

ARP Grant Application

2021-2022

DEXTER CONSOLIDATED SCHOOLS



Contact Information		Budget Table	
District	DEXTER	ARP ESSER Award 2/3 rd Allocation	967676.49
District Code	006	ARP ESSER Award 2/3 rd Debit	967676.49
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	millerja@dexterdemons.org	ARP ESSER Award 1/3 rd Allocation	483838.25
Phone Contact	575.734.5420	ARP ESSER Award 1/3 rd Debit	483838.25
Application Status	Approve	ARP ESSER Award 1/3 rd Balance	0.00

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	20 % of 2/3 Amount	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	20% of 1/3 Amount
The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	The school district will employ an attendance officer to locate absent students and reengage disconnected youth. The purpose of this position would be to implement a truancy reduction intervention, with focus on our disproportionate subgroups (High School students behind in credits, Students with Disabilities, English Learners, and Homeless	193,535.30	The district will seek to adopt appropriate and meaningful short cycle assessments at each school site by May 15. Each school site will adopt a high-quality assessment that is valid and reliable, in order to gain student data to accurately assess students' academic progress and assist	96,767.65

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students). The attendance officer would monitor student attendance rates to identify youth who are disengaged from school or who are at a risk of dropping out. The officer would mentor at-risk students who face chronic absenteeism and truancy, working closely with students and families, implementing interventions (home visits, educating parents on the importance of attendance, providing academic resources to students to increase their positive school experience) and using other universal procedures to increase student school attendance and engagement across the district. Because there is a close correlation between students who participate in truancy intervention programs and an increase in their school attendance and high school graduation rates (Title V Addressing Disproportionate Minority Contact: Truancy Interventions), the attendance

educators in meeting students' academic needs, including through differentiating instruction. When teachers have access to timely student data for short cycle assessments tied to state standards, school leaders can provide support and structure to help teachers identify student weaknesses, identify subsets of students most in need and address these gaps in student learning (West, M. R., Morton, B. A., & Herlihy, C. M.). The process for determining which short cycle assessments are selected include the assessments' alignment to current summative assessments, how granular data can be collected, and the rigor of the assessments. Principals, with input from teachers, and their school Leadership Teams, will choose short

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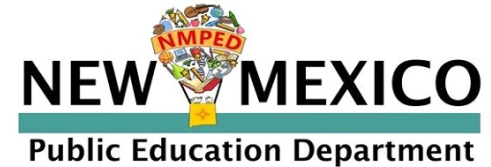
officer will collect student data, monitor progress in student attendance and provide additional services where needed. The attendance officer would provide Individualized timely interventions to increase student attendance rates, and engage with families. The district's 2021 High School Graduation rate is 83.09%, which is a 4.41-point decrease from the 2020 High School Graduation rate (87.5%). The goals of the attendance officer's position: Year 1 - increase High School graduation rate to the 2020 graduation rate, Year 2 - Increase High School Graduation rate to 90%, Year 3 - Increase High School graduation rate to 93%. While the attendance officer would serve all students in the district, including English learners, students with disabilities, students in foster care, students experiencing homelessness, students from low-income backgrounds, and migratory students, the

cycle assessments that meet the appropriate selection criteria. Collecting student short cycle data will provide teachers a greater opportunity to identify specific students and subgroups of students (English Learning, Students with Disabilities) who are in need to specific and timely interventions. Increasing teacher use of student data will improve both teaching and student learning and the short cycle assessment data can guide teachers in how to support student learning. Funding would be used to adopt these high quality assessments, fund instructional coaching for teachers to support their teaching of students and addressing student needs, training and support for the implementation of data-based instructional practices, and training for how to analyze and use the

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attendance officer would work primarily with those students most disproportionately impacted by the Covid-19 pandemic.

