

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

Page Last Modified: 09/13/2021

Summary & Background

DANSVILLE CSD

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SUMMARY & BACKGROUND

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

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

Page Last Modified: 09/13/2021

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 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

Page Last Modified: 09/02/2021

Submission Instructions

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Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

Page Last Modified: 09/30/2021

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

DANSVILLE CSD

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- 1. Does the LEA intend to apply for American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding?

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

- 2. Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Joanne Greene	greenej@dansvillecsd.org	9/28/2021
LEA Board President	Mary Ann Holden	holdenm@dansvillecsd.org	9/28/2021

ARP-ESSER Allocation - Construction-Related Costs

- 3. Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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

Page Last Modified: 12/30/2021

ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination

DANSVILLE 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.

The District notified school community stakeholders via an electronic letter with a link to the draft document. The document was published on our website. The District solicited questions and comments from stakeholders and the plan was modified accordingly where appropriate. The District reviewed the draft plan with the District Shared Decision Making Team. The District SDMT is comprised of teachers, parents, administrators and school community members who meet monthly to think strategically, discuss and actualize improved student learning outcomes. Specifically, the District has identified family engagement and after school programming as high priority targets because meaningful family engagement improves student learning outcomes and supports the social emotional health of children and their families. In fact, our after school program is expanding to include more opportunities for family participation. The District reached out to multiple partners in planning for the use of funds to support students and families. The District engaged the following groups in planning for academic and social-emotional supports for families: Genesee Community College, ProAction of Steuben and Yates, Inc., VIA Evaluation, Education Success Network of Rochester and EnCompass After School Programs. The plan has been and will continue to be modified based upon input from stakeholders.

Moving forward, the District is in continual communication with our partners. We plan for site visits, regular Zoom meetings and communications as needed to discuss measurable outcomes which include the following data sets: iReady math and ELA student performance, Fountas & Pinnel ELA student performance and U.S. Department of Education School Climate Surveys data currently being implemented.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/30/2021

- 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.

Individuals who request a copy of the plan will be directed to the District's website and offered the opportunity to have the plan emailed to them or receive a hard copy mailed via USPS. In addition, individuals with questions about the plan may direct those to the superintendent of schools at 585.335.4000 x2300.

<https://www.dansvillecsd.org/site/handlers/filedownload.ashx?moduleinstanceid=3917&dataid=4658&FileName=2021%2022%20%20ARP%20CRRSA%20ESSER%20PLAN%20060321.pdf>

ARP-ESSER LEA Base 90% Allocation - Program Information

- 3. In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

1. The Safe Return of Students to In-Person Instruction.
The District will use a portion of this funding to pay for the additional school nursing services brought on by the pandemic.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/30/2021

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.

DCSD is working with VIA Evaluation to review historical data the District has collected prior to the COVID-19 pandemic as well as during the period from March 2020-June 2021 and use those data to assess changes in learning and/or student academic performance. This will likely include an examination of students performing at appropriate grade levels as indicated by formative assessment tools such as iReady assessments for ELA and Math. Depending on the degree of iReady assessment reporting DCSD has access to, this could include analysis by students over time or by student populations compared year to year.

Other data collected might include year to year changes in AP course enrollment, AP exam scores, and Regents exam scores. NYS Regents exam data could be analyzed using a continuous interrupted time series design. A summary of all findings will be organized in a presentation style report which will be designed in the interest of guiding the strategic planning conversation around which critical populations are most in need of interventions and which types of interventions could be most effective in helping students catch up academically.

VI. Implementing Evidence Based Strategies to Meet Students Social, Emotional,

Mental Health and Academic Needs

Evidence based strategies require a determination of need and a proven record of effectiveness. The District will identify needs through academic and social emotional needs assessments. We will use funds to seek out, review and determine appropriate intervention approaches and programs. Family involvement will be a key component to addressing academic and SEL needs. A Family Involvement Coordinator will be essential in bridging the divide between disassociated families who are returning from home schooling and each of the schools. Strengthening and supporting students who may need a fifth year of high school to graduate might also be an area of need. A new math series will be identified and purchased to ensure aligned instruction and vocabulary at the PK-6 level. Reading and math coaches will provide professional development on Tier 1 instruction in their respective academic areas.

