

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

Summary & Background

WILLIAM FLOYD UFSD

580232030000

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 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	David Beggins	dbeggins@wfsd.k12.ny.us	10/12/2021
LEA Board President	Robert Vecchio	rvecchio@wfsd.k12.ny.us	10/13/2021

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.

- In the spring of 2021, building principals engaged employee stakeholders in identifying needs in the following areas: mental health, technology, enrichment/extra-curricular, curriculum supports/learning loss and facilities/PPE.
- Needs were shared at the district level and prioritized/validated.
- The Board of Education participated through the creation of positions, approved staffing, contract development and approved spending.
- The district plan was presented at a Board of Education meeting in August 2021.
- The district plan was posted on the website with opportunity for community input/comments/suggestions.
- As data becomes available (both qualitative and quantitative) the district leadership reviews the plan and evaluates its sufficiency.
- With regards to the creation of our plan, there were various discussions when it came to the implementation of the ARP grant. Initially teachers, building administration, district-wide leadership, non-instructional employees and student advisory boards were asked what they would like to see come from the ARP grant. The District then presented to the community its thoughts regarding what should be established in the grant. The community was then given an opportunity to comment and make suggestions. In order to keep stakeholders apprised of what is happening with the ARP grants, the District will conduct semi-annual meetings in order to collaborate and discuss the implementation of the ARP grant. The District will invite teachers, parents, students, building administration and district-wide administration to meet and discuss what was initially budgeted in the ARP grant, what changes have been made based on prior input and what changes all stakeholders would like to see moving forward. All input will be reviewed by the District and changes will be made based on the input from all parties. All changes will be presented to our community groups including our BOE in a public meeting and our local Parent Teacher Organization and continuously open for feedback.

ARP-ESSER Application: Part 2 - ARP Act

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

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.wfsd.k12.ny.us/district/business-office>

An email address will be provided to anyone who needs the District's plan or further information. And yes, all documents will be posted here once the application is approved.

All documents will be posted to the links below, in addition to the Business Office web page. For those who have additional questions/comments/concerns, contact information will be shared on those websites as well.

Below is the link where people can find the District's re-opening plan. As we make changes, these links will be updated.

Link: <https://www.wfsd.k12.ny.us/schools/william-floyd-high-school>

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.**

The School District will use a portion of ARP funds in order to continue to provide a safe environment for students. The District will implement as follows:

- Since District's are required to meet the CDC and Department of Health social distancing guidelines, the District will purchase supplies to support social distancing. For example, in order to for student to participate in Chorus, risers will be purchased for social distancing and folding tables will be purchased to social distance high school students during high school events. In addition, masks will be purchased in order to ensure that every student and/or staff member who comes to school without a mask will be given one prior to going to class.
- In order to comply with the Governor's mandates, the District is hiring an outside agency help provide weekly COVID PCR testing to those who are not vaccinated.
- Permanent substitutes will be hired to handle virtual learning for those students who are in quarantine. There will be 3 permanent substitutes assigned to each of the District's five Elementary schools.
- Due to the increase in COVID cases, contact tracers will be hired in order to make sure all students in close contact are quarantined correctly.

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.**

Mental Health Interventions: quantitative data will include discipline referrals, suspensions, superintendent hearings, referrals to Child Protective Services, referrals to CSE that result in a classification of Emotionally Disturbed, chronic absenteeism

Academic Interventions: quantitative data will include NWEA achievement and growth scores in Reading/Math, referral rate to Committee on Special Education, report card levels and graduation rate.

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.**

Extended School Year: The district has created a multi-year summer school program from PK-12th grade. PK-5th grade program is open to all district students. 6-12th grade is by invitation to address identified learning gaps. The programs are designed to engage students in instruction with appropriately certified teachers, and have additional supports of our mental health staff and teaching assistants.

Summer Enrichment: The district has created a multi-year summer school program for students PK-5th grade. This program includes enrichment opportunities for all students, including computer science and coding, Robotics, arts/music/kinesthetic movement, dance/choreography, virtual field trips and cultural arts. A middle school program was created for thematic learning.

Comprehensive after school programs: Enrichment programs will be added before/after school for more students to engage in higher level thinking, application and generalization. Enrichment programs/clubs are specific to the developmental appropriateness of the grade levels.

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.**

English as a New Language Teachers: The impact of lost learning opportunities disproportionately affected our English Language Learners. The addition of 4 appropriately certified ENL teachers allows for smaller class sizes and increased opportunities for instructional engagement.

