

History Log

**Griswold School District (058-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log**

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/24/2021 10:26:25 AM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	8/24/2021 10:10:24 AM	Keith Norton	Status changed to 'CSDE Management Approved'.	S
	8/24/2021 7:48:03 AM	Jessica Cabanillas	Status changed to 'CSDE Grant Contact Approved'.	S
	8/23/2021 3:13:22 PM	Alisha stripling	Status changed to 'Application Edits Completed'.	S
	8/23/2021 3:00:57 PM	Jessica Cabanillas	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/16/2021 1:21:56 PM	Sean McKenna	Status changed to 'LEA Superintendent Approved'.	S
	8/16/2021 1:21:16 PM	Alisha stripling	Status changed to 'Application Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/16/2021 1:13:39 PM	Sean McKenna	Status changed to 'LEA Superintendent Returned - Edits Needed'.	S
	8/16/2021 12:01:13 PM	Alisha stripling	Status changed to 'Application Completed'.	S
	6/1/2021 3:26:10 PM	Alisha stripling	Status changed to 'Application Started'.	S
	5/18/2021 9:17:12 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

**Griswold School District (058-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations**

	<b>(1) ARP ESSER Funds</b>	<b>(2) ARP ESSER SSA</b>	<b>(3) ARP ESSER - HCY II</b>	<b>Total</b>
<b>LEA</b>	\$2,492,197.00	\$0.00	\$0.00	\$2,492,197.00
<b>Total</b>	\$2,492,197.00	\$0.00	\$0.00	\$2,492,197.00

Contacts

**Griswold School District (058-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Contacts**

**Required Contacts**

<b>Type</b>	<b>Contact(s)</b>
ARP ESSER Funds Contact [Select at least 1 contact(s)]	<u>Alisha stripling</u> <u>Sean McKenna</u>

Program Information

**Griswold School District (058-000) 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

**Griswold School District (058-000) 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
- 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.

Our community has had different opportunities to provide input into the development of the plan. We originally published a draft of the plan on our website for all stakeholders to preview and to offer input, before finalizing Version 1.0 of the plan. A notice was emailed to the entire school community about this plan draft, and the notice delineated

opportunities to respond. In addition, we created a feedback/public comment survey tool for any stakeholder to complete and to offer written feedback. To ensure that we cast a wide net on our community, we also offered virtual “stakeholder plan review and input sessions” for our faculty and staff; for our families, guardians, and interested citizens; for our students; for our School Reopening Committee; and, of course, for our Board of Education. These sessions took place between June 7th, 2021 - June 14th, 2021, prior to posting Version 1.0 of the plan to our website, which our BOE reviewed and approved. Lastly, we did create a specific email address for folks to submit additional input, written commentary, and suggestions at any given time for us to receive and review. The meeting dates, notes from the virtual sessions, the survey, and the email address aforementioned are all embedded into our plan.

**Documents**

Type	Document Template	Document/Link
ARP Letters of Support	N/A	<a href="#"> Letter of Support BOE Chair</a> <a href="#"> Letter of Support Selectman</a>

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

**Griswold School District (058-000) 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.griswold.k12.ct.us/news-post/~post/safe-return-to-in-person-learning-continuity-of-services-draft-plan-20210603>

ARP ESSER Uses of Funds

**Griswold School District (058-000) 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**

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</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>

Mental health services	Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
Summer learning	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.
Facility repairs/improvement to minimize disease spread	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.
Improve air quality	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.
Health and safety of students, staff and educators	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.
Other ARP ESSER eligible activities	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.
Administrative	Administrative Costs - necessary and reasonable
Indirect Cost	Indirect cost as indicated by use of budget details for Object Code 917 - Indirect Cost.

Priority Goals

**Griswold School District (058-000) 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): \$498,439.00

**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 employing additional staff and materials for Summer Learning and Before/After School Programs for regular and special education students, as well as adding a certified teacher to focus on the sciences identified as particularly relevant and popular amongst students, our district will aim to elevate 81% (from 54%) of our K-10 cohorts to be at or above the NWEA National Achievement Norm in reading for SY 2021-2022. We will increase the Smarter Balanced Growth Percentage in ELA from 69.4% in 2018-2019 to 71.5% in Math, from 61.7% to 70.0% for students in grades 3-



8 by improving instructional delivery across the different instructional models that include: A full in-person learning model, a Hybrid Learning Model, and blended/personalized learning in the classroom setting.

