

ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Summary & Background**

Summary & Background

WILLIAMSVILLE CSD

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SUMMARY & BACKGROUND

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

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

ARP-ESSER Application: Part 2 - ARP ActIntroduction/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 ActLEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

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

WILLIAMSVILLE CSD

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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	Thomas Matuski	tmatuski@williamsvillek12.org	08/13/21
LEA Board President	Teresa Leatherbarrow	tleatherbarrowboe@williamsvillek12.org	08/13/21

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

WILLIAMSVILLE CSD

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

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

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

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

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

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

The Williamsville Central School District presented our ARP plan publicly to our community at the May 25, 2021 Board of Education meeting. Our Board reviewed our plan and verified that the District would be receiving input from our community on this plan. The District established a new and separate email address for district comments. The email address was ARPCOMMENT@williamsvillek12.org. This address is still active. The community feedback timeline was initially established to begin on May 25, 2021 - June 16, 2021. The District's final ARP plan was posted on our website on June 24, 2021. The input received from our public comment period was reviewed and the District verified that the comments were addressed in our plan. The detailed information below was provided to our community to explain the ARP funding process and the development process the District followed for the draft ARP plan.

The American Rescue Plan (ARP) Act of 2021, Public law 117-2, enacted on March 11, 2021, provides funding to States and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. The Williamsville Central School District is a local educational agency (LEA) under this plan. The LEA must reserve 20 percent of funds to address learning loss through the implementation of evidence-based interventions to ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. The remaining ARP funds may be used for a wide range of activities to address needs arising from coronavirus pandemic per the program's guidance.

The District is presenting its draft ARP plan for the usage of these funds to our community at this May 25, 2021 meeting. In accordance with the grant's guidelines, the Williamsville Central School District is posting this draft plan on our website. We have established an email address to receive comments on our plan from our stakeholders which include our parents, teachers, and our entire community. All comments will be reviewed and considered in the District's final ARP plan. The final plan will be posted on our website no later than July 1, 2021.

The ARP plan being developed is for the full amount of funding. It is important to state that the ARP funds are available for use through September 30, 2023. Therefore, the District may not utilize all of these funds in the forthcoming 2021-22 school year. These funds may be accessed by the District at a later date in this timeline. It is required that the District comply with the current timeline in order to secure the allocation of funds for our district even if the funds are not accessed for use in the immediate future.

The plan attached to this agenda item provides details on the allocation of 20% of funds to address student learning loss as well as how the remaining funds will be used by the District. All fund use is in compliance with the categories mandated by this grant.

Community Comments may be directed to: ARPCOMMENT@williamsvillek12.org

The District will review the plan every six months and this review will include an update on our plan's instructional programs that are funded by ARP. We will ask that parents, staff and our community continue to use the ARPCOMMENT@williamsvillek12.org email address to provide input to us on how we may need to change our plan. In addition to this specific ARP feedback initiative we will administratively consider community feedback received from our monthly board of education meeting public expression segments and discuss if there is a new initiative that we should consider using ARP funds for as we move through the ARP funding timeline.

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

<https://www.williamsvillek12.org/>

ARPCOMMENT@williamsvillek12.org

ARP-ESSER LEA Base 90% Allocation - Program Information

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & 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.

Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs

Address post-COVID student social, emotional, mental health needs by utilizing counselors, social workers, psychologists to work with students.

Additional student contact time with our school professional staff that will occur throughout the school year and in the summer. Web and Link crew leader certifications will be completed that allow for fourteen new facilitators to be used at the middle and high schools. There will be an additional six to ten facilitators trained in these areas for the elementary schools. The completion of these trainings will provide coverage at every school in our district. This funding will also be used to add a budget for each school to support wellness initiatives. Funding will also be used to acclimate our assigned staff to become familiar with the tenets of social emotional learning as embedded within the Teacher's College program. There will also be an expansion of the everyday speech software program to the elementary and middle school social workers. The District will use funds to contract with a licensed clinical social worker to assist with case supervision with our high school social workers on a monthly basis. Lastly, the District will retrain and recertify our sources of strength leaders.

Offering evidence-based summer, afterschool, and other extended learning and enrichment programs

Establish learning labs at middle and high schools.

Provide student academic support before during and after school. These labs will be structured to allow students to voluntarily attend as well as being recommended by their teachers to attend to obtain additional help to meet their learning standards and course outcomes. \$525,000

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

4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.

