

**CRRSA Act Combined Funding Application - CRRSA ACT****Introduction/Instructions - Summary & Background**

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Page Last Modified: 05/11/2021

**Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act**

WELLSVILLE CSD - 022601060000

**Summary & Background**

On December 27, 2020, the President signed into law the **Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act)**. The CRRSA Act provides \$81.88 billion nationwide in a second Education Stabilization Fund to prevent, prepare for and respond to the coronavirus, of which:

\$54.3 billion is for a second Elementary and Secondary School Emergency Relief (ESSER) Fund to support the ability of local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the nation; and

\$4.05 billion is for a second Governor's Emergency Education Relief (GEER) Fund which provides grants to Governors for the purpose of providing educational agencies with emergency assistance to address the impact of COVID-19. Of the \$4.05 billion, \$2.75 billion is set aside for Emergency Assistance to Non-Public Schools grants.

**Elementary and Secondary School Emergency Relief 2 (ESSER 2) Fund**

New York State has been allocated just over \$4 billion under CRRSA's Elementary and Secondary School Emergency Relief (ESSER 2) Fund. A minimum of 90% of these funds must be allocated to local educational agencies (LEAs), including charter schools that are LEAs. The CRRSA Act does not require that a portion of these funds be made available for providing equitable services to students and teachers in non-public schools.

Individual LEA allocations of the 90% portion of the ESSER 2 funds have been calculated by NYSED using the relative shares of grants awarded under Title I, Part A of the Elementary and Secondary Education Act (ESEA) for the 2020 federal fiscal year..

**Governor's Emergency Education Relief 2 (GEER 2) Fund**

New York State has been allocated \$322.9 million under CRRSA's Governor's Emergency Education Relief (GEER 2) Fund. Of the \$322.9 million, \$250.1 million is for a new Emergency Assistance to Non-Public Schools (EANS) grant program that is being separately administered by NYSED.. The 2021-22 enacted state budget directed that \$395 million of the remaining ESSER 2 funds and the full \$72.8 million of GEER 2 funds be allocated to provide school districts of lower wealth with a minimum per pupil allocation.

Please note that school district allocations may differ from the amounts noted on the 2021-22 enacted budget state aid runs as the budget amounts were projected while the allocations issued by the New York State Education Department (NYSED) are final.

**Allowable Uses of Funds**

The U.S. Department of Education (USDE) has developed fact sheets comparing the ESSER 1 program under the CARES Act with the ESSER 2 program under the CRRSA Act, and comparing the GEER 1 program under the CARES Act with the GEER 2 program under the CRRSA Act. A copy of the fact sheet is located in the document library. USDE has stated that additional guidance on allowable uses of CRRSA funds will be forthcoming, and NYSED will provide such guidance to LEAs upon receipt.

**Obligation Timeframes**

The CRRSA Act requires states to return to the United States Department of Education (USDE) any GEER 2 and ESSER 2 funds that a state does not award within (1) year of the state's receipt of such funds. Accordingly, all LEA applications must be received and approved by NYSED, and a Grant Award Notification (GAN) issued to the LEA, prior to January 5, 2022. An LEA's allocation is at risk of being returned to USDE if these deadlines are not met.

**Project Period**

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March 13, 2020 to September 30, 2023.

**CRRSA Act Combined Funding Application - CRRSA ACT**

Introduction/Instructions - Summary & Background

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**Project Numbers**

The project number stems for each respective fund are listed below. These numbers should be used on the corresponding FS-10 budget form.

**GEER 2:** 5896-21-XXXX

**ESSER 2:** 5891-21-XXXX

**Submission Deadline**

Completed applications are due by **June 15, 2021** (with extensions by request), and will be reviewed on a rolling basis.

**CRRSA Act Combined Funding Application - CRRSA ACT**Introduction/Instructions - Submission Instructions

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**Submission Instructions**

WELLSVILLE CSD - 022601060000

**Directions for Completing the Application:**

LEAs must complete all sections and are *required* to answer questions marked with a *red asterisk*. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be *unable* to submit the application to NYSED for final review if a required question remains *unresolved*.

FS-10 Budgets and Budget Narrative forms should be completed in a manner that clearly identifies and aligns proposed expenses.

**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: CRRSA Act Combined Funding Application*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234.*

**Deadline for Submitting the Applications:**

The *CRRSA Act Combined Funding Application* is due by **June 15, 2021**, and will be reviewed on a rolling basis.

**CRRSA Act Combined Funding Application - CRRSA ACT**

CRRSA Act - GEER Application - GEER Intent to Apply

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**GEER Intent to Apply**

WELLSVILLE CSD - 022601060000

**1. Does the LEA intend to apply for Governor's Emergency Education Relief (GEER) funding?**

No, the LEA did not receive an allocation for Governor's Emergency Education Relief (GEER) funding.

**CRRSA Act Combined Funding Application - CRRSA ACT**

CRRSA Act - ESSER Application - ESSER Intent to Apply

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**ESSER Intent of Apply**

WELLSVILLE CSD - 022601060000

**1. Does the LEA intend to apply for Elementary and Secondary School Emergency Relief (ESSER) funding?**

Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

**CRRSA Act Combined Funding Application - CRRSA ACT**CRRSA Act - ESSER Application - ESSER Assurances

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**ESSER Assurances**

WELLSVILLE CSD - 022601060000

1. The LEA assures that ESSER funds are used for activities allowable under section 312(d) of Division M of the CRRSA Act. As outlined by USDE guidance, the New York State Education Department generally does not consider the following to be an allowable use of ESSER funds, under any part of 313: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEA or 2) expenditures related to local teacher or faculty unions or associations.

☒ YES, the LEA provides the above assurance.
2. The LEA assures that, to the greatest extent practicable, it will continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 315 of Division M of the CRRSA Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. ESSER II funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

☒ YES, the LEA provides the above assurance.
3. The LEA assures that it will comply with all reporting requirements, including those in Section 15011 of the CARES Act and section 313(f) of Division M of the CRRSA Act, and submit quarterly reports to the Commissioner at such time and in such a manner as the Commissioner may require. The Commissioner may require additional reporting in the future, which may include: the uses of funds by the LEAs or other entities and demonstration of their compliance with Section 313, such as any use of funds addressing learning loss among students disproportionately affected by coronavirus and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.

☒ YES, the LEA provides the above assurance.
4. The LEA assures that records pertaining to the ESSER II award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from an LEA's ESSER funds.

☒ YES, the LEA provides the above assurance.
5. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

☒ YES, the LEA provides the above assurance.
6. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

☒ YES, the LEA provides the above assurance.
7. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

☒ YES, the LEA provides the above assurance.