VII. Evidence Based Summer School, Afterschool and Other Extended Learning and

Enrichment Programs

The District will use ARP-ESSER funds to pay for the local portion of summer school programming, enrichment and transportation. This money will also support after-school programming transportation. During the school year, enrichment opportunities are typically provided through mini-grant funding. The District will use ARP-ESSER funds to support enrichment activities through our mini-grant award process. The District will use ARP-ESSER funds to pay for AIS services rendered to students throughout the instructional day each day and after school.

Findings and recommendations will be disseminated to classroom teachers and AIS providers who will implement additional assessments and interventions. This process will be ongoing and require scheduled data meetings.

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 will use the 20% reserve of funds to pay for the following:

- Response to Intervention costs.
- Local costs for the 2021 and 2022 summer school programs.
- After school assistance provided by DCSD teachers in small group and 1:1 settings.
- Extended day tutoring and extra help sessions and transportation after school.

The FS-10 salary lines include personnel who are working to address learning loss, specifically, reading teachers, psychologists, speech & hearing pathologists, school social workers, school counselors, curriculum advisors, instructional coaches and consultants to conduct academic and social-emotional needs assessments.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/30/2021

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.

I. Maximizing In-Person Instruction Time

Maximizing instructional time for in-person students requires robust systems of academic and social emotional support. The District will utilize ARP-ESSER funds to pay for academic intervention services and response to intervention programming. The District will also use funds to pay teachers and peer tutors to provide after school assistance. Such programming includes the employment of reading and math interventionists and school leaders to coordinate the implementation of those systems and human resources.

III. Operating Schools and Meeting the Needs of Students

Operating schools and meeting the needs of students requires the employment of school leaders who are experts in the field of facilities, technology systems integration, transportation and food services. School operations include all support functions of the District including the use of technology, buildings and grounds, food service and transportation. All such functions are essential in meeting the needs of students. The District will apply ARP-ESSER funds to transporting students in the summer and after school, feeding students throughout the school year, providing expert technology assistance in the form of personnel, equipment and supplies and fulfilling the maintenance responsibilities for the facilities of the District.

IV. Purchasing Educational Technology

The District is committed to the integration of cutting edge technology into the PK-12 curriculum. The District will use ARP-ESSER funds to secure instructional technology including but not limited to smartboards, Chromebooks, wifi hotspots (if necessary), tablets, servers and switches.

V. Addressing the Impacts of the COVID-19 Pandemic on Students

Addressing these impacts involves assessing how, if at all, interrupted instruction since March, 2019 may have affected student learning and specifically, how, if at all, those subgroups of students with disabilities, homeless students, English language learners and low income students might have been affected. The District will use ARP-ESSER funds to assess student academic and social emotional needs. The District will invest in programming and personnel to address those needs.

VI. Implementing Evidence Based Strategies to Meet Students' Social, Emotional, Mental Health and Academic Needs

Evidence based strategies require a determination of need and a proven record of effectiveness. The District will identify needs through academic and social emotional needs assessments. We will use funds to seek out, review and determine appropriate intervention approaches and programs. Family involvement will be a key component to addressing academic and SEL needs. A Family Involvement Coordinator will be essential in bridging the divide between disassociated families who are returning from home schooling and each of the schools. Strengthening and supporting students who may need a fifth year of high school to graduate might also be an area of need. A new math series will be identified and purchased to ensure aligned instruction and vocabulary at the PK-6 level. Reading and math coaches will provide professional development on Tier 1 instruction in their respective academic areas.