### 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)

Our most prominent need centers on learning recovery unfinished learning/learning loss. Our needs assessment revealed that learning loss was indeed a priority; 55.3% of survey respondents identified this as a top priority. Unfinished learning, particularly in Reading/ELA, emerged as a focus area. Students with disabilities have scored 12% below non-special education students in Reading/ELA, according to our NWEA Map data, further underscoring this need for focus. In addition to our administrators, faculty and staff, who have reviewed multiple data points, including other student assessment results, such as Dibels and DRA results, our parents and caregivers have spoken to this need. In SY 2020-2021, the resultant periodic survey data, which surfaced from multiple rounds of surveys, fully support expanding resources to address unfinished learning and access to an acceleration approach. Griswold Public Schools have not held a research-based Summer Learning Program in recent history. Also, our district has not taken on Before and After School Programming, that targets unfinished learning and enrichment learning, and that provides such instructional delivery by means of an Acceleration Framework. It is important to note that this a perennial need that has been accentuated by the pandemic, and Griswold has lacked the funding support in its operational budgets over the years to sponsor, develop, and offer these programs which are aligned to academic and social and emotional growth. Our assessment also points to enhancing services for students enrolled in our Alternative School. It is important to emphasize that our Alternative School population, which receives services in an isolated facility some distance from our campus which houses all over our other buildings, warrants a learning environment that speaks to equitable access in this shape-shifting environment of hybrid learning, online learning, and ever emerging social emotional adolescent needs. Such a facility would be equipped with updates to technology and HVAC infrastructure, and it would accommodate enrichment and career exploration opportunities which our Alternative students have advocated.

\* 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)

We have committed to ensuring equity, as a core value in our district and as means by which to drive full district improvement, including academic growth and achievement. Our strategy to address unfinished learning/learning loss entails a few approaches that we believe casts a net on all students, especially those students who have been more strongly impacted by the pandemic. By offering a robust Summer Learning Program this summer, and planning to do so for the next two summers, we intentionally designed a program aligned to the Acceleration Framework and one that balances academic recovery and enrichment opportunities. We maintain that this summer programming allows us to have a solid recovery plan in place. Additionally, our before and after school programs, which will involve tutoring, enrichment and physical activities, are additional ways for us to address academic access, renewal and acceleration. Given that 45% of our population self-selected free and reduced lunch, and 21% of our student population is non-Caucasian, we are committed to ensuring equity and to foster safe zones of learning where student need can be customized and appropriately matched with doable challenges. Lastly, a Computer Science Teacher will be employed to focus on relevant and popular science topics at the middle and high school. Because we have redesigned our Curriculum, Instruction, and Assessment office, we are now deeply focused on Teaching, Learning and Innovation. We have created Coordinator Positions in this department, one PK-6 and another 7-12, to help teachers with implementing the Acceleration Framework on a granular, day-to-day level. These coordinators will partner with teachers on planning, instructing, lesson design with a culturally responsive/equity lens, and appropriate assessments that highlight students' strengths and areas of improvement. It is important to note that given the research undergirding the Acceleration Framework highlights the importance of tutoring, we have budgeted tutors to help students and teachers focus on accelerated learning. Students enrolled in our Alternative School, which provides tailored programming to students who have a demonstrated history of not succeeding in traditional schooling, warrant a renovated learning space, fully equipped with infrastructure and technology updates. Given that Griswold Public Schools has an 19.7% Special Education population, our Alternative School provides services to a segment of that population who would otherwise be outplaced. The school currently enrolls 20 students, whose needs range from social and emotional support, behavior support, and intensive Tier 3 supports, including specified support/counseling. With the relocation of the program, from its current place 5 miles away from our district campus, to a municipally-owned building, we can locate the program to a building closer to our district campus and near the center of town. We believe that the "relocation" and "redesign" of this program will help elevate the services to some of our most challenging but very capable students.

