

History Log

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/16/2021 3:50:22 PM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	8/16/2021 3:42:03 PM	Melissa Hickey	Status changed to 'CSDE Management Approved'.	S
	8/16/2021 3:30:03 PM	Megan Alubicki Flick	Status changed to 'CSDE Grant Contact Approved'.	S
	8/16/2021 2:14:33 PM	James Thompson	Status changed to 'LEA Superintendent Approved'.	S
	8/16/2021 2:13:32 PM	Elisa Pierce	Status changed to 'Application Completed'.	S
	6/1/2021 2:02:59 PM	Elisa Pierce	Status changed to 'Application Started'.	S
	5/18/2021 9:17:04 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	(3) ARP ESSER - HCY II	Total
LEA	\$3,458,270.00	\$0.00	\$0.00	\$3,458,270.00
Total	\$3,458,270.00	\$0.00	\$0.00	\$3,458,270.00

Contacts

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Contacts

Required Contacts

Type	Contact(s)
ARP ESSER Funds Contact [Select at least 1 contact(s)]	<u>Elisa Pierce</u> <u>Domenico Greco</u>

Program Information

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Program Information

Our Connecticut school communities-with students at the center-continue to be bold and innovative as they respond to the COVID-19 pandemic. The United States Department of Education (USED) has recognized the importance of supporting these efforts, particularly with the infusion of resources to support education in Connecticut. The American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has granted the State of Connecticut an additional \$1,105,919,874, providing the opportunity to develop bold, high-impact plans to address the substantial disruptions to student learning, interpersonal interactions, and social-emotional well-being. ESSER I created the opportunity to **survive**, ESSER II created the opportunity to **thrive**, and ARP ESSER is Connecticut's opportunity to **transform** our schools.

In this application, we urge LEAs to reflect on the needs assessment conducted for the ESSER II application and to consider how ARP ESSER funds might help expand the depth and breadth of existing initiatives to reach our goal of reimagining schools to transform students' lives.

Timelines:

June 23, 2021	LEA "Safe Return to In-Person Instruction and Continuity of Services Plan" must be made publicly available online.
August 16, 2021	LEA ARP ESSER Plan (application) is due.
September 30, 2024	ARP ESSER Funds must be obligated.

Stakeholder Engagement

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

LEAs must engage in meaningful consultation with stakeholders when creating their LEA ARP ESSER Plan. Stakeholders with whom the LEA should consult include, but are not limited to the following.

Check all that apply:

- students
- families/legal guardians
- school and district administrators (including special education administrators)
- teachers, principals, school leaders, other educators, school staff, and their unions
- Tribes (if applicable) - To the extent present in or served by the LEA
- civil rights organizations (including disability rights organizations) - To the extent present in or served by the LEA
- stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students - To the extent present in or served by the LEA
- Boards of Education
- Town Council Members, Local business leaders Other (Please list)

* Provide a description of how the LEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the LEA took such input into account.

The district held multiple virtual forums throughout the spring to ask all stakeholders 3 questions that helped inform the district funding direction:

1. What hopes, dreams, and aspirations do we in Bloomfield have for our young people?
2. What are the skills and habits of mind that our children need for success in this rapidly changing world?
3. What are the implications for the learning experiences we provide in our school systems?

Participants in these forums included:

1. School-based staff
2. Students
3. Parents/Families
4. District Leadership
5. Town-based partners
6. Non-profit partners
7. Corporate and business leaders
8. Faith-based organizations
9. Institutes of High Education

The forums, and corresponding student surveys (administered May 17-28), were integral to providing focus and direction. Some trends that emerged from the surveys and forums include:

1. Request from students and families wanting more experiential learning opportunities aligned to career paths
2. Forum and survey results indicated that there are four major competencies, with corresponding subcategories, stakeholders felt were needed for the future success of all Bloomfield students:
 - i. Critical Thinker
- a. Technology Savvy

- b. Financially Literate
 - c. Creative
 - ii. Communicator
 - a. Empathic
 - b. Ethical
 - iii. Problem Solver
 - a. Analytical
 - b. Confident
 - c. Collaborative
 - iv. Adaptable
 - a. Self/Goal Directed
 - b. Responsible
 - c. Perseveres
 - 3. Providing students as young as PreK the
- The outcomes provided the initial direction in resource planning. Additional feedback was then sought from principals, school-based staff, union leadership, facilities staff, special education staff, nursing staff, and technology staff to help identify specific materials or program needs that would impact the outcomes sought by the stakeholders during the spring forums and the student survey.
- The input from these groups addressed the implementation strategies, and corresponding resource needs, to meet the immediate and long-term goals of the district in alignment with the district Plan of Excellence and the competencies brought forward by community stakeholders.

Finally, the items listed to implement COVID-19 mitigation strategies and plan for a safe return to school were put forth in partnership with school nurses and the Bloomfield/West Hartford Health district. This includes implementation of the screening test process, continued support of universal mask wearing, and maintenance of 3 feet or more social distancing in all schools.

Documents		
Type	Document Template	Document/Link
ARP Letters of Support	N/A	

Safe Return to In-Person Instruction and Continuity of Services Plan

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Safe Return to In-Person Instruction and Continuity of Services Plan

LEAs are required to publish a plan for the safe return to in-person instruction and continuity of services that includes the extent to which the LEA has adopted policies and a description of any such policies on each of the following (section 2001(i)(1) of ARP):

Health and safety strategies:

- universal and correct wearing of masks;
- 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, and/or Tribal health departments;
- diagnostic and screening testing;
- efforts to provide vaccinations to educators, other staff, and students, if eligible;
- appropriate accommodations for children with disabilities with respect to health and safety policies, as well as coordination with state and local health officials

Continuity of services (including but not limited to):

- Addressing student academic needs, as well as student and staff social, emotional, mental, and other health needs, which may include student health and food services

* Public comment was taken into account

*** Please share the URL to the website where you publicly posted your plan.**

https://www.bloomfieldschools.org/parents_and_students/virtual_backpack

[https://www.bloomfieldschools.org/UserFiles/Servers/Server_86794/File/Virtual%20Backpack/Bloomfield%20-%20Safe%20Return%20to%20In-Person%20Instruction%20and%20Continuity%20of%20Service%20Plan%206-23-2021\(1\).pdf](https://www.bloomfieldschools.org/UserFiles/Servers/Server_86794/File/Virtual%20Backpack/Bloomfield%20-%20Safe%20Return%20to%20In-Person%20Instruction%20and%20Continuity%20of%20Service%20Plan%206-23-2021(1).pdf)

ARP ESSER Uses of Funds

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Instructions:

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act and for the specific areas described below. Helpful information may be found in [ESSER Uses of Funds FAQ](#)

LEAs will indicate Uses of Funds in the ARP ESSER Budget by selecting a budget tag for each budget detail from the Uses of Funds tag group drop down. The drop down list will have a shortened version of each use. Please refer to the descriptions below for the tag for each use of funds.

Uses of ARP ESSER Funds	Budget Detail Tag
Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including 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; (D) Tracking student attendance and improving student engagement in distance education; (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.	Addressing learning loss

<p>Coordination of preparedness and response efforts of local educational agencies 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 coronavirus.</p>	<p>Coordination of preparedness and response</p>
<p>Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.</p>	<p>Providing principals/leaders with resources</p>
<p>Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.</p>	<p>Addressing unique needs of special populations</p>
<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</p>	<p>Improving preparedness and response</p>
<p>Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.</p>	<p>Training to minimize disease spread</p>
<p>Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency, and to purchase PPE.</p>	<p>Supplies to sanitize and clean and PPE</p>
<p>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 educational services can continue to be provided consistent with all Federal, State, and local requirements.</p>	<p>Long-term closure activities</p>
<p>Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.</p>	<p>Education technology</p>

<p>Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.</p>	<p>Mental health services</p>
<p>Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.</p>	<p>Summer learning</p>
<p>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.</p>	<p>Facility repairs/improvement to minimize disease spread</p>
<p>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.</p>	<p>Improve air quality</p>
<p>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.</p>	<p>Health and safety of students, staff and educators</p>
<p>Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.</p>	<p>Other ARP ESSER eligible activities</p>
<p>Administrative Costs - necessary and reasonable</p>	<p>Administrative</p>
<p>Indirect cost as indicated by use of budget details for Object Code 917 - Indirect Cost.</p>	<p>Indirect Cost</p>

Priority Goals

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

[ARP Letter to Superintendents 05-09-21](#)

[Benchmark Assessment Guidance to LEAs](#)

[ARP ESSER Guidance](#)

PRIORITY 1: Learning Acceleration, Academic Renewal, and Student Enrichment (Required)

Advancing equity and access in education for students in Connecticut remain top priorities. Resources must focus on academic supports and recovery to accelerate learning for our students, particularly those disproportionately affected by the pandemic.

* **My district is using ARP ESSER funds for Priority 1 purposes.**

Minimum 20% required set aside for Priority 1 (select Priority 1 budget tag in Budget Details): \$691,654.00

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 1 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: *By hiring additional staff to support summer learning, extended day, credit recovery and the targeted needs of special populations, the district will increase its District Performance Index in ELA from 67.5 in 2018-19 to 70.2 and in Math from 65.1 in 2018-19 to 68.7 by 2024.*

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

By 2024, 73.5% of students will meet growth targets in ELA, 73.7% will meet growth targets in Math, and 80% of students will perform at/above grade level in the NGSS assessment by 2024 through the implementation of targeted, data-driven learning supports and programs of study.

Needs Assessment

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

* 1. What did your needs assessment reveal as it pertains to priority 1? (use relevant data and limit to 250 words)

Review of STAR Benchmark assessment data brought an early reading skill development concern to the forefront. The SBAC results for 2021 provide further evidence of a need for early reading support. The STAR results breakdown by grade are as follows: in K - 57% at/above and 43% below; in grade 1 - 45% at/above and 55% below; and in grade 2 - 29% at/above and 71% below. Data from SBAC reading (for students tested in-person) in grade 3 - 26.0% at/above and 74% below; in grade 4 - 25.0% at/above and 75.0% below; in grade 5 - 20.5% at/above and 79.5% below; in grade 6 - 33.0% at/above and 66.0% below; in grade 7 - 27% at/above and 73% below; and in grade 8 - 29.0% at/above and 71.0% below. Additionally, review of NGSS results indicates the district needs additional supports in science instruction. Current results for students that took the NGSS assessment in-person are as follows: Grade 5 - 25% at/above and 75% below; Grade 8 - 24% at/above and 76% below; and Grade 11 - 41% at/above and 59% below. Finally, chronic absenteeism shows a marked increase and regular shows a decrease in the end of year report for the SY 2020-2021. At the end of June 2021, the district had recorded a 17.3% chronic absenteeism rate, while average attendance was 94% across the schools. If students are not receiving regular instruction, it is easy to see that student performance will suffer. The data is showing a need for enhanced support for school readiness, additional learning time, individualized academic support (including support for gifted and talented programs and AP course prep and placement), and addressing barriers to access individualized instruction. Addressing these challenges will need a combination of additional learning time (summer and extended day programming) and added resources in the form of: - Additional staff to support special education and regular education students - universal Pre-K that can ensure all Bloomfield students are prepared to fully take advantage of the kindergarten curriculum and units of study upon entry into full day kindergarten. - implementation of a district wide Gifted and Talented program and AP Course Prep program - an updated and engaging math (Part of ESSER II) and science program and a vertically aligned ELA program for early readers, all aligned to the state standards, that will meet the needs of students who require accelerated learning or recovery, and - increased planning and vertical alignment to implement a continuum of learning PreK through grade 12 that ensures all Bloomfield graduates are ready for college and careers.

