



Dansville Schools

Budget Narrative for ESSER III

Approved February 20, 2022

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

The district, in accordance with the input from our stakeholders, will use approximately half of these funds to improve the air quality of our older schools, adding air conditioning and possibly, if funding allows, air filtration systems. This will allow the district to have much greater flexibility to offer school year round, which will allow for more options for our schools to open more safely for in-person instruction. Air conditioning not only allows for us to better control the air in our school, but also breaks down a barrier to students masking, as younger children struggled to keep their masks up more when the rooms were hotter in the early summer and fall months.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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, in accordance with the input from our stakeholders, will address learning loss by adding high quality curricular materials through the purchase of the Amplify Science curriculum for students in grades K-5. We will also purchase updated equipment and materials for students to use in all engineering, experiential, Project Lead the Way (PLTW) courses in grades 6-12. If funding allows, the district will also purchase a new, robust K-8 literacy curriculum. This has been explored, but had to be paused due to the stress of the pandemic. It will be revisited, including a pilot next school year, followed by full implementation. The district will also hire math interventionist to provide individualized, Tier 3 instruction to students identified by our daily math intervention as needing additional support. Our literacy specialist will also purchase a mobile and adjustable cart to hold the Promethean board, to allow for students of all ages to interact at their level with the reading interventions. Staff will also be trained to offer additional PLTW courses, allowing more students to take these experiential, highly engaging classes. We will also offer free summer experiences in our Dream Flight Adventures spaceship program, paying for the cost of the program with these funds. Our dual enrollment offerings with LCC have provided online and in-person flexibility for our students and will remain part of our work to address learning loss.

Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

Remaining funds will be used to enhance the MS Commons AV system, allowing for better training of staff in mental health and SEL areas. This space is also used K-12 as appropriate, for presentations and engagement offerings for students and our families, so the enhancement of this space will improve our ability to provide better mental health resource opportunities for our entire district. The district's mental health screeners (SAEBRS and BASC) will also be paid for using this funding.

With any remaining funds, we will provide one-time hazard pay for staff and possibly purchase replacement Chromebooks if needed and funds remain.

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) of the ARP Act (see below) 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.

One of the benefits of our smaller sized school is that we know our students and families on a personal level. As part of our MTSS framework, we have systems in place whereby our building principals, teachers and mental health staff collect and analyze classroom data, math and literacy screening data and mental health screening data regularly to ensure we are identifying, intervening and then monitoring the progress of our students. We have systems set up to provide additional support for and we closely monitor our most vulnerable students, including those who are economically disadvantaged, students of color, English learners, children with disabilities and those experiencing homelessness or in foster care. We remove barriers such as transportation, fees, etc. to ensure equal access for our most at-risk students to extended school year opportunities.