VII. Evidence Based Summer School, Afterschool and Other Extended Learning and Enrichment Programs

DCSD has designed expanded summer school offerings for 2021 and beyond. The elementary program runs longer each day than in previous years because enrichment has been added. The District will use ARP-ESSER funds to pay for the local portion of summer school programming, enrichment and transportation. This money will also support after-school programming transportation. During the school year, enrichment opportunities are typically provided through mini-grant funding. The District will use ARP-ESSER funds to support enrichment activities through our mini-grant award process.

VIII. Early Childhood Education

The District is home to Dansville Primary School where we serve over 400 children in grades 3PK through 2. The most important essential strands of

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/30/2021

primary school programming include early math foundations, early literacy, early social-emotional development, early speech development, early gross and fine motor development. Establishing close working relationships with families is equally essential as we establish the foundation for family-school trust and cooperation for a lifetime. Furthermore, pre-school students with disabilities require additional support and assistance. ARP-ESSER funding will be used to support all aspects of early childhood development including but not limited to math and reading interventionists, instructional coaches, speech and hearing pathologists, preschool itinerant special education teachers and aides and family involvement coordination and programming.

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/30/2021

- 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.

1. Maximizing In-Person Instruction Time

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Maximizing instructional time for in-person students requires robust systems of academic and social emotional support. The District will utilize ARP-CRRSA-ESSER funds to pay for academic intervention services and response to intervention programming.Â The District will also use funds to pay teachers and peer tutors to provide after school assistance.Â Such programming includes the employment of reading and math interventionists and school leaders to coordinate the implementation of those systems and human resources.

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The District will apply ARP-CRRSA-ESSER funds to transporting students in the summer and after school, feeding students throughout the school year, providing expert technology assistance in the form of personnel, equipment and supplies and fulfilling the maintenance responsibilities for the facilities of the District.

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ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/30/2021

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ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

Page Last Modified: 12/01/2021

ARP-ESSER Return to In-Person Instruction

DANSVILLE 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.dansvillecsd.org/cms/lib/NY01813610/Centricity/Domain/4/DCSD%20Reopening%20Plan%20202122%20082521.pdf>
Those who request details about the plan may access it on our website, request a digital or hard copy which will be mailed and submit questions to the superintendent of schools at 585.335.4000 x2300.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

Page Last Modified: 12/01/2021

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

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

The District will notify school community stakeholders every 6 months of our semi-annual review, share the plan and solicit feedback.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

Page Last Modified: 12/30/2021

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

DANSVILLE CSD

241001060000

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

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	3,200,165
Total Number of K-12 Resident Students Enrolled (#)	1,255
Total Number of Students from Low-Income Families (#)	628

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	3
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	3

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/30/2021

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

DANSVILLE CSD

241001060000

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.	125,000
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	1,449,354
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	1,282,606

ARP-ESSER Application: Part 2 - ARP Act

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

Page Last Modified: 12/30/2021

	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.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	343,205
Totals:	3,200,165

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

Page Last Modified: 12/30/2021

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.

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

DANVILLE CSD - ARPA FS-10 2.pdf
 Dansville CSD - ARPA FS-10.pdf

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

Dansville CSD_ARP ESSER_Budget narrative.docx

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

	Total Funds (\$)
15 - Professional Salaries	2,433,910
16 - Support Staff Salaries	16,763
40 - Purchased Services	165,000
45 - Supplies and Materials	133,050
46 - Travel Expenses	0
80 - Employee Benefits	326,442
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	125,000
Totals:	3,200,165



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

Summary & Background

DANSVILLE CSD

241001060000

SUMMARY & BACKGROUND

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

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

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

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

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

Project Period

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

Project Number

The project number stem for the program is:

ESSER: 5880 - 21 - XXXX

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

Submission Deadline

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

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

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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

The federal ARP statute requires SEAs to reserve:

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

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

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

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

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Submission Instructions

Submission Instructions

DANSVILLE CSD

241001060000

Directions for Submitting the Application:

