

**ARP-ESSER Grant Application
Narrative Responses**

Reviewer Responses in Red

Reviewer: Jennifer Albright (jennifer.albright@nysed.gov)

Revisions Requested by 11/23

School Name	Hebrew Language Academy 2
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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	Elly Rosenthal	Elly@hebrewpublic.org	November 21, 2021
LEA Board President	Adam Miller	amiller@klmlp.com	November 21, 2021

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 No X

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.

During the pandemic, the school surveyed parents and staff more frequently than it has in any other year. Based on the feedback it received, the school adapted its programmatic

plans and communicated updates to ensure it addressed the changing needs of staff, students and families. Additionally, the school provided opportunities for families to submit feedback during virtual Town Hall meetings throughout the year (2 Fall, 2 Spring Town Halls and 1 Summer). Based on the overwhelmingly positive response the school received this year from families, the school will continue to provide various methods to solicit and gather feedback.

The proposed plan to use these funds was vetted by school staff and communicated to parents/guardians and community stakeholders in various communications throughout Spring 2021. The school gave its stakeholders multiple opportunities to provide meaningful input via surveys and Town Halls. Program updates are shared routinely with parents/guardians throughout the school year. The school plans to continue to consistently solicit feedback from staff and parents/guardians this upcoming year via email and Town Halls to further understand how the school can best support our families.

The school surveyed staff to solicit input regarding staff needs over the last 18 months. For example, the feedback the school received from staff was additional small group instructional support within the classroom to effectively respond to the needs of each student. In response to that feedback, the school partnered with *Tutored by Teachers* to implement additional support for managing small group instruction in the classroom. School leadership shared that ARP funds would be used to cover the additional costs associated with providing additional support within the classroom and staff supported this decision.

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://hla2.org/about-hla2/public-documents/> - The ARP-ESSER plan is available on the school's website and accessible to all families/staff members who request it.

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.

PPE, and mask-wearing in particular, remains one of the most important mitigation measures against the spread of COVID-19. The school will continue to mandate that masks be worn by any adult or student at all times while inside the school building, except when eating or

drinking or when instructed to remove by a nurse or other staff member. Hand sanitizer and masks will continue to be available throughout our school buildings.

Hebrew Public schools will continue to implement the enhanced cleaning procedures that were introduced at the beginning of the COVID-19 pandemic. Enhanced procedures include nightly disinfection of all spaces within the school buildings and extra cleaning and disinfection throughout the day, with an increased focus on high touch surfaces.

The direct costs of these mitigation strategies are covered by other sources of funding.

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.

As the 21-22 school year began, planned additional professional development led by our school mental health teams. These PD sessions were designed to train all teachers, administrators, and staff to identify the signs of trauma, and build effective strategies to address and meet the needs of all student subgroups. These training sessions gave staff the tools to recognize the signs of trauma and to proactively create a safe and supportive school environment. When staff members have a concern for a student, they utilize an internal referral system to share their concerns with the school's social work/mental health team. The social workers partner with staff to provide tier 1, 2, or 3 interventions based on individual student needs. The intervention data is reviewed by the social work/mental health teams to evaluate the effectiveness of the interventions and to monitor student progress.

As in years past, the schools use behavior referral attendance data as an indicator of mental health/social emotional support for students. Teachers use an internal referral system to report both low level and high risk behaviors to the Dean of Culture. The Deans give each student the opportunity to reflect on their actions and document each intervention/consequence that was assigned. If students are frequently referred, the culture team begins to plan individual interventions in collaboration with the teachers and mental health teams.

- Based on the feedback it received from families, we adapted our programmatic plans to include a remote learning option for students with medical needs. The school provides a 100% virtual learning option for these students.
- The school started to offer tutoring and intervention opportunities for students who are enrolled in in-person learning too. We would like to expand on this offering to give more students with access to tutoring and academic interventions
- Increasing the frequency of small groups and/or 1:1 social and emotional interventions to provide students with more frequent meetings and check-ins

- Expanding our after school offerings such as clubs, student organizations, and athletics
- Providing students and families with fully, or partially funded experiential learning opportunities such as our 8th Grade Israel Capstone trip, and Ramapo for Children's summer camp
- Providing staff with additional professional development opportunities geared toward student social and emotional wellbeing
- Continued partnerships with organizations such as Promise 54 and SEED to support our commitment to Diversity, Equity and Inclusion. Examples of this include - academic and curricular resources, DEI focused professional development, DEI leadership opportunities for students and staff for teachers, and providing families with opportunities to engage in professionally lead DEI conversations.

