

# Dolgeville Central School District LEA ARP-ESSER Plan

ARPA ESSER Plan for Instruction

## Section 1: Introduction

The purpose of the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) Fund is to help safely reopen and sustain the safe operation of schools and address the impacts of COVID-19 on the nation's students by addressing students' academic, social, emotional, and mental health needs. The Dolgeville Central School District (DCSD) has been awarded \$3,387,669.00 in total ESSER funds. This plan describes how the awarded funds will be used. **Please note that this plan is dependent upon grant and Board approval.**

Questions about this plan should be directed to Mrs. Jessica Radley, Business Manager, at [jradley@dolgeville.org](mailto:jradley@dolgeville.org).

To respond to the COVID-19 pandemic, DCSD follows CDC, NYSDOH, and local Herkimer County Health Department guidance to the extent practicable. An updated Plan for Safe Return to In-Person Instruction and Continuity of Services will be posted on the Dolgeville Central School District website and reviewed at least every six months.

## Section 2: Prevention and Mitigation Strategies

ARP Act ESSER funds may be used 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 schools for in-person learning. DCSD will use approximately \$335,802.00 of its ARP Act ESSER funds to implement prevention and mitigation strategies as described below.

- Service specific school-level HVAC systems in an effort to improve the indoor air quality.
- Purchase 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>).

## Section 3: Addressing Unfinished Learning

Section 2001 (e) (1) of the ARP Act requires each LEA to use more than twenty percent of its formula 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. DCSD will use approximately \$1,379,465.00 of its ARP Act ESSER funds to address unfinished learning as described below.

- Provide traditional and enrichment summer school opportunities during summer 2021 through summer 2024.
- Provide tutoring opportunities for all students in grade 3-12.
- 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.
- Hire additional staffing to provide students and staff with a smaller student/teacher ratio.
- Hire an additional school psychologist to support the SEL needs of students, through mentoring, monitoring, and assisting teachers in implementing research-based best practices.
- Engage in a district wide initiative to coordinate and monitor processes and requirements for Tired Systems of Support/Response to Intervention (TSS/RTI) Programs.

#### **Section 4: Other Uses of Funds**

Section 2001 (e) of the ARP Act permits school divisions to use the ARP Act ESSER funding that are not reserved to address unfinished learning to address the impacts of COVID-19 in a variety of ways. DCSD will use approximately \$1,321,915 of its ARP Act ESSER funds in accordance with Section 2001 (e) of the ARP Act as described below.

- Provide resources and training in support of building family and home partnerships.
- Provide curriculum, instruction, and assessment professional development, training, and supports for highly vulnerable populations.
- Support our Preschool Initiative, Kindergarten Summer Camp, and Summer School Program for the 2021, 2022, 2023, 2024 school years.
- Provide an elementary transition program for students with communication and behavioral needs.
- Provide mental health training to all staff.
- Provide training on 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.
- Purchase tools to improve family and community engagement and customer service operations.
- Reserve indirect costs as allowed by federal and state guidelines.

#### **Section 5: Addressing Students' Academic**

In partnering with our family and community supports, DCSD engages 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.

Acknowledging diversity is foundational in building capacity for our social and emotional awareness while sustaining an intentional focus on equitable access and academic success. DCSD schools has allocated \$320,843.00 in ESSER funds to provide mental health and social & emotional learning supports to students and staff. These supports include the following:

- Trauma Informed Practices training for all staff.

- Suicide Safety Training for all staff.
- Cognitive Behavioral Intervention for Trauma in Schools (CBITS) training for select staff.
- Trauma Focused – Cognitive Behavioral Therapy (TF-CBT) training for select staff.

Additionally, the division will utilize ESSER funds to provide mental health and social & emotional supports through mental health professional development and training as well as professional development at each school provided by participants of the division Mindfulness Cohort.