The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

The *ARP-ESSER Application – Part 2* is due by August 31, 2021.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

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

DANSVILLE CSD

241001060000

- 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	Joanne Greene	greenej@dansvillecsd.org	9/28/2021
LEA Board President	Mary Ann Holden	holdenm@dansvillecsd.org	9/28/2021

ARP-ESSER Allocation - Construction-Related Costs

- 3. Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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

ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination

DANSVILLE 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.**

The District notified school community stakeholders via an electronic letter with a link to the draft document. The document was published on our website. The District solicited questions and comments from stakeholders. In addition, the District reviewed the draft plan with the District Shared Decision Making Team. The plan was modified based upon input from stakeholders.

- 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.dansvillecsd.org/site/handlers/filedownload.ashx?moduleinstanceid=3917&dataid=4658&FileName=2021%2022%20%20ARP%20CRRSA%20ESSER%20PLAN%20060321.pdf>

ARP-ESSER LEA Base 90% Allocation - Program Information

ARP-ESSER Application: Part 2 - ARP ActLEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

3. **In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

1. The Safe Return of Students to In-Person Instruction.

Safety requires cleanliness, disinfection and securing materials, supplies and equipment for schools that contribute to a more sterile environment. The District will hire cleaners and a Facilities Director to coordinate the acquisition of such resources and manage those assets.

The District will seek facilities improvements that include touchless soap dispensers, touchless paper towel dispensers, touchless faucets, touchless toilets, advanced air conditioning units, AED units and air filtration systems. The District will utilize ARP-CRRSA-ESSER funds to pay for these resources and a dedicated Facilities Director which we do not currently have in place.

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.**

DCSD is working with VIA Evaluation to review historical data the District has collected prior to the COVID-19 pandemic as well as during the period from March 2020-June 2021 and use those data to assess changes in learning and/or student academic performance. This will likely include an examination of students performing at appropriate grade levels as indicated by formative assessment tools such as iReady assessments for ELA and Math. Depending on the degree of iReady assessment reporting DCSD has access to, this could include analysis by students over time or by student populations compared year to year.

Other data collected might include year to year changes in AP course enrollment, AP exam scores, and Regents exam scores. Depending on whether or DCSD required Regents exams to be take in 2021, this data could be analyzed using a continuous interrupted time series design. A summary of all findings will be organized in a presentation style report which will be designed in the interest of guiding the strategic planning conversation around which critical populations are most in need of interventions and which types of interventions could be most effective in helping students catch up academically.

Findings and recommendations will be disseminated to classroom teachers and AIS providers who will implement additional assessments and interventions. This process will be ongoing and require scheduled data meetings.

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 will use the 20% reserve of funds to pay for the 2021 and 2022 summer school programs. In addition, the funds will pay for extended day tutoring and extra help sessions after school.

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

6. In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.**I. Maximizing In-Person Instruction Time**

Maximizing instructional time for in-person students requires robust systems of academic and social emotional support. The District will utilize ARP-CRRSA-ESSER funds to pay for academic intervention services and response to intervention programming. The District will also use funds to pay teachers and peer tutors to provide after school assistance. Such programming includes the employment of reading and math interventionists and school leaders to coordinate the implementation of those systems and human resources.

III. Operating Schools and Meeting the Needs of Students

Operating schools and meeting the needs of students requires the employment of school leaders who are experts in the field of facilities, technology systems integration, transportation and food services. School operations include all support functions of the District including the use of technology, buildings and grounds, food service and transportation. All such functions are essential in meeting the needs of students.

The District will apply ARP-CRRSA-ESSER funds to transporting students in the summer and after school, feeding students throughout the school year, providing expert technology assistance in the form of personnel, equipment and supplies and fulfilling the maintenance responsibilities for the facilities of the District.

