

ARP-ESSER Application: Part 2 - ARP Act

Introduction/Instructions - Summary & Background

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Summary & Background

DOLGEVILLE 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.

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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.

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Submission Instructions

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Directions for Submitting the Application:

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

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

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

Office of ESSA-Funded Programs - Rm 320 EB

RE: ARP-ESSER Application – Part 2

New York State Education Department

89 Washington Avenue

Albany, NY 12234.

Deadline for Submitting the Applications:

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

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

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

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

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

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

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Jessica Radley	jradley@dolgeville.org	8/17/21
LEA Board President	Scott Hongo	shongo@dolgeville.org	8/17/21

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.

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

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

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

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

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

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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 Dolgeville Central School District's LEA (Local Educational Agency) has taken several steps to ensure a well-rounded and represented group of school community stakeholders were included in developing a plan for the use of ARP-ESSER funds; including the inventory of needs, possible best matches of resources, the transition and planned implementation and monitoring of such plan, and doing so with clearly guided objectives and action plans. The Dolgeville CSD LEA, in an effort to include all school community stakeholders, used several platforms to invite parents, students, community members, teaching and non-teaching units, administration, and the school board. Through our website, parent-square platform, district Facebook, building and district newsletters, and community opportunities, the district sought information related to the realities of the pandemic and how it has impacted our students and school community as a whole. This meaningful consultation with each of these stakeholders helped the Dolgeville Central School District's LEA initiate a well thought plan that attempts to meet the direct needs of our students and the supportive resources in this objective, and with a focus on learning loss, academic, social and emotional needs, and mental health concerns. As we continue to move forward with our working plan, we will continue to keep open lines of communication to ensure we are closely monitoring our progress toward our objectives, and to make certain we continue to hear all voices as we work toward closing the multitude of gaps due to the long-standing pandemic. As a measure of progress and continued engagement throughout the implementation of the plan, the district will conduct both internal and external periodic surveys to gather stakeholder feedback and reflections regarding implemented programs addressing the variety of needs found in our students. We will include student feedback as well, our greatest resource, and intended audience for such supportive resources. Through this collaborative approach, we will be able to include the lens of all stakeholders with a common goal to focus on student's needs in the areas of SEL, Academic Growth, with an understanding we will see gaps in all students, regardless of established foundation for learning, ability and motivation. We will look to address all gaps, of all learners. Through this work we will continue to initiate action plans to meet the continuous needs of our students.

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.**

The Dolgeville Central School District LEA ARP-ESSER plan will be made available to and directly communicated to multiple platforms to allow for clearly articulated information to students, parents/guardians, school staff, and other school community stakeholders. The plan will be publicly posted through the following URL link on the DCS website https://p16cdn4static.sharpschool.com/UserFiles/Servers/Server_2981926/File/District/Board%20of%20Education/BOE%20Files/2122dd/LEA-ARP-ESSER-PLAN.pdf, and will be accessible through the Dolgeville Central School Facebook website, and Parent Square (which is a direct messaging system that connects the school district with parents/guardians, school staff, and students). The LEA will include details of the district's Opening School Year Plan, which includes guidance from NYSED (New York State Education Department), the CDC (Center for Controlled Diseases), and AAP (American Academy of Pediatrics). The LEA ARP-ESSER plan will be made available to anyone who requests a copy, by mailing or direct pick-up at the school district.

ARP-ESSER LEA Base 90% Allocation - 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 Dolgeville Central School District successfully navigated the pandemic with a menu of well thought and prepared learning plans, which included remote, hybrid and ultimately full-day, everyday, in-person learning for all students K-12. The success of this plan can be contributed to the district's strong desire to include the many valuable resources in our communities and region, including county and state agencies that included the Department of Health (state and county), local Herkimer BOCES, collaboration with other school districts, and through the guidance of the CDC and AAP. In order to continuously keep school open safely for in-person learning, the Dolgeville Central School District continues to listen to many valuable resources available to them, including their own school community needs and desires. Following CDC and NYSED Guidelines for Covid-19 Prevention in K-12 School, Dolgeville CSD will focus its frameworks to continue building mitigation and protective strategies to ensure all students, regardless of background, will be provided full-time, in-person learning throughout the upcoming school year and beyond. Specific areas in which our focus will remain include: social distancing, mask requirements, health assessments, quarantine procedures, cafeteria and bus regulations, and locker/locker room protocols. The Dolgeville CSD LEA will continue to monitor updates, share with all stakeholders any and all updates using all possible platforms previously listed. Through the district's stakeholder groups, school staff, parents and students have been consulted and will continue to be consulted for constructive feedback and contributions. The essential objectives for Dolgeville are to keep all students and staff safe and to provide all students and staff with an engaging learning environment.