#### **Section 6: Consultation with Stakeholders and Opportunity for Public Comment**

In developing the ARP ESSER Plan, DCSD staff conducted consultation in the following ways:

- During the month of July, the Dolgeville Central School District shared the DCSD ARP ESSER Stakeholder Survey on the district website for community feedback.
- Stakeholders included students, parents/families, administrators, teachers, support staff, and community members.
- Stakeholder groups included individuals who represented students from the most vulnerable populations to include: children experiencing homelessness, children in foster care, students with disabilities, migratory students, English learners, and other underserved populations.
- After the completion of the public comment period, District staff reviewed the survey results and utilized the stakeholder input to draft the ESSER plan.

#### **Section 7: Making the Plan Available to the Public**

The Dolgeville Central School District has taken the following steps to make this plan available to the public:

- The plan is posted on the Dolgeville Central School District Website.
- The plan can be available to parents and community members by contacting SBO, Jessica Radley at [jradley@dolgeville.org](mailto:jradley@dolgeville.org)
- Upon request, a parent who is an individual with a disability, as defined by the ADA, may be provided with the plan in an alternative format. Contact Michelle Primeau, Director/Supervisor of Special Education at [mprimeau@dolgeville.org](mailto:mprimeau@dolgeville.org) to request this service.



**BUDGET NARRATIVE**

LEA: DOLGEVILLE CENTRAL SCHOOL DISTRICT	FOR TITLE: ARP – ESSER 90%
BEDSCODE: 211003040000	

**\*\* MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	
<i>Code 16 Support Staff Salaries</i>	<i>Much of the work coordinating the additional summer and school year enrichment programs will be complimented and supported by Support Staff. We are also maintaining the operation of and continuity of service in the School to employ existing and new staff.</i>
<i>Code 40 Purchased Services</i>	<i>To assist the School with developing, implementing and maintaining procedures and systems to improve the preparedness and response efforts we will contract with the local Police Department for a School Resource Officer (SRO). The School Resource Office will also assist students through guidance, which is strongly needed to support the loss of instructional time due to the Pandemic and COVID shutdowns. Students have a hard time learning if they are having behaviors that started due to being home for long periods of time. This expense will be part of the 20% allocation for learning loss. Dolgeville has been in the need to resurface our Track. Due to a few rough budget years and no significant opening in our capital project timeline, we have not been able to accomplish this task. Now, more than ever, it is imperative that we have this outdoor space to not only house track and field events for mental and physical health, but also have additional learning space where classes can be held outside when the weather permits. This expense would also classify as required 20% reserve for learning loss, if the school needs to temporarily close the doors, an outdoor space could provide "classroom space" without actually congregating inside the building. Outdoor learning space is much better air quality then indoor spaces. At this time, our track is increasingly becoming a safety hazard and as a result unable to be utilized to its full potential.</i>

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 45 Supplies and Materials	
Code 46 Travel Expenses	
Code 80 Employee Benefits	
Code 90 Indirect Cost	
Code 49 BOCES Services	<p><i>One of our main goals is to provide students with mental health services and supports, another expense that will fit into the 20% required reserve for learning loss; Dolgeville has decided to implement an evidence based full-service community schools program through Herkimer BOCES. Learning loss, from the COVID shut down created some social emotional issues that need correction and guidance in order for students to continue growing their education.</i></p> <p><i>During the COVID shut down, Dolgeville realized a greater need to communicate with Students, Parents, and Staff. With all the extra duties that came with the shutdown, we found it important to purchase a Public Relations service with BOCES to ensure all information was being communicated timely and properly. We would like to maintain this public relations service as long as possible. This expense is a 20% Required reserve for learning loss, because in order to correct any learning loss issues, we need to effectively communicate the problems with parents and families. Good communication between the school and the family is what will help promote plan for learning improvement.</i></p> <p><i>Some of our students and staff do not have access to internet services. In order to correct learning loss, it is important that we give these people the opportunity to learn or teach virtually when or if they are quarantined and need to join virtual classes. We piloted this BOCES program with Kajeet hotspots in the 20/21 school year, which worked well and as a result we would like to maintain the program as long as possible.</i></p>





