

Revision Summary

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - Revision Summary

* Please provide a summary of why this revision is being completed?

We need to change object code 400 from \$10,000 to \$20,000. This was because the cost of the repairs to our air controller system was more than expected.

The salary estimate for the two interventionists were lowered by \$5,000 each to balance the request to \$0.

History Log

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/13/2021 2:10:18 PM	Shelby Pons	Status changed to 'CSDE Grant Contact Approved'.	S
	8/13/2021 1:55:41 PM	Marjorie Light	Status changed to 'Application Revision Completed'.	S
	8/13/2021 1:49:02 PM	Marjorie Light	Status changed to 'Application Revision Started'.	S

Allocations

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - Allocations

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	(3) ARP ESSER - HCY II	Total
LEA	\$544,796.00	\$0.00	\$0.00	\$544,796.00
Total	\$544,796.00	\$0.00	\$0.00	\$544,796.00

Contacts

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - Contacts

Required Contacts

Type	Contact(s)
ARP ESSER Funds Contact [Select at least 1 contact(s)]	<u>Melissa Bavaro</u>

Program Information

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - 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

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - 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
- 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.
As our school buildings were opened for in-person learning during the 2020-2021 school year, first as hybrid through mid-October 2020, and then in person for the remainder of the year, we began working on our reopening plan in the spring and summer of 2020.

We had numerous public meetings through Zoom with our Board of Education in order to receive public input from stakeholders. In addition, we created committees made up of administrators, teachers, parents/guardians, student support service faculty, and local agencies. For example, our Curriculum Committee had representation from administration, teachers, and parents, which included parents of identified children who receive support from Student Support Services. For our Building and Safety Committee, we had administrators, faculty, staff, parents/guardians, Town of East Granby Facilities employees, and representatives from Farmington Valley Health District.

Multiple polls were conducted prior to reopening with families and students, as well as throughout the school year.

Parents and guardians also had access to a special email address created for pandemic response, allowing them to contact the district with questions and concerns. The emails were monitored by the Superintendent and all other district administrators.

The Superintendent used our automated messaging service to contact families and students throughout the school year, apprising people of the latest information, as well as continually sharing the various means by which their voices could be heard.

As we look to the future of full in-person learning, we will continue to involve stakeholders in the process, and support two-way communication. As we are a small, tight-knit community, we value working together to tackle problems.

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

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

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - 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.**

Here is the URL for our reopening plan, posted in June 4, 2021, for the coming school year:
<https://www.eastgranby.k12.ct.us/parents/covid-19/>

ARP ESSER Uses of Funds

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - 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

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.

Budget Detail Tag

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 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>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

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - 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): \$108,959.00

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 hiring an academic interventionist for the high school to support targeted needs of special populations, the district will increase its District Performance index in math from 2021 72.8 to 73.5 by 2024. By hiring a K-2 Math Interventionist, to support targeted needs of special populations, the district will increase its District Performance

index in math from 73.0 to 73.5. By hiring additional staff for a Grade K-2 Building Substitute and a Grade 3-5 Building Substitute (Allgrove and Seymour elementary schools, respectively), we will have continuity with instruction, which will help us maintain our DPI targets.

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.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* HS Academic Interventionist - We will use SBAC scores and teacher recommendations to target students who need intervention. The interventionist will work with students either 1:1 or in a small group, with like-needs around. The</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>* HS Academic Interventionist - This strategy will be implemented from the beginning of the 2021 school year and run through the spring of 2023. K-2</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* HS Academic Interventionist - The high school interventionist will be monitored by the building principal and/or assistant principal. The interventionist will work closely with core-subject teachers and special education case managers</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p>