IV. Purchasing Educational Technology

The District is committed to the integration of cutting edge technology into the PK-12 curriculum. The District will use ARP-CRRSA-ESSER funds to secure instructional technology including but not limited to smartboards, Chromebooks, wifi hotspots (if necessary), tablets, servers and switches.

V. Addressing the Impacts of the COVID-19 Pandemic on Students

Addressing these impacts involves assessing how, if at all, interrupted instruction since March, 2019 may have affected student learning and specifically, how, if at all, those subgroups of students with disabilities, homeless students, English language learners and low income students might have been affected. The District will use ARP-CRRSA-ESSER funds to assess student academic and social emotional needs. The District will invest in programming and personnel to address those needs.

VI. Implementing Evidence Based Strategies to Meet Students' Social, Emotional, Mental Health and Academic Needs

Evidence based strategies require a determination of need and a proven record of effectiveness. The District will identify needs through academic and social emotional needs assessments. We will use funds to seek out, review and determine appropriate intervention approaches and programs. Family involvement will be a key component to addressing academic and SEL needs. A Family Involvement Coordinator will be essential in bridging the divide between disassociated families who are returning from home schooling and each of the schools. Strengthening and supporting students who may need a fifth year of high school to graduate might also be an area of need. A new math series will be identified and purchased to ensure aligned instruction and vocabulary at the PK-6 level. Reading and math coaches will provide professional development on Tier 1 instruction in their respective academic areas.

VII. Evidence Based Summer School, Afterschool and Other Extended Learning and Enrichment Programs

DCSD has designed expanded summer school offerings for 2021 and beyond. The elementary program runs longer each day than in previous years because enrichment has been added. The District will use ARP-CRRSA-ESSER funds to pay for the local portion of summer school programming, enrichment and transportation. This money will also support after-school programming transportation. During the school year, enrichment opportunities are typically provided through mini-grant funding. The District will use ARP-CRRSA-ESSER funds to support enrichment activities through our mini-grant award process.

VIII. Early Childhood Education

The District is home to Dansville Primary School where we serve over 400 children in grades 3PK through 2. The most important essential strands of primary school programming include early math foundations, early literacy, early social-emotional development, early speech development, early

ARP-ESSER Application: Part 2 - ARP Act

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

gross and fine motor development. Establishing close working relationships with families is equally essential as we establish the foundation for family-school trust and cooperation for a lifetime. Furthermore, pre-school students with disabilities require additional support and assistance. ARP-CRRSA-ESSER funding will be used to support all aspects of early childhood development including but not limited to math and reading interventionists, instructional coaches, speech and hearing pathologists, preschool itinerant special education teachers and aides and family involvement coordination and programming.

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

7. **In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

I. Maximizing In-Person Instruction Time

Maximizing instructional time for in-person students requires robust systems of academic and social emotional support. The District will utilize ARP-CRRSA-ESSER funds to pay for academic intervention services and response to intervention programming. The District will also use funds to pay teachers and peer tutors to provide after school assistance. Such programming includes the employment of reading and math interventionists and school leaders to coordinate the implementation of those systems and human resources.

III. Operating Schools and Meeting the Needs of Students

Operating schools and meeting the needs of students requires the employment of school leaders who are experts in the field of facilities, technology systems integration, transportation and food services. School operations include all support functions of the District including the use of technology, buildings and grounds, food service and transportation. All such functions are essential in meeting the needs of students.

The District will apply ARP-CRRSA-ESSER funds to transporting students in the summer and after school, feeding students throughout the school year, providing expert technology assistance in the form of personnel, equipment and supplies and fulfilling the maintenance responsibilities for the facilities of the District.

IV. Purchasing Educational Technology

The District is committed to the integration of cutting edge technology into the PK-12 curriculum. The District will use ARP-CRRSA-ESSER funds to secure instructional technology including but not limited to smartboards, Chromebooks, wifi hotspots (if necessary), tablets, servers and switches.