Guryan, J., Christenson, S., Claessens, A., Engel, M., Lai, I., Ludwig, J., ... Turner, M. C. (2017). The effect of mentoring on school attendance and academic outcomes: A randomized evaluation of the Check & Connect program (Working Paper WP-16-18). Evanston, IL: Institute for Policy Research, Northwestern University. Retrieved from: <https://www.ipr.northwestern.edu/our-work/working-papers/2016/WP-16-18.html>

Locating Absent Students and Reengaging Disconnected Youth. Ed Covid-19 Handbook: Roadmap to Reopening Safely and Meeting All Students' Needs (2021), Pg. 12 Retrieved from: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>

student data.

Achievement Network's Investing in Innovation Expansion: Impacts on educator practice and student achievement. West, M. R., Morton, B. A., & Herlihy, C. M. (2016). Cambridge, MA: Center for Education Policy Research, Harvard University. Retrieved from: <https://cepr.harvard.edu/publications/achievement-network-investing-innovation-expansion>

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	Keaton, S., Burke, C. (2010). Title V Addressing Disproportionate Minority Contact: Truancy Interventions. Retrieved from: https://www.sandag.org/uploads/publicationid/publicationid_4550_24920.pdf			
Activities to address the Social Emotional Needs of all students	Yes	60,000.00	No	
Activities to address the Academic Needs of all students	Yes	73,535.30	Yes	41,767.65
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	Yes	30,000.00	Yes	30,000.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	No	0.00	No	0.00
English learners	No	0.00	Yes	25,000.00

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Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	Yes	15,000.00	No	0.00
Children and youth in foster care	Yes	15,000.00	No	0.00
Sub Totals		193,535.30		96,767.65

Additional Reserve Funds (Optional)

	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:</p>	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.</p>
<p>Funds above and beyond the 20 percent minimum of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).</p>	<p>The school district will employ an attendance officer to locate absent students and reengage disconnected youth. The attendance officer would monitor student attendance rates to identify youth who are disengaged from school or at a risk of dropping out. The officer would mentor at-risk students who face chronic absenteeism and truancy. The attendance officer would work closely with students and families, implementing interventions and universal procedures to improve student school attendance and engagement across the district. The attendance officer would provide Individualized timely interventions when</p>	

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needed to improve student attendance rates, and engage with families. The attendance officer would serve all students in the district, including English learners, students with disabilities, students in foster care, students experiencing homelessness, students from low-income backgrounds, and migratory students.

The effect of mentoring on school attendance and academic outcomes: A randomized evaluation of the Check & Connect program (Working Paper WP-16-18)
 Guryan, J., Christenson, S., Claessens, A., Engel, M., Lai, I., Ludwig, J., ... Turner, M. C. (2017). Evanston, IL: Institute for Policy Research, Northwestern University. Retrieved from: <https://www.ipr.northwestern.edu/our-work/working-papers/2016/WP-16-18.html>
 Locating Absent Students and Reengaging Disconnected Youth. Ed Covid-19 Handbook: Roadmap to Reopening Safely and Meeting All Students' Needs (2021), Pg. 12 Retrieved from: <https://webnew.ped.state.nm.us/wp-content/uploads/2021/09/ED-COVID-19-Handbook-vol-2-2021.pdf>

Activities to address the Social Emotional Needs of all students	Yes	15,044.42	No	0.00
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Activities to address the Academic Needs of all students	Yes	15,000.00	No	0.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	No	0.00	No	0.00
English learners	No	0.00	No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		30,044.42		0.00

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Activities to Address Needs

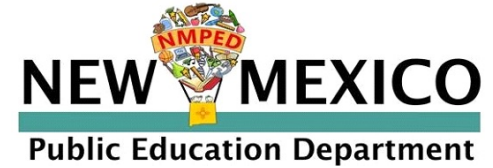
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