William Floyd Learning Center: The impact of lost learning opportunities disproportionately affected our students with disabilities. The addition of 3 appropriately certified teaching assistants allows for smaller instructional group sizes and increased opportunities for instructional engagement for skill development. The addition of a reading teacher at the Learning Center allows for more student-teacher contact time at the primary grade levels to help students accelerate learning to ameliorate learning loss due to school closures. The additional staffing will also support student management/mental health, which is a primary goal of this specialized school.

Elementary Intervention Services: Teachers will be paid to teach additional periods to work with small groups of students who are identified as well below grade level based on reading/math data. Data will be reviewed every 6- 10 weeks to determine if they need to continue with the intervention.

Credit Recovery Courses: Additional sections of secondary credit recovery core courses will be offered in-person for those students who were unsuccessful with remote learning and need to secure credits to graduate with the cohort.

Mental Health: Additional psychologists, social workers and school counselors have been hired to address student anxiety, depression and other areas of impact caused by the pandemic.

Permanent Substitute teachers: Additional teachers have been hired to provide virtual instruction for students who are quarantined, as well as to provide class coverage for staff who are absent due to quarantine, and other health related absences. The additional staff makes it possible to continue keeping students social distanced, rather than combine classes.

COVID: Since District's are required to meet the CDC and Department of Health social distancing guidelines, the District will purchase supplies to support social distancing. For example, in order to for student to participate in Chorus, risers will be purchased for social distancing and folding tables will be purchased to social distance high school students during high school events. In addition, masks will be purchased in order to ensure that every student and/or staff member who comes to school without a mask will be given one prior to going to class. Cameras will also be purchased for our photography class. Each student in photography is given a camera in class. Due to COVID, cameras were given to those students who were virtual in 2019/20 and 2020/21 in order for them to be able to participate in class. The District has not received all cameras back after extensive requests and is therefore requesting grant funding to purchase new cameras for 2021/22 photography class. The cameras are essential to the curriculum. During COVID, dozens of musical instruments were not given out to students because the District had to adhere to CDC and Health Dept guidelines.

Unfortunately, when students were allowed to play again in 2021/22, many of the instruments were completely covered in mold. Therefore, the District is requesting funding to replace those instruments and cases that became full of mold and are unusable. In order to comply with the Governor's mandates, the District is hiring a company to help provide weekly COVID testing. There will be some supplies needed in order to help with this process. Lastly, due to the rise in the number of cases of COVID in children, the District will be hiring temporary position in order to do contact tracing. The District is also bringing in a company to do weekly testing of all non-vaccinated employees, per NYS requirements.

Permanent Subs for Elementary – 5 FTE – Due to the rising number of cases amongst students, will hire 5 permanent subs to conduct contact tracing for the Elementary buildings.

COVID Time – The District is requesting reimbursement for COVID due to quarantining. The District has had to hire people for class coverage to cover employees on the days that the employee was quarantined (2019/20 and 2020/21).

Social Workers (Full FTE): The District will be hiring additional social workers in each of the buildings in order to address the social and emotional needs of the students.

Psychologists (Full FTE): Psychologists will provide social emotional, learning loss and cultural responsiveness. The additional psychologists will respond to students who exhibit anxiety and/or need support based on the effects of COVID. They will test students and work with staff and parents to determine if learning loss is disability related vs the effects of remote learning/environmental stressors. Psychologists will also work with parents, students and staff to identify placement in restrictive learning environments and identify ways for students to be educated with typical peers to the extent practicable. (The district is cited for too many students educated in self-contained classes, and the effects of COVID are likely to exacerbate this issue.)

Special Education Teacher (Full FTE): This teacher will provide assistance with those Special Education students who have suffered from learning loss. The students in our specialized program (WFLC) have missed in-person learning due to school closures, and had less access to supports during the school year due to social distancing. This specialized position will work exclusively on English Language Arts with intensive individualized support.

Staff Developer (Full FTE): The William Floyd School District Professional Development Plan focuses on technology, literacy and cultural responsiveness. The staff developer will provide timely professional learning to staff to prepare them to work with their students. Specific trainings will fall under the umbrella of Computer Science Standards components, Culturally Responsive-Sustaining Education Framework and early childhood literacy.

School Counselors - Counselors will work with students and families to identify areas of academic concerns and work with students and families to address this need. School Counselors will coordinate academic and social emotional interventions with the teachers and the students support teams.