* 2. Based on the needs assessment findings, describe how your strategies for priority 1 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately

impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

Bloomfield Public Schools will focus on the challenges highlighted in the Needs Assessment by providing additional staff to address learning loss and support all students, with particular attention to students with IEP's. The ARP ESSER grant will fund the identified gaps in foundational knowledge for students in the early grades, particularly in the area of school readiness, reading, and science. By addressing the learning loss experienced in our early grades, we can mitigate the cost of lost school time on students' long-term academic success. Ensuring that every student is ready to enter kindergarten and reading on grade level by grade 3, will go a long way to meet individual growth targets for all students. Additionally, guaranteeing students are proficient in their grade level performance in science provides a continuum of science development through high school. Meeting the challenge of learning acceleration and academic renewal will require additional learning opportunities that are engaging and provide; - recovery through access to tutors and extended day learning opportunities, and - accelerated learning through a district wide gifted and talented program and AP Prep program. Accelerated learning programs promote greater student engagement for those students needing additional challenges or advancement in a particular content area. Additional learning supports and access to accelerated learning will promote academic success and a decrease in chronic absenteeism and corresponding increase in regular attendance. Finally, while the District Plan of Excellence provides clarification on our district priorities, the implementation of the Bloomfield Portrait of a Graduate (PoG) will help to drive strategic planning. As part of the systems design, we will intentionally align all aspects of our organization, designing curriculum and lessons that create meaningful learning for all students. The four competencies of a Bloomfield graduate, as outlined in the PoG, was selected through consensus, with input from families, students, school staff, and community stakeholders. The ARP ESSER provides the resources for planning and implementation of this district wide initiative, which will focus and align teaching and learning to ensure that all of our graduates can confidently say that they are critical thinkers, problem-solvers, communicators and adaptable (the four competencies under the PoG initiative). The strategies have been divided into four parts: 1. Better Assessment Tools: understanding the current student performance data and planning for student academic recovery from a year of learning loss. This includes sustained support of a new assessment program (i-Ready), allowing for mid-course adjustments to instruction to meet the needs of individual students. Additionally, new assessment tools for special education students will help staff better evaluate student learning loss, develop a more targeted learning plans, and measure progress on plan implementation. 2. New Programs: 1) Adding a new reading program for grades K-6 (Open Court), allowing for a continuum of ELA support for students who are not on grade level. 2) Providing a district wide, vertically and NGSS aligned, science program (FOSS Science Kits) using hands-on and

experiential learning for grades K-8. 3) Additional reading and language programs for special education students and support for SRBI implementation. (Wilson Reading Kits and Visualizing/Verbalizing Kits) Note: ESSER II allowed the district to purchase a new K-5 Math program (Bridges) and a 6-8 recommended math program (Maneuvering the Middle). 3. Additional Learning Opportunities: Provide additional learning time through flexible tutoring services, expansion of PreK services to Bloomfield families as part of the Bloomfield Universal PreK initiative, implementation of a 3-8 Gifted and Talented program, and expand access to AP courses for Bloomfield students through targeted academic support in middle school and grades 9-10. 4. Plan and Implement Bloomfield Portrait of a Graduate initiative: Create a teaching and learning continuum by aligning curriculum and programs of study so that every classroom is working towards the goal of a Bloomfield graduate that excels in the agreed upon competencies: Critical Thinker, problem-solver, communicator, and adaptable.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* The iReady program was piloted in grades 5-6 with overwhelming success and support from teachers. The iReady program was purchased with ESSER II funds for</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p>

* Provide continued expansion and support for better assessment tools for regular and special education students in order to create data-driven instructional planning that meets students where they are and can inform the development of individual programming for improving student academic outcomes. ARP ESSER funds will continue the initial investment into a teacher selected assessment program, iReady, with sustained funding support through SY 2024. Additionally, ARP ESSER funds will support new assessment tools for evaluating special education students in order to create better learning plans and track progress.

turnus for grades K-10. Teacher training in the new assessment program was included in the initial contract with PD starting in the summer 2021 and continuing into the Fall 2021. The ARP ESSER grant will fund this program through from SY 2023 through September 2024, including additional PD costs for new teachers or refresher workshops for existing users. Student Support Services will take the 2022 SY to evaluate various

* - Chief Academic Office - Director of Student Support Services - District Curriculum Specialist - District Data Systems Coordinator - School Principals - Special Education Teachers

* - increased utilization of data from iReady assessments during grade level data teams. - increased number of individualized learning plans based on iReady and Special Education assessment tool results. - increased data-driven discussions and decision-making through a structured meeting with instructional staff on addressing student individual learning needs. - increased student performance on iReady Benchmark assessments from Fall 2021 to Winter 2022 in ELA and Math. - increased performance of special needs populations based on more targeted and focused instruction due to better understanding of student needs. - 73.5% of students will meet ELA growth targets, and 73.7% of students will meet their math growth targets on 2022 SBAC administration.

		<p>assessment programs available that are designed to assist in assessing progress in special education students. Purchase of new program is planned for spring 2022, with PD scheduled for the beginning of the 2022 SY.</p>		
<p>* New Science program for Grades K-8 (FOSS) that aligns with NGSS and provides remediation, acceleration, and academic recovery through hands-on learning using scaffold units of study that, ultimately, support success in high school science program.</p>	<p><input type="checkbox"/></p>	<p>* Full science program implementation for K-8 grade levels of is scheduled to be completed by the end of school year 2023. Initial implementation for grades K-5 will begin Fall of 2021.</p>	<p>* - Chief Academic Office - District Curriculum Specialist. - School Principals - Building level Instructional Coaches - Grade level data team members</p>	

* - Students will show improvement in IAB administration in science from fall to winter to spring in grades 3-5, 6-8 and 9-11. - Students who have scored below meeting or exceeding state standards the 2021 NGSS assessments will see improvement by NGSS 2022 administration in science. - 80% of grade 5 and grade 8 students at/above grade level on NGSS 2023 administration. - there will be an increase in student grades in science, math and ELA from 2021-2022 to 2022-2023. - there will be a decrease in student chronic absenteeism rates, and an increase in attendance.

<p>* New Reading program for grades K-5 continuum will target early and emerging readers in order to ensure that all students enter middle school reading on grade level.</p>	<input type="checkbox"/>	<p>* The K-5 program for Open Court is scheduled for full implementation Fall of 2021.</p>	<p>* - Chief Academic Office - District Curriculum Specialist. - School Principals - Building level Instructional Coaches - Teacher Leaders - Teachers</p>	<p>* - Students who have scored below meeting or exceeding state standards on 2021 SBAC will see improvement by 2022 SBAC administration in ELA. - Students who have scored below meeting or exceeding state standards on 2021 the fall benchmark assessments will improve by winter benchmark reading assessment. - there will be an increase in student grades in ELA from 2020-2021 to 2021-2022. - there will be a decrease in student chronic absenteeism rates, and an increase in attendance. - 73.5% of grade 3, 4 and 5 students will meet their ELA growth targets on 2022 SBAC administration.</p>
<p>* New reading and language programs for special education students and support for SRBI implementation (Wilson Reading Kits and Visualizing/Verbalizing Kits)</p>	<input type="checkbox"/>		<p>* - Chief Academic Office - Director of Student Support Services - District Curriculum Specialist - Special Education Teachers</p>	

* Program purchase will begin in January 2022 in order to allow for PD planning and implementation of new programs. Full implementation is scheduled for fall 2022.

* - Lower identification rate for Special Education students. - Improved academic outcomes for special education students - Students who have scored below meeting or exceeding state standards on 2021 SBAC will see improvement by 2022 SBAC administration in ELA. - Students who have scored below meeting or exceeding state standards on 2021 the fall benchmark assessments will improve by winter benchmark reading assessment. - there will be an increase in student grades in ELA from 2020-2021 to 2021-2022. - there will be a decrease in student chronic absenteeism rates, and an increase in attendance. - 73.5% of grade 3, 4 and 5 students will meet their ELA growth targets on 2022 SBAC administration.

<p>* Provide funding to expand learning supports with contracted tutors</p>	<input type="checkbox"/>	<p>* Request for additional tutoring support is ongoing. Providing this support to schools is dependent on staffing availability with educational staffing services.</p>	<p>* - Chief Academic Office - District Curriculum Specialist - Director of HR - School Principals - Building level Instructional Coaches - Teacher Leaders - Teachers</p>	<p>* - Increased access to learning supports for student with significant learning loss - Students who have scored below meeting or exceeding state standards on 2021 SBAC will see improvement by 2022 SBAC administration in ELA and Math. - Students who have scored below meeting or exceeding state standards on 2021 the fall benchmark assessments will improve by winter benchmark reading assessment. - there will be an increase in student grades in ELA and Math from 2020-2021 to 2021-2022. - there will be a decrease in student chronic absenteeism rates, and an increase in attendance. - 73.5% of grade 3, 4 and 5 students will meet their ELA and Math growth targets on 2022 SBAC administration.</p>
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<p>* Provide funding to expand PreK under the Bloomfield Universal PreK initiative by adding an additional PreK classroom to serve Bloomfield families.</p>	<input type="checkbox"/>	<p>* : Planning for PreK expansion will begin with the creation of the Universal PreK Subcommittee.</p>	<p>* - Chief Academic Office - District Curriculum Specialist - Director of HR - Principal of Wintonbury Early Childhood Magnet School - Director of the Family Resource Center - Parent representative - Certified Early Childhood Teacher</p>	<p>* - Increased family participation in PreK programming offered by the district. - Increased Kindergarten preparedness - More students reading at grade level by grade 3 - Increased student performance on grades, benchmark testing and SBAC results</p>
	<input type="checkbox"/>	<p>* As soon as ARP ESSER grant application is approved, the district will begin planning for initial staff participation in the implementation of the program.</p>	<p>* - Chief Academic Office - District Curriculum Specialist - School Principals - Building level Instructional Coaches - Teacher Leaders - Teachers</p>	

* Expand access to AP courses for Bloomfield students through targeted academic support in middle school and grades 9-10 by contracting with Equal Opportunity Schools. This organization works with school staff to create pipelines for participation in AP courses for students of color and those designated as coming from low-income households.