<p>grouping. The interventionist will have a schedule and a dedication area for meeting with individual students and cohort groups. The interventionist will use a variety of assessment results to monitor progress. K-2 Math Intervention, Allgrove building - We will use SBAC scores and teacher recommendations to target students who need intervention. The interventionist will work with students either 1:1 or in a small group, with like-needs grouping. The interventionist will have a schedule and a dedication area for meeting with individual students and cohort groups. The interventionist will</p>	<p>2020-2022 Math Intervention, Allgrove building - This strategy will be implemented from the beginning of the 2021 school year and run through the spring of 2023. K-2 and 3-5 Building Substitutes - This strategy will be implemented from the beginning of the 2021 school year and run through the spring of 2023. K-2 and 3-5 Building Substitutes - This strategy will be implemented from the beginning of the 2021 school year and run through the spring of 2022. Lunch Distribution Personnel - Implemented during the 2021-2022</p>	<p>case managers, as needed. K-2 Math Intervention, Allgrove building - The K-2 interventionist will be monitored by the building principal. The interventionist will work closely with grade-level teachers and special education case managers, as needed. K-2 and 3-5 Building Substitutes - The two building principals (Allgrove and Seymour) will monitor the building substitutes. Substitutes will coordinate with the teacher who is out of the building for lesson implementation. Lunch Distribution Personnel - Ultimately, the principals in each</p>	<p>* HS Academic Interventionist - We will know this strategy is impactful by using our Smarter Balanced results, summative assessments from course work, and future PSAT results. K-2 Math Intervention, Allgrove building - We will know this is impactful by seeing building assessment results increase with our Big Math program, along with in-class summative assessments. K-2 and 3-5 Building Substitutes - We will know this is impactful when we have a teacher absence and we have someone to fill the role, as some substitute services were not as reliable as we prefer. We will not have to patch together substitutes from teacher's planning periods, for example. Lunch Distribution Personnel - We will know this is impactful by the number of students utilizing the free lunches (it is available to all students, regardless of income).</p>
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use a variety of assessment results to monitor progress. K-2 and 3-5 Building Substitutes - Due to the COVID-19 pandemic, there were times when teachers would have to be out of the building for quarantine or illness. By having prearranged permanent substitutes, we can help with continuity of services and know someone will be available to step into the classroom quickly. Over the past year and half, we faced shortages, as substitutes were needed across the county. Lunch Distribution Personnel - By hiring people to distribute lunches, we will have

school year.

building will monitor the lunch personnel. In addition, administrative assistants will assist in the coordination of lunch distribution.

someone available in the buildings to receive, sort, and distribute lunches to our students. The workers will accept the lunches from Granby, sort them by classroom or lunch wave, and bring the lunches to the appropriate areas at the proper time. They can ensure milks are kept refrigerated prior to serving, as well.

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.

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 hiring a school psychologist to support our students and their mental health needs, the district will help meet the ESSA Milestone by continuing to hold our chronic absenteeism at 5.3% through 2024, along with maintaining our Adjusted Cohort Graduation Rate of 98.6% through 2024.

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.

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?	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 school psychologist will work with students across the district and will meet with students individually or in small groups. As needed, the person will attend PPTs and assist with conducting evaluations.</p>	<p><input type="checkbox"/></p>	<p>* This strategy will be implemented during the 2021-2022 school year</p>	<p>* The Director of Student Support Services will coordinate the implementation and monitoring of the school psychologist. The psychologist will consult and collaborate with faculty, student case managers, and families.</p>	<p>* We will know the strategy is impactful when we see the psychologist has worked with individuals and small groups. As the mental health needs vary from student to student, we will see a variety of outcomes included improved self-esteem, behavior, or added coping skills. We will also have the physical documents of completed evaluations and PPTs, which will meet federal and state timelines.</p>
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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.

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.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
What is the strategy? How do you envision its implementation? * The overall strategy is to replace obsolete or older controllers that will give us some redundancy throughout the district.	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? * Our facilities manager is the coordinator of the implementation and monitoring the progress of the products being installed.	Identify the indicators/evidence of progress? How will you know this strategy is impactful? * The air quality is being evaluated to ensure we are in compliance with the current building codes. Any deviation will be quickly remedied by the facility manager and our outside contractor F&F.

* We have been reviewing the obsolete controllers that may affect the air quality in the classroom of each school throughout the pandemic and the facilities manager has recently identified these components as needing replaced.

Other Allowable Uses

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - 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

Empty text area for description.

* By hiring personnel for lunch distribution, we will be able to participate in the federal free lunch program through our neighboring school district (Granby), thereby supporting students who were disproportionately affected by the pandemic with food needs. Through this strategy, we will be able to participate in the federal free lunch program through our neighboring school district (Granby), thereby supporting students who were disproportionately affected by the pandemic with food needs, which will help with meeting the ESSA Milestone by continuing to hold our chronic absenteeism at 5.3%. By hiring people to distribute lunches, we will have someone available in the buildings to receive, sort, and distribute lunches to our students. The workers will accept the lunches from Granby, sort them by classroom or lunch wave, and bring the lunches to the appropriate areas at the proper time. They can ensure milks are kept refrigerated prior to serving, as well. On page 4 of the Safe Return Template CSDE ARP ESSER it says: II. Continuity of Services Describe how the LEA plan will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services: We are not expanding our current lunch program; we do not have one. Given the free lunch program, which is a direct response to COVID, we have partnered with a neighboring town to become a satellite site, allowing us to offer free breakfast and lunch to our students for this upcoming school year. We would not be doing this otherwise. We do not have a lunch program nor any personnel, so to bring this to fruition, we need to hire a few staff members to be the liaison with the partnering school district, as well as actually count, tally, and distribute the lunches.

