

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

Summary & Background

ATMOSPHERE ACADEMY PUBLIC CHARTER

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SUMMARY & BACKGROUND

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

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

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	Colin Greene	cgreene@atmosphereacademy.org	10/29/21
LEA Board President	Michael Lagas	mjlagas@gmail.com	10/29/21

ARP-ESSER Allocation - Construction-Related Costs

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

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

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

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

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

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

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

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

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

To identify the needs of our school community and develop the school plan for use of ARP funding, Atmosphere Academy Public Charter School (Atmosphere) has done extensive outreach, including an assessment of remote learning conducted in the spring. This outreach included staff meetings, one-on-one parent meetings and a suggestion form posted on our website. Through these platforms, stakeholders have been given multiple venues and platforms to share feedback and provide input into how the school can best use ARP funds to continue to meet the educational needs of students. In addition to internal stakeholders, meetings were held open to the broader community such that issues of civil rights, disability rights, English learners, children experiencing homelessness, children in foster care, migratory students and other underserved populations could be represented in the conversation. In addition, we have conducted countless town halls and surveys with students, families and staff to assess their thinking around proposed plans. All of the feedback we received was considered through a formal review conducted by our leadership team and served as the guiding framework for the plan for use of ARP funding, wherever practicable.

To ensure that we continue to have meaningful dialogue about the evolving needs of the school community and the use of ARP funding to meet those needs, we will also use the methods described above to engage and collaborate with stakeholders at key points during the implementation of the Plan. In addition, any major revisions to the usage of funds will be done in collaboration with the broader school community.

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 LEA ARP-ESSER Plan will be posted, upon approval, to the homepage of the school's website: <https://atmosphere.org/>. In addition, the school will send notifications via email and robocalls to inform the school community that the Plan can be sent to them upon request.

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

ARP-ESSER LEA Base 90% Allocation - Program Information

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

Atmosphere has taken many preventative measures, some costly, to ensure that the school is adhering to CDC guidelines and providing a safe and secure environment for our students and staff members during the COVID-19 pandemic.

- **PPE:** Atmosphere has and continues to purchase PPE for students and staff, in the form of masks, gloves, plastic partitions, etc.
- **Hand Sanitizer:** Atmosphere has purchased hand sanitizer stations and continues to refill these machines to ensure that hand sanitizer can be used by students and staff throughout the day.
- **Custodial Equipment:** Atmosphere outfitted our custodians with electrostatic sprayers to ensure that classrooms and offices are being cleansed effectively at the end of each day. These sprayers are also used in the middle of the day in any high traffic areas.
- **HVAC:** Atmosphere spent a significant amount of funds on improving our HVAC system. This includes increasing the fresh air exchange in each room, and installing air scrubbers that emit UV light in each ceiling vent to kill any trace of COVID-19 in the air.

ARP funding will support this work by supporting some of the HVAC work completed in one of our school facilities as well as a small amount of the PPE supplies to be purchased.

ARP-ESSER Application: Part 2 - ARP ActLEA 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.

Atmosphere sees real-time data acquisition, warehousing, interpretation, and visualization as the fuel that drives good decision-making. Therefore, Atmosphere implements strong data systems throughout the school (curriculum, assessment, discipline, etc.) to identify student needs, determine if specific interventions are required, and monitor progress. In addition to internally developed assessments to measure student growth and achievement, Atmosphere uses a number of other diagnostic, formative and summative assessments to determine student needs and/or obstacles impacting student achievement.

To address learning loss as identified through these data sources, Atmosphere will continue to implement a comprehensive Rapid Response to Intervention (RRTI) system. Continually driven by student data as described above, the RRTI model consists of a multi-tiered approach that provides focused, timely, and targeted instruction at varying levels of intervention to general education students who are having academic or behavioral difficulties. The goal is to provide such services to the students who most need them and in a timeframe that makes those interventions most effective.

Organized into three tiers, the interventions provided are both academic and behavioral and include scaffolded levels of resources and support. As Tier 1 consists primarily of interventions embedded into the foundational English and Math curriculum for all students, supplemental interventions are offered through Tiers 2 and 3, as follows:

Tier 2 – Supplemental and Targeted Remedial Instruction for Struggling Learners for whom the Tier 1 interventions are insufficient in one or more elements of the core curriculum:

- Small group instruction by one of four Teaching Assistants or one of two Learning Specialists, offered during technology or elective classes
- After-school tutoring offered two days/week
- Test preparation through Achievement classes

Tier 3 – Intensive and Comprehensive Interventions reserved for individual students who do not progress in Tier 2 and continue to struggle across the core curriculum:

- One-on-one instruction with a Learning Specialist
- After-school tutoring offered two days/week
- More intensive test preparation

Tiers 2 and 3 are implemented by instructional staff across several content areas and specialties, including the ELL Specialists, Intervention Teachers, ELA and Math Teachers.