## 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>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>* Our first strategy is to offer extended learning opportunities, namely the Summer Learning Program, and after school and before school programming to address learning loss/unfinished learning. For the first time in quite some time, we designed, monitored, and implemented a Summer Learning Program, anchored to the Acceleration Framework that offered students unfinished learning and enrichment programs. The program ran for 5-weeks, and our focus was on re-</p>	<p><input checked="" type="checkbox"/></p>	<p>* This strategy has been piloted this past school year, with a catalyst team of teachers at our elementary school, along with a consultant from the LEARN RESC.</p>	<p>* Our Director of Teaching, Learning, and Innovation is coordinating the full scale implementation this school year. The implementation plan has been vetted by our Teaching, Learning, and Innovation District committee, which consists of teachers and administrators. The goal of integrating blended and personalized learning is a goal in our 3-year strategic advancement plan and will be a required goal for the professional educator evaluation plan for this</p>	<p>* Indicators of progress involve a multi-pronged approach. We have been using NWEA-MAP for several years now, where we assess students in the fall, winter and spring. We will review our MAP scores on a regular basis to help identify student growth in reading ELA and other areas; student need; and importantly, individualized student acceleration targets. We will also use other measurement approaches, including our educator evaluation plan to assess how our teachers are progressing with blended and personalized learning. In our strategic planning document, we are identifying "catalyst teams" of teachers who would be deemed advanced practitioners at blended and personalized learning implementation; this will afford us another means of comparison and implementation measurement.</p>



engagement, personalization, and individualized approaches so that we could appropriately advance students from their current achievement level to their next level of growth. We are currently in the process of completing an after-action review to analyze what went well, what did not go well, and how we can improve services for our Summer Learning Program next school year. Our second strategy is to offer before and after school programming that will further assist students with extended learning opportunities that are attached to the typical school day. Our "Wolverines Forward," our before and after school programming, will

upcoming school year. We are offering a series of robust professional learning opportunities throughout the school year to help support our teachers with this innovative strategy. These designed sessions include focus on structured blended and personalized learning, implementing blended and personalized learning, and lopping culturally responsive teaching based on the Zarietta Hammond "Ready for Rigor" framework. Although we will simultaneously be focusing on the Acceleration Framework during the school year as well, we want to

launch this school year. In surveying our parents, 48% of our parents identified childcare needs; of that 48%, 55% indicated that they wanted their students to have extended learning opportunities outside of the school day. The revitalization of the Alternative School has been underway as a joint effort supported by the Town of Griswold and the Board of Education. ARP/ESSER funds would undoubtedly help defray the costs used to adapt the building space to meet program needs and equip the building with technology-and by extension-- instructional assistance that is on par with other alternative programs that are situated in modern facilities.

ensure that student engagement is concurrently addressed and sustained. We believe that blended & personalized learning will help us reach our objectives.

## 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,

58% of our parents, according to a recent survey, have expressed concern with strengthening family and community connections, especially during this period of asymmetrical upheaval. By hiring a Family Engagement Specialist and Special Project/Communications Specialist, we will reduce that concern to 30% or under for the SY 2021-2022 school year, by engaging directly with families, enlisting town organizations such as Griswold Pride, and community partners such as UFSC, to further provide families and students with additional supports for academic endeavors and social and emotional needs. Also, by enlisting the services of a communications point person, we hope to maximize the use of digital and print media to better market our networks of support and services, our celebrations and successes, and our opportunities for community partnerships.

### 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.**

## 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>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>* Our strategy focuses on communication, outreach, engagement, and targeted coordination efforts. This begins with improving our public relations by improving our communications efforts. By improving our communication efforts, we hope to simultaneously strengthen community engagement by ensuring that our students and families are continually informed of the opportunities and services available to them and by pairing them with appropriate district personnel to navigate pathways for assistance and support. Our new communications/marketing/grants writer point person will partner with our district central office staff and building point people to ensure that our communications</p>	<p><input checked="" type="checkbox"/></p>	<p>* This strategy rests on two approaches: Enhancing communication and strengthening engagement.</p>		<p>* Measuring our efforts to enhance communications, marketing and family engagement will occur in different ways. Each school has a School, Community, Voice Team that meets periodically throughout the school year; there is a district team as well. The teams review topics such as family engagement efforts, public</p>

are reaching families, informing families about resources, and expanding access to the kind of outreach impact we intended. This individual will develop a communications/marketing plan to improve our outreach to our stakeholders. Working in partnership with our marketing/grants/communications specialist, our Family Engagement specialist will coordinate deeper involvement of our families in our School Readiness Council, our PTOs, our School, Community, Voice Teams, and our in-district and out of district services for students and families.