	2/3 Amount Allocations		1/3 Amount Allocations	
	Narrative	Amount	Narrative	Amount
Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.				
Elementary and Secondary Education Act (ESEA)	Funds would be used to support the professional development and instructional coaching needed by educators to facilitate remote learning.	10,000.00	Funds would be used to support the professional development and instructional coaching needed by educators to facilitate remote learning.	5,000.00
Individuals with Disabilities Education Act (IDEA)		0.00		0.00
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
		10,000.00		5,000.00

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Response Efforts - COVID 19

Allowable Activities for Remaining Funds. Consistent with PED’s priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support services. Digital devices must be capable of meeting at-risk students’ remote learning needs and teachers’ remote teaching needs. Digital devices must allow for the reliable download and upload of assignments, streaming of instructional videos, and participation in individual and group video conferencing. In the category below “purchasing instructional technology,” please include in the narrative an explanation of how the LEA is meeting this priority and a dollar amount that will be used for these purposes.

ARP ESSER 2/3

ARP ESSER 1/3

	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases	Purchase of real-time safety and compliance training and professional development for all district staff in order to minimize the spread of infectious diseases.	10,000.00	Purchase of real-time safety and compliance training and professional development for all district staff in order to minimize the spread of infectious diseases.	5,000.00

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Purchasing supplies to sanitize and clean the LEA's facilities	Purchase of supplies and equipment to prevent, prepare for and respond to coronavirus, as well as ensure schools are fully clean, sanitized and stocked with cleaning supplies.	36,096.77	Purchase of supplies and equipment to prevent, prepare for and respond to coronavirus, as well as ensure schools are fully clean, sanitized and stocked with cleaning supplies.	18,000.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	Funds would be used to support long-term benefits to infrastructure through the replacement of doors with keyless entry systems to avoid the transmission of virus in high-touch areas across the school district.	186,000.00	Funds would be used to support long-term benefits to infrastructure through the replacement of doors with keyless entry systems to avoid the transmission of virus in high-touch areas across the school district.	70,000.00
Improving indoor air quality		0.00		0.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning		0.00		0.00

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<p>Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)</p>	<p>Fund would be used to purchase and distribution of digital devices and the support of home internet connectivity for all students who lack devices and connectivity, thus closing the digital divide to provide internet connectivity to students and families who may need it in the event students are restricted to remote learning. Funds will be used to support students equitable access and effective use of technology. Technology would be used in ways that support students who are performing at different levels, whether through one-on-one support, in small groups or through student-centered learning. Fund would also be used to purchase and distribution of digital devices and the support of home internet connectivity for all students who lack devices and connectivity.</p>	<p>40,000.00</p>	<p>Fund would be used to purchase and distribution of digital devices and the support of home internet connectivity for all students who lack devices and connectivity, thus closing the digital divide to provide internet connectivity to students and families who may need it in the event students are restricted to remote learning. Funds will be used to support students equitable access and effective use of technology. Technology would be used in ways that support students who are performing at different levels, whether through one-on-one support, in small groups or through student-centered learning. Fund would also be used to purchase and distribution of digital devices and the support of home internet connectivity for all students who lack devices and connectivity.</p>	<p>45,000.00</p>
<p>Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors</p>	<p>Provide students with multi-tier systems of support (MTSS) through the hiring of social worker to address the social and emotional needs of students and provide mental health support. The social workers would provide counseling and social work services to all students including students with disabilities, students from low-income backgrounds,</p>	<p>150,000.00</p>	<p>Provide students with multi-tier systems of support (MTSS) through the hiring of social worker to address the social and emotional needs of students and provide mental health support. The social workers would provide counseling and social work services to all students including students with disabilities, students from low-income</p>	<p>75,000.00</p>

