget to implement prevention and mitigation strategies:

1. Additional Cleaning staff to sanitize the campus.
2. Covid coordinator and 2 additional nurses will comprise Covid team to oversee implementation of CDC, State and County Guidelines.
3. School Outreach Attendance Officers - Method will increase student engagement and foster and promote a sense of connectedness to school.

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.

Global Concepts Charter School utilizes Lucy Calkins Running Records (K-8), iReady (K-10), STAR (K-12), 3-8 Testing, NYS Regents (9-12), eDoctrina (HS), IXL (HS), Odysseyware (HS), DeltaMath (HS), Castle Learning (HS), EDPuzzle (HS), NearPod (HS) and the Google Suite (K-12) to continuously assess and monitor student progress and achievement. Each program then created data points that are reviewed closely by the RTI Committee, Curriculum Committee, and the Administrative Team to intervene with students whose data points indicate gaps in skills and academic achievement.

Summer school programming will be provided to all students demonstrating loss of learning. Students will be identified by using IReady, and Benchmark assessments through eDoctrina; any and all state assessments. Global Concepts Charter School will offer half-day summer school enrichment programming to all identified students for a duration of six weeks. Funding will be allocated to hire staff to teach ELA (Reading and Writing), Math, Science and an elective to students to bolster their skills and knowledge base in preparation for the upcoming school year.

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5. **In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.**

Global Concepts Charter School utilizes Lucy Calkins Running Records (K-8), iReady (K-10), STAR (K-12), 3-8 Testing, NYS Regents (9-12), eDoctrina (HS), IXL (HS), Odysseyware (HS), DeltaMath (HS), Castle Learning (HS), EDPuzzle (HS), NearPod (HS) and the Google Suite (K-12) to continuously assess and monitor student progress and achievement. Each program then created data points that are reviewed closely by the RTI Committee, Curriculum Committee, and the Administrative Team to intervene with students whose data points indicate gaps in skills and academic achievement. Each program and assessment is administered multiple times throughout the school year to assess student progress and ensure teaching and learning align with state standards and priority standards. End-of-year results are also utilized to identify students in need of summer school programming.

Constructing Supports for Global Students and Families

Identified problem #1: Unknown academic, content-based, and age-appropriate skill levels in literacy students K-12

Preliminary solutions: Administer STAR, iReady, and benchmark assessments to all students quarterly or when applicable to obtain true measures of student achievement to prescribe individualized instruction

Identified problem #2: Lack of live instructions and interactions with school personnel (attendance)

Preliminary Solutions: Ensure student outreach and attendance is addressed with SST teams, building and district administration, and parents/guardians to ensure students are in school.

Identified problem #3: Staff development needs to meet new post-pandemic demands

Preliminary Solutions: Continuation of developing relationships with Erie 1 BOCES coordinators of staff development, local colleges, and university professors in conjunction with the Curriculum Committee to address teacher needs (Based on Surveys 2019-2021)

Identified problem #4: Student engagement in current course offerings

Preliminary Solutions: Revitalization, of course, offerings through the introduction of dual-enrollment/AP courses, new courses related to STEAM, onboarding Project Lead the way and the emerging planning of Career and Technical Education

Any supplemental learning will be created based on data received from the above assessments. Targeted interventions will also be provided by specialists and AIS providers. The AIS and intervention specialist salaries will be provided from this funding. AIS Staff will coordinate push-in and pull-out services in conjunction with purposeful lesson planning in conjunction with the General Education Teaching staff for each content area. Specific lessons will be tailored to student deficits as defined by assessment scores garnered from STAR, iReady and benchmark assessments throughout the year. Employing multiple AIS staff members and placing them in each core curriculum area is imperative to timely and accurate instruction for students who have been identified as needing higher levels of academic intervention.

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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 position will be added to address the loss of learning:

District Coordinator of Curriculum and Instruction (K-12) - The Coordinator of Curriculum and Instruction is responsible for developing, implementing, supervising, and coordinating the curriculum and instructional programs for Global Concepts Charter School along with developing and implementing district professional development programs. The Coordinator of Curriculum and Instruction develops, implements, and oversees the school district's curriculum and instruction programs in accordance with district goals and objectives, as well as with applicable laws. The Coordinator of Curriculum and Instruction plans, coordinates and directs the professional development program including continuing education for certified staff, promoting a focus on student learning and professional growth, specifically aligned to student and teacher achievement for addressing targeted instruction to close achievement gaps created by learning loss.

District Coordinator of Technology Integration (K-12) - The Coordinator of Technology Integration is an essential and critical position at Global Concepts Charter School to infuse new and innovative instruction platforms for 21st Century learning, specifically addressing the loss of learning and academic recovery. The Coordinator of Technology Integration is responsible for ensuring teachers and students are equipped with materials, infrastructure, teaching and learning devices, and the adequate skills to utilize them. The Coordinator of Technology Integration serves as a liaison between teachers, administration, and the board with outside agencies and vendors for all purchasing and integration of services and infrastructure for Global Concepts Charter School.

Technology Integration Technician - The Technology Integration Technician serves as the maintenance, installation, and repair technician to work simultaneously with the Coordinator of Technology Integration. The Technician will assist with maintaining the district's inventory of technology, installation of new resources, hardware, and software, assist with repairing damaged devices, and keep a running log of maintenance performed. The Technician is vital to the district's ability to seamlessly integrate new technology and instructional tools to maintain engaging learning environments district-wide.

Cleaning staff (K-12) - Cleaning staff members are more essential now more than ever. In a pandemic, the cleanliness of a building is paramount for student, staff, and family safety. With a depleted workforce, the creation of additional positions is necessary to address the compounding demands of maintaining a safe, orderly, and clean environment for all classrooms, offices, and common areas.