**CRRSA Act Combined Funding Application - CRRSA ACT**CRRSA Act - ESSER Application - ESSER Assurances

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8. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- ☒ YES, the LEA provides the above assurance.
9. The LEA assures that the LEA uses ESSER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
- ☒ YES, the LEA provides the above assurance.
10. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.
- ☒ YES, the LEA provides the above assurance.
11. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- ☒ YES, the LEA provides the above assurance.
12. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- ☒ YES, the LEA provides the above assurance.
13. The LEA assures:
- (1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- (3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
- (5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
- ☒ YES, the LEA provides the above assurance.

**CRRSA Act Combined Funding Application - CRRSA ACT**CRRSA Act - ESSER Application - ESSER Assurances

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14. The LEA further assures:
- (6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
  - (7) that in the case of any project involving construction—
    - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
    - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
  - (8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
  - (9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

☒ YES, the LEA provides the above assurance.



**CRRSA Act Combined Funding Application - CRRSA ACT**CRRSA Act - ESSER Application - ESSER Funding Distribution

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**ESSER Funding Distribution**

WELLSVILLE CSD - 022601060000

1. Please complete the following to indicate the LEA's Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

For the allocation amount, use the sum of the 90% LEA CRRSA ESSER 2 Allocation and the CRRSA ESSER 2 Discretionary Allocation listed in the allocation chart [HERE](#).

	Amount (\$ or #)
ESSER Fund Allocation (\$)	1,292,842
Number of K-12 Resident Students Enrolled in PUBLIC Schools (#)	1,260
Number of students from low-income families (#)	595

2. Please complete the following chart by indicating the number of PUBLIC schools in the LEA being served by Elementary and Secondary School Emergency Relief (ESSER) funding.

	Number (#)
Number of Schools Served by ESSER Funding	1

**CRRSA Act Combined Funding Application - CRRSA ACT**

## CRRSA Act - ESSER Application - ESSER Use of Funds

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**ESSER Use of Funds**

WELLSVILLE CSD - 022601060000

1. Please complete the chart below by identifying the funds being used to support each allowable activity as per section 313(d) of the CRRSA Act and section 18003(d) of the CARES Act. Please respond with "0" to indicate that no funds are being assigned to a given activity. The total amount of funds accounted for in the chart should equal the sum of the 90% LEA CRRSA ESSER 2 Allocation and the CRRSA ESSER 2 Discretionary Allocation listed in the allocation chart [HERE](#).

**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 of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).	0
2 - Coordination of preparedness and response efforts of local educational agencies 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 coronavirus.	0
3 - Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	0
4 - Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.	0
5 - Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	2,500
6 - Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	15,000
7 - Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	0
8 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency 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
9 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.	0
10 - Planning and implementing activities related to summer learning and supplemental afterschool 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 in foster care.	0
11 - Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by- (i) 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; (ii) implementing evidence-based activities to meet the comprehensive needs of students; (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and (iv) tracking student attendance and improving student engagement in distance education.	0
12 - 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

**CRRSA Act Combined Funding Application - CRRSA ACT**CRRSA Act - ESSER Application - ESSER Use of Funds

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	FUNDING Amounts (\$)
13 - 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.	1,275,342
14 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
15 - Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.	0
<b>Totals:</b>	<b>1,292,842</b>

**CRRSA Act Combined Funding Application - CRRSA ACT**

CRRSA Act - ESSER Application - ESSER Budget

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**ESSER 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.

1. **Upload a completed and signed copy of the FS-10 Budget for the Elementary and Secondary School Emergency Relief (ESSER) Fund. The total amount of funds accounted for in the budget should equal the sum of the 90% LEA CRRSA ESSER 2 Allocation and the CRRSA ESSER 2 Discretionary Allocation listed in the allocation chart [HERE](#).**

CRRSA ESSER II Wellsville CSD FS-10 7.27.2021.pdf

2. **Upload a completed copy of the Budget Narrative for the Elementary and Secondary School Emergency Relief (ESSER) Fund.**

Budget\_Narrative CRRSA ESSER II Wellsville CSD 7.27.2021.pdf

3. **Please complete the following table by providing proposed expenditures by budget code for funding in relation to the Elementary and Secondary School Emergency Relief (ESSER) Fund. This information should match the Budget Summary page of the FS-10 budget form and the total amount of funds accounted for should equal the sum of the 90% LEA CRRSA ESSER 2 Allocation and the CRRSA ESSER 2 Discretionary Allocation listed in the allocation chart [HERE](#).**

	Total Funds (\$)
15 - Professional Salaries	0
16 - Support Staff Salaries	0
40 - Purchased Services	1,275,342
45 - Supplies and Materials	15,000
46 - Travel Expenses	2,500
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
<b>Totals:</b>	<b>1,292,842</b>

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A  
FEDERAL OR STATE PROJECT  
FS-10 (03/15)

☐ = Required Field

Local Agency Information

<b>Funding Source:</b>	CRRSA ESSER II	
<b>Report Prepared By:</b>	EMILY K PEAVEY	
<b>Agency Name:</b>	WELLSVILLE CENTRAL SCHOOL DISTRICT	
<b>Mailing Address:</b>	126 W. STATE ST.	
	Street	
	WELLSVILLE	NY 14895
	City	State Zip Code
<b>Telephone # of Report Preparer:</b>	585-596-2171	<b>County:</b> ALLEGANY
<b>E-mail Address:</b>	<a href="mailto:EPEAVEY@WLSV.ORG">EPEAVEY@WLSV.ORG</a>	
<b>Project Funding Dates:</b>	3/13/2020	9/30/2022
	Start	End

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

PURCHASED SERVICES			
Subtotal - Code 40			\$1,275,342
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Air Quality Upgrades, including air filtration and air cooling	Looking at multiple vendors including Mazza Mechanical and W.D. Danforth, will need bids	\$1,275,342.00	\$1,275,342

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$15,000
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Disinfecting Wipes	500.00	\$30.00	\$15,000

TRAVEL EXPENSES			
Subtotal - Code 46			\$2,500
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Maintenance and Operations	Training on updates to sanitization and cleaning processes	2500	\$2,500



**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	
Support Staff Salaries	16	
Purchased Services	40	\$1,275,342
Supplies and Materials	45	\$15,000
Travel Expenses	46	\$2,500
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$1,292,842

Agency Code: **022601060000**Project #: **5891-21-0000**Contract #: Agency Name: **Wellsville Central School District****FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

**CHIEF ADMINISTRATOR'S CERTIFICATION**

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

7/27/21

Date



Signature

David G. Foster - Superintendent

Name and Title of Chief Administrative Officer

**Fiscal Year****First Payment****Line #**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Voucher #

First Payment

Finance: Logged \_\_\_\_\_

Approved \_\_\_\_\_

MIR \_\_\_\_\_

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

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Page Last Modified: 08/13/2021

**Summary & Background**

WELLSVILLE CSD

022601060000

**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.

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

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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.