* - Increased access to learning supports for student who show promise of AP participation - Increased numbers of students entering AP courses - Students who have scored below meeting or exceeding state standards on 2021 the fall benchmark assessments will improve by winter benchmark reading assessment. - there will be an increase in student grades in ELA and Math from 2020-2021 to 2021-2022. - there will be a decrease in student chronic absenteeism rates, and an increase in attendance.



* - Chief Academic Office - District Curriculum Specialist - HR Director - School Principals - Building level Instructional Coaches - Teacher Leaders - Teachers

<p>* Implement a 3-8 Gifted and Talented (G/T) program in partnership with UCINN/Renzulli Academy. The implementation will entail hiring two Gifted and Talented teachers - one elementary level and one secondary level. In addition, the program will provide training for all 3-8 teachers in lesson differentiation to meet the needs of gifted and talented eligible students. The Gifted and Talented teachers will function as G/T coaches for classroom teachers, providing imbedded PD and other supports. Program guidance will be managed by the Learning Acceleration Subcommittee.</p>	<input type="checkbox"/>	<p>* As soon as ARP ESSER grant application is approved, the district will begin establishing the Learning Acceleration Subcommittee, followed by planning for initial staff teacher PD to be scheduled for the second half of SY 2022. Posting for the new G/T teachers will begin as soon as possible.</p>	<p>* - Increased access to learning supports for student who show an aptitude in a specific content area or subject. - Increased numbers of students entering Gifted and Talent programming - Students who have scored below meeting or exceeding state standards on 2021 the fall benchmark assessments will improve by winter benchmark reading assessment. - there will be an increase in student grades in ELA and Math from 2020-2021 to 2021-2022. - there will be a decrease in student chronic absenteeism rates, and an increase in attendance.</p>
<p>* Plan and Implement Bloomfield Portrait of a Graduate (PoG) initiative through the</p>	<input type="checkbox"/>		

<p>development of the Bloomfield Portrait of a Graduate Planning and Implementation Committee. This committee will support the many subcommittees that guide the implementation of: - Universal PreK - Learning Acceleration - BHS/GEMS Career Pathways - VoAg Career Pathways - Healthy Mind and Body - Parent and community involvement As part of the PoG implementation, the district will sustain the District Internship/ Apprenticeship Coordinator who will work with both career pathways subcommittees (BHS/GEMS and VoAg) to develop career pathways and aligned internships as stepping stones to college planning</p>		<p>* As soon as ARP ESSER grant application is approved, the district will begin establishing the Bloomfield Portrait of a Graduate Planning and Implementation Committee. All other subcommittees will be formed under this committee. Posting for the new District Internship/ Apprenticeship Coordinator will begin as soon as possible.</p>	<p>* - Chief Academic Office - District Curriculum Specialist - HR Director - School Principals - Teacher Leaders - Teachers</p>	<p>* - Increased graduation rate from 4-year post-secondary institutions for Bloomfield Graduates - Increased 4-year Adjusted Cohort graduation rate will increase to 92.9% by 2024. - Increased favorable responses from students and families on 2021-2022 Climate Surveys regarding level of support from schools - there will be an increase in student grades in ELA and Math from 2020-2021 to 2021-2022. - there will be a decrease in student chronic absenteeism rates, and an increase in attendance.</p>
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assistance or career exploration. The first-year cost of the District Internship/Apprenticeship Coordinator is covered by a local grant. ARP ESSER will cover 2/3 and then 1/3 of this position for SY 2023 and 2024, respectively.

Priority 2: Family and Community Connections

The complex issues brought about by the pandemic have made it clear that the success of schools, families, and communities are interdependent and all have a stake in students' well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.

My district is using ARP ESSER funds for Priority 2 purposes.

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 2 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: The percentage of parents participating in High Impact Family Academic Engagement events will increase from less than 10% to at least 75% of parent/guardian population by creating and promoting Family Academic Event Nights in all content areas by 2024.

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

By 2024, reduce district Chronic Absenteeism rate to 6.6% and increase percent of students that meet growth targets in ELA by 73.5% and in Math by 73.7%. This will be achieved by providing Extended Day program workshops for families, in collaboration with community partners, focused on training parents to become education partners with schools through enhanced student information access, technology training in distance learning platforms, and increased communication between schools and families.

Needs Assessment

My district is continuing to use of the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

* 1. What did your needs assessment reveal as it pertains to priority 2? (use relevant data limit to 250 words)

Family surveys administered this past school year centered on challenges with distance learning. Based on these results, there were a number of families that had difficulties feeling connected and understanding how to navigate the challenges related to their child attending school during the pandemic. As we transition to in-person learning, other aspects of family engagement left unaddressed must be considered. During the pandemic, schools and families dealt with the immediate needs, while planning for the future was delayed. If we are to support students and families moving forward, we need to establish lines of communication that reduce barriers to participating in all that the district has to offer. This includes providing families encouragement and assistance in accessing additional learning opportunities for their children.

* 2. Based on the needs assessment findings, describe how your strategies for priority 2 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

Bloomfield Public Schools will focus on the challenges highlighted in the Needs Assessment for priority #2 by: 1. Establishing a district communications point person that will work on; i. Publicizing summer and after school programming, ii. Increasing awareness of programs that support learning acceleration like Gifted and Talented or AP Prep, iii. Generating excitement and increase community and family participation in the Portrait of a Graduate initiative. iv. Helping families access information so that they can navigate registration, transportation, and other considerations that might become barriers to participation, and v. Maintaining all stakeholders connected to the

status of district and building level response to COVID-19. 2. Provide family-centered workshops for parents/caregivers with 3 and 4 year-olds that can benefit from expansion of PreK programming in Bloomfield

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* Contract with a communications specialist responsible for daily updates and increasing family/community awareness of Bloomfield Public Schools programs, services, and COVID-19 response.</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* Immediately upon grant approval, communications of new programs and services will begin, including reporting on the grant award and the impact it will have on staff, students and families in Bloomfield.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* - Chief Operations Officer - Chief Academic Officer - District Coordinator of Extended Learning and Family and Community Engagement - School Principals - School based WebPage Facilitators</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* 1. Increased family participation in programming offered by the district. 2. Decrease in chronic absenteeism rates 3. Increased attendance rates 4. Increased favorable responses from families on 2021-2022 Climate Surveys regarding level of support from schools 5. Increased student performance on grades, benchmark testing and SBAC results</p>

<p>* Provide family-centered workshops for parents and caregivers of 3 and 4 year-olds to build family capacity to become advocates for their learners.</p>	<p><input type="checkbox"/></p>	<p>* Planning for workshops will begin during the fall of 2021, continuing through the 2021-2022 school year, with implementation throughout the 2022 SY. There will be a minimum of 5 workshops offered throughout 2021-2022.</p>	<p>* - Chief Academic Office - Principal of Wintonbury Early Childhood Magnet School - Director of the Family Resource Center - District Coordinator of Extended Learning and Family and Community Engagement</p>	<p>* 1. Increased family participation in PreK programming offered by the district. 2. Increased Kindergarten preparedness 3. More students reading at grade level by grade 3 4. Increased student performance on grades, benchmark testing and SBAC results</p>
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Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff:

The school community experience during the pandemic has been one of collective challenge and trauma. We must be prepared to use strategic wraparound social, emotional, and mental health supports to restore and successfully re-engage our school communities.

My district is using ARP ESSER funds for Priority 3 purposes.

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 3 and is tied to applicable district ESSA Milestone metrics
EXAMPLE: By hiring additional School Social Workers and School Counselors, the district will decrease its Chronic Absenteeism from 7.5% in 2019-20 to 5.0% by 2024..

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

By 2024, reduce district Chronic Absenteeism rate to 6.6%, increase the four-year adjusted Cohort graduation rate to 92.9% and the six-year adjusted cohort graduation rate for high needs students to 95% and achieve percent of students meeting growth targets in ELA (73.5%) and Math (73.7%) by meeting the social/emotional needs of students, providing a safe and healthy school environment,, a promoting a positive school climate.

Needs Assessment

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

* 1. What did your needs assessment reveal as it pertains to priority 3? (use relevant data limit to 250 words)

Based on review of teacher reports and parent feedback, it is clear that additional Social-Emotional Learning supports are needed to address the healthy development of our students. Based on additional feedback from members of the Board of Education and other community members, the district realized a strong desire for providing fun activities for students in the form of enrichment activities. Based on input from staff, SEL supports that can provide body and mind wellness activities were requested.

* 2. Based on the needs assessment findings, describe how your strategies for priority 3 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

Priority 3 strategies will address mind and body wellness by implementing programs and activities that meet the needs of individual school populations based on; - the age of students and grades served by the school - needs of school-based staff, and - coordination with existing school-based resources. The identification of programs/activities, planning and implementation will be the responsibility of the Healthy Mind and Body Committee, which is made up of school-based representatives, district climate committee members, extended day/after school program staff, students and families.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p>
		<p>* Program planning will begin in the fall of 2021 with the establishment of the Healthy Mind and Body Committee. The committee will determine the number of programs and activities that will be planned for each school year under this grant.</p>	<p>* - Chief Academic Office - Director of Student Support Services - District Coordinator of Extended Learning and Family and Community Engagement - School Principals - District Climate Committee members - School-based staff</p>	<p>* - Reduction in chronic absenteeism due to high levels of student engagement. - Increase students' academic performance through increase engagement - Increased positive response from staff, students and families on district Climate Survey - Review of student performance on formative and summative assessments showing improvement throughout marking periods. - Benchmark tests will show increased percent of students meeting growth targets after each administration. - meeting growth targets in math and ELA for students in grades 3-8 based on SBAC assessment. - meeting at/above grade level performance in NGSS in grades 5, 8 and 10.</p>

* The district will invest in the development of the Healthy Mind and Body Committee, which is tasked with identifying programs, school-based activities, workshops or other avenues to address body and mind wellness for staff, students and families. The committee will use funds set aside from the ARP ESSER grant, and other state and local grants, to implement programs and activities in collaboration with district level climate committee and extended day and after school program staff.

Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide

Applying what we have learned during the pandemic requires careful consideration of the importance of student access to in-person learning and enrichment balanced with the strategic use of technology to engage and expand learning opportunities. Resources should be allocated to maintain or upgrade access to technology and connectivity for the long term and to ensure that technology training and support is provided to students, school staff, and families to maximize student outcomes.