The District will utilize district assessment tools to establish an initial progress level for all students. This progress level will be reviewed throughout the ARP funded educational support initiatives. Student progress will be reviewed by school administration and teachers with the purpose of targeting additional student support to those children who are not meeting or exceeding grade level requirements.

- *Data that the LEA will use to identify student needs*

- Assignment completion/success through the student management system

- student report card results

- reading inventories/running records

- teacher/counselor identification based on student observation

- Child Study Team referrals

- Parent/student referrals

- *Data the LEA will use to monitor student progress*

- Assignment completion/success through the student management system

- student report card results

- Staff student observations

- reading inventories/running records

- Student reflection/exit tickets

- Student activity completion

- *Planned interventions and supports*

- Differentiated individual and small group lessons and supports

- Academic and skill supports from the classroom as well as lab teachers

- Counselor sessions

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.

**(Required 20%
Learning Loss)**

Addressing the need of the COVID-19 pandemic on students; including the impacts of interrupted instruction and learning loss and the impacts on low-income students, students with disabilities, English language learners, and students experiencing homelessness

Expansion of summer learning program.

Summer learning – enhance support for identified students at the K-Prep and K-8 elementary level (multi-year). The District will increase programming capacity by approximately 86%. The program for literacy will include the implementation of the Teachers College Summer Program will be used in grades K-4. This program was specifically designed to customize targeted and focused literacy instruction to meet student needs and support students in preparation for the upcoming school year. This program encompasses a comprehensive and engaging curriculum focused on critical aspects of literacy such as phonemic awareness, phonics, comprehension, text structure, text genres, standards-based foundational skills instruction, and writing. Mini-lessons, recommended text collections to support student reading/writing, as well as video support for students, teachers, and parents are also included.

\$832,724(minimum)
Allocated \$835,101

ARP-ESSER Application: Part 2 - ARP Act

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

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.

Operating schools and meeting the needs of students	Providing regular school instructional programming	Ability to continue to provide instructional programs at the K-12 grade levels. This will fund approximately 23.0 teacher FTE positions including benefit payments for social security and the TRS system.	\$2,058,077
Purchasing educational technology	Transition student learning at K-2 from an iPad to Chromebooks	Purchase 1,400 chromebooks for grades K-2.	\$364,000
Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs	Address post-COVID student social, emotional, mental health needs by utilizing counselors, social workers, psychologists to work with students.	Additional student contact time with our school professional staff that will occur throughout the school year and in the summer. Web and Link crew leader certifications will be completed that allow for fourteen new facilitators to be used at the middle and high schools. There will be an additional six to ten facilitators trained in these areas for the elementary schools. The completion of these trainings will provide coverage at every school in our district. This funding will also be used to add a budget for each school to support wellness initiatives. Funding will also be used to acclimate our assigned staff to become familiar with the tenets of social emotional learning as embedded within the Teacher's College program. There will also be an expansion of the everyday speech software program to the elementary and middle school social workers. The District will use funds to contract with a licensed clinical social worker to assist with case supervision with our high school social workers on a monthly basis. Lastly, the District will retrain and recertify our sources of strength leaders.	\$497,823
Offering evidence-based summer, afterschool, and other extended learning and enrichment programs	Establish learning labs at middle and high schools.	Provide student academic support before during and after school. These labs will be structured to allow students to voluntarily attend as well as being recommended by their teachers to attend to obtain additional help to meet their learning standards and course	\$408,620

ARP-ESSER Application: Part 2 - ARP Act

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

outcomes.

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.

The District will utilize district assessment tools to establish an initial progress level for all students. This progress level will be reviewed throughout the ARP funded educational support initiatives. Student progress will be reviewed by school administration and teachers with the purpose of targeting additional student support to those children who are not meeting or exceeding grade level requirements.

Funding ear-marked and allocated for Primary Project. Students are selected using a universal screening tool to determine student's level of adjustment to the classroom and school in general at K-1. Data is disaggregated and student who have determined to have adjustment concerns are provided Tier II or Tier III services. Tier II services are primary project play therapy through the use of a child associate. Tier III is more individual work with the school team (teachers, administrators, mental health staff) and the student, possibly CST/CSE, to support the individual needs of the student. In identifying students who are potentially more at risk for school adjustment issues and other concerns that will adversely impede learning a student's status in one of the identified groups (low income families, students of color, English language learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students) is also an important consideration. If a student is one of the identified groups and whose adjustment score is just within the normal range, the factors of being in one of the identified groups will also be used for determining the appropriate interventions for support. Universal supports like community circles and direct SEL instruction will also continue to take place in the classroom with or without the assistance of mental health professionals depending on the classroom dynamics and teacher skill at dealing with the arising concerns from the class.