\* There are three point people who will oversee an implementation team, monitor and assess the progress. Our Director of Teaching, Learning and Innovation, who will coordinate with our buildings to identify the students and their families who have specific and/or more generalized needs. Our Director of Special Education and Pupil Personnel will work with our Family Engagement Specialist to ensure that students and families are appropriately matched for a specified that either the district or a community partner can provide. Our Director of Fiscal and Personnel Services will oversee the Communication/Special Projects Specialist.

relations, and community involvement. Periodic surveys, which are provided to the district on a calendered system, will provide the kind of feedback to determine to what extent we are reaching our intended outcomes. In addition to this measurement plan, supervision and evaluation will provide another means by which to ensure that we are meeting the marks with this new strategy. Our Director of Teaching, Learning, and Innovation, Director of Special and Pupil Personnel Services, and our Director of

			<p>our Director or Fiscal and Personnel Services will work in partnership on this effort to ensure that there is cross-departmental feedback on making progress.</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,

To address parental concern, which registers at 59% from survey data in SY 2020-2021, regarding the social and emotional well-being of students, we will reduce that concern to 30% or under for the SY 2021-2022 by recalibrating and improving our emotional support for students and by making SEL a primary goal of multi-year strategic plan. We will increase the Smarter Balanced Growth Percentage in ELA from 69.4% in 2018-2019 to 71.5% in Math, from 61.7% to 70.0% for students in grades 3-8 by improving instructional delivery across the different instructional models that



include: A full in-person learning model, a Hybrid Learning Model, and blended/personalized learning in the classroom setting.

### 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?
* Our strategy involves different components, including a two year professional partnership with EASTCONN consultants to assist our district, professional staff, and students to zero in on social and emotional well being and support backed by evidenced-based strategies and	<input checked="" type="checkbox"/>	* This strategy will be implemented SY 2020-2021, with a continuation into the next school year and thereafter.	* The Director of Teaching, Learning, and Innovation will partner with the Director of Special Education to work closely with the EASTCONN consultants and the appropriate school teams to inventory existing practices, to review survey and student performance data, to identify possible	* Indicators and evidence of progress will be addressed in different ways. We are developing an implementation tool to assess, to review, and to determine the degree to which we are reaching our intended outcomes. We will be measuring feasibility of plan implementation, scalability, implementation barriers, sustainability over time, and staff training. Measurement tools will also include feedback from staff, in the form, most practically of professional learning surveys. We will also survey our students. to

<p>practices. Developing and implementing an approach where practices, systems, and data help us achieve our intended outcomes will undoubtedly advance our work in this area. One important step is to select a new district-wide SEL curriculum, implement the curriculum, and monitor the curriculum implementation over the next few years with a measurement plan. Our strategies also include monitoring student progress around SEL needs, targets for growth, and wellness supports. From there, we will identify contextually relevant Tier 1 SEL and student wellness curriculum and strategies to scale and implement an</p>		<p>PK-12 appropriate SEL curriculum documents, and to implement a curriculum with fidelity and consistency across the district. It is important to note that by partnering with EASTCONN in this endeavor, we are anchoring our implementation (with frequent monitoring) to our existing data that speaks to learning loss, inconsistent access to in-person instruction, and the trauma associated with continued exposure to uncertainty and stress due to the pandemic. Social and Emotional Well-Being and Intervention necessitates a coordinated set of evidenced-based programs and practices for</p>	<p>assess their feedback and whether the consistent evidence-based practices are fulfilling their needs. We have assembled a School Community Voice Team, at each building and at the district level. A major charge of these committees involves reviewing anecdotal feedback on our SEL strategic focus. We will conduct at least once carefully crafted evaluation that documents positive impacts on specific student outcomes and/or building/district intended outcomes. We have created 3 SEL Interventionists positions, one to be stationed in each of our 3 buildings to provide additional supports to our students, and by extension, faculty and staff. These 3 individuals, in addition to an assortment of day-to-day duties, will be assigned as data collection point people, so that there is consistent data collection means that will be reviewed in a calendar system. This will help our Griswold/EASTCONN team and building teams to review data on a consistent, regular basis to allow for adjustments, course correction, and improved steps. We will be building a google site to store the data, to access point people to access the data, and to</p>
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SEL curriculum and concomitant strategies with fidelity. This will allow our administrative and building team members to determine individuals who require tiered supports through the use of relevant data. A major component of our strategies relies on supporting staff with professional development and coaching to implement practices with students and families to achieve district, building and individual targets around an SEL delivery model. A consistent monitoring of student progress, with implemented SEL supports, will help our administrators adjust service delivery as needed.