The Dolgeville CSD LEA will continue to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent Centers for Disease Control and Prevention (CDC) guidance (<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html>) on reopening schools, in order to continuously and safely open and operate our schools for in-person learning. Dolgeville CSD will use ARP Act ESSER Funds to implement prevention and mitigation strategies to improve indoor air quality, continue to provide personal protective equipment (PPE) and supplies to sanitize and clean school buildings and offices in accordance with the CDC Operational Strategy for K-12 Schools through Phased Prevention (<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html>).

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

The Dolgeville CSD LEA will continue to use all means to monitor, dissect, analyze, and utilize necessary data to direct educational decisions, including student, school staff, and parent/guardian surveys, in-person focus groups. This data collection will include direct welcomed dialogue and targeted surveys to help gain perspective on what strategies are most helpful and where continued targeted areas deserve attention. With the multiple teaching and learning platforms at Dolgeville, students and staff have transitioned to everyday in-person teaching and learning, which has proven a great benefit. However, with the newest Delta variant, the body of work continues to deserve a tremendous amount of attention and time. Dolgeville CSD will closely monitor all student data with an honest understanding that there has been expected learning/teaching loss as a result of the year and a half pandemic. An important focus for Dolgeville CSD is to infuse programs that will help combat the known gaps in learning and to do our very best to help all students begin to learn under more normal conditions and doing so through well scripted assessments on learning, and using this data to present and deliver best practices.

Dolgeville CSD will use ARP Act funds to address the academic impact of lost instructional time (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. Dolgeville CSD will use funds to address unfinished learning as follows: Provide traditional and enrichment summer school opportunities during the summer of 2021 through 2024, provide tutoring opportunities for all students in grade 3 through 12, provide supports to address the continuity of learning, provide training and materials for cohort teachers, provide training and instructional materials to support writing instruction in grades 3-12, maintain staffing to manage smaller class sizes to provide more intimate teaching and learning, provide resources and training in support of building family and home partnerships, provided curriculum, instruction, and assessment professional development, training, and supports for highly vulnerable populations, provide an elementary transition program for students with communication and behavioral needs, provide middle level transition program for students with communication and behavioral needs, provide mental health training to all staff, provide training interventions for trauma informed practices to select staff, purchase assistive technologies for K-12 communication support and multiple disabilities programs, purchase additional technology for student and staff use, hire an additional school psychologist, and reserve indirect costs as allowed by federal and state guidelines.

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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 Dolgeville CSD LEA has already begun to addressing the academic impact of lost instructional time through evidenced based interventions that include: K-8 Summer Learning Enrichment program during the month of July 2021, Grades 9-12 enrichment offerings for all students in all areas, summer unit and credit recovery programming for Grades 7-12, Academic Field Trips, an extended day recreation program in the afternoons that included a student mentor program, and Kindergarten Camp for the upcoming kindergarteners who will begin in the fall. We would like to continue these programs over the next two years. Additionally, other extended programs will include: extended skills program for Grades K-6, an after school study den for students in Grades 7-12. Furthermore, the Dolgeville CSD LEA continues to collaborate with local neighboring schools and outside agencies to share ideas and to join forces to help provide enriched opportunities for all students.

Dolgeville CSD will use ARP Act funds to address the academic impact of lost instructional time (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. Dolgeville CSD will use funds to address unfinished learning as follows: Provide traditional and enrichment summer school opportunities during the summer of 2021 through 2024, provide tutoring opportunities for all students in grade 3 through 12, provide supports to address the continuity of learning, provide training and materials for cohort teachers, provide training and instructional materials to support writing instruction in grades 3-12, maintain staffing to manage smaller class sizes to provide more intimate teaching and learning, provide resources and training in support of building family and home partnerships, provided curriculum, instruction, and assessment professional development, training, and supports for highly vulnerable populations, provide an elementary transition program for students with communication and behavioral needs. provide middle level transition program for students with communication and behavioral needs, provide mental health training to all staff, provide training interventions for trauma informed practices to select staff, purchase assistive technologies for K-12 communication support and multiple disabilities programs, purchase additional technology for student and staff use, hire an additional school psychologist, and reserve indirect costs as allowed by federal and state guidelines.

