

**ARP-ESSER Grant Application
Narrative Responses**

School Name	Riverhead Charter School		
Section 1: Intent to Apply			
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	Nicola Graham	ngraham@rcsli.org	
LEA Board President	Aimee Lomonaco	alomonaco@rcsli.org	
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? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			
Section 2 – Plan Development and Dissemination			
Narrative Response 1: 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.			
<p>In developing its plan for use of the American Rescue Plan ESSER funds, the school leadership and Board of Trustees at Riverhead Charter School (RCS) conducted a needs assessment of the school community, reviewing a variety of data points including academic performance data, attendance, and behavioral outcomes. Armed with this information, the school leaders then used a variety of vehicles including surveys and town hall meetings to engage all stakeholders in discussions about the needs identified as well as the proposed use of funding to address these needs. These stakeholders included board members, instructional leaders, parents, students, community partners and those organizations representing underserved students such as those experiencing homelessness and those in foster care as well as English Language Learners and Students with Disabilities. Town hall meetings were held monthly and were open to public. Feedback gathered through these sessions was synthesized and mapped</p>			

onto school goals, in order to create a plan that is reflective of our mission and our stakeholders' vision.

Moving forward, we will review the plan against identified student needs at least once every six months and revise accordingly. The school will continue to keep all stakeholders engaged through town hall meetings, surveys, parent events, staff meetings, and Board meetings open to the public. Translators will be available for all events.

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

<https://www.riverheadcharterschool.org/>

The school will also make the plan available upon request via paper copy or email. A paper copy can be requested by calling the school.

Narrative Response 3: 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.

Riverhead Charter School has developed and implemented a comprehensive plan to return to in-person learning while maintaining strict compliance with all CDC guidance. ARP-ESSER funds will support our prevention and mitigation strategies by covering the cost of additional cleaning services to ensure a sanitary learning environment.

Narrative Response 4: Please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.

The primary vehicle used at RCS to identify student needs and monitor student progress is i-Ready. i-Ready is a comprehensive assessment and intervention program that tracks student growth and produces evidence of student progress throughout the year. In addition to using i-Ready data to, RCS support staff will collect observations and survey data relating to SEL programming and how interventions are impacting student wellness. Other measures of academic growth will include standardized state assessments and Mastery Connect.

Narrative Response 5: 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.

ARP-ESSER funds will be used to provide students with supplemental learning opportunities aimed at reducing learning loss experienced and mitigating stress and trauma resulting from the pandemic. In particular, this funding will be used to support intervention programming by covering the cost of i-Ready and enabling the school to hire two Directors of Curriculum and Instruction. These educators will support all initiatives being implemented to increase student achievement and will provide ongoing coaching and support for the instructional staff. We believe that using ARP-ESSER funds for these resources will increase our ability to respond quickly to student needs and close the learning gaps caused by the pandemic.

Narrative Response 6: 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 remaining ARP-ESSER funds will be used to purchase additional laptops for our expanding high school. Purchasing additional laptops is part of our plan to mitigate the spread of the virus by ensuring that students are not sharing devices. The laptops are also an important part of our plan to address learning loss by ensuring that all students have equitable access to reliable technology and online learning resources and by preventing further lost instructional time if some or all of our students are required to quarantine.

Narrative Response 7: 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.

RCS serves a high population of students who have been disproportionately impacted by the COVID-19 pandemic, including English Language Learners, students from low-income families and students of color. Using the ARP-funded iReady assessments, we will regularly monitor student data to ensure that the interventions implemented to address learning loss are responding to their particular needs. The Directors of Curriculum and Instruction funded by ARP will provide ongoing oversight of this process, with a particular focus on vulnerable populations including ELL student, students with disabilities, homeless students and those in the foster care system.

In order to meet students' social-emotional needs, we will implement a daily check-in program, student greetings and observations, and a targeted abuse and bullying prevention program with monitoring tools. As an overarching strategy, we will check in with students regularly, meet with students dealing with loss of loved ones or income, and provide resources for food and basic needs (including uniforms) for low-income students, homeless students and foster care children. We will maintain a thorough student database in order to document follow ups needed.

Return to In-Person Instruction

Narrative Response 1: 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 reopening plan is posted to the cover page of our school website. It additionally comes through as a pop up upon entering our school homepage. We also are able to provide copies directly to anyone who may request it personally.

<https://www.riverheadcharterschool.org/wp-content/uploads/2021/08/Covid-Procedures-2021-22-English.pdf>

Narrative Response 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.

Please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) its plan for in-person instruction, including a description of how public comment will be collected.

The leadership team will regularly engage with the education department and department of health to interpret the CDC guidelines and ensure the school is providing the most appropriate learning environment for students. The administrative team will engage with the community through monthly town hall meetings and family engagement events, and will take ongoing feedback into consideration. All of this information will be done in conjunction with the school's Board of Trustees. Our In-person plan will be reviewed every six months or when CDC guidance is released. We will also engage parents specifically through our Dojo and Remind platforms and will uphold an open door policy for ongoing discussion of our plan.

ARP-ESSER LEA Base 90% Allocation - Construction-Related Costs (IF APPLICABLE)

Response 2. Please describe the planned construction activities and costs.

Not Applicable

Response 3. Will the planned construction impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places?

Not Applicable