My district is using ARP ESSER funds for Priority 4 purposes.

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 4 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: *By providing targeted professional development on virtual learning platforms, the district will increase its District Performance Index in ELA from 67.5 in 2018-19 to 70.2 and in Math from 65.1 in 2018-19 to 68.7 by 2024.*

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

* (Use ESSA Milestone Target) By 2024,

By 2024, 73.5% of students will meet growth targets in ELA & 73.7% will meet growth targets in Math by utilizing enhanced education technology tools and increase access to technology by staff and students.

Needs Assessment

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

* 1. What did your needs assessment reveal as it pertains to priority 4? (use relevant data limit to 250 words)

The District Director of Technology audited all classroom-based equipment to ensure that every teacher and classroom had up to date equipment that would allow for seamless integration of technology into the classroom and home work. Based on that review, it was determined that outdated teacher laptops, Promethean Boards, and projectors that could no longer be repaired would have to be replaced. Based on SY 2021, the significant increase in laptops and Chromebooks resulted in an increase in requests for troubleshooting, repair of broken units, and training on how to use the new technology that is now an integral part of a child's education. While most units that were sent in for repairs were broken due to drops and falls, other calls came from teachers and students needing help accessing lessons, homework, or other connectivity issues. Finally, an audit of current

units showed that within the next three years, over 600 Chromebooks would reach their expiration dates, requiring replacement in order for the district to meet the needs of their student population.

* 2. Based on the needs assessment findings, describe how your strategies for priority 4 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

The strategies for addressing Priority 4 includes: 1. Continue auditing current capabilities to ensure sustainability and plan for growth. 2. and support continued use of technology based educational tools for all students by providing equitable access to the internet. 3. Replace old and damaged equipment like laptops, Chromebooks, SMART/Promethean Board, and projectors. 4. Have access to protective equipment and repair parts or commonly lost and damaged items like power cords. 5. Add more personnel that can support training, troubleshooting and repairs.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
What is the strategy? How do you envision its implementation?	Is this an innovative strategy that can be shared? <input type="checkbox"/>	When will this strategy be implemented?	Who is the person(s) coordinating implementation and monitoring?	Identify the indicators/evidence of progress. How will you know this strategy is impactful?

<p>* The district will continue to sustain the expansion of technology use during the 2020-2021 SY. As part of this sustainability effort, the district will continue to invest in software that has been vetted and successfully used during the past year. The district will also provide funds to audit current capabilities to ensure continued growth and expansion of technology use and access, including new methodologies in Special Education that use assistive technology to support student progress.</p>	<p>* Software licenses, including those related to assistive technologies for special education students, will be purchased on a yearly basis based on the anniversary of the contract. Performance and utilization audits will be done on a yearly basis to ensure the district is addressing changing data and access needs for all students and staff.</p>	<p>* - Director of Technology - Chief Operation Officer - Chief Academic Officer - Building level tech facilitators - Teachers</p>	<p>* - Review of student performance on formative and summative assessments shows improvement throughout marking periods. - Benchmark tests will show increased percent of students meeting growth targets after each administration. - meeting growth targets in math and ELA for students in grades 3-8 based on SBAC assessment. - meeting at/above grade level performance in NGSS in grades 5, 8 and 10.</p>
<p><input type="checkbox"/></p>	<p>* Technology purchases</p>		

* Provide classroom level technology upgrades to ensure teachers are prepared to offer instruction using up to date equipment and students have access to laptops and Chromebooks that are within their useful life and are well maintained. Students with special needs will have access to devices that support assistive technologies in support of their IEP.

Performance will be made by starting fall 2021, with repair parts and protective covers for all student units. Other major equipment purchases will be done based on equipment audits that are done on a yearly basis and taking into consideration technology staff assignments for onboarding new equipment. Upgrades are scheduled to happen within a three-year time frame.

* - Director of Technology - Chief Operation Officer - Chief Academic Officer - Technology Department staff - Building level tech facilitators

* - Reduced number of calls from staff for equipment malfunction. - Increase time teachers are providing instruction without down time due to equipment malfunction - Reduced time of repair/replacement of student devices - Review of student performance on formative and summative assessments shows improvement throughout marking periods. - Benchmark tests will show increased percent of students meeting growth targets after each administration. - meeting growth targets in math and ELA for students in grades 3-8 based on SBAC assessment. - meeting at/above grade level performance in NGSS in grades 5, 8 and 10.

<p>* provide additional technology staff support at the school level in the form of Tech Facilitators and as part of the expansion of the Technology Department in order to meet the significant increase in laptop and tablets, troubleshooting requests, training needs, and repair needs.</p>	<input type="checkbox"/>	<p>* Posting for Tech Facilitators will be released immediately upon approval of grant application. The addition of a Technology Support position in the Technology Department will begin during the fall of 2021.</p>	<p>* - HR Director - Director of Technology - Chief Operation Officer - Chief Academic Officer - Technology Department staff</p>	<p>* - Increase time teachers are providing instruction without down time due to equipment malfunction - Reduced time of repair/replacement of student devices - Review of student performance on formative and summative assessments shows improvement throughout marking periods. - Benchmark tests will show increased percent of students meeting growth targets after each administration. - meeting growth targets in math and ELA for students in grades 3-8 based on SBAC assessment. - meeting at/above grade level performance in NGSS in grades 5, 8 and 10.</p>
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Priority 5: Building Safe and Healthy Schools

Ensuring our school buildings are safe and healthy environments that enable all of our students to excel remains an important aspect of recovering from COVID-19. Resources may be used consistent with federal relief funding allowable uses as a means to continue facility repairs and improvements, such as improving ventilation and providing more space for distancing. Resources should continue to be allocated to support the physical health and safety of our students and staff (e.g., to ensure adequate personal protective equipment).

My district is using ARP ESSER funds for Priority 5 purposes.

No SMART Goal required for this priority area

- My district is continuing to use the Needs Assessment from ESSER II.
- My district is updating the Needs Assessment documented in the ESSER II application.

Needs Assessment

* 1. What did your needs assessment reveal as it pertains to priority 5? (use relevant data limit to 250 words)

After participating in multiple webinars, Zoom meetings and CSDE/DPH sponsored COVID-19 Health and Safety meetings, it was determined that the district needed to continue to support efforts to maintain mask compliance and other mitigating strategies against the spread of COVID-19 within the school buildings. Based on input from state and district-based health experts, and an inventory of available masks after the summer session, it was determined there were not enough masks available for all staff and students attending Bloomfield school buildings, including central office. Meetings with nursing staff provided material lists needed to maintain PPE stocks and staffing requirements to implement screening tests at K-6 schools. Based on recommendations from the local health department, DPH and CSDE, it was determined that the COVID Liaison for the District would be contracted for another school year. Additional staff support, and nursing staff overtime hours, are needed to meet the demands of screening testing and contact tracing after regular school day hours. Principals had concerns regarding social distancing during lunch waves with the current number of tables available. Additionally, a facilities audit generated several school-building maintenance and repair items that are considered issues of safety and/or security. Based on these audits, the facilities staff created a list of priorities for repair and maintenance and a timeline to address these concerns. All ventilation system/HVAC repairs are considered a high priority.

* 2. Based on the needs assessment findings, describe how your strategies for priority 5 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

Additional PPE supplies, health related materials, lunch room furniture and masks will be purchased in order to meet the needs of all buildings to provide full, in-person instruction for all student. The district will support an LPN position to successfully implement a screening test program at our K-6 schools. ARP ESSER will cover overtime hours for current nursing staff in the event there are positive COVID-19 case notifications in the evenings or on

weekends. The ARP ESSER grant will also support an additional fiscal year of funding for the COVID-19 District Liaison to help coordinate the district COVID-19 response. Funds have been allocated to address facilities audit findings, prioritizing safety and security concerns, with ventilation/HVAC systems as the first priority.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* All purchase orders are ready to be submitted upon approval of grant funds. The intent is to have supplies available as soon as possible for school opening.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* - Chief Operations Officer - COVID-19 District Liaison - School Principals - Building level Nurses</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p>

* Purchasing all supplies needed to support recommended mitigation strategies for all district buildings. This includes purchasing masks, PPE for nurses, hands-free water bottle dispensers, and lunch room social distancing with additional tables or outdoor picnic table to safely increase lunch seating capacity.

* - Demonstrate readiness for school opening by showing families that all mitigation strategies are in place. - Decrease likelihood of positive COVID-19 notification with all mitigation strategies in effect. - Increase student time in school by maintaining a safe and healthy school environment that adheres to all CDC, DPH and SDE recommendations. Increase time in school will positively impact student social/emotional and academic outcomes. - Returning to normal school schedules and routines will impact chronic absenteeism rates as students have more oversight and support for school attendance.

<p>* The district is contracting an LPN who will coordinate screening test, by building, and support contact tracing should a positive case happen at any of the buildings. This contract will be in effect until such time as the DPH no longer recommends implementation of weekly screening COVID-19 testing.</p>	<p><input type="checkbox"/></p>	<p>* The contracted LPN will be hired at the start of school and begin the process of scheduling weekly screening tests. Contact tracing support will be done in collaboration with school nursing staff and the district COVID-19 Liaison.</p>	<p>* - Chief Operations Officer - Director of HR - COVID-19 District Liaison - School Principals - Building level Nurses</p>	<p>* - Demonstrate readiness for school opening by showing families that all mitigation strategies are in place. - Decrease likelihood of positive COVID-19 notification with all mitigation strategies in effect. - Increase student time in school by maintaining a safe and healthy school environment that adheres to all CDC, DPH and SDE recommendations. Increase time in school will positively impact student social/emotional and academic outcomes. - Returning to normal school schedules and routines will impact chronic absenteeism rates as students have more oversight and support for school attendance.</p>
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<p>* Fund school-building maintenance and repair items that are considered issues of safety and/or security, with ventilation/HVAV systems as a high priority.</p>	<input type="checkbox"/>	<p>* All requisition orders for the ventilation/HVAC repairs are ready to be submitted upon approval of grant funds. The remaining items on the list are being completed based on availability of contractors. The target is to complete all issues related to safety and security by January 2022.</p>	<p>* - Chief Operations Officer - Director of Facilities - School Principals - Facilities Staff</p>	<p>* - Demonstrate readiness for school opening by showing families that all mitigation strategies are in place. - Decrease likelihood of positive COVID-19 notification with all mitigation strategies in effect. - Increase student time in school by maintaining a safe and healthy school environment that adheres to all CDC, DPH and SDE recommendations. Increase time in school will positively impact student social/emotional and academic outcomes. - Returning to normal school schedules and routines will impact chronic absenteeism rates as students have more oversight and support for school attendance.</p>
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Other Allowable Uses

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act. In addition, other specific allowable activities can be found on the "ARP ESSER Uses of Funds" page.