If referring to the document provided in the link - Evidence based: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>

The School Resource Officer and the Community Schools fall under C. Using data about students' opportunity to learn to help target resources and support. " While schools and districts work to ensure a physically safe learning environment, they should work just as urgently to understand students' social, emotional, mental health, and academic needs and identify strategies to address those needs." The district does this through both our SRO program and Community Schools program with work from a platform they use called LINK. Where we work with multiple organizations including the local police (Village of Dolgeville SRO) through these programs to get students and families the social and emotional help they need. They refer students and families out for counseling services and more mental health services. Community Schools can also help with the digital divide to help families effectively manage the technology needed when students are virtual learners.

The Kajeet Mobile Hotspots and the public relations fall under category B. Supporting equitable access and effective use of technology. Kajeets are the hotspots we are providing students and staff with to gain access to the internet.

The Public Relations service fits in all of this because this is a person that comes into the district from BOCES to make sure that we are communicating with parents and the community. This person will announce any changes to education, all the plans that need to be reviewed by the parents and community before starting them, all the special meetings and forums that need to be held, and more. This has become a very big task in our small district. This specifically refers to getting information out in regards to anything COVID, learning,

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technology, etc. This FTE uses the District facebook for community posts and also parent square for parent communication. Our BOCES service for Public Relations is the one getting all this information out to the public. He is also the one who came up with all the surveys to send out to get data about who has devices, internet, and transportation. He is the one advertising about 1. In-school acceleration; 2. Tutoring programs; 3. Out-of-school time programs; 4. Summer learning and enrichment; 5. Social Emotional programs; 6. 1:1 Devices and internet.

The total of all these items comes to \$440,357 which is more than the 20% reserve funds for learning loss.

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.

Dolgeville CSD will be taking the remaining funds (after the 20% reserved funds for learning loss) and use it to maintain the operation of the building and continuity of service in the School to employ existing and new staff. We also will utilize funds to provide a better outside instructional space for our students and community by resurfacing the current track. The current track is over 15 years old and is becoming an increased safety hazard for our students, staff and community. As we all know, physical health plays a very important part in mental and emotional health. As mental and emotional health gets better so will students' ability to be educated. This updated track space will also be a great way to get students and staff outside to learn in a open air environment.

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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 Dolgeville CSD is a poor rural school with more than 65% of families qualifying for free lunch, though our school currently qualifies for the Community Eligibility Provision (CEP) program that feeds all children in the district. Though 98% of our student population is white, and has an extremely limited ELL student population, we have over 20% of students who are classified as SWD's (students with disabilities), a percentage we at Dolgeville are very proud of. The Dolgeville CSD has a history of providing students with needed services and through the ARP-ESSER funds we will continue to enhance and explore additional opportunities for our students and their families to promote student development in all areas. Dolgeville has a large population of displaced students/families that need constant help and guidance, and as a result, the district is finalizing services with the United Way of the Mohawk Region to hire a full-time FSN (Family School Navigator), along with creating a Universal Pre-K program for four year olds. The district, as a result of ARP-ESSER funds will continue with both Catholic Charities and Community Schools, as well as enter into contract with the Neighborhood Center. Each of these programs directly impact students and families, with a focus on addressing social needs, emotional needs, and mental health. And finally, the district will continue, thanks to grant funding, a relationship with the local police agency and contract for a SPO (School Patrol Officer) who will also provide academic programming. Dolgeville CSD "will not discount any programs or interventions" that will help our students and families.