**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**

WELLSVILLE CSD

022601060000

**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**

WELLSVILLE CSD

022601060000

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	Emily Peavey	epeavey@wlsv.org	8/25/2021
LEA Board President	Alan Mosher	amosher1952@gmail.com	8/25/2021

**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?**

Yes, the LEA does 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**

WELLSVILLE CSD

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

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

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

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

- 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.**

A meeting with District Administrators was held on July 30, 2021, to discuss the amounts and criteria for the ARP-ESSER funds and the ARP-ESSER SEA funds. On August 10, 2021, building-level meetings with teachers, staff, parents, students, and counselors were held and facilitated by building Principals and Assistant Principals. The members of the stakeholder meetings did include union representatives. Ideas and costs were then pared down in a meeting on August 12, 2021, based on prioritization and equity between all students.

The District met with the stakeholders again on December 14, 2021, to discuss realigning the APR Part 2 with the ARP State-Reserve plans. We will continue to report out on all funding updated quarterly at Board Meetings and will allow for public comment at our hearings for the emergency plan and for the budget.

- 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.wellsvilleschools.org/site/handlers/filedownload.ashx?moduleinstanceid=858&dataid=6216&FileName=Wellsville%20CSD%20ARP-ESSER%20Plan%20for%20website%208.27.pdf>

The new plan was distributed on January 4, 2022, after being presented to the Board of Education, again.

The plan is available at the District Office for anyone unable to get to the website. The District will also mail a copy at request.

**ARP-ESSER LEA Base 90% Allocation - Program Information**

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

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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 District believes that to maximize in-person instruction, we need to prevent the spread of COVID-19 and other infectious diseases that keep students from attending school. The District plans to invest a substantial amount of money into air quality, including but not limited to air circulation, air conditioning, focused on classrooms and spaces that hold large events. Investing in flexible seating that will allow our students more social distance and easier cleaning surfaces is also another purchase to be made.

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

The District is using a variety of grants (i.e. Title and ARP) to address specific areas of academic difficulties such as Literacy and Math. The District plans to use proficiency assessments such as IRLA or AimsWeb to identify and students experiencing an area of weakness and monitor their progress. Progress monitoring assessments will be used to measure growth and levels to determine if progress is being made or if further intervention is needed. Those students who are identified as needing targeted assistance will work with one of our Reading or Math Specialists. These intervention specialists will provide additional support based upon the results of the screening and diagnostic assessments. The need for continued targeted intervention will be determined based upon the student performance on the progress monitoring benchmarks.

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.**

The District plans to use the 20% reserve from the 90% ARP-ESSER allocation to focus on evidence-based interventions in the form of added sections of AIS/Targeted Assistance. While our Elementary School students had the option of having in-person instruction every day of the school year, and the majority of the year for our Secondary School students, some families opted for a remote option, or began with a remote option and transitioned to full in-person by year-end. Also, even for students that were in class all year, this was a year full of challenges unlike any other year that made mastery and/or retention more difficult. These interventions will be able to address any deficiencies created by the challenges of remote learning or using classroom time effectively in a challenging instructional environment.

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.**

The District plans to use the remainder of the ARP ESSER funds on a project to improve air quality, focusing on the Secondary School Building, and large event spaces throughout the District. Also, an investment into flexible seating to ensure we are able to maintain social distancing and replace some of the furniture that has deteriorated due to the prolonged use of disinfectants over the course of the past two years. Not knowing what the future of education holds, we want to keep collaborative work in the back of our minds when planning for the future.

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 plans to focus on evidence-based interventions in the form of added sections of AIS/Targeted Assistance. Specifically, we are looking to hire three members to our intervention team to support our low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.



**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**

WELLSVILLE CSD

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

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

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

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

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

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

<https://www.wellsvilleschools.org/Domain/244>

We can provide a paper copy to anyone who requests it, requests can be made at the District Office, 126 West State St., Wellsville, NY 14895 or by calling 585-596-2170.

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

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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.**

Wellsville Central School District will address the in-person instruction plan during the Superintendent's Report at the Board of Education meetings every six months. During the report, the Superintendent will let the public know that if they would like to comment on the plan posted on the District's website, they can come to the District or speak during our community speaks portion of the BOE meeting the following month.

**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**

WELLSVILLE CSD

022601060000

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 (\$)	2,905,640
Total Number of K-12 Resident Students Enrolled (#)	1,152
Total Number of Students from Low-Income Families (#)	595

**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	2
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	2

**ARP-ESSER Application: Part 2 - ARP Act****LEA ARP-ESSER Plan - ARP-ESSER Use of Funds**

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

WELLSVILLE CSD

022601060000

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

1. Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.
- PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.**

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	0
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	0
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
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.	0
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	588,000

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

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	FUNDING Amounts (\$)
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 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.	117,640
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.	2,200,000
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	0
<b>Totals:</b>	<b>2,905,640</b>

**ARP-ESSER Application: Part 2 - ARP Act****LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs**

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**ARP-ESSER LEA Base 90% Allocation - Construction-Related Costs**

WELLSVILLE CSD

022601060000

**PLEASE NOTE:**

The Office of Facilities Planning, in collaboration with NYSED's Chief Financial Officer and the Office of ESSA-Funded Programs, is developing guidance regarding capital construction projects based on the United States Department of Education (USDE) recently issued FAQs for this federal program. The Use of Funds FAQ (released May 26, 2021) may be of particular interest, since it discusses construction and combination of funds. Links to the federal program website are below:

<https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/>

ESSER.GEER\_FAQs\_5.26.21\_745AM\_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99

Local Educational Agencies (LEAs) which intend to do federally funded work using ARP-ESSER funds must first file FS-10s and other documents as required by the Office of ESSA-Funded Programs. If a project would normally require a building permit if supported by state/local funds, it must also have a building permit if supported by federal funds (or a combination of funding streams). Facilities Planning forms are under development at this time.

**1. What is the amount of funds that the LEA plans to use for construction related projects?**

2,200,000

**2. In the space provided below, please described the planned construction activities and costs.**

WCSD had an annual visual inspection in December 2020; the Elementary School Building and the Secondary School Building are both noted to have HVAC systems nearing the end of their useful life. Air quality has been one of our largest concerns throughout Co-Vid, with it hindering the use of some classrooms, as they only have baseboard heating, no venting at all. We plan to upgrade air filtration/conditioning, add cooling in spaces with large gatherings, including gymnasiums at each school building, and upgrade classroom units in the primary end of the elementary school and the second and third-floor classroom units of the secondary building.