- My district is using ARP ESSER Funds for other allowable activities

Description

- * To cover maintenance projects that were deferred in order to address other more pressing needs like daily building sanitation, school bus sanitation, and other pandemic related activities. To cover purchase of equipment that helps facilities department complete maintenance projects in a timely manner and safely. To cover upgrades to multiple school kitchens and freezer/coolers.
- * To cover cost of Special Education maintenance of records and record keeping through digitization of records. This is a critical step to support special education department in meeting documentation compliance and long term storage of records. The past 19 months has put enormous pressure on SpEd office staff that worked to meet the complex needs of families and students during remote and hybrid learning and transition to full in-person learning. Reducing time needed to search past records will allow for more time to support current student needs.

ARP ESSER Funds Budget

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$1,089,606.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$650,051.00
400 - Purchased Property Services	\$51,369.00
500 - Other Purchased Services	\$238,685.00
600 - Supplies	\$798,391.00
700 - Property	\$630,168.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$3,458,270.00
Allocation	\$3,458,270.00
Remaining	\$0.00

Budget Detail

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$1,089,606.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>Estimated cost of two Gifted and Talented teachers (one elementary for grades 3-5 and one secondary for grades 6-8 at \$85,000 each) with full cost of staff incurred by ARP ESSER in SY 2022, 66% of cost covered by grant in SY 2023, and 33% of staff cost covered in SY 2024. Total staff cost over 3 years = \$338,300.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	2.00	
Cost:	\$169,150.00	
Line Item Total:	\$338,300.00	
Object:	100 - Personal Services > Salaries	<p>Cost of additional Technology Administrative Support to manage training, documentation, triage, and minor help desk in response to exponential growth in number of units per school currently on line and in use. The estimated cost of this position is \$60,000 per year. The grant will cover this position for 3 year for a total cost of \$180,000.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Education technology	

LEA / School:	Bloomfield School District (011-000)	
Quantity:	3.00	
Cost:	\$60,000.00	
Line Item Total:	\$180,000.00	
Object:	100 - Personal Services > Salaries	<p>Certified Early Childhood Teacher for new PreK classroom to be opened by January 2022. Grant support will decrease over the next two school years as the cost of the teacher is absorbed by local funds or other grant funds. Total expenses under this grant for SY 2022,2023 and 2024 is \$92,264.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$92,264.00	
Line Item Total:	\$92,264.00	
Object:	100 - Personal Services > Salaries	<p>Cost of Internship Coordinator for Bloomfield High School. Position will support students in acquiring and maintaining internships in interested career tracks. Internship Coordinator will also provide workshops on resume writing, interview skills, managing workplace expectations, etc. Initial cost of position covered under another grant. ARP ESSER will sustain the program for two years, diminishing contributions over time so</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of		

Funds:	Providing principals/leaders with r...	that the district will incorporate this position into the general fund. Cost for SY 2023 = \$46,125 and for SY 2024 = \$23,390 for a total of \$69,515.
LEA / School:	Bloomfield High School (011-6111)	
Quantity:	1.00	
Cost:	\$69,515.00	
Line Item Total:	\$69,515.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing unique needs of special ...	
LEA / School:	Bloomfield High School (011-6111)	
Quantity:	1.00	Estimated cost of additional special education teacher to reduce caseload sizes and address learning loss in special education students.
Cost:	\$65,000.00	
Line Item Total:	\$65,000.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
As part of the Portrait of a Graduate initiative there are multiple committees and subcommittees that will ensure a vertically aligned, systemic approach to implementation and maintain coherence with the District Plan of Excellence. These committees include:		

Priority:		<ul style="list-style-type: none"> - Portrait of a Graduate Planning and Implementation Committee - Brings all subcommittees together to coordinate overall program implementation. - The Accelerated Learning subCommittee which oversee Gifted and Talented implementation and increased participation of students in AP and Honors courses. - School Readiness and Early Childhood Education subCommittee which oversee planning for Universal PreK and alignment of PreK preparation to Kindergarten curriculum. - Career Pathways subcommittee that oversee development of courses and internship experiences aligned to specific career pathways for high school students. This includes VoAg Career Pathways Exploratory subCommittee. <p>The costs includes teacher time at an hourly rate of \$43.58 for approximately 10 hours per year for three years for the subcommittees. The estimated number of teachers that will participate per subcommittee is six for a total cost of \$23,533. The Planning and Implementation committee is estimated to coast \$39,222 over three years.</p>
Uses of Funds:	Addressing learning loss	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$62,755.00	
Line Item Total:	\$62,755.00	
Object:	100 - Personal Services > Salaries	<p>Estimated cost of additional special education teacher to reduce caseload sizes and address learning loss in special education students.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing unique needs of special ...	
LEA / School:	Global Experience Magnet School (011-6311)	
Quantity:	1.00	

Cost:	\$54,220.00		
Line Item Total:	\$54,220.00		
Object:	100 - Personal Services > Salaries	<p>Early Childhood Instructional Assistant (ECIA) for new PreK classroom to be opened by January 2022. Grant support will decrease over the next two school years as the cost of the ECIA is absorbed by local funds or other grant funds. Total expenses under this grant for SY 2022, 2023 and 2024 is \$44,057.</p>	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Bloomfield School District (011-000)		
Quantity:	1.00		
Cost:	\$44,057.00		
Line Item Total:	\$44,057.00		
Object:	100 - Personal Services > Salaries		<p>Cost of stipend of \$1,980 for a Tech Facilitator per school for 7 schools for a total of \$13,860 per year. The grant will cover three years of this cost for a total expense of \$41,580</p>
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...		
Uses of Funds:	Education technology		
LEA / School:	Bloomfield School District (011-000)		

Quantity:	3.00	
Cost:	\$13,860.00	
Line Item Total:	\$41,580.00	
Object:	100 - Personal Services > Salaries	<p>Cost of two nurses to cover extended day programming at an hourly rate of \$49.79 for 2 hours per day for 165 days = \$16,430.70 per nurse with total cost = \$32,861.40</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Health and safety of students, staf...	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	2.00	
Cost:	\$16,431.00	
Line Item Total:	\$32,862.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	<p>In partnership with Bloomfield Adult Education, Bloomfield High School will work to connect under-credited and over-age students with the adult education program as part of Credit Retrieval Outreach Program. The Dir. of Adult Education will meet with students that have not received enough credits to graduate in order to develop a plan for credit retrieval through the adult education program. The cost of the program for three years is \$28,240, which covers the hourly rate of an adult education teacher assigned to support credit recovery to work towards a GED.</p>
Uses of Funds:	Addressing learning loss	
LEA /	Bloomfield High School (011-6111)	

School:		
Quantity:	1.00	
Cost:	\$28,240.00	
Line Item Total:	\$28,240.00	
Object:	100 - Personal Services > Salaries	Overtime pay for school nurses to cover contact tracing and positive COVID-19 notification.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Coordination of preparedness and re...	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$20,000.00	
Line Item Total:	\$20,000.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	Cost of teacher training for new Gifted and Talented program at teacher hourly rate of \$43.58/hour for 10 hours per teacher. total cost for grade 3-8 teachers = \$16,560.40
Uses of Funds:	Addressing learning loss	

LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$16,560.00	
Line Item Total:	\$16,560.00	
Object:	100 - Personal Services > Salaries	<p>Augment PD funding from ESSER II to increase total PD hours paid outside of regular work day for teachers. Hourly rate is \$43.56 for Fiscal year 2021-2022. Estimated additional hours of PD needed is 366 for a total of \$15,950.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$15,950.00	
Line Item Total:	\$15,950.00	
Object:	100 - Personal Services > Salaries	<p>Stipend for district COVID-19 Liaison for school year 2021-2022.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of		

Funds:	Coordination of preparedness and re...
LEA / School:	Bloomfield School District (011-000)
Quantity:	1.00
Cost:	\$10,000.00
Line Item Total:	\$10,000.00
Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	2: Family and Community Connections
Uses of Funds:	Addressing learning loss
LEA / School:	Bloomfield School District (011-000)
Quantity:	1.00
Cost:	\$7,844.00
Line Item Total:	\$7,844.00
Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER	3: Social, Emotional, and Mental He...

The Parent and Community Involvement Subcommittee, part of the overall implementation plan for the Portrait of a Graduate Initiative. This subcommittee integrates the important input from families and community stakeholders in the development and implementation of Bloomfield's Portrait of a Graduate. Estimated cost for staff coordination and support is \$7,844 for three years.

the Healthy Mind and Body Subcommittee has as its primary focus the planning and implementation of programs and offerings that promote mind and body wellness. This subcommittee takes into account building level climate addressing the needs of staff and students alike. The

subcommittee has access to funds in order to plan and execute programs as allowed by current and future CDC and DPH recommendations. Initial planning included yoga classes for staff and students, mindfulness workshops and meditations, and zumba classes. Cost of subcommittee staff participation for three years = \$7,844

Cost of Early childhood education staff to provide parent workshops as part of Universal Pre-K outreach program. Workshops will guide parents on how to read to their children, how to support pre-k skills development, and other topics of interest to parents of three and four year olds. There will be 5 workshops per year at a cost of 871.60 per year, which covers 4 hours of staff time per workshop. The grant will support these workshops for three years at a cost of \$2614.80.