The Dolgeville CSD, in partnership with our family and community supports, will engage in creating a positive, connected, inclusive, and safe environment to embrace ALL learners through the development of a social emotional learning framework that empowers: Relationship Skills, Responsible Decision-Making, Self-Management, Self-Awareness, and Social Awareness. In addition, acknowledging diversity is foundational in building capacity for our social and emotional awareness while sustaining an intentional focus on equitable access and academic success. Dolgeville CSD will allocated ESSER funds to provide mental and social & emotional learning supports to students and staff. These supports include the following: Evidenced based trauma informed training for all staff, Cognitive Behavioral Intervention for Trauma in Schools (CBITS) training for select staff, and trauma focused training/therapy for select staff. Also, ESSER funds will provide mental health and social & emotional supports through mental health professional development and training as well as professional development at each school/level provided by school based health and curriculum. The stakeholders and beneficiaries of this menu of services includes individuals who represent students from the most vulnerable populations: children experiencing homelessness, children in foster care, students with disabilities, migratory students, English learners, and other underserved populations. Stakeholder feedback and input will be sought and utilized.

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ARP-ESSER Return to In-Person Instruction

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

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

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

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

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

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

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- 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.**

The Dolgeville Central School District reopened to full time instruction in May of 2021 our plan was made available to and directly communicated to multiple platforms to allow for clearly articulated information to students, parents/guardians, school staff, and other school community stakeholders. The plan was publicly posted through the following:

<https://dolgeville.org/cms/one.aspx?portalId=2982010&pageId=32541014> , and is accessible through the Dolgeville Central School Facebook website, and Parent Square (which is a direct messaging system that connects the school district with parents/guardians, school staff, and students). The LEA will include details of the district's Opening School Year Plan, which includes guidance from NYSED (New York State Education Department), the CDC (Center for Controlled Diseases), and AAP (American Academy of Pediatrics). We will continue to utilize the original Re-opening plan when or if we fall back into a situation where we need to re-visit remote learning.

https://p16cdn4static.sharpschool.com/UserFiles/Servers/Server_2981926/Image/District/Business%20Office/Reopening-plan.pdf

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

The Dolgeville Central School District successfully navigated the pandemic with a menu of well thought and prepared learning plans, which included remote, hybrid and ultimately full-day, everyday, in-person learning for all students K-12. The success of this plan can be contributed to the district's strong desire to include the many valuable resources in our communities and region, including county and state agencies that included the Department of Health (state and county), local Herkimer BOCES, collaboration with other school districts, and through the guidance of the CDC and AAP. In order to continuously keep school open safely for in-person learning, the Dolgeville Central School District continues to listen to many valuable resources available to them, including their own school community needs and desires. Following CDC and NYSED Guidelines for Covid-19 Prevention in K-12 School, Dolgeville CSD will focus its frameworks to continue building mitigation and protective strategies to ensure all students, regardless of background, will be provided full-time, in-person learning throughout the upcoming school year and beyond. Specific areas in which our focus will remain include: social distancing, mask requirements, health assessments, quarantine procedures, cafeteria and bus regulations, and locker/locker room protocols. The Dolgeville CSD LEA will continue to monitor updates, share with all stakeholders any and all updates using all possible platforms previously listed. Through the district's stakeholder groups, school staff, parents and students have been consulted and will continue to be consulted for constructive feedback and contributions. The essential objectives for Dolgeville are to keep all students and staff safe and to provide all students and staff with an engaging learning environment. Finally, the Dolgeville CSD LEA will include Board of Education Meetings as a forum to share and collect information regarding the status and plan to maintain and grow in-person instruction.

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

DOLGEVILLE CSD

211003040000

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 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 (\$)	1,978,560
Total Number of K-12 Resident Students Enrolled (#)	790
Total Number of Students from Low-Income Families (#)	475

ARP-ESSER Schools Served

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

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

ARP-ESSER Application: Part 2 - ARP Act

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

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

DOLGEVILLE CSD

211003040000

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 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.	119,514
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.	11,089
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	258,000
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	0

ARP-ESSER Application: Part 2 - ARP Act

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

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	FUNDING Amounts (\$)
students, students experiencing homelessness, and children and youth in foster care.	
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 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.	0
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.	893,025
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.	696,932
Totals:	1,978,560

ARP-ESSER Application: Part 2 - ARP Act

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

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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.**

ARP Fed Grant Signed REVISED.pdf

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

ARP-ESSER Budget_Narrative 90 Fed.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	0
16 - Support Staff Salaries	645,178
40 - Purchased Services	1,012,539
45 - Supplies and Materials	0
46 - Travel Expenses	0
80 - Employee Benefits	0
90 - Indirect Cost	0
49 - BOCES Services	320,843
30 - Minor Remodeling	0
20 - Equipment	0
Totals:	1,978,560