Additionally, social-emotional/behavioral interventions will be provided through the RRTI framework to ensure that we are meeting the mental health needs of students. To support the increased need for these services, the school has invested in additional School Counselors.

The assessments used to identify student needs will also be used to determine the effectiveness of interventions as well as to track student progress.

- Internal Standardized Assessment that mirror the NYS English, Math and Science (grade 8 only) tests. Given 2x/year beginning (baseline) and mid-winter (midline). In addition sections of the exams are given multiple times throughout the year to measure student growth.
- Content based quarterly assessments are given in each class as a summative assessment
- Formative assessments are given on a daily basis in the form of a mid-lesson check for understanding, exit ticket or homework.
- Lexile levels and reading levels are assessed through an independent program (STAR & Freckle)

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

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

To address the learning loss resulting from lost instructional time, Atmosphere will use ARP funding to support several instructional positions that are critical to the implementation of the school's plan to improve student achievement. Specifically, the grant will cover the salaries of two Achievement Managers, two Achievement Teachers, and three Grade Leaders. The Achievement Managers and Achievement Teachers are part of a team of educators charged with addressing learning loss and meeting the diverse needs of at-risk students through supplemental ELA and Math classes and differentiated, targeted instruction aimed at increasing test scores in ELA and Math. The Grade Leaders are responsible for overseeing teaching and learning for their assigned grade, supporting both teachers and students as well as monitoring growth and achievement through data analysis and observation.

As Atmosphere returns to a full in person model in the 2021-2022 school year, we have adjusted our academic offerings in order to support scholars whose learning has been impacted by the pandemic. All students in grades 6 and 7 will receive 500 minutes of Humanities instruction per week plus 500 minutes per week of STEM instruction per week and an additional 780 minutes of Achievement instruction per week. Students on honors teams in the 8th grade will receive 500 minutes of Humanities instruction per week plus 1000 minutes per week of STEM instruction per week and an additional 280 minutes of Achievement instruction per week. The additional 500 minutes is allocated for Algebra 1 Regents and Earth Science Regents courses. Students in all other 8th grade teams will receive the same allocations listed above for the 6th and 7th grades. The English and math lab courses have been discontinued to make room for English and Math Achievement classes to remediate learning loss in these areas and better support student performance. Students in all grades and teams will also receive 50 minutes of Advisory instruction and 50 minutes of Restorative Justice Instruction. Furthermore, special school days have been added to the calendar and during breaks to provide even more time on task related to Achievement instruction. These special days add additional school days.

To help maximize student achievement, Atmosphere has allocated even more time to its achievement program and achievement curriculum, which teach students specific systems and strategies they can use to improve these systems and strategies are designed and embedded with mnemonic devices, exemplars, rubrics, step-by-step instructions, and countless best practices. These systems and strategies are taught across all related classrooms on a consistent manner (for example, Atmosphere's English systems are taught in English, English Achievement, Social Studies, Health and Science) To properly deliver these systems and strategies, Atmosphere will continue to improve, perfect, and expedite its:

- customization of interventions
- creation student micro-groupings
- sharing of data with key stakeholders
- development of new and improved English and math systems and strategies
- use of a data dashboard to create a central clearing house for student assessment, academic, and behavioral data that inform data-driven decisions and instruction.
- dissemination of itemized data analysis by question type, standard, demographics, and other criteria
- administration of ongoing progress monitoring through the implementation and timely review of sprints measuring distinct skills and standards
- creation of curricula and selection of appropriate resources that closely mirror test structures so as to familiarize students with those structures
- Students with Disabilities- full service programming continued, extra help, re-structure for two managers, one to manage caseload to increase efficiency, one to manage and coach teachers
- ELL- addition of ELL teacher; now one per grade level.