We are currently working with Clark Patterson Lee Engineering, who also conducted our AVI. We have completed a walk-through, gone over the proposed budget submitted in this application. Clark Patterson Lee has been in touch with Facilities Planning, and we are aware that full write-ups are needed for SED approval before going to bid. At this time, Clark Patterson Lee is working on the scope and budget.

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

No, the planned construction will not impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places.

**ARP-ESSER - Construction-Related ASSURANCES****4. The LEA assures it will have or obtain a full title or other interest in the site, including right of access, that is sufficient to insure the grantee's undisturbed use and possession of the facilities for 50 years or the useful life of the facilities, whichever is longer. § 75.603 (Authority: 20 U.S.C. 1221e-3 and 3474)**

☒ YES, the LEA provides the above assurance.

**5. The LEA assures it will ensure that sufficient funds are available to meet any non-Federal share of the cost of constructing the facility. § 75.604**

☒ YES, the LEA provides the above assurance.

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

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6. The LEA assures work will begin on construction within a reasonable time after the grant for the construction is made. § 75.605 (Authority: 20 U.S.C. 1221e-3 and 3474)
- ☒ YES, the LEA provides the above assurance.
7. The LEA assures the construction will be completed within a reasonable time and the LEA shall complete the construction in accordance with the application and approved drawings and specifications. § 75.606
- ☒ YES, the LEA provides the above assurance.
8. The LEA assures that the construction is functional; economical; and not elaborate in design or extravagant in the use of materials, compared with facilities of a similar type constructed in the State or other applicable geographic area. § 75.607. Further, the LEA assures that it shall, in developing plans for the facilities, consider excellence of architecture and design and inclusion of works of art. The grantee may not spend more than one percent of the cost of the project on inclusion of works of art. § 75.607 Authority: 20 U.S.C. 1221e-3 and 3474)
- ☒ YES, the LEA provides the above assurance.
9. In planning for and designing facilities, the LEA assures it shall observe the standards under the Occupational Safety and Health Act of 1970 (Pub. L. 91-576) (See 36 CFR part 1910); and State and local codes, to the extent that they are more stringent. § 75.609 Further, the LEA assures it will submit an application for a Building Permit to NYSED Office of Facilities Planning for review and approval prior to construction.
- ☒ YES, the LEA provides the above assurance.
10. The LEA assures that it shall comply with the Federal regulations on access by the handicapped that apply to construction and alteration of facilities. These regulations are:
- For residential facilities - 24 CFR part 40; and
  - For non-residential facilities - 41 CFR subpart 101-19.6. § 75.610
- ☒ YES, the LEA provides the above assurance.
11. The LEA assures that, in planning the construction, the LEA shall, in accordance with the provisions of Executive Order 11988 of February 10, 1978 (43 FR 6030) and rules and regulations that may be issued by the Secretary to carry out those provisions: Evaluate flood hazards in connection with the construction; and as far as practicable, avoid uneconomic, hazardous, or unnecessary use of flood plains in connection with the construction. § 75.611
- ☒ YES, the LEA provides the above assurance.
12. The LEA assures that it shall maintain competent architectural engineering supervision and inspection at the construction site to insure that the work conforms to the approved drawings and specifications. § 75.612
- ☒ YES, the LEA provides the above assurance.
13. The LEA assures that it will comply with the regulations on relocation assistance and real property acquisition in 34 CFR part 15. § 75.613
- ☒ YES, the LEA provides the above assurance.
14. The LEA assures that, when construction is completed, sufficient funds will be available for effective operation and maintenance of the facilities. § 75.614
- ☒ YES, the LEA provides the above assurance.
15. The LEA assures that it shall operate and maintain the facilities in accordance with applicable Federal, State, and local requirements. § 75.615
- ☒ YES, the LEA provides the above assurance.

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

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16. The LEA assures that, to the extent feasible, it shall design and construct facilities to maximize the efficient use of energy. § 75.616 Further, the LEA shall comply with ASHRAE standards in designing and constructing facilities built with project funds. § 75.616 The following standards of the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) are incorporated by reference in this section:

- ASHRAE-90 A-1980 (Sections 1-9).
- ASHRAE-90 B-1975 (Sections 10-11).
- ASHRAE-90 C-1977 (Section 12)

Incorporation by reference of these provisions has been approved by the Director of the Office of the Federal Register pursuant to the Director's authority under 5 U.S.C. 552 (a) and 1 CFR part 51. The incorporated document is on file at the Department of Education, Grants and Contracts Service, rm. 3636 ROB-3, 400 Maryland Avenue, SW., Washington, DC 20202-4700 or at the National Archives and Records Administration (NARA). For information on the availability of this material at NARA, call 202-741-6030, or go to:

[http://www.archives.gov/federal\\_register/code\\_of\\_federal\\_regulations/ibr\\_locations.html](http://www.archives.gov/federal_register/code_of_federal_regulations/ibr_locations.html). These standards may be obtained from the publication sales department at the American Society of Heating, Refrigerating, and Air Conditioning Engineers, Inc., 1791 Tullie Circle, NE., Atlanta, Georgia 30329. § 75.616

☒ YES, the LEA provides the above assurance.



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

Page Last Modified: 01/25/2022

**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.**

Signed Wellsville ARP-ESSER FS-10 Signed 1.25.2022.pdf

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

Wellsville CSD ARP-ESSER Budget\_Narrative REVISED 1.13.2022.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	399,000
16 - Support Staff Salaries	0
40 - Purchased Services	2,200,000
45 - Supplies and Materials	117,640
46 - Travel Expenses	0
80 - Employee Benefits	189,000
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
<b>Totals:</b>	<b>2,905,640</b>

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A  
FEDERAL OR STATE PROJECT  
FS-10 (03/15)

= Required Field

**Local Agency Information**

<b>Funding Source:</b>	ARP-ESSER	
<b>Report Prepared By:</b>	EMILY K PEAVEY	
<b>Agency Name:</b>	WELLSVILLE CENTRAL SCHOOL DISTRICT	
<b>Mailing Address:</b>	126 W. STATE ST.	
	Street	
	WELLSVILLE	NY 14895
	City	State Zip Code
<b>Telephone # of Report Preparer:</b>	585-596-2171	<b>County:</b> ALLEGANY
<b>E-mail Address:</b>	<a href="mailto:EPEAVEY@WLSV.ORG">EPEAVEY@WLSV.ORG</a>	
<b>Project Funding Dates:</b>	3/13/2020	9/30/2024
	Start	End