Priority:	
Uses of Funds:	Health and safety of students, staf...
LEA / School:	Bloomfield School District (011-000)
Quantity:	1.00
Cost:	\$7,844.00
Line Item Total:	\$7,844.00
Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	2: Family and Community Connections
Uses of Funds:	Addressing learning loss
LEA / School:	Bloomfield School District (011-000)
Quantity:	1.00
Cost:	\$2,615.00
Line Item Total:	\$2,615.00

Total for 100 - Personal Services > Salaries:	\$1,089,606.00
Total for all other Objects:	\$2,368,664.00

Total for all Objects:	\$3,458,270.00
Allocation:	\$3,458,270.00
Remaining:	\$0.00

Budget Detail

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$650,051.00 ▼

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	<p>Cost of four years of Equal Opportunity Schools program which works to ensure that students of color and low-income students have equitable access to academically intense high school programs and succeed at the highest levels. Program includes initial evaluation, data monitoring on progress, support for school staff and students to enroll them into AP and honors courses and support their progress. Cost is \$34,000 per year for four years. Total = 136,000</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bloomfield High School (011-6111)	
Quantity:	1.00	
Cost:	\$136,000.00	
Line Item Total:	\$136,000.00	
Object:	300 - Purchased Professional and Technical Services	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	<p>Contract three tutors through education staffing agency that will provide added support to students identified through the SRBI process as needing additional academic support. The Tutors will provide these services for grades K-8 as needed. The estimated cost based on current fee structures for 3 tutors for 172 school days is \$118,061.</p>

Uses of Funds:	Addressing learning loss	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$118,061.00	
Line Item Total:	\$118,061.00	
Object:	300 - Purchased Professional and Technical Services	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Health and safety of students, staf...	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$78,415.00	
Line Item Total:	\$78,415.00	
Object:	300 - Purchased Professional and Technical Services	
Purpose:	01 - Public School Activities	
	<p>These funds will be used by the Healthy Mind and Body subcommittee in order to plan and execute programs as allowed by current and future CDC and DPH recommendations. Initial planning included yoga classes for staff and students, mindfulness workshops and meditations, and zumba classes. It was determined that until there is clarification on the safety of participation in these group activities, the subcommittee would work to plan several events that promote mind and body wellness while supporting all mitigation strategies as outlined by federal and state health officials. The total amount allocated from this grant for this effort is \$78,415.</p>	
	<p>Contract cost of communication specialist to support expanded communication with community and families in response to COVID-19 information requirements. Contract cost is estimated to school year 2021-2022 at \$67,600.</p>	

ARP ESSER Priority:	2: Family and Community Connections
Uses of Funds:	Improving preparedness and response
LEA / School:	Bloomfield School District (011-000)
Quantity:	1.00
Cost:	\$67,600.00
Line Item Total:	\$67,600.00

Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing learning loss
LEA / School:	Bloomfield School District (011-000)
Quantity:	1.00
Cost:	\$65,355.00
Line Item Total:	\$65,355.00

Sustaining iReady interim assessment program for all schools K-12. Costs includes user access costs and PD per year for three years starting in SY 2023. Total cost = \$65,355

Project cost of Special Education records digitation over a four year period at a cost of \$14,250 per year for a total cost of \$57,000.

Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
ARP ESSER Priority:	Other
Uses of Funds:	Other ARP ESSER eligible activities
LEA / School:	Bloomfield School District (011-000)
Quantity:	1.00
Cost:	\$57,000.00
Line Item Total:	\$57,000.00

Cost of contract with Battelle for Kids to assist each school building leadership team create a Portrait of a Graduate implementation plan for each grade level. Cost includes training, materials and consultation services with district and school based staff and leaders. Total cost = \$46,120

Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Providing principals/leaders with r...
LEA / School:	Bloomfield School District (011-000)
Quantity:	1.00
Cost:	

	\$46,120.00		
Line Item Total:	\$46,120.00		
Object:	300 - Purchased Professional and Technical Services	Estimated cost of contracted LPN to administer and coordinate COVID-19 screening tests for school year 2021-2022.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	5: Building Safe and Healthy School...		
Uses of Funds:	Health and safety of students, staf...		
LEA / School:	Bloomfield School District (011-000)		
Quantity:	1.00		
Cost:	\$36,750.00		
Line Item Total:	\$36,750.00		
Object:	300 - Purchased Professional and Technical Services		Contract cost for consultation services with UCONN-Renzulli Academy for support in teacher training and program consultation for 3-8 Gifted and Talented program for first year of program implementation. Estimated cost for these services over SY 2022 is \$21,000
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA /	Bloomfield School District (011-000)		

School:			
Quantity:	1.00		
Cost:	\$21,000.00		
Line Item Total:	\$21,000.00		
Object:	300 - Purchased Professional and Technical Services	Wireless capacity evaluation and update. Estimated cost of this service is \$20,000. This is a one time cost.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...		
Uses of Funds:	Education technology		
LEA / School:	Bloomfield School District (011-000)		
Quantity:	1.00		
Cost:	\$20,000.00		
Line Item Total:	\$20,000.00		
Object:	300 - Purchased Professional and Technical Services		North American Google - Workspace for Education Technical Collaborative Yearly Membership fee = \$1,250 for three years for a total cost of \$3,750
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...		

Uses of Funds:	Education technology		
LEA / School:	Bloomfield School District (011-000)		
Quantity:		3.00	
Cost:		\$1,250.00	
Line Item Total:		\$3,750.00	
Total for 300 - Purchased Professional and Technical Services:			\$650,051.00
Total for all other Objects:			\$2,808,219.00
Total for all Objects:			\$3,458,270.00
Allocation:			\$3,458,270.00
Remaining:			\$0.00

Budget Detail

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

400 - Purchased Property Services - \$51,369.00 ▼

Budget Detail		Narrative Description
Object:	400 - Purchased Property Services	Replace, Repair or calibrate HVAC Outside Air Instrumentation at four buildings (BHS, CAIS/CAMS, Metacomet, and Wintonbury). Total estimated cost = \$28,165
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Improve air quality	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$28,165.00	
Line Item Total:	\$28,165.00	
Object:	400 - Purchased Property Services	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	Contracted service of re-wiring Chromebook carts to meet in-classroom needs as schools transition to in-person learning. Estimated cost is \$10,000
Uses of Funds:	Education technology	

LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$10,000.00	
Line Item Total:	\$10,000.00	
Object:	400 - Purchased Property Services	<p>Cost of 2 hands-free water bottle dispenser stations for each school building (including VOAg building) for the duration of the school year and summer programming at \$767/month for all dispensers needed for 12 months for a total of \$9,204</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Health and safety of students, staf...	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	12.00	
Cost:	\$767.00	
Line Item Total:	\$9,204.00	
Object:	400 - Purchased Property Services	<p>Google Domain Audit - one time cost of \$4,000 through consultant services.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of		

Funds:	Education technology		
LEA / School:	Bloomfield School District (011-000)		
Quantity:	1.00		\$51,369.00
Cost:	\$4,000.00		\$3,406,901.00
Line Item Total:	\$4,000.00		\$3,458,270.00
		Total for 400 - Purchased Property Services:	\$51,369.00
		Total for all other Objects:	\$3,406,901.00
		Total for all Objects:	\$3,458,270.00
		Allocation:	\$3,458,270.00
		Remaining:	\$0.00

Budget Detail

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

500 - Other Purchased Services - \$238,685.00 ▼

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Estimated Costs for Maintenance Projects related to Safety at the Carmen Arace complex: - Repair concrete sidewalks = \$15,000 - Repair cracks in parking lot asphalt = \$22,500 - Loading dock structural repairs = \$13,000 - Parking lot striping = \$8,950 Total = \$59,450
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Health and safety of students, staf...	
LEA / School:	Carmen Arace Intermediate School (011-0711)	
Quantity:	1.00	
Cost:	\$59,450.00	Cost of sustaining 100 T-Mobile Hot Spots at \$15 per month at a annual cost of \$18,000. The grant will support this initiative for three years for a total cost of \$54,000
Line Item Total:	\$59,450.00	
Object:	500 - Other Purchased Services	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Education technology	

LEA / School:	Bloomfield School District (011-000)	
Quantity:	3.00	
Cost:	\$18,000.00	
Line Item Total:	\$54,000.00	
Object:	500 - Other Purchased Services	<p>Deferred Maintenance to be completed within the next three years at Bloomfield High School/VoAg Building:</p> <ul style="list-style-type: none"> - Additional interior painting = \$8,000.00 - VoAg interior painting = \$10,300.00 - VoAg exterior power washing and painting = \$10,500.00 - Additional shotput drainage improvements = \$5,000.00 - Additional interior painting = \$8,000.00 <p>Total = \$41,800</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	Other	
Uses of Funds:	Other ARP ESSER eligible activities	
LEA / School:	Bloomfield High School (011-6111)	
Quantity:	1.00	
Cost:	\$41,800.00	
Line Item Total:	\$41,800.00	
Object:	500 - Other Purchased Services	<p>Estimated Costs for Maintenance Projects related to Safety at the High School:</p> <ul style="list-style-type: none"> - Roof Safety Improvements = \$7,000 - Parking Lot Stripping = \$8,600 Total = \$15,600
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of		

Funds:	Health and safety of students, staf...	
LEA / School:	Bloomfield High School (011-6111)	
Quantity:	1.00	
Cost:	\$15,600.00	
Line Item Total:	\$15,600.00	
Object:	500 - Other Purchased Services	<p>Contract Service to cover ABAA during training program throughout school year. Training program is for new ABAA's. Estimated cost is \$7,500 per year for two years for a total of \$15,000</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Addressing unique needs of special ...	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$15,000.00	
Line Item Total:	\$15,000.00	
Object:	500 - Other Purchased Services	
Purpose:	01 - Public School Activities	
ARP ESSER	5: Building Safe and Healthy School...	<p>Estimated Costs for Maintenance Projects related to Safety at the Metacomet Elementary School:</p> <ul style="list-style-type: none"> - Roof safety improvements = \$3,500.00 - Parking lot striping = \$5,000.00 - Repair concrete sidewalks = \$2,500.00

ARP ESSER Priority:	5: Building Safe and Healthy School...	- Parking lot striping = \$5,000.00
Uses of Funds:	Health and safety of students, staf...	Total = \$8,800
LEA / School:	Laurel School (011-0611)	
Quantity:		1.00
Cost:		\$8,800.00
Line Item Total:		\$8,800.00
Object:	500 - Other Purchased Services	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	Estimated Costs for Maintenance Projects related to Safety at the Global Experience Magnet School (GEMS):
Uses of Funds:	Health and safety of students, staf...	- Roof safety = \$2,000.00
LEA / School:	Global Experience Magnet School (011-6311)	- Repair concrete sidewalk = \$4,400.00
Quantity:		Total = \$6,400
Cost:		
Line Item Total:		
Object:	500 - Other Purchased Services	Estimated Costs for Maintenance Projects related to Safety at

Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	the Wintonbury Early Childhood Magnet School (GEMS): - Parking lot striping = \$6,000.00 Total = \$6,000
Uses of Funds:	Health and safety of students, staf...	
LEA / School:	Wintonbury Early Childhood Magnet School (011-0811)	
Quantity:	1.00	
Cost:	\$6,000.00	
Line Item Total:	\$6,000.00	
Object:	500 - Other Purchased Services	
Purpose:	01 - Public School Activities	Cost of contracted service to train new ABAA's over two year period at \$2,500 per year for a total coast of \$5,000.
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Addressing unique needs of special ...	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$5,000.00	
Line Item Total:	\$5,000.00	

Office of Student Support Services records consolidation and clean up to address significant backlog in filing and other office support. Contract cost of \$5,000 for part time staff for a limited period of time.

