

2021-22 ARP & CRRSA-ESSER PLAN

In accordance with NYSED guidance the Dansville Central School District is required to develop and publish a plan which indicates how the District intends to use American Rescue Plan (ARP) - Elementary and Secondary School Emergency Relief (ESSER) funding for the 2021-22 academic year.

The District will prioritize spending on expenses in the following areas:

- Safely returning students to in-person instruction;
- Maximizing in-person instruction time;
- Operating schools and meeting the needs of students;
- Purchasing educational technology;
- Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low- income students, children with disabilities, English language learners, and students experiencing homelessness;
- Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs;
- Offering evidence-based summer, afterschool, and other extended learning and enrichment programs; and
- Supporting early childhood education.

In accordance with funding guidance, The District offers this draft plan for public input. Persons who wish to provide feedback are invited to do so by sending their feedback via email to ARP-CRRSA-ESSER@dansvillecsd.org.

Anticipated Plan for the Use of ARP & CRRSA Funds for the 2021-22 School Year

I. 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.

II. 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 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.