**INSTRUCTIONS**

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$399,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
SS AIS/Targeted Assistance Teachers - 22-23 SY	1.00	\$65,000	\$65,000
SS AIS/Targeted Assistance Teachers - 22-23 SY	1.00	\$65,000	\$65,000
ES AIS/Targeted Assistance Teachers - 22-23 SY	1.00	\$65,000	\$65,000
SS AIS/Targeted Assistance Teachers - 23-24 SY	1.00	\$68,000	\$68,000
SS AIS/Targeted Assistance Teachers - 23-24 SY	1.00	\$68,000	\$68,000
ES AIS/Targeted Assistance Teachers - 23-24 SY	1.00	\$68,000	\$68,000
			\$0

PURCHASED SERVICES			
Subtotal - Code 40			\$2,200,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
HVAC Project for Air Quality	Clark Patterson Lee and construction bid winner	\$2,200,000.00	\$2,200,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$117,640
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Flexible Seating for classrooms	900.00	\$130.72	\$117,640

Employee Benefits		
Subtotal - Code 80		\$189,000
Benefit		Proposed Expenditure
Social Security		\$29,610
Retirement	New York State Teachers	\$43,890
	New York State Employees	
	Other - Pension	
Health Insurance		\$115,500
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		

**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$399,000
Support Staff Salaries	16	
Purchased Services	40	\$2,200,000
Supplies and Materials	45	\$117,640
Travel Expenses	46	
Employee Benefits	80	\$189,000
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$2,905,640

Agency Code: **022601060000**Project #: **5880-21-0000**

Contract #:

Agency Name: **WELLSVILLE CENTRAL SCHOOL DISTRICT****FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

**CHIEF ADMINISTRATOR'S CERTIFICATION**

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

1/25/22 

Date

Signature

  
Name and Title of Chief Administrative Officer

Fiscal YearFirst PaymentLine #

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Voucher #

First Payment

Finance: Logged \_\_\_\_\_

Approved \_\_\_\_\_

MIR \_\_\_\_\_



**ARP-ESSER Application: State Reserves - ARP State Reserves**Introduction/Instructions - Background Information

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Page Last Modified: 01/03/2022

**Background Information**

WELLSVILLE CSD - 022601060000

**Summary and Background Information**

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 federal ARP statute requires that States reserve ARP ESSER funds for three State-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

The 2021-2022 enacted New York State budget fully allocated the required SEA reserves as subgrants to 398 LEAs and NYSED has made allocations to two additional LEAs. Specific LEA allocations are detailed in Columns D, E, and F in the **ARP ESSER Allocations Chart** (see also in the Document Library). Please note that these funds are in addition to the *90% LEA ARP-ESSER ALLOCATION* listed in Column C of that workbook and must be budgeted for separately.

As indicated in NYSED's approved **ARP ESSER State Plan**, NYSED has included within this application a list of evidence-based interventions related to each state reserve. LEAs will be required to utilize state reserve funds to implement evidence-based interventions either chosen from the NYSED-selected list or from another reputable source (such as, but not limited to, the What Works Clearinghouse).

**RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.**

LEAs must select and implement evidence-based activities and interventions either chosen from the NYSED-provided list (embedded within each section of the application) or from another reputable source. Selected interventions must fall into one of the four tiers of evidence defined in the Every Student Succeeds Act (ESSA). Specifically, evidence tiers are defined as:

**Tier 1 - Strong Evidence:** Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

**Tier 2 - Moderate Evidence:** Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence standards with reservations. The studies use large, multi-site samples. No

**ARP-ESSER Application: State Reserves - ARP State Reserves****Introduction/Instructions - Background Information**

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other studies show that this strategy negatively impacts an outcome.

**Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

**Tier 4 - Demonstrates a Rationale:** High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

Further information may be found in the **Federal Guidance on Evidence-Based Interventions**. There are a number of resources available that identify research that supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align with the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

**Project Period**

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated and an FS-10F Final Expenditure Report submitted by October 31, 2024.

**Project Number**

The project number stems for the three state-reserve programs are:

Fund Code	Project
5884-21-XXXX	ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time
5883-21-XXXX	ARP-ESSER 1% State-Level Reserve - Comprehensive After School
5882-21-XXXX	ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment

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

**Submission Deadline**

Completed applications are due by **November 30, 2021** (with extensions by request) and will be reviewed on a rolling basis.

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

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 State Reserve allocation returned to the United States Department of Education.

**ARP-ESSER Application: State Reserves - ARP State Reserves**

Introduction/Instructions - Background Information

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**ARP-ESSER Application: State Reserves - ARP State Reserves**Introduction/Instructions - Submission Instructions

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**Submission Instructions**

WELLSVILLE CSD - 022601060000

**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 – State Reserves*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234*

**Deadline for Submitting the Application:**

The ARP-ESSER Application – State Reserves is due by November 30, 2021.

**ARP-ESSER Application: State Reserves - ARP State Reserves**Assurances - Assurances

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**ARP-ESSER State Reserve: Assurances**

1. The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.  
☒ YES, the LEA provides the above assurance.
2. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:
  1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
  2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
  3. LEA uses of funds to sustain and support access to early childhood education programs;
  4. impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
  5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
  6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
  7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.☒ YES, the LEA provides the above assurance.
3. The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).  
☒ YES, the LEA provides the above assurance.
4. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.  
☒ YES, the LEA provides the above assurance.
5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.  
☒ YES, the LEA provides the above assurance.
6. The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).  
☒ YES, the LEA provides the above assurance.

**ARP-ESSER Application: State Reserves - ARP State Reserves**Assurances - Assurances

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7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- ☒ YES, the LEA provides the above assurance.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- ☒ YES, the LEA provides the above assurance.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
- ☒ YES, the LEA provides the above assurance.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
- ☒ YES, the LEA provides the above assurance.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
- ☒ YES, the LEA provides the above assurance.
12. The LEA assures that:
1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
  2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
  3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
  4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
  5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
- ☒ YES, the LEA provides the above assurance.

**ARP-ESSER Application: State Reserves - ARP State Reserves**Assurances - Assurances

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Page Last Modified: 01/03/2022

**13. The LEA assures that:**

1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

☒ YES, the LEA provides the above assurance.**14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.**☒ YES, the LEA provides the above assurance.**15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will 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, students involved with the juvenile justice system, and other underserved students.**☒ YES, the LEA provides the above assurance.**16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.**☒ YES, the LEA provides the above assurance.