Object:	500 - Other Purchased Services
Purpose:	01 - Public School Activities
ARP ESSER Priority:	Other
Uses of Funds:	Other ARP ESSER eligible activities
LEA / School:	Bloomfield School District (011-000)
Quantity:	1.00
Cost:	\$5,000.00
Line Item Total:	\$5,000.00

Total for 500 - Other Purchased Services:	\$238,685.00
Total for all other Objects:	\$3,219,585.00
Total for all Objects:	\$3,458,270.00
Allocation:	\$3,458,270.00
Remaining:	\$0.00

Budget Detail

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - \$798,391.00 ▼

Budget Detail		Narrative Description
Object:	600 - Supplies	<p>Expand Open Court reading program for all primary grades K-5. Initial cost was covered by ESSER II with remaining cost covered under this grant. Total cost of program is \$400,157 with \$73,416 (included PD for all staff for Fall 2021) paid via ESSER II and \$326,741 paid via ARP ESSER.</p> <p>Over a two year period, provide Foss Science Kits Program for K-8 students. Pilot program in grades 5-6 will be continued and grant will pay for expansion to grades K-4 and 7-8. Total cost of program = \$117,802</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$326,741.00	
Line Item Total:	\$326,741.00	
Object:	600 - Supplies	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$117,802.00	
Line Item Total:	\$117,802.00	
Object:	600 - Supplies	Various repair and replacement parts for Chromebooks based on trending repairs completed throughout the 2020-2021 school year. Cost of array of parts needed is \$20,000 per year for three years. Total = \$60,000
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Education technology	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	3.00	
Cost:	\$20,000.00	
Line Item Total:	\$60,000.00	
Object:	600 - Supplies	Materials cost for new Gifted and Talented program at \$15,000 per teacher (Elementary and Secondary) for first year of program. ARP ESSER will cover 66% of year two and 33% of year three of the program to a total cost of \$59,700
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of		

Funds:	Addressing learning loss	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$59,700.00	
Line Item Total:	\$59,700.00	
Object:	600 - Supplies	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Health and safety of students, staf...	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$46,000.00	
Line Item Total:	\$46,000.00	
Object:	600 - Supplies	
Purpose:	01 - Public School Activities	
ARP ESSER	4: Strategic Use of Technology, Sta...	
		Cost of fabric masks for each student and staff of Bloomfield Public Schools. Total cost, with shipping included, is \$46,000
		Cost of protective cases for Chromebooks for one-to-one computer program implementation. 2000 units needed at a cost of \$19/unit.

Priority:		
Uses of Funds:	Education technology	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	2,000.00	
Cost:	\$19.00	
Line Item Total:	\$38,000.00	
Object:	600 - Supplies	Full-Domain Staff: One year license for G Suite Enterprise for Education Software at \$24 per license for 389 units. This cost will be supported for three years at a cost of \$9,336 per year.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Education technology	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	3.00	
Cost:	\$9,336.00	
Line Item Total:	\$28,008.00	
Object:	600 - Supplies	Replacement USB Chargers for Chromebooks at an estimated cost of \$50 each. total cost for 500 = \$25,000
Purpose:	01 - Public School Activities	

ARP ESSER Priority:	4: Strategic Use of Technology, Sta...
Uses of Funds:	Education technology
LEA / School:	Bloomfield School District (011-000)
Quantity:	500.00
Cost:	\$50.00
Line Item Total:	\$25,000.00
Object:	600 - Supplies
Purpose:	01 - Public School Activities
ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing unique needs of special ...
LEA / School:	Bloomfield School District (011-000)
Quantity:	1.00
Cost:	\$20,000.00
Line Item Total:	\$20,000.00
Object:	600 - Supplies
<p>Special Education related testing materials to better measure student performance and address potential learning loss for special populations. Materials cost will be split between year one and year two of the grant as needed.</p>	
<p>Cost of per unit conversion of Dell Laptops to Chrome OS at</p>	

Purpose:	01 - Public School Activities	<p>the high school. This is a one time cost of \$30.75/conversion for 500 units for a total cost of \$15,375.</p>
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Education technology	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	500.00	
Cost:	\$30.75	
Line Item Total:	\$15,375.00	
Object:	600 - Supplies	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	<p>Estimated Costs for supplies for new preK classroom as part of Universal PreK initiative = \$15,000</p>
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$15,000.00	
Line Item Total:	\$15,000.00	

Object:	600 - Supplies	Purchase of Wilson Reading Kits to support the implementation of SRBI for Special Education students. Cost is a one time expense of \$10,000.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing unique needs of special ...		
LEA / School:	Bloomfield School District (011-000)		
Quantity:	1.00		
Cost:	\$10,000.00		
Line Item Total:	\$10,000.00		
Object:	600 - Supplies		Purchase of Visualizing-Verbalizing Kits for special education program. Cost of kits is a one time expense of \$10,000.
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing unique needs of special ...		
LEA / School:	Bloomfield School District (011-000)		
Quantity:	1.00		
Cost:	\$10,000.00		
Line Item Total:	\$10,000.00		

Total:			
Object:	600 - Supplies	Development of sensory room for OT/PT. costs include: - Exercise balls - Floor exercise mats - Other manipulatives and exercise equipment as recommended by OT/PT personnel	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing unique needs of special ...		
LEA / School:	Bloomfield School District (011-000)		
Quantity:	1.00		
Cost:	\$10,000.00		
Line Item Total:	\$10,000.00		
Object:	600 - Supplies		8 additional lunch tables for high school cafeteria to increase social distancing during lunch waves. Each table costs \$786.13 and includes shipping.
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	5: Building Safe and Healthy School...		
Uses of Funds:	Health and safety of students, staf...		
LEA / School:	Bloomfield School District (011-000)		
Quantity:	8.00		
Cost:	\$786.00		

Line Item Total:	\$6,288.00		
Object:	600 - Supplies	<p>Implementation of Assistive Technologies including new software for iPads and other devices that support students with special needs. Piloting of programs will be done over a two year period at a cost of \$2,500 per year for a total cost of \$5,000.</p>	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...		
Uses of Funds:	Addressing unique needs of special ...		
LEA / School:	Bloomfield School District (011-000)		
Quantity:	1.00		
Cost:	\$5,000.00		
Line Item Total:	\$5,000.00		
Object:	600 - Supplies		<p>Cost of PreK level books to gift to parents as part of the Parent Outreach Workshops sponsored by the District Universal PreK Initiative. The district will invest \$699/year for three years to purchase age level and age appropriate books as gifts to families that participate in the workshops. total expense is \$2,097.</p>
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	2: Family and Community Connections		
Uses of Funds:	Addressing learning loss		
LEA / School:	Bloomfield School District (011-000)		
Quantity:	1.00		

Cost:	\$2,097.00		
Line Item Total:	\$2,097.00		
Object:	600 - Supplies	Additional outdoor seating for meal times for Special Education alternative program. Cost of 3 picnic tables at \$350 each = \$1,050.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	5: Building Safe and Healthy School...		
Uses of Funds:	Health and safety of students, staf...		
LEA / School:	Carmen Arace Intermediate School (011-0711)		
Quantity:	3.00		
Cost:	\$350.00		
Line Item Total:	\$1,050.00		
Object:	600 - Supplies		Nurse requested supplies to be distributed to all schools to meet health and safety needs of staff and students: - CPR Masks - Tourniquets - bandages - Splints - CPR MicroKeys
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	5: Building Safe and Healthy School...		
Uses of Funds:	Health and safety of students, staf...		
LEA / School:	Bloomfield School District (011-000)		

Quantity:	1.00	
Cost:	\$806.00	
Line Item Total:	\$806.00	
Object:	600 - Supplies	Nurse requested supplies for school-based response to student and staff illness. - Biohazard waste receptacle - 3 stethoscopes for sub-nursed
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Health and safety of students, staf...	
LEA / School:	Bloomfield High School (011-6111)	
Quantity:	1.00	
Cost:	\$653.00	
Line Item Total:	\$653.00	
Object:	600 - Supplies	Nurse requested supplies to meet the needs of staff and students during pandemic: - Blood Pressure cuffs - Pulse/Ox meters
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Health and safety of students, staf...	
LEA / School:	Laurel School (011-0611)	
Quantity:	1.00	

School:		
Quantity:	1.00	
Cost:	\$409.00	
Line Item Total:	\$409.00	
Object:	600 - Supplies	Nurse requested supplies to meet the health needs of staff and students during pandemic: - Pediatric Blood Pressure cuffs - Stethoscopes
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Health and safety of students, staf...	
LEA / School:	Metacomet School (011-0511)	
Quantity:	1.00	
Cost:	\$296.00	
Line Item Total:	\$296.00	
Object:	600 - Supplies	Nurse requested supplies to meet the health needs of staff and students during pandemic: - Blood Pressure cuffs - Pulse/Ox meter
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Health and safety of students, staf...	

LEA / Carmen Arace Middle School (011-
School: 5211)

Quantity: 1.00

Cost: \$166.00

Line Item
Total: \$166.00

Total for 600 - Supplies: \$798,391.00

Total for all other Objects: \$2,659,879.00

Total for all Objects: \$3,458,270.00

Allocation: \$3,458,270.00

Remaining: \$0.00

Budget Detail

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

700 - Property - \$630,168.00 ▼

Budget Detail		Narrative Description	
Object:	700 - Property	District Wide Chromebook Replacement for aged out models at \$250/unit. Estimated 600 units needed. total cost =\$150,000	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...		
Uses of Funds:	Education technology		
LEA / School:	Bloomfield School District (011-000)		
Quantity:	600.00		
Cost:	\$250.00		
Line Item Total:	\$150,000.00		
Object:	700 - Property		Cost of replacing projector units in every instructional area for the high school. Estimated units needed is 200 at estimated cost of \$600/unit for a total cost of \$120,000
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...		
Uses of Funds:	Education technology		

LEA / School:	Bloomfield High School (011-6111)	
Quantity:	200.00	
Cost:	\$600.00	
Line Item Total:	\$120,000.00	
Object:	700 - Property	<p>Upgrade kitchen equipment at Bloomfield High School, the Arace complex and Laurel Elementary School Including:</p> <ul style="list-style-type: none"> - Upgrade kitchen equipment = \$95,400 for BHS, Arace and Laurel - Replace kitchen walk-in cooler and walk-in freezer condensing units = \$12,900.00 for BHS and Arace. <p>Total = \$108,300</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	Other	
Uses of Funds:	Other ARP ESSER eligible activities	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$108,300.00	
Line Item Total:	\$108,300.00	
Object:	700 - Property	<p>District Wide Maintenance Equipment to be purchased within the next two years:</p> <ul style="list-style-type: none"> - Chiller coil cleaning machine = \$1,900.00 - 30 foot electric scissor lift = \$15,000.00 - Trailer for scissor lift = \$5,800.00 - Bobcat Toolcat = \$61,500.00
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	Other	
Uses of		