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

Reading Teacher - The District will utilize the reading teacher to support students who are facing learning loss, extra support in critical literacy skills. Curriculum Council (hourly rate stipend) - Chair people, department leads, and key teachers will work throughout the school year to assess and identify gaps in learning. They will work in teams to address these gaps through changes and updates to our curriculum to build in reviews of key standards for all core courses.

CANVAS Coaches - The 16 people will work with the Director of Secondary Ed & STEM and the instructional technology specialist to use their knowledge of Canvas to provide support to the teachers within their buildings who are providing instruction to virtual students who are home due to close contact or have COVID. They will provide scheduled professional development sessions when needed, stay up to date on the LMS features and be able to address questions and concerns with instructional issues within CANVAS, provide office hours and/or set up appointments for teachers that need in-person one-on-one support.

Secondary Summer School - In order to address academic learning loss, the William Floyd School District is providing general education students in secondary schools with summer school. Students will be targeted based on their academic performance throughout the year. In order to have a higher attendance rate, transportation will also be provided to all students.

Elementary Summer School - In order to address academic learning loss on the Elementary level, the William Floyd School District is providing summer school to all Elementary students, K-5, including incoming Kindergarten students who are enrolled in the District's UPK program. The Elementary Summer school will be open to all students and will provide Math and ELA instruction, as well as music, art and physical education. In order to have high rates of attendance, transportation will be provided to all students.

Special Education Teacher (1 FTE) - This teacher will provide assistance with those Special Education students who have suffered from learning loss. The students in our specialized program have missed in-person learning due to school closures, and had less access to supports during the school year due to social distancing. These students struggled with remote instruction based on their disabilities. This specialized position will work exclusively on English Language Arts with intensive individualized support.

Grant Coordinator - The District will be providing a stipend for a Grant Coordinator to implement and oversee the entire ARP grant.

Contact Tracers – 2 Tracers – Due to the rising number of cases amongst students, the District has hired four contact tracers to conduct contact tracing in our 2 Middle Schools (350 days @ \$175/day – each tracer)

COVID Time – The District is requesting reimbursement for COVID due to quarantining. Overtime was provided in order to clean areas or entire buildings that needed additional cleaning related to a spike in potential COVID cases and to keep buildings in operational order while other custodial employees were on COVID quarantine. Lastly, we had to hire additional staff to help keep building in heightened sanitary conditions, due to COVID.

Clerical Support - The District will be providing a stipend for a clerical position to help with the oversight of the grant (stipend)

ARP-ESSER Application: Part 2 - ARP Act

LEA 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.**

The district will use its District Comprehensive Improvement Plan as a roadmap in looking at how the economically disadvantaged, students of color, English learners, students with disabilities, homeless, children in foster care, and migratory students are advancing with the intended interventions. Building teams are being trained in reviewing relevant data, and local teams will be reviewing data quarterly to ensure the interventions are effectively meeting student needs. Interventions will be evaluated based on how students respond, both qualitatively and quantitatively.

- Repeater Courses are being provided to support secondary students who were not successful with remote learning, so that they may still accrue credits and graduate with their cohort. These courses are designed and prioritized for our Students with Disabilities, English Language Learners, students in foster care, migratory and homeless students. Transportation is provided to all of these students to accommodate learning.

- In grades K-5, students will be provided an additional period daily to address learning gaps. Student selection will be data driven, and will prioritize the subgroups that were identified based on the 2019 ESSA Accountability report. These subgroup designations are specific to each building:

John S. Hobart Elementary- Economically Disadvantaged, Hispanic, Multi-racial and students with disabilities.

Tangier Smith Elementary- English Language Learners, Black

Moriches Elementary- Black, Multi-racial

William Floyd Elementary- Black

Nathaniel Woodhull- Black

- Teaching Assistants are being added to the William Floyd Learning Center to address learning loss and to provide social emotional support to our students with disabilities. They will pull small groups to mitigate frustrate and teach while the classroom teacher works with other students.

- English as a New Language teachers are being added to provide direct instruction to mitigate learning loss for our English Language Learners.

- Summer school- open to all elementary students, and transportation provided to support homeless, migrant, foster care and economically disadvantaged students. Aside from academics, social workers, school counselors and psychologists worked directly with students who were identified as having social-emotional needs, and proactively pushed into classrooms.

open to identified secondary students who were not successful with remote learning and in danger of not earning sufficient credits.

Transportation provided to support homeless, migrant, foster care and economically disadvantaged students. Aside from academics, social worker, school counselors and psychologists were present to work with students with social-emotional needs.