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students of color, and English learners. The social worker would also provide training for staff on how to identify students in need as well as how to help students develop coping skills. Fund would also be used to provide professional development and training that increase awareness of mental health literacy for teachers and staff. Supporting Student Mental Health Needs. Ed Covid-19 Handbook: Roadmap to Reopening Safely and Meeting All Students' Needs (2021), Pg. 10
Addressing student social, emotion. And mental health needs. Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time (2021), P. 10
Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time. US Department of Education (August 2021), Pg. 11
Retrieved from:
<https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf>

backgrounds, students of color, and English learners. The social worker would also provide training for staff on how to identify students in need as well as how to help students develop coping skills. Fund would also be used to provide professional development and training that increase awareness of mental health literacy for teachers and staff. Supporting Student Mental Health Needs. Ed Covid-19 Handbook: Roadmap to Reopening Safely and Meeting All Students' Needs (2021), Pg. 10
Addressing student social, emotion. And mental health needs. Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time (2021), P. 10
Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time. US Department of Education (August 2021), Pg. 11
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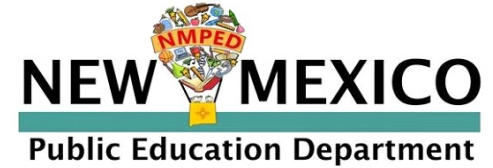


<p>Planning and implementing activities related to summer learning and supplemental after-school programs</p>	<p>Funding would be used to recruit and employ staff for summer learning and after-school tutoring in order to structure students out-of-school time to improve academic achievement. Borman, G. D., & Dowling, N. M. (2006). Longitudinal achievement effects of multiyear summer school: Evidence from the Teach Baltimore randomized field trial. Educational Evaluation and Policy Analysis, 28(1), 25–48. Retrieved from: https://eric.ed.gov/default.aspx?id=EJ750483</p>	<p>162,000.00</p>	<p>Funding would be used to recruit and employ staff for summer learning and after-school tutoring in order to structure students out-of-school time to improve academic achievement. Borman, G. D., & Dowling, N. M. (2006). Longitudinal achievement effects of multiyear summer school: Evidence from the Teach Baltimore randomized field trial. Educational Evaluation and Policy Analysis, 28(1), 25–48. Retrieved from: https://eric.ed.gov/default.aspx?id=EJ750483</p>	<p>94,070.60</p>
<p>Addressing learning loss</p>		<p>0.00</p>		<p>0.00</p>

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Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	Hiring of staff who will identify and work with at-risk students, implement interventions and work with students to address learning loss, and implement strategies to get parents involved in the educational process. Funds would also be used to provide additional compensation for effective teachers to extend their reach. The LEA will use funds to pay for background checks for substitutes, in order to address vacancies across the district. Fund will be used to pay for substitutes used for COVID-19 (Families First Coronavirus Response Act) paid sick leave.	150,000.00	Hiring of staff who will identify and work with at-risk students, implement interventions and work with students to address learning loss, and implement strategies to get parents involved in the educational process. Funds would also be used to provide additional compensation for effective teachers to extend their reach. The LEA will use funds to pay for background checks for substitutes, in order to address vacancies across the district. Fund will be used to pay for substitutes used for COVID-19 (Families First Coronavirus Response Act) paid sick leave.	75,000.00
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.		0.00		0.00
Sub Totals		734,096.77		382,070.60

Program Consultation

To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted
Students	8/12/2021	9/7/2021	
Families	8/12/2021	9/7/2021	

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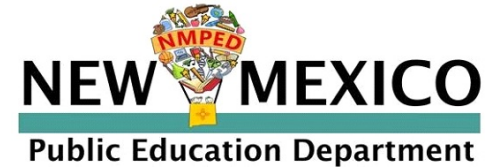


School and district administrators (including Special Education administrators)	8/3/2021	9/7/2021	
Teachers	8/11/2021	9/7/2021	
Principals	8/3/2021	9/7/2021	
School leaders	8/11/2021	9/7/2021	
Other educators			
School support personnel	8/11/2021	9/7/2021	
Unions			
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)			
Superintendents	8/3/2021	9/7/2021	
Charter school leaders (if applicable)			
Stakeholders representing the interests of:			
Children with disabilities	8/12/2021	9/7/2021	
English learners	8/12/2021	9/7/2021	
Children experiencing homelessness	8/12/2021	9/7/2021	
Children in foster care	8/12/2021	9/7/2021	
Migratory students	8/10/2021	9/7/2021	
Children who are incarcerated			
Other underserved students			

