

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

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**Summary & Background**

WILLIAMSBURG CHARTER HIGH SCHOOL

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**SUMMARY & BACKGROUND**

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

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

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

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

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

**Project Period**

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

**Project Number**

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

**Submission Deadline**

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

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

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

**ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Submission Instructions

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**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

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**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	Valerie Jacobson	vjacobson@thewcs.org	09-15-2021
LEA Board President	Lourdes Rivera Putz	uwsofny@aol.com	09-15-2021

**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**

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**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.**

WCHS stakeholders were afforded the opportunity to participate in the use of our ARP-ESSER and ESSER-2 funds at multiple public meetings this spring. At the WCHS May 2021 Board of Trustees meeting, the WCHS Head of Operations, Val Jacobson, presented the school's ARP-ESSER and ESSER-2 allocations and the purpose and priorities of the grant. 57 teachers, parents, and support staff were present at this meeting. In addition, on June 3, WCHS hosted a parent town hall to discuss the use of ARP-ESSER and ESSER-2 funds. This meeting was announced to all parents at the school and was attended by parents of all grade levels. This information was shared at the July parent town hall as well.

Stakeholders also were given the opportunity to complete a survey to give their suggestions on how to use the funds and also give their preferences for proposed uses of funds. Based on the survey feedback, parents preferred instructional measures to assist their child in recovering learning loss, while also giving preference to COVID safety measures. We used this feedback plus feedback gathered from our weekly Re-opening Town Hall meeting with families to focus our ARP-ESSER budget on additional teaching staff and curricular materials and assessment to chart learning progress.

We will continue to engage stakeholders by presenting data from the success of the programs implemented and by asking for feedback on our programs on an annual basis. Any amendments will continue to be posted to our website along with all other required public postings.

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

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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.thewcs.org/title-i/>

WCHS has added a section for ARP-ESSER on our website and will upload our FS10 and Budget Narrative to the page. We added text stating that hard copies of our ARP-ESSER application will be made available to those who request them.

**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.

WCHS will utilize funds to implement prevention and mitigation strategies that are consistent with the most recent CDC guidance on reopening schools through the following means:

- hire an additional security guard to help with social distancing and mask management and for staffing extended day learning, Saturday school, and additional classroom usage and,
- utilize 75 substitute teachers to cover classrooms of teachers who may be out, including reasons relating to COVID and/or daily symptom screening responses.

Based on the present guidelines from CDC for schools, WCHS has implemented layers of prevention and mitigation. The following safety measures will continue to be implemented until otherwise directed by NYC DOH, NYS, and/or the WCHS Board:

- Prioritize in-person learning 5 days a week for all students
- Remote option available if determined by the school to be in the best educational interest of the student
- Approximately 3 feet social distancing whenever possible
- Masks must be worn at all times in the school
- Daily COVID-symptom screening form must be completed by everyone prior to entering the building
- Continued frequent disinfecting and cleaning of high touch surfaces
- Ventilation in classrooms
- Onsite Nurse and coordination with NYC DOH Test & Trace Corps
- NYCDOE weekly student COVID-19 screening testing
- Encourage COVID-19 vaccinations for anyone ages 5+

In accordance with the CDC prevention and mitigation strategies described above, WCHS is also implementing the guidance from the New York City Department of Health and Mental Hygiene. Although the first layer of protection according to the CDC is to encourage vaccination against COVID, the vaccination rates for our student and family population is estimated to be below 50%, and we know that we must also implement additional layers of protection. The second layer of protection is for students, staff and visitors to fill out the Daily COVID Screening Questionnaire prior to coming to school each day. If a person feels sick or shows symptoms, they must stay home and are referred to a health-care provider. In order to implement this second layer of protection, we know that we will need to request additional substitute teachers and hire an security guard since employees will be utilizing their sick days more frequently.

By allotting funds to request additional substitute teachers and by hiring an additional security guard, we will ensure that hallways and exits and other areas in the school are fully supervised in the event that any guards need to stay home because they are sick or failed the COVID screener. This will keep faculty and students physically safe and also ensure their continued health while in the school building.

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

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**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.**

WCHS will identify student needs and monitor student progress through multiple measures, including:

- local assessments such as STAR ELA and MATH testing as well as MAP testing;
- state assessment data; and,
- qualitative feedback from advisors, teachers, and Academy Leaders.

We will use MAP and STAR testing scores to monitor entry and exit from our Response to Intervention (RTI) program. In addition, students who are 2 more grade levels behind based on the STAR Reading and/or STAR Math scores each quarter, will be placed in English Literacy and/or Math Literacy elective courses. As we use the testing data to monitor quarterly progress in the literacy intervention classes, students will either exit or remain in the course to chart further progress. MAP testing is aligned with the NYS standards and is has an item back that correlates with the skills and concepts assessed by the NYS Regents exams in math, english and science. By using MAP testing twice per year, we can assess learning gaps that may have resulted from the COVID shutdown during 2020-21. Since many students were not able to sit for the applicable regents exams in June of 2021as many students were fully remote and the exams were only offered in person, we will use MAP to assess the learning gaps and then assess progress prior to students sitting for the high-stakes exams each year.