We recognize that there are students who may be in need of social and emotional support who would not be identified if solely looking at their data. In an effort to support these students and improve our intervention program, we researched tools and resources that would help us better support *all* students. This December, we are piloting Satchel Pulse, an online platform that we will be using as an SEL screener, and for SEL intervention management. Satchel Pulse consists of both a teacher facing Universal Screener, as well as a student facing module. Using the CASEL aligned evidence based framework, staff will use the screening tools to identify student social emotional strengths and needs within the 5 CASEL social and emotional competencies (Self Management, Self Awareness, Social Awareness, Responsible Decision making, and Relationship Skills). When a student is flagged as needing Tier 2-3 support in one of these competencies, staff will be prompted to identify the specific subskill the student needs to strengthen at this time. (part of this funding will cover some of these staff members salaries)

Our mental health and social work teams will use this platform to supplement our current referral systems, and to track student intervention progress by using evidence based approaches. Teachers and staff will be provided with reports for individual and classwide reports to support classroom instruction. The data from Satchel Pulse will allow us to monitor the social and emotional growth of individual students, design more targeted interventions, and provide students with more meaningful feedback. (part of this funding will cover some of these staff members salaries)

Due to the lack of State Testing Data for the last 2 year, the school relied heavily on internal interim assessment data to monitor each student's academic performance and growth. The school administered monthly quizzes in ELA and math in the school year 2020-2021.

- Four ELA and four math quizzes were administered in grades 2-5, and the data was used by leaders and teachers to better understand student strengths and needs, and adjust instruction accordingly.
- Across Hebrew Public (the school's CMO), quiz data is analyzed and reviewed for growth from quiz to quiz, standard mastery, subgroup performance, class section performance, and more.

This data informs network and school based leaders' priority areas, and informs teachers' instructional plans.

- In 2021-22, we're going to grow our internal assessment program, with six ELA and six math quizzes, and two ELA and two math Interim Assessments (Interim Assessments are longer than quizzes). In 21-22, our protocols for analyzing and responding to data will be refined to enable quicker turnaround time at all levels.

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 after school programs, or extended school year.

ARP Funding will partially cover the salary of two ELL Teachers who will provide supplemental aligned services to multilingual learners throughout HLA2. ARP funds will also partially cover the salary of the Assistant Head of School who will provide ongoing coaching and professional development to classroom teachers, focused on the implementation of the curriculum, use of student data to guide instruction, etc.

In addition, ARP funding will be used to partially fund the salary of the school's Intervention Teachers who will provide targeted interventions for struggling students through small group and one-on-one instruction. Funding will also be used to partially cover the salary of the Social Worker who provides supplemental support for students whose academic success is at risk due to family circumstances, social/emotional challenges, or behavioral issues. The portion of the salaries covered is only for counseling to students who do not receive mandated services.

We are partnered with an outside organization, *Tutored By Teachers*, which ran virtual academic tutoring programming for students in reading and math over the summer and will be leading small group tutoring in our schools this fall and virtually for our remote learners.

1. Most students receive tutoring in small groups of up to six, but we have the capacity to provide some students with one-on-one tutoring if that best suits their needs.
2. We are tremendously excited to provide intensive tutoring for our students who need it the most. We know that this will have a dramatic impact on addressing any learning loss associated with the pandemic. We have identified the students who are at the bottom 20th percentile in ELA and Math based on quarterly grade performance and weekly quizzes.

Tutored By Teachers manages the virtual learning program that is provided to less than 10 students from the school with medical needs that prevents them from returning to in-person learning. In the virtual program, the students participate in morning meetings virtually with

their class and then receive virtual instruction for the remainder of the day from a Tutored by Teacher staff member. Additionally, Tutored by Teachers run small group virtual instruction in some of our classrooms too to provide additional differentiated instruction support. All of these strategies to address pandemic related learning loss and to better meet the needs of at-risk students are planned and implemented in partnership with Hebrew Public and will be supported by this funding.

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 school will be investing ARP ESSER funds to enhance the school's technology to provide better and more effective Zoom capabilities to support unexpected virtual learning through this year. The new platform is called ZoomRoom and will enhance the student's virtual learning experience by providing a more "present" experience within the classroom.

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.