**ARP-ESSER Application: State Reserves - ARP State Reserves****ARP-ESSER State Reserves - State Reserves Intent to Apply**

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Page Last Modified: 01/03/2022

**ARP-ESSER State Reserves: Intent to Apply**

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

**1. Does the LEA intend to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding?**

YES, the LEA intends to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

**2. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

**3. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

**4. 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	Emily Peavey	epeavey@wlsv.org	1/4/2021
LEA Board President	Alan Mosher	amosher1952@gmail.com	1/4/2021



**ARP-ESSER Application: State Reserves - ARP State Reserves**ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

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Page Last Modified: 01/04/2022

**ARP-ESSER State Reserve: Consultation**

- 1. 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); 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, students involved with the juvenile justice system, and other underserved students.**

**In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.**

The District has engaged stakeholders at a meeting on December 14, 2021, to discuss changes to the ARP - ESSER Part 2 funding due to the clarification offered by the State regarding the State-Reserves. All stakeholders were in favor of focusing on the use of the funds. We will continue to report out on all of the ARP and CRSSA Funding being requested at our Board of Education meetings, during open sessions. We will do this every quarter. Also, updated narratives and plans will be available on our website. We will also have copies of this information available to the public when requested.

The stakeholders were very supportive of the summer plans being geared towards the Elementary School and the after-school funds being geared towards the Secondary School, due to our demographic.

- 2. In the space provided below, please provide the URL for the website(s) where the LEA Plan for using State-Level Reserve Funds 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.**

Narratives, FS-10s, and plans will be available on our website. We will also have copies of this information available to the public when requested at the District Office.

<https://www.wellsvilleschools.org/site/handlers/filedownload.ashx?moduleinstanceid=858&dataid=6216&FileName=Wellsville%20CSD%20ARP-ESSER%20Plan%20for%20website%208.27.pdf>

- 3. In the space provided below, please describe how the LEA will support ongoing engagement with parents and families, including engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success.**

The District will continue to keep the public updated on the status of the use of these funds quarterly at our Board of Education Meetings. During our public hearings regarding the Emergency Plans and the Budget, we will do a status report of the ARP and CRRSA funds and allow for public comments.

**ARP-ESSER Application: State Reserves - ARP State Reserves**

ARP-ESSER State Reserves - ARP-ESSER State Reserves: Comprehensive Needs Assessment

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Page Last Modified: 03/08/2022

**ARP-ESSER State Reserve: Comprehensive Needs Assessment**

- 1. In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, 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 screening and benchmark assessments as well as referrals from parents, staff, and our intervention teams. Students who are not meeting the performance targets or who are showing regression will be identified for additional interventions. The need for continued targeted intervention will be determined based upon the student performance on the progress monitoring benchmarks.

**ARP-ESSER Application: State Reserves - ARP State Reserves****ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time**

Page Last Modified: 03/09/2022

**5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Program Design**

1. The interventions implemented through the 5% State-Level Reserve to address the impacts of lost instructional time must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.

The District plans to use the 5% State Level Reserve (Addressing the Impact of Lost Instructional Time) to focus on evidence-based interventions in the form of added sections of AIS/Targeted Assistance. While students had the option of having in-person instruction every day of the school year, some families opted for a remote option, or began with a remote option and transitioned to full in-person by year-end. Also, even for students that were in class all year, this was a year full of challenges, unlike any other year that made mastery and/or retention more difficult. These interventions will be able to address any deficiencies created by the challenges of remote learning or using classroom time effectively in a challenging instructional environment. This 5% State Level Reserve will be used to supplement and expand the Targeted Assistance/AIS being provided in Reading through the Title I Grant and Math through the 20% reserve from the 90% ARP-ESSER Plan: Part 2. By expanding the capacity of this Targeted Assistance/AIS the District will be able to reach more students over the next three years of the grant period.

2. In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Other Evidence-Based Intervention (Tier I, II, III, or IV)	562,115	<input checked="" type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<p>Reduction of class size for the primary grade level for the next three school years and increased academic intervention services for our secondary school students for the next three years. We will use our grades, Fountas and Pinnell, iReady to ensure these interventions work.</p> <p>The reduction of class sizes will allow teachers to increase the frequency of student contact time to be more apt to meet the individual needs of each student.</p>
Other Evidence-Based Intervention (Tier I, II, III, or IV)	229,500	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> English Learners <input type="checkbox"/> Students Experiencing Homelessness <input type="checkbox"/> Students in Foster Care <input type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the	<p>District will purchase laptops for all incoming 11th graders for the next three school years.</p> <p>The laptops will be utilized as the primary modality of learning and producing student work to better ensure that they are college and career ready.</p>

**ARP-ESSER Application: State Reserves - ARP State Reserves****ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time**

Page Last Modified: 03/09/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Juvenile Justice System <input type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

Wellsville will monitor the grades of the students benefiting from reduced class size, increased academic interventions, and better technology for our 11th graders preparing for regents. The District uses Fountas and Pinnell, iReady, and AIS. The certified teachers monitor students' social, emotional, mental health, and academic needs, and they will engage any school personnel that is needed. The District will report to the Board of Education in open sessions every quarter regarding the progress and success of the program. Any modifications, if needed, will also be reported during the session.

**5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Fiscal Information**

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5884-21-XXXX.

**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.

4. Please complete the following to indicate the LEA's planned use of ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

	Amount
LEA Allocation	791615
Anticipated Number of Students Served	1150
Anticipated Number of Schools Served	2

5. Please upload a completed copy of the FS-10 budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding. The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.

Update 3Signed FS10 Lost Instruction ARP - ESSER - State Reserve.pdf

**ARP-ESSER Application: State Reserves - ARP State Reserves**

ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

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Page Last Modified: 03/09/2022

6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

Wellsville CSD ARP State Reserve Lost Instructional Time Budget\_Narrative.docx

**ARP-ESSER Application: State Reserves - ARP State Reserves****ARP-ESSER State Reserves - Comprehensive After School**

Page Last Modified: 03/09/2022

**1% State-Level Reserve - Comprehensive After School: Program Design**

High-quality afterschool programs should have the goal of providing students with important opportunities for academic support and access to enrichment opportunities that help develop social, emotional, and leadership skills. These benefits are particularly important to students from low-income backgrounds, students who are struggling, and students at risk for later academic disengagement. High-quality afterschool programs have demonstrated positive effects on student math and language arts achievement, and programs strongly rooted in the school context can also have a positive impact on school related student outcomes, including greater self-confidence, increased civic engagement, better school attendance, improved high school graduation, and decreased delinquency.