**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.**

WCHS will use ARP-ESSER monies to address the academic impact of lost instructional time through the implementation of an extended day credit recovery program and the addition of 2 APEX teachers to support the program. Stipends will also be provided for Credit Recovery Teachers. WCHS will also address learning loss by expanding and enhancing its Intervention department, adopting the use of MAP assessments, purchasing supplemental curricular resources, and providing afterschool instruction and tutoring. Data management software, a new attendance scanning system, APEX software, and a Response to Intervention tracking system will also be purchased to support this work.

The MAP Star Assessment System will allow WCHS to directly pinpoint where our students need additional support in English and Math and will allow us to provide interventions in those areas. Supplemental curricular resources will be purchased to provide expanded tools to reach our struggling learners. WCHS will utilize a data management software system and a new attendance scanning system in order to better monitor student attendance and academic progress which will assist our academic counselors, social workers, and Academy Leaders in providing additional academic and social emotional supports following the COVID-19 pandemic. APEX staffing and software will assist our struggling students with credit recovery to keep them on track for graduation and ensure they do not fall further behind following the pandemic.

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

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**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.**

To address social-emotional issues resulting from the pandemic, we will use ARP funds to expand our team of social workers, guidance counselors, college counselors. We will also offer extensive afterschool sports and clubs programs. WCHS will also purchase Google Voice plans and maintain an up-to-date and informative website to better facilitate information sharing and communication with the broader school community.

We found a need for Google Voice as many teachers solely utilized email, though they also needed to call parents during remote instruction and for virtual meetings during the shutdown. Should the school again transition to remote learning, Google Voice would fill that need and the outcome would be increased parent 1:1 phone contact by teachers. Personal phone calls also result in developing positive connections and rapport with families.

Parents, faculty and students report that they often cannot find the information they are seeking on our website in its current layout. Although we continue to hold workshops for families on using our website and also send out information to families on paper, email, phone and a variety of other methods, these funds will streamline the organization of the school website. The outcome will be that our webpages, including parent, program, and COVID portal pages will be more easily navigable and searchable by parents, students, and faculty alike. It will also allow us to make changes, edits, and updates more frequently to benefit all stakeholders with up-to-date information all in one spot.

The majority of our student population and families were severely affected by COVID-19, whether it be themselves or someone in their family or community. The studio tech assistant, student-life associate and the kiln will help bolster our social-emotional learning and therapeutic arts programming to better assist students and faculty in processing the difficulties and intense loss that so many sustained during the height of the pandemic. As students return to school, we want to fill part of this need by expanding our arts program, including adding a kiln and an assistance for the ceramic studio so that the social work and counseling staff can have the opportunity to collaborate with arts staff to run workshops and activities to use art for social-emotional learning and healing. The studio tech will enable the ceramic studio to be used more frequently. The student life associate will provide support to the Grade Level Teams in bolstering our social-emotional programming, including implementing increased student incentive and culture programs.

As the COVID pandemic is ongoing and certain students are unable to be vaccinated due to severe health issues, we are continuing to allow a select group of students to participate in remote instruction as long as it is determined to be in the best educational interest of the child. In addition, the school needs to be prepared to transition to fully remote instruction should the local, city, state or federal health authorities require the school to do so due a COVID outbreak -localized or otherwise. We need PearDeck software so that teachers can continue to create interactive lessons for remote students to fully participate in learning. Also to this end, the CANVAS learning Management system will house all lessons in one place for faculty and students, including links to the electronic textbooks so that students can access books from home during quarantine.

## ARP-ESSER Application: Part 2 - ARP Act

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; 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.

WCHS is responding to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic via the interventions described above as well as extensive enrichment opportunities offered at the school and additional supports provided.

WCHS will:

- Hire two Intervention Reading/Math Teacher/Coordinators for years 2 and 3 of ARP-ESSER to provide extra literacy intervention for students who fell behind during COVID;
- Purchase electronic textbooks to enrich in-person and remote learning;
- Hire a Part Time Studio Tech to assist with arts program;
- Hire a Teaching Assistant to allow teachers with medical accommodations to teach remotely;
- Hire an At-risk Student Life Associate to provide additional social emotional support to students; and
- Hire Coaches for After School Sports.

WCHS is a schoolwide Title I school and our entire student population is composed of students of color. All of our students have been disproportionately affected by the COVID-19 pandemic. Our ARP-ESSER intervention program is designed to support all of our students, including students within the English Language Learners, Students with Disabilities, and homeless populations. Our academic intervention supports, including the salaries of two intervention reading and math teachers and purchase of electronic textbooks will allow for improved small group instruction and tools for students in need of support. Our social emotional intervention supports, including a part time studio tech, an at-risk student life associate, and coaches for after school supports will help provide our students with much needed outlets to sort through difficult feelings and emotions following the pandemic. Students will be allowed to further express their feelings via art, sports, and through communication with trained student life associates. In addition, a teaching assistant will assist the school with providing remote learning to at-risk students who are unable to attend school in person due to the ongoing threat of COVID-19.