ARP ESSER Funds Budget

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$514,796.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$20,000.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$0.00
700 - Property	\$10,000.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$544,796.00
Allocation	\$544,796.00
Remaining	\$0.00

Budget Detail

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - ARP ESSER Funds

100 - Personal Services > Salaries - \$514,796.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>Academic Interventionist for East Granby High School.</p> <p>By hiring an academic interventionist for the high school to support targeted needs of special populations, the district will increase its District Performance index in math from 2021 72.8 to 73.5 by 2024.</p> <p>We will use SBAC scores and teacher recommendations to target students who need intervention. The interventionist will work with students either 1:1 or in a small group, with like-needs grouping. The interventionist will have a schedule and a dedication area for meeting with individual students and cohort groups. The interventionist will use a variety of assessment results to monitor progress.</p> <p>Academic Math Interventionist for K-2 (Allgrove Building).</p> <p>By hiring a K-2 Math Interventionist, to support targeted needs of special populations, the district will increase its District Performance index in math from 73.0 to 73.5.</p> <p>K-2 Math Intervention, Allgrove building - We will use SBAC scores and teacher recommendations to target students who</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	East Granby School District (040-000)	
Quantity:	1.00	
Cost:	\$169,191.00	
Line Item Total:	\$169,191.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

LEA / School:	East Granby School District (040-000)	<p>need intervention. The interventionist will work with students either 1:1 or in a small group, with like-needs grouping. The interventionist will have a schedule and a dedication area for meeting with individual students and cohort groups. The interventionist will use a variety of assessment results to monitor progress.</p>
Quantity:	1.00	
Cost:	\$169,191.00	
Line Item Total:	\$169,191.00	
Object:	100 - Personal Services > Salaries	<p>Hiring a school psychologist</p> <p>This person will support our students and their mental health needs, the district will help meet the ESSA Milestone by continuing to hold our chronic absenteeism at 5.3% through 2024, along with maintaining our Adjusted Cohort Graduation Rate of 98.6% through 2024.</p> <p>The school psychologist will work with students across the district and will meet with students individually or in small groups. As needed, the person will attend PPTs and assist with conducting evaluations.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Mental health services	
LEA / School:	East Granby School District (040-000)	
Quantity:	1.00	
Cost:	\$93,614.00	
Line Item Total:	\$93,614.00	
Object:	100 - Personal Services > Salaries	<p>Hiring personnel for lunch distribution</p> <p>Through this strategy, we will be able to participate in the federal free lunch program through our neighboring school district (Granby), thereby supporting students who were disproportionately affected by the pandemic with food needs, which will help with meeting the ESSA Milestone by continuing</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	Other	
Uses of		

to hold our chronic absenteeism at 5.3%.

By hiring people to distribute lunches, we will have someone available in the buildings to receive, sort, and distribute lunches to our students. The workers will accept the lunches from Granby, sort them by classroom or lunch wave, and bring the lunches to the appropriate areas at the proper time. They can ensure milks are kept refrigerated prior to serving, as well.

On page 4 of the Safe Return Template CSDE ARP ESSER it says:

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

We are not expanding our current lunch program; we do not have one. Given the free lunch program, which is a direct response to COVID, we have partnered with a neighboring town to become a satellite site, allowing us to offer free breakfast and lunch to our students for this upcoming school year. We would not be doing this otherwise. We do not have a lunch program nor any personnel, so to bring this to fruition, we need to hire a few staff members to be the liaison with the partnering school district, as well as actually count, tally, and distribute the lunches.

Additional staff for a Grade K-2 Building Substitute and a Grade 3-5 Building Substitute (Allgrove and Seymour elementary schools, respectively)

K-2 and 3-5 Building Substitutes - Due to the COVID-19 pandemic, there were times when teachers would have to be out of the building for quarantine or illness. By having

Funds:	Other ARP ESSER eligible activities
LEA / School:	East Granby School District (040-000)
Quantity:	1.00
Cost:	\$42,800.00
Line Item Total:	\$42,800.00
Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	1: Learning Acceleration, Academic ...