- Repeater Courses are being provided to support secondary students who were not successful with remote learning, so that they may still accrue credits and graduate with their cohort. These courses are designed and prioritized for our Students with Disabilities, English Language Learners, students in foster care, migratory and homeless students. Transportation is provided to all of these students to accommodate learning.

- In grades K-5, students will be provided an additional period daily to address learning gaps. Student selection will be data driven, and will prioritize the subgroups that were identified based on the 2019 ESSA Accountability report. These subgroup designations are specific to each building:

John S. Hobart Elementary- Economically Disadvantaged, Hispanic, Multi-racial and students with disabilities.

Tangier Smith Elementary- English Language Learners, Black

Moriches Elementary- Black, Multi-racial

William Floyd Elementary- Black

Nathaniel Woodhull- Black

- Teaching Assistants are being added to the William Floyd Learning Center to address learning loss and to provide social emotional support to our students with disabilities. They will pull small groups to mitigate frustrate and teach while the classroom teacher works with other students.

- English as a New Language teachers are being added to provide direct instruction to mitigate learning loss for our English Language Learners.

- Summer school- open to all elementary students, and transportation provided to support homeless, migrant, foster care and economically disadvantaged students. Aside from academics, social workers, school counselors and psychologists worked directly with students who were identified as having social-emotional needs, and proactively pushed into classrooms.

Also, an additional program was open to identified secondary students who were not successful with remote learning and in danger of not earning sufficient credits. Transportation provided to support homeless, migrant, foster care and economically disadvantaged students. Aside from academics, social worker, school counselors and psychologists were present to work with students with social-emotional needs.

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

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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).

- 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 re-opening plan can be found under the following link, <https://www.wfsd.k12.ny.us/schools/william-floyd-high-school>, in addition to each of our other buildings website (listed under the WFSB website). The re-opening plan is listed under each of our buildings. The link above is just one of our multiple locations.

Below are the links where people can find the District's re-opening plan. As we make changes, these links will be updated.

Link #1: <https://www.wfsd.k12.ny.us/schools/william-floyd-high-school>

Link #2: <https://www.wfsd.k12.ny.us/schools/paca-middle-school>

Link #3: <https://www.wfsd.k12.ny.us/schools/floyd-academy>

Link #4: <https://www.wfsd.k12.ny.us/schools/william-floyd-middle-school>

Link #5: <https://www.wfsd.k12.ny.us/schools/john-s-hobart-elementary-school>

Link #6: <https://www.wfsd.k12.ny.us/schools/moriches-elementary-school>

Link #7: <https://www.wfsd.k12.ny.us/schools/tangier-smith-elementary-school>

Link #8: <https://www.wfsd.k12.ny.us/schools/william-floyd-elementary-school>

Link #9: <https://www.wfsd.k12.ny.us/schools/nathaniel-woodhull-elementary-school>

Link #10: <https://www.wfsd.k12.ny.us/schools/william-floyd-learning-center>

Within the re-opening plan an email address and phone number are provided for anyone who requests the re-opening plan

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's in-person instruction plan will be reviewed every six months, at minimum. The District will update the plan based on CDC guidance and the Department of Health's recommendations in order to provide a safe environment for our students and faculty. The District will have meetings in order consult multiple stakeholders, including teachers, building administration, district-wide administration, non-instructional employees, transportation and food service contractors, as well as health providers.

In addition, a public hearing will be held at a Board of Education meeting to seek public input each time the District is considering making a change to the plan.

All input will be reviewed by the District and changes will be potentially made depending on whether they are in line with the guidance from the CDC, NYS Health Dept and Suffolk County Health Department.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

WILLIAM FLOYD UFSD

580232030000

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 (\$)	15,247,226
Total Number of K-12 Resident Students Enrolled (#)	8,971
Total Number of Students from Low-Income Families (#)	4,243

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	9
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	9

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

WILLIAM FLOYD UFSD

580232030000

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.	2,018,640
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.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	2,335,205
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.	4,779,185
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	4,643,787

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.	1,032,443
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.	437,966
Totals:	15,247,226

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.**

ARP FS-10 signed - REVISED 11.2021.pdf
 ARP FS-10 Signed.pdf

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

ARP Budget_Narrative-REVISED 11.23.21.pdf
 ARP Budget_Narrative.pdf

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

	Total Funds (\$)
15 - Professional Salaries	10,816,669
16 - Support Staff Salaries	495,000
40 - Purchased Services	260,950
45 - Supplies and Materials	167,410
46 - Travel Expenses	0
80 - Employee Benefits	3,507,197
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	15,247,226