V. Addressing the Impacts of the COVID-19 Pandemic on Students

Addressing these impacts involves assessing how, if at all, interrupted instruction since March, 2019 may have affected student learning and specifically, how, if at all, those subgroups of students with disabilities, homeless students, English language learners and low income students might have been affected. The District will use ARP-CRRSA-ESSER funds to assess student academic and social emotional needs. The District will invest in programming and personnel to address those needs.

VI. Implementing Evidence Based Strategies to Meet Students' Social, Emotional, Mental Health and Academic Needs

Evidence based strategies require a determination of need and a proven record of effectiveness. The District will identify needs through academic and social emotional needs assessments. We will use funds to seek out, review and determine appropriate intervention approaches and programs. Family involvement will be a key component to addressing academic and SEL needs. A Family Involvement Coordinator will be essential in bridging the divide between disassociated families who are returning from home schooling and each of the schools. Strengthening and supporting students who may need a fifth year of high school to graduate might also be an area of need. A new math series will be identified and purchased to ensure aligned instruction and vocabulary at the PK-6 level. Reading and math coaches will provide professional development on Tier 1 instruction in their respective academic areas.

VII. Evidence Based Summer School, Afterschool and Other Extended Learning and Enrichment Programs

DCSD has designed expanded summer school offerings for 2021 and beyond. The elementary program runs longer each day than in previous years because enrichment has been added. The District will use ARP-CRRSA-ESSER funds to pay for the local portion of summer school programming, enrichment and transportation. This money will also support after-school programming transportation. During the school year, enrichment opportunities are typically provided through mini-grant funding. The District will use ARP-CRRSA-ESSER funds to support enrichment activities through our mini-grant award process.

ARP-ESSER Application: Part 2 - ARP Act

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

VIII. Early Childhood Education

The District is home to Dansville Primary School where we serve over 400 children in grades 3PK through 2. The most important essential strands of primary school programming include early math foundations, early literacy, early social-emotional development, early speech development, early gross and fine motor development. Establishing close working relationships with families is equally essential as we establish the foundation for family-school trust and cooperation for a lifetime. Furthermore, pre-school students with disabilities require additional support and assistance. ARP-CRRSA-ESSER funding will be used to support all aspects of early childhood development including but not limited to math and reading interventionists, instructional coaches, speech and hearing pathologists, preschool itinerant special education teachers and aides and family involvement coordination and programming.

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

DANSVILLE CSD

241001060000

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.dansvillecsd.org/cms/lib/NY01813610/Centricity/Domain/4/DCSD%20Reopening%20Plan%20202122%20082521.pdf>

- 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) its plan for in-person instruction, including a description of how public comment will be collected.

The District will notify school community stakeholders every 6 months of our semi-annual review, share the plan and solicit feedback.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

ARP-ESSER LEA Base 90% Allocation - Funding Distribution

DANSVILLE CSD

241001060000

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

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

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	3,200,165
Total Number of K-12 Resident Students Enrolled (#)	1,255
Total Number of Students from Low-Income Families (#)	628

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	3
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	3

ARP-ESSER Application: Part 2 - ARP Act

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

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

DANSVILLE CSD

241001060000

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.	125,000
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	1,501,512
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 care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing	1,269,830

ARP-ESSER Application: Part 2 - ARP Act

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

	FUNDING Amounts (\$)
evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	
17 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	0
18 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	303,821
Totals:	3,200,163

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

ARP-ESSER LEA Base 90% Allocation - Budget

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

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

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

Dansville CSD - ARPA FS-10.pdf

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

2021_22_ARP_CRRSA_ESSER_PLAN_060321.pdf

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

	Total Funds (\$)
15 - Professional Salaries	2,178,342
16 - Support Staff Salaries	0
40 - Purchased Services	290,000
45 - Supplies and Materials	303,000
46 - Travel Expenses	0
80 - Employee Benefits	303,821
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	125,000
Totals:	3,200,163