-K-12 Prevention Program is run through our "Wellness Program." We have wellness facilitators at each school that provide prevention programs on a grade-level or school-wide basis as articulated in our comprehensive Counseling Plan. Facilitators in the buildings range from trained teachers to mental health staff that implement programs. Examples of programs conducted are grade level presentations and/or classroom presentations, on fitting in, making friends, positive behavior, managing anxiety, and at the upper grades college and career readiness. Due to the pandemic, programs and presentations have changed to focus on the current concerns of accurately reading facial cues, feeling isolated, and dealing with the daily feeling of panic students may be experiencing due to positive COVID-19 cases in their school or classroom.

-Robust professional development so that all of our school personnel are trained in trauma informed educational practices, SEL, and targeted professional development on anxiety, gender expression, diversity, equity and inclusion. The teaching staff in our 13 buildings are offered at least two hours a month of trauma informed educational practices that provide both tools for implementing trauma informed education practices and support sessions for dealing with staff's own trauma and student exhibited trauma responses. On a monthly basis school administrators participate, as a group, in DEI trainings and conversations. New staff, including mental health staff receive monthly induction training. All mental health staff and teaching staff have the opportunity to participate in monthly trainings in supporting LGBTQ+2S students to ensure they are seen and heard in their classroom and school, having this level of support allows students to fully focus on their learning.

-Our work with the implementation of the Search Institute Survey for grades 8, 10 and 12 on health and wellness targets areas of "risky" student behavior as well as behavior that is supportive of positive mental health. Those surveys will be administered in late November with results being made available by school, by district and by the township, so that implementation of the targeted programming could be identified and administered. The Search student focuses on assets as well as areas of risk. Therefore, our approach is to strengthen students through participation in clubs, extracurricular, academic supports, mindfulness etc. and to educate students on the adverse impacts of underage drinking, vaping, e-cig and cigarette use, lack of exercise, etc.

These programming allows us to provide a general identification and screening method for students in our buildings and as individual students are identified, we are then able to determine the particular circumstance of each student and assess the area of need for further support beyond the targeted need identified in the survey. For example, the student who has identified with having adjustment issues to school. The underlying circumstances that could be adversely impacting the student's adjustment to school are ELL designation, disability, foster-care, homelessness, etc. These are all identified or uncovered during our comprehensive review of the student's and family social history. Therefore, through the process of conducting comprehensive social histories and anticipating student academic needs for the beginning of the 2021-22 school year, special education teachers was increased at the elementary level to work with students experiencing academic and/or behavioral concerns, post-pandemic.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction**

ARP-ESSER Return to In-Person Instruction

WILLIAMSVILLE CSD

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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.**

<https://www.williamsvillek12.org/>

https://www.williamsvillek12.org/reopening_information/index.php

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

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

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

The District will presenting its ARP plan every 6 months to the Board of Education in public session and inform our community that they may provide comments to us on the performance of the plan. The District will also invite the Community to provide public comment on our plan through the District email specifically established for this purpose. ARPCComment@williamsvillek12.org. The next public presentation and comment period for the current ARP plan will be January 2022.

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution**

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

WILLIAMSVILLE CSD

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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 (\$)	3,463,621
Total Number of K-12 Resident Students Enrolled (#)	9,931
Total Number of Students from Low-Income Families (#)	479

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	13
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	13

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

WILLIAMSVILLE CSD

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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.	28,638
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	260,122
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.	102,009
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	474,370

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	2,598,482
Totals:	3,463,621

ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget****ARP-ESSER LEA Base 90% Allocation - Budget**

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

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

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

FS-10 ARP 5880-21-0725 12 28 21.pdf

Williamsville CSD 140203060000-5880-21-0725 ARP FS-10.pdf

Williamsville CSD 140203060000-5880-21-0725 ARP FS-10 edited.pdf

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

Williamsville CSD 140203060000-5880-21-0725 ARP Narrative for FS-10.pdf

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

	Total Funds (\$)
15 - Professional Salaries	2,658,301
16 - Support Staff Salaries	165,060
40 - Purchased Services	72,347
45 - Supplies and Materials	62,025
46 - Travel Expenses	0
80 - Employee Benefits	505,888
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	3,463,621