WCHS will ensure that interventions implemented, 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 metal health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic through the following ways:

Students From Low-Income Families:

We will use funds to assist students in the low-income families subgroup by hiring specific staff to address the college and career readiness of students in this group. Through this additional staffing, students will be able to participate in targeted college and career readiness programs to empower them to make and succeed in their post-secondary decisions. The salary of professional staff members also include a Student Life Associate, who will be addressing social-emotional issues, especially for those students from low-income families, resulting from the pandemic. Some line items to be covered by ARP-ESSER funding include:

- College/Career Teacher: 1.0 FTE = \$71,400 (covered in 2022-23 and 2023-24)
- At Risk Student Life Associate: 1.0 FTE = \$41,500 (covered in 2021-22)

Students of Color:

Our needs assessment has shown that students of color may be lagging behind in their literacy skills and we will be using ARP-ESSR funds to offer tailored reading and math literacy intervention to students of color who are 2-3 grade levels behind their peers in either subject. To this end, we have included the following in the budget:

- Math/Reading Literacy Intervention Teacher/Coordinator: 2 FTE, \$172,000 in 22-23 and 23-24
- Math/Reading Literacy Intervention Teacher: 2 FTE, \$138,000 in 22-23 and 23-24

English Language Learners:

Funding will be used to cover the cost of stipends for professional staff members who are addressing learning loss, including:

- Afterschool Teachers (35): \$2,520 x 35 = \$88,200 (covered in 2022-23). A portion of our Afterschool Teachers will provide 1:1 academic intervention support for our ENL students.

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Children with Disabilities:

For students with disabilities, our needs assessment showed that some of our students who take 5 or 6 years to graduate high school may be in the student with disabilities subgroup. In order to give targeted help and support to such 5th year senior students, we are using funds for an additional counselor who will be assigned to 5th year seniors to give them the structure and support to map out and follow through on their path to high school graduation and beyond. In addition, these students may need one-to-one assistance and guidance as they remediate credits and we will hire additional APEX credit recovery teachers to provide those students with extra support and instructional strategies and modifications needed to better support them in succeeding in recovering lost credits. Some line items from the ARP-ESSR budget include:

- 5th Year Counselor: 1.0 FTE = \$86,100 (covered in 2022-23 and 2023-24)
- APEX Teacher: 2.0 FTE = \$133,840

Children Experiencing Homelessness:

We will use funds to help address the issues of homeless students by hiring an additional social worker to provide outreach, prevention, and support for students and families who may be homeless, in doubled-up housing or who may be in or in danger of becoming homeless. In addition, we will purchase online textbooks to assist these families who may not have access to materials in their temporary housing. Some line items from the budget include:

- At-risk Social Worker: 1.0 FTE = \$90,783 (covered in 2022-23 and 2023-24)
- E-textbooks: \$25,037

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

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**ARP-ESSER Return to In-Person Instruction**

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Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

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

**NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).**

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

WCHS' COVID portal is located at [www.thewcs.org/covid-19](http://www.thewcs.org/covid-19). Our reopening page is located within the portal at <https://www.thewcs.org/wchs-reopening/>.

WCHS will make hard copies of the reopening plan available upon request. Please contact [covidconcerns@thewcs.org](mailto:covidconcerns@thewcs.org) to request a hard copy of WCHS' reopening plan.

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

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

WCHS leadership will meet regularly to review and regularly update the school's plan for in-person instruction. Any updates will be presented publicly at a Board of Trustees meeting and parent town hall meeting at least every six months so that multiple stakeholders have the opportunity to be present and provide feedback.

After asking for feedback on our programs from stakeholders semi-annually, leadership will then meet to discuss any needed revisions to our ARP plan. WCHS will internally review the plan on a semi-annual basis and share any revisions with each stakeholder group.

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

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**ARP-ESSER LEA Base 90% Allocation - Funding Distribution**

WILLIAMSBURG CHARTER HIGH SCHOOL

331400860865

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

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	2,389,101
Total Number of K-12 Resident Students Enrolled (#)	950
Total Number of Students from Low-Income Families (#)	798

**ARP-ESSER Schools Served**

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number (#)
Total Number of Schools in the LEA	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

## ARP-ESSER Application: Part 2 - ARP Act

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

## ARP-ESSER LEA Base 90% Allocation - Use of Funds

WILLIAMSBURG CHARTER HIGH SCHOOL

331400860865

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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.	114,505
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	395,266
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.	274,750
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	1,356,542

## 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.	29,188
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.	218,850
<b>Totals:</b>	<b>2,389,101</b>

## 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.

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

WCHS ARP FS-10 signed rev.pdf  
WCHS ARP FS-10 signed.pdf

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

WCHS ARP budget narrative rev.docx  
WCHS ARP budget narrative.docx

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	2,032,140
16 - Support Staff Salaries	0
40 - Purchased Services	322,426
45 - Supplies and Materials	28,601
46 - Travel Expenses	0
80 - Employee Benefits	5,934
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
<b>Totals:</b>	<b>2,389,101</b>