School leaders will ensure that Intervention Teachers are completing the below work to support students. School leaders will meet routinely with these teachers to review academic and social emotional data for students most at risk. The school commits to continue to survey families through the year to assess family needs to inform academic and social support plans.

- Provide small group pull-out services to tier 3 students for reading intervention
- Create and implement lesson plans based on student needs
- Manage and support an organized and professional classroom that is conducive to learning
- Assess and develop goals for students
- Regularly and accurately report student progress and maintain accurate and up to date records related to student achievement, performance, and goals
- Review data daily and amend your approach accordingly
- Take an active role in your professional development by identifying and creating opportunities to expand your skills to meet the demands of individual student needs
- Communicate frequently with students, students' families, colleagues and other school personnel

- Develop strong relationships with parents and students to create investment in school culture and academics

Like many other school districts, a significant number of our students and families are still working through hardships stemming from the COVID-19 pandemic. In the summer of 2021, we shared a survey that asked families to identify what types of supports/services they were in need of. 10% of survey respondents identified that they would benefit from school/community based support, specifically - academic support due to learning loss, technological needs, food insecurity, child care, and medical/health related concerns, and the need for mental health/trauma support. Using this data as the foundation of our planning for the 21-22 school year, school teams began outreach and proactive planning. We have, and will continue to use family surveys as a way of providing families with a platform to give input on how we can best support their student(s).

As of November 15, the school's enrollment is comprised of 26% ELL, 28% SWD and 59% Economically disadvantaged. It is critical that the school uses these funds to ensure that the following areas of support are in place to best meet the needs of our special population students.

Student attendance is a key indicator of both academic and social and emotional student progress. School teams review daily and weekly attendance data to identify students in need of Tier 2 and Tier 3 interventions. Interventions are planned based on the student attendance percentage and consecutive absences. We provide daily outreach to families when a student is absent, and send quarterly attendance letters to all families at our report card conferences. Families can communicate their students' attendance updates (medical/extended absences) through ParentSquare, our 2-way parent communication platform. Through Parentsquare, we are able to track our outreach while also verifying our contact information is up to date. This became increasingly important as we began remote learning and had fewer opportunities to engage with families.

As the 21-22 school year began, planned additional professional development led by our school mental health teams. These PD sessions were designed to train all teachers, administrators, and staff to identify the signs of trauma, and build effective strategies to address and meet the needs of all student subgroups. These training sessions gave staff the tools to recognize the signs of trauma and to proactively create a safe and supportive school environment. When staff members have a concern for a student, they utilize an internal referral system to share their concerns with the school's social work/mental health team. The social workers partner with staff to provide tier 1, 2, or 3 interventions based on individual student needs. The intervention data is reviewed by the social work/mental health teams to evaluate the effectiveness of the interventions and to monitor student progress.

As in years past, the schools use behavior referral attendance data as an indicator of mental health/social emotional support for students. Teachers use an internal referral system to

report both low level and high risk behaviors to the Dean of Culture. The Deans give each student the opportunity to reflect on their actions and document each intervention/consequence that was assigned. If students are frequently referred, the culture team begins to plan individual interventions in collaboration with the teachers and mental health teams.

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.

<https://hla2.org/wp-content/uploads/2021/11/HLA2-Reopening-Plan-2021-2022.pdf> - The plan is available on the school's website and accessible to all families who request it.

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 school plans to continue to survey staff and families through internal surveys and community town halls to collect meaningful input regarding how the school can better serve its stakeholders. Historically, input received via survey and town halls has informed changes to the school's schedule, investments in enhanced technology, expansions of small group instruction and enhancements to health and safety protocols. At least one survey or a town hall occurs each quarter.

The school leaders with the support of Hebrew Public, its CMO, updated the reopening plan throughout 2020-2021 school and continues to review and update through the 2021-2022 school year with routine input from the school's stakeholders. The reopening plan is available on the school's website and has been shared with families through written communications and Town Halls where stakeholders are given an opportunity to provide feedback.