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Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required to consult with students; families; Tribes (if applicable); civil rights organizations (including disability rights organizations); school and district administrators (including special education administrators); superintendents; charter school leaders (if applicable); teachers, principals, school leaders, other educators, school staff, and their unions; 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 in the development of its ARP ESSER plan. Under the requirement, an SEA must also provide the public with the opportunity to provide input in the development of the plan and take such input into account.

*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit PED and auditors access to records and financial statements as necessary.

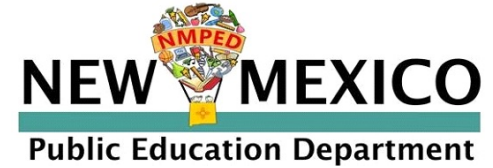
Indirect Cost Rate

	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	No	483,838.25	7.99	1.0799	0.00	0.00	0.00	0.00
ARP ESSER 2/3 rd Indirect Cost Rate	No	967,676.49	7.99	1.0799	0.00	0.00	0.00	0.00

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Required Information - GEPA	
	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see: https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc</p> <p>GEPA Rubric A satisfactory answer</p> <ul style="list-style-type: none"> • Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access <p>May require revision</p> <ul style="list-style-type: none"> • May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age • May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access 	<p>Dexter Schools recognizes its high English Learner population. To reduce the potential language barriers some participants (students, parents, community members) may experience, the LEA will make all efforts to provide resources to participants in their home language. The LEA will also look to hire staff that are bilingual, use interpreters and purchase and use resources that support the EL populations in order to reduce these barriers and provide equitable access to all participants.</p>

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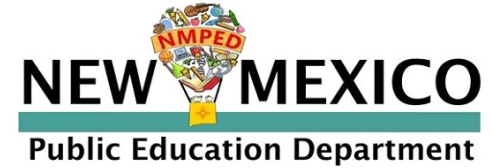


<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools:</p> <p>(c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS.— (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education</p>	<p>True</p>	
<p>The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021</p>	<p>True</p>	

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Instructions:

During the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, but no less frequently than every six months, review and, as appropriate*, revise and post its plan for safe return to in-person instruction and continuity of services. 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). The requirement clarifies that, 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.

Under this requirement, the plans must be: In an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

In the fields below, please provide a link to the LEA’s most current posted plan on the LEA’s website, and the date the plan was posted to the LEA’s website.

First Posting	http://www.dexterdemons.org/UserFiles/Servers/Server_378038/File/Re-Entry%20Plan%20-%20Dexter%20Schools.pdf , Dexter Consolidated Schools Re-Entry Plan - Covid-19	
Second Posting (if needed*)	http://www.dexterdemons.org/departments/federal_and_state_programs/e_s_s_e_r_i_i_a_r_p , ARP Plan for Safe Return to In-Person Instruction	12/7/2021
Third Posting (if needed*)		

ARP Grant Application

2021-2022

DEXTER CONSOLIDATED SCHOOLS



Fourth Posting (if needed*)		
Fifth Posting (if needed*)		
Sixth Posting (if needed*)		
Seventh Posting (if needed*)		
Eighth Posting (if needed*)		
The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021	True	
The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC)	True	

Posting of LEA's ARP ESSER III Application to the LEA's Website		
District	Date	Please provide a link to the LEA s ARP ESSER III application on the LEA s website
DEXTER	10/22/2021	http://www.dexterdemons.org/departments/federal_and_state_programs/e_s_s_e_r_i_i_i_a_r_p , ARP ESSER III Funding Application