## BUDGET NARRATIVE

LEA: DOLGEVILLE CENTRAL SCHOOL DISTRICT	FOR TITLE: ARP – ESSER – State Allocations 1% After School
BEDSCODE: 211003040000	

**\*\* MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<i>Code 15 Professional Salaries</i>	<i>The biggest expense for these newly implemented enrichment programs after school is staff. DCS will be creating a Study Den and an Extended Skills program as well as continuing to support our after school clubs and organizations.</i>
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	
<i>Code 46 Travel Expenses</i>	

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 80 Employee Benefits</i>	
<i>Code 90 Indirect Cost</i>	
<i>Code 49 BOCES Services</i>	
<i>Code 30 Minor Remodeling</i>	
<i>Code 20 Equipment</i>	



**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$201,188
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	\$117
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$201,305

Agency Code:

Project #:

Contract #:

Agency Name:

**FOR DEPARTMENT USE ONLY**

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

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

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

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

2.11.22 \_\_\_\_\_  
 Date Signature

**JOSEPH GILFUS, SUPERINTENDENT**  
 Name and Title of Chief Administrative Officer

Finance: Logged \_\_\_\_\_ Approved \_\_\_\_\_ MIR \_\_\_\_\_

**BUDGET NARRATIVE**

LEA: DOLGEVILLE CENTRAL SCHOOL DISTRICT	FOR TITLE: ARP – ESSER – State Allocations 1% Summer
BEDSCODE: 211003040000	

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<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<i>Code 15 Professional Salaries</i>	<i>DCS will be planning and implementing Summer Enrichment Programs. The biggest expense for these newly implemented summer enrichment programs is staffing salaries.</i>
<i>Code 16 Support Staff Salaries</i>	<i>Much of the work coordinating the above-mentioned additional summer enrichment programs will need to be complimented and supported by Transportation Staff.</i>
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	
<i>Code 46 Travel Expenses</i>	

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 80 Employee Benefits</i>	
<i>Code 90 Indirect Cost</i>	
<i>Code 49 BOCES Services</i>	
<i>Code 30 Minor Remodeling</i>	
<i>Code 20 Equipment</i>	



**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$141,543
Support Staff Salaries	16	\$54,849
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	\$4,913
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$201,305

Agency Code:

Project #:

Contract #:

Agency Name:

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2/1/22 \_\_\_\_\_  
 Date Signature

**JOSEPH GILFUS, SUPERINTENDENT**  
 Name and Title of Chief Administrative Officer

**BUDGET NARRATIVE**

<b>LEA: DOLGEVILLE CENTRAL SCHOOL DISTRICT</b>	<b>FOR TITLE: ARP – ESSER – State Allocations 5% Learning</b>
<b>BEDSCODE: 211003040000</b>	

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<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<i>Code 15 Professional Salaries</i>	<i>DCS will be addressing learning loss and providing students with additional academic and social emotional support. The salaries of professional staff will be supported through such funds. We are also maintaining the operation of and continuity of service in the School to employ existing and new staff.</i>
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	
<i>Code 46 Travel Expenses</i>	

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 80 Employee Benefits</i>	<i>It is important to maintain and offer benefits for our staff. As stated above we are working on the continuity of service in the School to employ existing and new staff, new staff will be offered the benefits of existing employees.</i>
<i>Code 90 Indirect Cost</i>	
<i>Code 49 BOCES Services</i>	
<i>Code 30 Minor Remodeling</i>	
<i>Code 20 Equipment</i>	



**BUDGET SUMMARY**

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$978,306
Support Staff Salaries	16	
Purchased Services	40	
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	.80	\$28,193
Indirect Cost	90	
BOCES Services	49	
Minor Remodelling	30	
Equipment	20	
Grand Total		\$1,006,499

Agency Code:

Project #:

Contract #:

Agency Name:

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<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
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2/22/2022 *Joseph Gilrus*  
 Date Signature

*Joseph Gilrus, Superintendent*  
 Name and Title of Chief Administrative Officer

Finance: Logged \_\_\_\_\_ Approved \_\_\_\_\_ MIR \_\_\_\_\_