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

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

N/A

BUDGET NARRATIVE

LEA: Hebrew Language Academy Charter School 2	FOR TITLE: ARP-ESSER Funds
BEDSCODE: 332100861123	

**** 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 Professional Salaries	<p><i>ARP funding will be used to cover the following positions hired to address student learning loss and to meet social emotional needs resulting from the pandemic.</i></p> <p><i>Intervention Teacher: 0.15 FTE = \$9,946 (SY22)</i> <i>Intervention Teacher: 0.15 FTE = \$9,946 (SY23)</i> <i>Intervention Teacher: 0.15 FTE = \$9,946 (SY24)</i></p> <p><i>Intervention Teacher: 0.15 FTE = \$10,712 (SY22)</i> <i>Intervention Teacher: 0.15 FTE = \$10,712 (SY23)</i> <i>Intervention Teacher: 0.15 FTE = \$10,712 (SY24)</i></p> <p><i>Social Worker: 0.60 FTE = \$38,953 (SY22)</i> <i>Social Worker: 0.60 FTE = \$38,953 (SY23)</i> <i>Social Worker: 0.60 FTE = \$38,953 (SY24)</i></p> <p><i>Assistant Head of School: 0.74 FTE = \$85,045 (SY22)</i> <i>Assistant Head of School: 0.74 FTE = \$85,045 (SY23)</i> <i>Assistant Head of School: 0.74 FTE = \$85,045 (SY24)</i></p> <p><i>ELL Teacher: 0.90 FTE = \$65,700 (SY22)</i> <i>ELL Teacher: 0.90 FTE = \$65,700 (SY23)</i> <i>ELL Teacher: 0.90 FTE = \$65,700 (SY24)</i></p> <p><i>ELL Teacher: 0.91 FTE = \$50,292 (SY22)</i> <i>ELL Teacher: 0.91 FTE = \$50,292 (SY23)</i> <i>ELL Teacher: 0.91 FTE = \$50,292 (SY24)</i></p> <p><i>Total = \$781,944</i></p>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 16 <i>Support Staff Salaries</i>	
Code 40 <i>Purchased Services</i>	<p><i>ARP funding will cover the following purchased services:</i></p> <p><i>The school will contract with Tutored by Teachers who connect schools with high quality educators to provide supplemental academic support for students, in an effort to help every student achieve their full potential. Students are placed into small groups with tailored instruction outside of ongoing core teaching.</i></p> <p><i>Remote Learning Core Instruction Program - students will be grouped by grade level and will receive 60 minutes of Core ELA instruction and 60 minutes of Core Math instruction by attending two sessions every day for 18 weeks.</i></p> <p><i>Remote learning Core Instruction Program (FY22): 18 Weeks x \$1,800 p/week (for 3 students) = \$32,400</i></p> <p><i>Remote learning Core Instruction Program (FY23): 18 Weeks x \$1,800 p/week (for 3 students) = \$32,400</i></p> <p><i>Remote learning Core Instruction Program (FY24): 18 Weeks x \$1,800 p/week (for 3 students) = \$32,400</i></p> <p><i>Virtual Intervention Program - - students will be grouped by grade level and will receive 60 minutes of ELA support and 60 minutes of Math support by attending four 30 minute virtual sessions per week for 30 weeks.</i></p> <p><i>Virtual Intervention Program (FY22): 30 Weeks x \$1,350 p/week = \$40,500</i></p> <p><i>Virtual Intervention Program (FY23): 30 Weeks x \$1,350 p/week = \$40,500</i></p> <p><i>Virtual Intervention Program (FY24): 30 Weeks x \$1,350 p/week = \$40,500</i></p> <p><i>The school will contract with Zoom Room to provide video collaboration in the classroom, to enhance real time in-person and remote participation by instructors and students.</i></p> <p><i>Zoom Room Subscription (FY22): \$1,727.08333 p/mo. X 12 months = \$20,725</i></p> <p><i>Zoom Room Subscription (FY23): \$1,727.08333 p/mo. X 12 months = \$20,725</i></p> <p><i>Zoom Room Subscription (FY24): \$1,727.08333 p/mo. X 12 months = \$20,725</i></p> <p><i>Total = \$280,875</i></p>
Code 45 <i>Supplies and Materials</i>	
Code 46 <i>Travel Expenses</i>	
Code 80 <i>Employee Benefits</i>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
<i>Code 90 Indirect Cost</i>	
<i>Code 49 BOCES Services</i>	
<i>Code 30 Minor Remodeling</i>	
<i>Code 20 Equipment</i>	

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$781,944
Support Staff Salaries	16	
Purchased Services	40	\$280,875
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$1,062,819

Agency Code:	332100861123
Project #:	5880-21-5385
Contract #:	
Agency Name:	Hebrew Language Academy Charter School 2

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

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

Voucher # _____ First Payment _____

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).

9 / 30 / 2021 _____
 Date Signature

Elly Rosenthal, Chief Financial Officer
Name and Title of Chief Administrative Officer