- 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.**

Atmosphere intends to use the remaining ARP funding to cover the following expenses:

- School Counselors – As mentioned above, Atmosphere provides ongoing mental health programs to ensure that the social-emotional needs of our students are met and that behavioral issues and other concerns do not create a barrier to learning. Recognizing that the social-emotional needs of our students are much greater now than they were before the pandemic, we have hired additional School Counselors to deal with ongoing stress and anxiety related to COVID-19.
- Technology – Atmosphere will continue to invest heavily in technology moving forward as we prepare for possible partial or full quarantines and as we strive to use instructional technology to effectively support instruction. The Chromebooks we distributed to students for remote instruction were subjected to a great deal of wear and tear, and many need to be replaced. In addition, we will be adding a new grade of students and will need to purchase additional Chromebooks to support the increased enrollment. We have also found that internet connectivity at home continues to be a strong need for many of our students and have, therefore, elected to use a portion of ARP funding for WAPs. Finally, to ensure that all technology is in a good working condition, we will use ARP funding to cover the salary of an in-house IT Manager.
- Funds will also be used to support the benefits associated with staff who are explicitly working to mitigate learning loss and address student needs.

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.**

In 2020-2021, 21.5% of enrollment were students with IEP's, 12.2% were English Language Learners, and 99.0% were from economically disadvantaged families. The students were primarily Hispanic/Latino (77.5%) and African-American (18.9%). The remaining students were Asian (0.68%), White (2.03%), American Indian/Alaskan (0.38%) and Multi-racial (0.51%). Therefore, all of the programming provided will impact students who have been disproportionately affected by COVID-19.

In order to address the specific needs of students with disabilities, we have continued our full service programming, expanded extra help and re-structured our management such that case loads can be increased. Teachers will also be coached by case managers to support SWD.

ELL – We have added an additional ELL teacher so that we now have one dedicated per grade level.

Our school counselors will provide for services to economically disadvantaged students, migrant children and otherwise vulnerable student populations to ensure that they have access to community services as well as school-based counseling.

Grade leaders and Instructional Leaders will rely heavily on the data collected through content based assessments and daily formative assessments to ensure that the programming being provided is responding to the needs of all students. Individual student progress will be assessed at least once each quarter, and we believe the content-aligned assessments, worksheets, and progress analytics will prove to be a valuable resource in measuring student gains in overcoming learning loss.

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 school's plan to return to in-person instruction is posted on the homepage of the school's website: <https://atmosphere.org/>. In addition, the school will send notifications via email and robocalls to inform the school community that the Plan can be sent to them upon request.

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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.

AAPCS will continually monitor CDC safety guidelines and recommendations, reviewing against the school's plan for in-person learning on a monthly basis. Updates will be made following those reviews, if needed. Once those updates made, the school will work collaboratively to involve the broader school community in revising the plan. Through town halls, parent meetings, parent surveys, scholar surveys and staff meetings to seek public comment about the plan and whether or not updates need to be made. Once those town halls, meetings and surveys have been conducted, Atmosphere will incorporate feedback into a second revision. This second revision will be reviewed by the Officers of Atmosphere Academy and implemented within three days. Additionally, Atmosphere will continuously monitor state websites and emails regarding changing guidance. If any new guidance is disseminated, Atmosphere will immediately incorporate the new guidance or protocols, rather than waiting to review on a monthly basis, and follow the same process for public comment as laid out above.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

ATMOSPHERE ACADEMY PUBLIC CHARTER

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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 (\$)	2,859,182
Total Number of K-12 Resident Students Enrolled (#)	720
Total Number of Students from Low-Income Families (#)	713

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.	380,200
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	501,061
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.	0
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	1,928,019

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.	46,302
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.	3,600
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:	2,859,182

ARP-ESSER Application: Part 2 - ARP Act

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

ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

AAPCS_ARP FS-10 signed.pdf
 AAPCS_ARP FS-10 signed.pdf

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

AAPCS ARP budget narrative.docx
 AAPCS ARP budget narrative rev.docx

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

	Total Funds (\$)
15 - Professional Salaries	1,890,984
16 - Support Staff Salaries	0
40 - Purchased Services	46,302
45 - Supplies and Materials	383,800
46 - Travel Expenses	0
80 - Employee Benefits	538,096
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	2,859,182

= Required Field

Local Agency Information			
Funding Source:	<input type="text" value="ARP-ESSER"/>	<input type="text"/>	
Report Prepared By:	<input type="text" value="Gabriel Rosenblum"/>		
Agency Name:	<input type="text" value="Atmosphere Academy Public Charter School"/>		
Mailing Address:	<input type="text" value="22 Marble Hill Avenue"/>		
	<input type="text" value="Street"/>		
	<input type="text" value="Bronx"/>	<input type="text" value="NY"/>	<input type="text" value="10463"/>
	<input type="text" value="City"/>	<input type="text" value="State"/>	<input type="text" value="Zip Code"/>
Telephone # of Report Preparer:	<input type="text" value="718-696-0745"/>	County: <input type="text" value="Bronx"/>	
E-mail Address:	<input type="text" value="grosenblum@atmosphereacademy.org"/>		
Project Funding Dates:	<u>3/13/20</u> Start	<u>9/30/24</u> End	