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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.**

Global Concepts Charter Schools' main focus with Social Emotional Learning (SEL) is to make sure no student is left behind. The district wants to ensure that every student has an opportunity to express their thoughts and feelings in order to understand their behaviors. The goal is to have students have their fundamental needs met for overall growth. The Guidance Department, in conjunction with Administration, has been meeting with students individually as well as the classroom setting to complete mindfulness exercises, SEL comprehension, surveys, and school-wide announcements to all stakeholders to receive input of needs for all members of our learning community. Additionally, Global Concepts has hired an additional School Social Worker to address SEL district-wide.

To meet the needs of the subgroups specified here within Global Concepts will have guidance counselors and social workers pushing into the classroom using evidence-based curricula Second Step. In addition, we will use the same method of push-in and pull-out to address the loss of learning with our other subgroups of students. Special Education teachers, in conjunction with AIS providers and the RTI Committee will monitor and review student achievement progress quarterly. Staff members employed as Special Education, AIS providers and those serving on the RTI Committee and Diversity Committee will plan and implement intervention services and strategies for each individual student based on academic, social/ emotional as well as culturally responsive goals. Global Concepts also employs a Student Support Team (SST) that meets weekly to discuss students needs based on academic, social and emotional needs. Students with disabilities, English Language Learners, students from low socio-economic situations as well as our groups of learners from racially and ethnically diverse backgrounds are also discussed at this team meeting. Behavior incident trend data, student achievement data and talking points from the Diversity Committee all taken into account to properly tailor interventions and school-wide strategies for educating students during these meetings amongst the team and committee members. Data points are shared with administration and are tracked weekly to keep both administration and faculty up to date to ensure that progressive discipline, social emotions supports by School Counselors and Social Workers, differentiated instruction and culturally responsive techniques and strategies are employed and modified in a timely fashion as needed. Lastly, all students will have access to our therapy dog program.

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ARP-ESSER Return to In-Person Instruction

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

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

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

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

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

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

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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.

K-8 updated re-opening plan is in the K-8 Announcements section of the K-8 homepage.

<https://www.globalccs.org/domain/61>

High School updated re-opening plan is in the HS Announcements section of the High School homepage.

<https://www.globalccs.org/domain/64>

- Maintain continuous communication through email, phone calls, online platforms, and print.
- Display signage throughout GCCS buildings demonstrating proper use of PPE, social distancing, hand hygiene, and respiratory hygiene.
- Outdoor town hall forum for parents to provide up-to-date information on plans that are being considered and to hear concerns of parents (continues utilization of this forum through Autumn 2021). Townhall forums will be recorded and uploaded online for viewing.

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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.

Communication/Family and Community Engagement:

- Maintain continuous communication through email, phone calls, online platforms, and print.
- Display signage throughout GCCS buildings demonstrating proper use of PPE, social distancing, hand hygiene, and respiratory hygiene.
- Outdoor town hall forum for parents to provide up-to-date information on plans that are being considered and to hear concerns of parents (continues utilization of this forum through 2021-2023). Townhall forums will be recorded and uploaded online for viewing.
- Outdoor town hall forum for teachers and staff to provide up-to-date information on plans that are being considered and to hear concerns of teachers and staff (continues utilization of this forum through 2021-2023). Townhall forums will be recorded and uploaded online for viewing.
- Outdoor town hall forum for community leaders (i.e. religious, business, political, and community-based leaders) to provide information on reopening plans that are being considered (continues utilization of this forum through 2021-2023).
- Multiple surveys to parents and teachers to consistently receive feedback on ongoing plans and developments.
- Monthly publications of the Gator Gazette will feature up-to-date information regarding the school's efforts to provide students and staff with a safe learning environment.
- Gator Strong, a second newsletter publication, will be based solely on Social-Emotional Learning and be published and distributed quarterly.
- Use of Google Classrooms for the student support team that focuses on up-to-date information about SEL, current trends in social-emotional learning, and supports for students and families to use both in and out of school. The support staff also has a website that contains information for families.
- Explicit training covering COVID-19 preventative protocols, including proper hand hygiene, respiratory hygiene, and social distancing, will be conducted with both staff and students at the beginning of the school year should in-person instruction occur.
- Resources for staff and families

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LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

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ARP-ESSER LEA Base 90% Allocation - Funding Distribution

GLOBAL CONCEPTS CHARTER SCHOOL

141800860044

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

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	3,817,796
Total Number of K-12 Resident Students Enrolled (#)	950
Total Number of Students from Low-Income Families (#)	855

ARP-ESSER Schools Served

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

GLOBAL CONCEPTS CHARTER SCHOOL

141800860044

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

- Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.**

PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	355,760
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.	100,000
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.	37,225
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.	359,000
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant	0

ARP-ESSER Application: Part 2 - ARP Act

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

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	FUNDING Amounts (\$)
students, students experiencing homelessness, and children and youth in foster care.	
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 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.	2,924,694
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.	41,117
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	0
Totals:	3,817,796

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.

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

- GCCS ESSER 3 signed.pdf
- ESSER 3 budget 2021.pdf
- 0397_001 FS 10.pdf
- GCCS ARP ESSER FS-10 2022.01.28 signed.pdf

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

- ARP ESSER budget narrative.pdf

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	1,877,878
16 - Support Staff Salaries	355,760
40 - Purchased Services	531,176
45 - Supplies and Materials	432,479
46 - Travel Expenses	0
80 - Employee Benefits	567,902
90 - Indirect Cost	8,601
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	44,000
Totals:	3,817,796