- The interventions implemented through the 1% State-Level Reserve for comprehensive after school programming must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for comprehensive after school programming will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

Wellsville CSD will use the Comprehensive After School ARP State-Level Reserve specifically for our Secondary School Students, as Summer School is already a requirement for a portion of this community. Additionally, we found keeping our students after school at the Secondary School promotes higher participation. We will be using grades, teacher observations, progress reports, and AIS to identify students that need more intensive education to assist in getting to the meet the expectations of their subject-level standards. Wellsville CSD certified teachers will be used for these positions, and the students invited to participate will vary throughout the year as subject matter evolves. Our vision uses evidence-based report cards as the standards we strive to meet. We are using the same bases for our summer learning and enrichment funding but focusing on our Elementary School Students as attendance is higher for summer school programming at that age group in our area. We have also included transportation costs in our APR-ESSER to assist our students in attending these programs. We are looking to do one and a half hour sessions, three days a week for 30 weeks throughout the school year. We want the classes to have no more than 5 or 6 students in them at a time.

- In the chart below, please provide additional information about the planned evidence-interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.**

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	158,328	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Eight stipend positions in the Secondary School. A certified Wellsville Central School District teacher will apply for Math, Science, ELA or Social Studies at either the Middle School or High School level. Students will be identified using report cards, progress reports and teacher observations. The program will run for 30 weeks throughout the school year, three days a week for 1 1/2 hours per day. Transportation will be funded under ARP-ESSER. The District is looking to have no more than 6 students in the session. We are looking at more subject intensive tutoring.

**ARP-ESSER Application: State Reserves - ARP State Reserves****ARP-ESSER State Reserves - Comprehensive After School**

Page Last Modified: 03/09/2022

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected comprehensive after school programming/strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

Wellsville will monitor the grades of the students participating in the comprehensive after-school program. The District will use grades, attendance, progress reports to monitor the intervention identified. The District strategically applied the comprehensive after-school fund to the Secondary school-aged students to assist our students and families in our area. The certified teachers monitor students' social, emotional, mental health, and academic needs, and they will engage any school personnel that is needed. The District will report to the Board of Education in open sessions every quarter regarding the progress and success of the program. Any modifications, if needed, will also be reported during the session.

**1% State-Level Reserve - Comprehensive After School: Fiscal Information**

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5883-21-XXXX.

**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.

4. Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

	Amount
LEA Allocation	158328
Anticipated Number of Students Served	300
Anticipated Number of Schools Served	1

5. Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

The fund code for the 1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.

3.9.2022 UpdSigned FS10 After School ARP - ESSER - State Reserve.pdf

6. Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

Wellsville CSD ARP State Reserve After School Budget\_Narrative.docx

**ARP-ESSER Application: State Reserves - ARP State Reserves****ARP-ESSER State Reserves - Summer Learning and Enrichment**

Page Last Modified: 03/09/2022

**1% State-Level Reserve - Summer Learning and Enrichment: Program Design**

Summer learning programs can offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. Schools and districts should design programs that work best in the local context and reflect the characteristics that evidence suggests lead to successful summer programs. These characteristics include: programs are voluntary, full-day lasting five to six weeks, include three hours of language arts and mathematics taught by a certified teacher each day, and include enrichment activities and experiences. Research points to the potentially positive benefits of strong summer programs. A longitudinal study of summer programs showed students who participated in the summer programs that were reviewed received some benefits in mathematics; however, students with high rates of attendance who attended programs for consecutive summers experienced the greatest learning gains. The amount and quality of instruction influenced the academic benefit, with the highest benefits to students attending programs with high-quality instruction provided by a certified teacher and high academic time on task.

- The interventions implemented through the 1% State-Level Reserve for summer learning and enrichment must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for summer learning and enrichment will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

Wellsville CSD will use the Summer Learning and Enrichment ARP State-Level Reserve specifically for our Elementary School Students, as families are eager to find child care for these age groups in our area, promoting attendance. We will be using iReady, Fountas and Pinnell, teacher observations, and AIS to identify students that need more intensive education to assist in getting to the meet the expectations of their grade-level standards. Students will be invited to come to the summer program but not be required to attend. Our vision uses our evidence-based report cards as the standards we strive to meet. We are using the same bases for our comprehensive after-school funding but focusing on our Secondary School Students as attendance is higher for after-school programming at that age group in our area. We have also included transportation costs in our APR-ESSER to assist our students in attending these programs. Also, we provide lunches at our Elementary school during the summer for the summer feeding program. We are looking to do five weeks, four days a week for 6 hours and 45 minutes per day. We would like the classes to have approximately fifteen students in them.

Our teachers will design the programs based on the specific needs of the students. The What Works Clearinghouse provides a plethora of resources that can be used for targeted interventions.

- In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.**

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	158,328	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved	Eight stipended positions in the Elementary School. A certified Wellsville Central School District teacher will apply for a grade-level PreK - 5th, these students will be identified by the end of the current school year, based on our evidence-based report cards, using state standards. The program will run for five weeks, four days a week, for 6 hours and 45 minutes a day. Transportation will be funded under ARP-ESSER. The eighth teacher will create enrichment programming for our elementary school students,



**ARP-ESSER Application: State Reserves - ARP State Reserves****ARP-ESSER State Reserves - Summer Learning and Enrichment**

Page Last Modified: 03/09/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Students <input type="checkbox"/> None of the Above	specifically the current 3rd and 4th grade classes. The focus will be to assist students with "needs assistance" on their report cards. And with "meets standards" for our enrichment summer program. We are looking to have 15 students were grade-level and 15 students in the enrichment program.

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected summer learning and enrichment strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

Wellsville will monitor the grades of the students in the summer program. The District uses Fountas and Pinnell, iReady, and AIS. The District strategically applied the summer learning and enrichment fund to the Elementary school-aged students to assist our families in our area. The certified teachers monitor students' social, emotional, mental health, and academic needs, and they will engage any school personnel that is needed. The District will report to the Board of Education in open sessions every quarter regarding the progress and success of the program. Any modifications, if needed, will also be reported during the session.

**1% State-Level Reserve - Summer Learning and Enrichment: Fiscal Information**

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5882-21-XXXX.

**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.

4. Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

	Amount
LEA Allocation	158328
Anticipated Number of Students Served	120
Anticipated Number of Schools Served	1

5. Please upload a completed and signed copy of the FS-10 Budget the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.  
The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.