- INSTRUCTIONS**
- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
 - The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
 - An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
 - For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$1,890,984
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Achievement Manager SY21 - 22	1.00	\$78,322	\$78,322
Achievement Manager SY22 - 23	1.00	\$81,455	\$81,455
Achievement Manager SY23 - 24	1.00	\$84,713	\$84,713
Achievement Manager SY22 - 23	1.00	\$81,455	\$81,455
Achievement Manager SY23 - 24	1.00	\$84,713	\$84,713
Achievement Teacher SY21 - 22	1.00	\$102,273	\$102,273
Achievement Teacher SY22 - 23	1.00	\$106,364	\$106,364
Achievement Teacher SY23 - 24	1.00	\$110,618	\$110,618
Achievement Teacher SY21 - 22	1.00	\$70,366	\$70,366
Achievement Teacher SY22 - 23	1.00	\$73,181	\$73,181
Achievement Teacher SY23 - 24	0.1272270	\$76,108	\$9,683
Grade Leader 8th - SY21 -22	1.00	\$93,625	\$93,625
Grade Leader 8th - SY22 -23	1.00	\$97,370	\$97,370
Grade Leader 8th - SY23 -24	0.25	\$103,272	\$25,818
Grade Leader 6th - SY22 -23	1.00	\$104,834	\$104,834
Grade Leader 6th - SY23 -24	0.25000229	\$109,027	\$27,257
Grade Leader 7th - SY21 -22	1.00	\$115,317	\$115,317
Grade Leader 7th - SY22 -23	1.00	\$119,930	\$119,930
Grade Leader 7th - SY23 -24	0.25	\$134,500	\$33,625
School Counselor SY 21 - 22	1.00	\$76,500	\$76,500
School Counselor SY 22 - 23	1.00	\$79,560	\$79,560
School Counselor SY23 - 24	0.50	\$82,742	\$41,371
School Counselor SY21 - 22	1.00	\$74,641	\$74,641
School Counselor SY22 - 23	1.00	\$77,627	\$77,627
School Counselor SY23 - 24	0.50	\$80,732	\$40,366

PURCHASED SERVICES			
Subtotal - Code 40			\$46,302
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
HVAC system upgrades for gymnasium	Breffini	100% of cost	\$46,302

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$383,800
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Masks - Box of 100	80.00	\$15.00	\$1,200
Disinfecting wipes - packet of 6	60.00	\$20.00	\$1,200
Gloves - Box of 100	80.00	\$15.00	\$1,200
Chromebooks	1000.00	\$220.00	\$220,000
WAPs for Internet Connectivity	178.00	\$900.00	\$160,200

Employee Benefits		
Subtotal - Code 80		\$538,096
Benefit		Proposed Expenditure
Social Security		\$117,241
Retirement	New York State Teachers	
	New York State Employees	
	Other - Pension	\$79,421
Health Insurance		\$276,195
Worker's Compensation		\$18,910
Unemployment Insurance		\$18,910
Other(Identify)		
Medicare		\$27,419

Page 1 of 1
BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$1,890,984
Support Staff Salaries	16	
Purchased Services	40	\$46,302
Supplies and Materials	45	\$383,800
Travel Expenses	46	
Employee Benefits	80	\$538,096
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$2,859,182

Agency Code:	321000861075
Project #:	5880-21-5190
Contract #:	
Agency Name:	Atmosphere Academy Public Charter School

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

_____/_____/_____
Date

Signature

Colin Greene, Principal

Name and Title of Chief Administrative Officer

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____ Voucher #	_____ First Payment	

Finance: Logged _____ Approved _____ MIR _____

LEA: Atmosphere Academy Public Charter School	FOR TITLE: ARP Funds
BEDSCODE: 321000861075	