Funds:	Other ARP ESSER eligible activities		Total = 84,200
LEA / School:	Bloomfield School District (011-000)		
Quantity:		1.00	
Cost:		\$84,200.00	
Line Item Total:		\$84,200.00	
Object:	700 - Property		
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...		
Uses of Funds:	Education technology		
LEA / School:	Bloomfield School District (011-000)		
Quantity:		20.00	
Cost:		\$2,200.00	
Line Item Total:		\$44,000.00	
Object:	700 - Property		
Purpose:	01 - Public School Activities		
ARP ESSER	4: Strategic Use of Technology, Sta...		
		<p>Cost of 20 pre-wired Chromebook carts to accommodate significant increase in the number of Chromebooks in the district and the transition from remote to in-person learning. Carts will be accessible to every classroom for grades K-6. Cost of pre-wired carts at \$2,200 per cart for a total one-time cost of \$44,000.</p>	
		<p>Replacement of nine (9) SMART Boards at Wintonbury Early Childhood Magnet School. Cost is \$4,763.11 per board for a total cost of \$42,867.99</p>	

Priority:		
Uses of Funds:	Education technology	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$42,868.00	
Line Item Total:	\$42,868.00	
Object:	700 - Property	Estimated furniture costs for new PreK classroom as part of Universal PreK initiative = \$24,000
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$24,000.00	
Line Item Total:	\$24,000.00	
Object:	700 - Property	One time cost of Fortigate Filtering and Data auditing software that allows the district to track data usage spikes and security breaches as more school based units utilize internet services.
Purpose:	01 - Public School Activities	

ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	<p>The software has a one time cost of \$20,000. This cost is an estimate as final cost will be determined by evaluating peak usage during full in-person attendance at schools.</p>
Uses of Funds:	Education technology	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$20,000.00	
Line Item Total:	\$20,000.00	
Object:	700 - Property	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Education technology	
LEA / School:	Global Experience Magnet School (011-6311)	<p>Cost of Teacher Laptop replacement at \$700/unit for 20 teachers at Global Experience Magnet School. Total cost = \$14,000</p>
Quantity:	20.00	
Cost:	\$700.00	
Line Item Total:	\$14,000.00	
Object:	700 - Property	
Replace Air conditioning compressor at Global Experience		

Magnet School at an estimated cost of \$8,000.

Purpose:	01 - Public School Activities
ARP ESSER Priority:	5: Building Safe and Healthy School...
Uses of Funds:	Improve air quality
LEA / School:	Global Experience Magnet School (011-6311)
Quantity:	1.00
Cost:	\$8,000.00
Line Item Total:	\$8,000.00

Purchase window treatments for Gymnasium at Bloomfield High school and VoAG Building on BHS campus for security reasons at an estimated cost of \$5,800

Object:	700 - Property
Purpose:	01 - Public School Activities
ARP ESSER Priority:	5: Building Safe and Healthy School...
Uses of Funds:	Health and safety of students, staf...
LEA / School:	Bloomfield High School (011-6111)
Quantity:	1.00
Cost:	\$5,800.00
Line Item Total:	\$5,800.00

Object:	700 - Property	Software - Chrome Gopher Premium - \$1,100 per year for three years supplied by Amplified IT	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...		
Uses of Funds:	Education technology		
LEA / School:	Bloomfield School District (011-000)		
Quantity:	3.00		
Cost:	\$1,100.00		
Line Item Total:	\$3,300.00		
Object:	700 - Property		
Purpose:	01 - Public School Activities	Purchase of new two-way radios for security and school leadership at Carmen Arace Complex at a cost of \$3,200.	
ARP ESSER Priority:	5: Building Safe and Healthy School...		
Uses of Funds:	Health and safety of students, staf...		
LEA / School:	Carmen Arace Intermediate School (011-0711)		
Quantity:	1.00		
Cost:	\$3,200.00		
Line Item	Total:		\$3,200.00

Total:			
Object:	700 - Property		
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	5: Building Safe and Healthy School...		
Uses of Funds:	Health and safety of students, staf...		
LEA / School:	Metacomet School (011-0511)		
Quantity:	1.00		
Cost:	\$2,500.00		
Line Item Total:	\$2,500.00		
		Total for 700 - Property:	\$630,168.00
		Total for all other Objects:	\$2,828,102.00
		Total for all Objects:	\$3,458,270.00
		Allocation:	\$3,458,270.00
		Remaining:	\$0.00

Purchase window treatments for Gymnasium for security reasons at Metacomet Elementary School at an estimated cost of \$2,500

ARP ESSER Funds Budget Overview

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$3,458,270.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		1,089,606.00	1,089,606.00
300 - Purchased Professional and Technical Services		650,051.00	650,051.00
400 - Purchased Property Services		51,369.00	51,369.00
500 - Other Purchased Services		238,685.00	238,685.00
600 - Supplies		798,391.00	798,391.00
700 - Property		630,168.00	630,168.00
Total		3,458,270.00	3,458,270.00
	Allocation		3,458,270.00
	Remaining		0.00

Related Documents

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	
ARP Letters of Support	N/A	

Assurances

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

* Certified ARP ESSER Assurances on file in LEA Document Library in eGMS."

ARP ESSER HCY II Intent to Participate

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER HCY II Intent to Participate

Your HCYII allocation is:

Important Note for Districts with less than \$5000 HCY II allocation.

After you have completed this page, your allocation will be loaded if you are joining a consortium. If you are declining the funds, the allocation will be removed.

The US Department of Education has established a formula for awarding ARP Homeless II funds to eligible LEAs based upon each LEA's proportional share of:

- allocations under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) for the most recent fiscal year: and
- the number of homeless children and youth identified in an LEA relative to all LEAs in the State, using the greater of the number of homeless children and youth in either the 2018-19 or 2019-20 school year.

Under this formula, an LEA must have an allocation of at least \$5,000 to be eligible to receive a ARP Homeless II allocation on its own. If an LEA's allocation is less than \$5,000, the LEA must join a consortium of LEAs in which the sum of its members' allocations meets the \$5,000 threshold. This \$5,000 minimum is intended to enable and LEA to have sufficient ARP Homeless II funds to address the needs of homeless children and youth. For the purpose of ARP Homeless II funds, a consortium means a subgrantee that consists of more than one LEA. Only CT LEAs may serve as the fiscal agent for a consortium."

*** Consortia Intent to Participate ARP HCY II Budget Options (Select One.)**

- 1. My district/school will NOT participate in a consortium and declines ARP-HCY II funds.
- 2. My district/school will participate in a consortium (with a combined amount over \$5000) and elects to act as the fiscal agent for ARP HCY II for the following LEA members: (Enter the organization numbers and names of all consortium members that you will act on behalf of as the fiscal agent.)

3. My district/school will participate as a member in a consortium (with a combined amount over \$5000) with the following LEA serving as the fiscal agent for ARP HCY II funds: (Enter the organization number and name of the lead LEA that will act as the fiscal agent.)

4. Not applicable. My district/school ARP HCY II allocation I is greater than \$5,000 and will serve as its own fiscal agent for ARP HCY II funds without a consortium.

If Option 2 selected, enter the organization (district) number(s) and name(s) of all consortium members that you agree to act on behalf of as the fiscal agent for these funds.

District Number	District Name

If Option 3 selected, enter the number and name of the organization (district) that you have selected to act as the fiscal agent for these funds.

Fiscal Agent District Number	Fiscal Agent District Name

CSDE Application Review Status Checklist

Bloomfield School District (011-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - CSDE Application Review Status Checklist

This checklist is a means of communication between the CSDE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the CSDE will review the application and mark each section as 'OK' or 'Attention Needed'.
- If the application is marked as 'Attention Needed', it will be returned to the LEA with a status of 'Returned - Revisions Needed' and will require modifications. The LEA will review the checklist for specific written feedback, explanations, and comments that identify areas that need to be addressed in order to move the application to Approved status.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the CSDE determines that the item has been corrected, 'Attention Needed' will be changed to 'OK' by the CSDE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of 'Returned - Revisions Needed'.
- An application will move to Approved status once all comments and concerns in the application have been addressed.

Checklist Description ([Collapse All](#) [Expand All](#))

<input type="checkbox"/>	1. Stakeholder Engagement:	OK	Megan Alubicki Flick	8/16/2021 3:29:53 PM
	1. Stakeholders with whom the LEA consulted are checked.			
	2. Description provided of how the LEA afforded the public an opportunity for input.			
	3. Summary of input provided.			
	4. How input was taken into account provided.			
<input type="checkbox"/>	2. Safe Return to In-Person Instruction and Continuity of Services Plan:	OK	Megan Alubicki Flick	8/16/2021 3:29:53 PM
	1. Public comment was taken into account.			
	2. URL provided to website where plan is publicly posted.			
<input type="checkbox"/>	3. Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment	OK	Megan Alubicki Flick	8/16/2021 3:29:53 PM
	1. SMART goal provided is aligned to Priority 1 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 1 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	4. Priority 2: Family and Community Connections	OK	Megan Alubicki Flick	8/16/2021 3:29:53 PM
	1. SMART goal provided is aligned to Priority 2 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	5. Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff	OK	Megan Alubicki Flick	8/16/2021 3:29:53 PM
	1. SMART goal provided is aligned to Priority 3 and tied to applicable district ESSA Milestone			

	targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide	OK	Megan Alubicki Flick	8/16/2021 3:29:53 PM
	1. SMART goal provided is aligned to Priority 4 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 4 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	OK	Megan Alubicki Flick	8/16/2021 3:29:53 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			
<input type="checkbox"/>	8. Other Allowable Activities	Not Applicable	Megan Alubicki Flick	8/16/2021 3:29:53 PM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input type="checkbox"/>	9. ARP ESSER Funds Budget	OK	Megan Alubicki Flick	8/16/2021 3:29:53 PM
	1. Selection of "Priority Goals" budget tags align with strategies for "Priority Goals" and/or "Other Allowable Uses."			
	2. "Uses of Funds" budget tags are selected appropriately.			
	3. Budget details align and support data for selected "Priority Goals" and/or "Other Allowable Uses."			
	4. Budget detail costs are allowable and narratives adequately describe budgeted costs.			
<input type="checkbox"/>	10. Assurances	OK	Megan Alubicki Flick	8/16/2021 3:29:53 PM
	1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.			
<input type="checkbox"/>	11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable	Megan Alubicki Flick	8/16/2021 3:29:53 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			
<input type="checkbox"/>	12. HCY II	Not Applicable	Megan Alubicki Flick	8/16/2021 3:29:54 PM
	1. Description fully explains how ARP HCY fund will be used and aligned with ARP ESSER Goals.			
	2. Uses of Funds" budget tags are selected appropriately			
	3. Budget detail costs are allowable and include described budgeted costs.			