Updated 3.9.2022 Signed FS10 Summer ARP - ESSER - State Reserve.pdf

**ARP-ESSER Application: State Reserves - ARP State Reserves**

ARP-ESSER State Reserves - Summer Learning and Enrichment

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Page Last Modified: 03/09/2022

6. **Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.**

Wellsville CSD ARP State Reserve Summer Budget\_Narrative.docx

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A  
FEDERAL OR STATE PROJECT  
FS-10 (03/15)

☐ = Required Field

**Local Agency Information**

<b>Funding Source:</b>	ANF - LESSER 5% STATE-LEVEL RESERVE - ADDRESSING THE IMPACT OF LOST INSTRUCTIONAL TIME		
<b>Report Prepared By:</b>	EMILY K PEAVEY		
<b>Agency Name:</b>	WELLSVILLE CENTRAL SCHOOL DISTRICT		
<b>Mailing Address:</b>	126 W. STATE STREET		
	Street		
	WELLSVILLE	NY	14895
	City	State	Zip Code
<b>Telephone # of Report Preparer:</b>	585-596-2171	<b>County:</b>	ALLEGANY
<b>E-mail Address:</b>	<a href="mailto:EPEAVEY@WLSV.ORG">EPEAVEY@WLSV.ORG</a>		
<b>Project Funding Dates:</b>	3/13/2020	9/30/2024	
	Start	End	

**INSTRUCTIONS**

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$417,165
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
CLASSROOM SIZE REDUCTION ELEMENTARY SCHOOL (21-22 SY)	1.00	\$57,000	\$57,000
CLASSROOM SIZE REDUCTION ELEMENTARY SCHOOL (22-23 SY)	1.00	\$58,995	\$58,995
CLASSROOM SIZE REDUCTION ELEMENTARY SCHOOL (23-24 SY)	1.00	\$61,060	\$61,060
SECONDARY SCHOOL TEACHER - ACEDMIC INTERVENTION (22-23 SY)	2.00	\$58,995	\$117,990
SECONDARY SCHOOL TEACHER - ACEDMIC INTERVENTION (23-24 SY)	2.00	\$61,060	\$122,120

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$229,500
Description of Item	Quantity	Unit Cost	Proposed Expenditure
Laptops for the 11th graders (22-23 school year)	90.00	\$850.00	\$76,500
Laptops for the 11th graders (23-24 school year)	90.00	\$850.00	\$76,500
Laptops for the 11th graders (24-25 school year)	90.00	\$850.00	\$76,500

Employee Benefits		
Subtotal - Code 80		\$144,950
Benefit		Proposed Expenditure
Social Security		\$29,771
Retirement	New York State Teachers	
	New York State Employees	
	Other - Pension	
Health Insurance		\$115,179
Worker's Compensation		
Unemployment Insurance		
Other(Identify)		

## BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$417,165
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	\$229,500
Travel Expenses	46	
Employee Benefits	80	\$144,950
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$791,615

## CHIEF ADMINISTRATOR'S CERTIFICATION

*By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).*

3/9/22 Date  Signature

*David Foster-Superintendent*  
Name and Title of Chief Administrative Officer

Agency Code: 022601060000

Project #: 5884-21-0135

Contract #:

Agency Name: WELLSVILLE CENTRAL SCHOOL DISTRICT

**FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

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

First Payment

Finance: Logged \_\_\_\_\_

Approved \_\_\_\_\_

MIR \_\_\_\_\_



The University of the State of New York  
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A  
FEDERAL OR STATE PROJECT  
FS-10 (03/15)

= Required Field

**Local Agency Information**

<b>Funding Source:</b>	ARP - ESSER 1% STATE-LEVEL RESERVE - COMPREHENSIVE AFTER SCHOOL		
<b>Report Prepared By:</b>	EMILY K PEAVEY		
<b>Agency Name:</b>	WELLSVILLE CENTRAL SCHOOL DISTRICT		
<b>Mailing Address:</b>	126 W. STATE STREET		
	Street		
	WELLSVILLE	NY	14895
	City	State	Zip Code
<b>Telephone # of Report Preparer:</b>	585-596-2171	<b>County:</b>	ALLEGANY
<b>E-mail Address:</b>	<a href="mailto:EPEAVEY@WLSV.ORG">EPEAVEY@WLSV.ORG</a>		
<b>Project Funding Dates:</b>	3/13/2020	9/30/2024	
	Start	End	

**INSTRUCTIONS**

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$158,328
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
SECONDARY SCHOOL TUTOR (8) - 1ST YEAR	8.00	\$6,750	\$54,000
SECONDARY SCHOOL TUTOR (8) - 2ND YEAR	8.00	\$6,750	\$54,000
SECONDARY SCHOOL TUTOR (8) - 3RD YEAR	8.00	\$6,291	\$50,328



Finance: Logged \_\_\_\_\_

Approved \_\_\_\_\_

MIR \_\_\_\_\_



The University of the State of New York  
THE STATE EDUCATION DEPARTMENT

PROPOSED BUDGET FOR A  
FEDERAL OR STATE PROJECT  
FS-10 (03/15)

= Required Field

**Local Agency Information**

<b>Funding Source:</b>	ARP - ESSER 1% STATE-LEVEL RESERVE - SUMMER LEARNING AND ENRICHMENT		
<b>Report Prepared By:</b>	EMILY K PEAVEY		
<b>Agency Name:</b>	WELLSVILLE CENTRAL SCHOOL DISTRICT		
<b>Mailing Address:</b>	126 W. STATE STREET		
	Street		
	WELLSVILLE	NY	14895
	City	State	Zip Code
<b>Telephone # of Report Preparer:</b>	585-596-2171	<b>County:</b>	ALLEGANY
<b>E-mail Address:</b>	<a href="mailto:EPEAVEY@WLSV.ORG">EPEAVEY@WLSV.ORG</a>		
<b>Project Funding Dates:</b>	3/13/2020	9/30/2024	
	Start	End	

**INSTRUCTIONS**

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$158,328
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
ELEMENTARY SCHOOL TUTOR (8) - 1ST YEAR	8.00	\$6,750	\$54,000
ELEMENTARY SCHOOL TUTOR (8) - 2ND YEAR	8.00	\$6,750	\$54,000
ELEMENTARY SCHOOL TUTOR (8) - 3RD YEAR	8.00	\$6,291	\$50,328

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$158,328
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$158,328

Agency Code:	022601060000
Project #:	5882-21-0135
Contract #:	
Agency Name:	WELLSVILLE CENTRAL SCHOOL DISTRICT

**FOR DEPARTMENT USE ONLY**

Funding Dates: \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Program Approval: \_\_\_\_\_ Date: \_\_\_\_\_

### CHIEF ADMINISTRATOR'S CERTIFICATION

*By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).*

3/9/22  
Date

  
Signature

  
Name and Title of Chief Administrative Officer

[illegible]

Finance: Logged \_\_\_\_\_

Approved \_\_\_\_\_

MIR \_\_\_\_\_