BUDGET NARRATIVE

**** MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 <i>Professional Salaries</i>	<p><i>ARP funding will be used to cover the salaries for the following positions:</i></p> <p><i>Achievement Manager - School year 21-22:1.0 FTE = \$78,322</i> <i>Achievement Manager - School year 22-23:1.0 FTE = \$81,455</i> <i>Achievement Manager - School year 23-24:1.0 FTE = \$84,713</i> <i>Achievement Manager - School year 22-23:1.0 FTE = \$81,455</i> <i>Achievement Manager - School year 23-24:1.0 FTE = \$84,713</i> <i>Achievement Teacher – School year 21-22: 1.0 FTE = \$102,273</i> <i>Achievement Teacher – School year 22-23: 1.0 FTE = \$106,364</i> <i>Achievement Teacher – School year 23-24: 1.0 FTE = \$110,618</i> <i>Achievement Teacher – School year 21-22: 1.0 FTE = \$70,366</i> <i>Achievement Teacher – School year 22-23: 1.0 FTE = \$73,181</i> <i>Achievement Teacher – School year 23-24: 0.127227 FTE = \$9,683</i> <i>Grade Leader (8th) – School year 21-22: 1.0 FTE = \$93,625</i> <i>Grade Leader (8th) – School year 22-23: 1.0 FTE = \$97,370</i> <i>Grade Leader (8th) – School year 23-24: 0.25 FTE = \$25,818</i> <i>Grade Leader (6th) – School year 22-23: 1.0 FTE = \$104,834</i> <i>Grade Leader (6th) – School year 23-24: 0.25000229 FTE = \$27,257</i> <i>Grade Leader (7th) – School year 21-22: 1.0 FTE = \$115,317</i> <i>Grade Leader (7th) – School year 22-23: 1.0 FTE = \$119,930</i> <i>Grade Leader (7th) – School year 23-24: 0.25 FTE = \$33,625</i></p> <p><i>All of the Achievement Managers and Achievement Teachers to be covered by the grant are part of a team of educators charged with addressing learning loss and meeting the diverse needs of at-risk students through supplemental ELA and Math classes and differentiated, targeted instruction. The Grade Leaders are responsible for overseeing teaching and learning for their assigned grade, supporting both teachers and students as well as monitoring growth and achievement through data analysis and observation.</i></p> <p><i>Additional ARP funding will be used to cover the salaries of School Counselors who will providing additional mental health programming and social emotional</i></p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
	<p><i>learning opportunities to help students deal with stress and trauma brought on by the pandemic:</i></p> <p><i>School Counselor – School year 21-22: 1.0 FTE = \$76,500</i> <i>School Counselor – School year 22-23: 1.0 FTE = \$79,560</i> <i>School Counselor – School year 23-24: 0.5 FTE = \$41,371</i> <i>School Counselor – School year 21-22: 1.0 FTE = \$74,641</i> <i>School Counselor – School year 22-23: 1.0 FTE = \$77,627</i> <i>School Counselor – School year 23-24: 0.5 FTE = \$40,366</i></p> <p><i>Total = \$1,890,984</i></p>
<p>Code 16 <i>Support Staff Salaries</i></p>	
<p>Code 40 <i>Purchased Services</i></p>	<p><i>To maintain a safe learning environment for students and follow all recommendations for proper air filtration and heating/cooling, the school needed to make HVAC improvements at a total cost of \$46,302. These improvements will help to ensure that we are reducing the risk of virus transmission.</i></p> <p><i>Total = \$46,302</i></p>
<p>Code 45 <i>Supplies and Materials</i></p>	<p><i>ARP funding will cover the following supplies and materials:</i></p> <ul style="list-style-type: none"> ● <i>Masks (Box of 100): 80 @ \$15/box = \$1,200 - necessary to mitigate the spread of COVID-19</i> ● <i>Disinfectant Wipes (packet of 6 containers): 60 @ \$20/packet = \$1,200 necessary to mitigate the spread of COVID-19</i> ● <i>Gloves (Box of 100): 80 @ \$15/box = \$1,200 necessary to mitigate the spread of COVID-19</i> ● <i>Chromebooks: 1,000 @ \$220 = \$220,000. Please note that this purchase will allow us to provide Chromebooks to accommodate our expansion to 9th Grade. In addition, we will be able to maintain a small reserve of approximately 30 Chromebooks to replace devices that are lost or damaged beyond repair.</i> ● <i>WAPs provided to students for internet connectivity: 178 @ \$900 = \$160,200. This expense will help us to ensure that all students have equitable access to the internet at home or in temporary housing, in the event of a full or partial school closure.</i> <p><i>Total = \$383,800</i></p>
<p>Code 46 <i>Travel Expenses</i></p>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 80 <i>Employee Benefits</i>	<p>The school will use ARP funding to cover the cost of benefits for the nine new positions to be compensated from 2021 to September 2023, including:</p> <ul style="list-style-type: none"> ● Social Security: \$117,241 ● Worker’s Compensation: \$18,910 ● Unemployment: \$18,910 ● Medicare: \$27,419 ● Pension Contributions: \$79,421 ● Health Insurance: \$276,195 <p>Total = \$538,096</p>
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	