Uses of Funds: Addressing learning loss

LEA / School: East Granby School District (040-000)

Quantity: 1.00

Cost: \$40,000.00

Line Item Total: \$40,000.00

prearranged permanent substitutes, we can help with continuity of services and know someone will be available to step into the classroom quickly. Over the past year and half, we faced shortages, as substitutes were needed across the county.

Total for 100 - Personal Services > Salaries:	\$514,796.00
Total for all other Objects:	\$30,000.00
Total for all Objects:	\$544,796.00
Allocation:	\$544,796.00
Remaining:	\$0.00

Budget Detail

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - ARP ESSER Funds

400 - Purchased Property Services - \$20,000.00 ▼

Budget Detail		Narrative Description
Object:	400 - Purchased Property Services	<p>We need to upgrade obsolete or older controllers that will give us some redundancy throughout the district. The need is to maintain air quality through the replacement of components of our existing air handling system. Our current air handling system is subject to outages during extreme conditions and requires maintenance and upgrades to continue compliance.</p> <p>NOTE: This item cost more than expected. We proposed using some funds from the personnel segment to cover this cost in our most recent revision.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Improve air quality	
LEA / School:	East Granby School District (040-000)	
Quantity:	1.00	
Cost:	\$20,000.00	
Line Item Total:	\$20,000.00	
Total for 400 - Purchased Property Services:		\$20,000.00
Total for all other Objects:		\$524,796.00
Total for all Objects:		\$544,796.00
Allocation:		\$544,796.00
Remaining:		\$0.00

Budget Detail

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - ARP ESSER Funds

700 - Property - \$10,000.00 ▼

Budget Detail		Narrative Description	
Object:	700 - Property	<p>Due to the interactive whiteboards in our district becoming obsolete (s projection is not bright enough for students to see and bulbs are difficult to obtain and prohibitively expensive.)</p> <p>To that end, we want to replace the five oldest devices with Viewsonic touchscreen flat panels. Each is \$2,000; so we would be able to purchase five units.</p>	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...		
Uses of Funds:	Education technology		
LEA / School:	East Granby School District (040-000)		
Quantity:	1.00		
Cost:	\$10,000.00		
Line Item Total:	\$10,000.00		
		Total for 700 - Property:	\$10,000.00
		Total for all other Objects:	\$534,796.00
		Total for all Objects:	\$544,796.00
		Allocation:	\$544,796.00
		Remaining:	\$0.00

ARP ESSER Funds Budget Overview

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - ARP ESSER Funds

Filter by Location: All - \$544,796.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		514,796.00	514,796.00
400 - Purchased Property Services		20,000.00	20,000.00
700 - Property		10,000.00	10,000.00
Total		544,796.00	544,796.00
	Allocation		544,796.00
	Remaining		0.00

ARP ESSER Funds Budget Overview Plus/Minus

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - ARP ESSER Funds

Filter by Location: All - \$544,796.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		514,796.00 -\$10,000.00	514,796.00 -\$10,000.00
400 - Purchased Property Services		20,000.00 +\$10,000.00	20,000.00 +\$10,000.00
700 - Property		10,000.00	10,000.00
Total		544,796.00	544,796.00
	Allocation		544,796.00
	Remaining		0.00

Related Documents

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - ARP ESSER Funds

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

Assurances

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - ARP ESSER Funds

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

ARP ESSER HCY II Intent to Participate

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - 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

East Granby School District (040-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 3 - 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 ▼	Shelby Pons	7/12/2021 10:30:47 AM
	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 ▼	Shelby Pons	7/12/2021 10:30:47 AM
	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 ▼	Shelby Pons	8/13/2021 12:49:34 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 ▼	Shelby Pons	8/13/2021 12:49:34 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 ▼	Shelby Pons	8/13/2021 12:49:34 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	Shelby Pons	8/13/2021 12:49:35 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	Shelby Pons	8/13/2021 12:49:35 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	OK	Shelby Pons	8/13/2021 2:10:11 PM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input type="checkbox"/>	9. ARP ESSER Funds Budget	OK	Shelby Pons	8/13/2021 2:10:11 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	Shelby Pons	7/12/2021 10:30:47 AM
	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.)	OK	Shelby Pons	8/13/2021 12:49:35 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	OK	Shelby Pons	8/13/2021 2:10:11 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.			