enhancing social emotional-cognitive development, positive behavior and interpersonal relationships, and academic performance.

tag steps and timelines to the implementation.

**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,

As a result of professional learning and blended technology use, we will increase the Smarter Balanced Growth Percentage in ELA from 69.4% in 2018-2019 to 71.5% in Math, from 61.7% to 70.0% for students in grades 3-8 by improving instructional delivery across the different instructional models that include: A full in-person learning model, a Hybrid Learning Model, and blended/personalized learning in the classroom setting.

**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>* We have a few strategies to address this priority. The strategies fall into two broad categories: Technology infrastructure support, maintenance, and upgrades. The second category: Providing appropriate professional training, support, and coaching to our professional staff, students, and families as we all shift to more technological infused education, communication, and overall interactions. In terms of Technology infrastructure support, we have a technology plan for additional hardware</p>	<p><input checked="" type="checkbox"/></p>	<p>* This implementation will continue from the SY 2020-2021 School Year to the 2021-2022 under the aegis of Teaching, Learning, and Innovation. To be clear, blended/personalized learning is a goal in our multi-year strategic plan that we are finalizing in the next few months. We are requiring this goal for the educator evaluation plans, which includes administrators, for the 2021-2022 school year. "Innovating Courageously" has been identified as a core value, as we are encouraging all to experiment, to take risks, and to "think again" about</p>	<p>* The Superintendent and the Director of Teaching have designed and are monitoring this implementation in the different phases. We have had a discovery phase that has included interaction with and feedback from stakeholders. We have reviewed and analyzed baseline data about this particular shift to strengthening the focus on teaching, learning and innovation. This has included interviewing cohorts of students at each of the levels to</p>	<p>* In the measurement stage of our implementation plan, we intend to regularly review steps, activities, student data, and anecdotal data gleaned from observations and Instructional worlds. We have established a walk-through tool, and we will use traditional classroom observations to gauge implementation. We are establishing data protocols and data sharing to strengthen our efforts at continuous, full-scale improvement. A major component of this work is to "re-think" our goals as new information surfaces and becomes available, so that we can use improvement science to optimize our gradual improvements in teaching and learning. By all means, our intention is to identify bright spots, explore those spots to reduplicate success, and to accelerate developments when</p>

<p>additional hardware over the next 3 years that we have in our grant; it is very important to note that this includes the move of location for our Alternative School. The current location, 5 miles from our campus where all 3 schools are situated, is in a part of town where there is weak WIFI access. By moving locations, our Alternative School students will undoubtedly have improved experiences by being closer to campus than in an isolated part of town and by being in a building that is more technologically ready for blended learning and for supporting the different learning models--hybrid and fully distance. In order to provide professional support to our teachers and to our community at</p>	<p>again about learning, teaching, communicating and problem solving. We are linking this core value to our Vision of the Graduate.</p>	<p>of the levels, to determine their experiences, perceptions, and preferences on learning and teaching. The implementation has coordination has progressed to district goals, identifying a timeline, and reinforcing core values to support the goals and, more importantly, to support the core values driving our work: Amplifying Voices, Ensuring Equity, Innovating Courageously, and Leading Thoughtfully.</p>	<p>developments when necessary. This will allow us, particularly for our teachers, to capture promising practices and develop success stories across the district in our ongoing efforts with teaching, learning and innovation.</p>
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large, we have redesigned our approach to curriculum and instruction. We have formed a Teaching, Learning, and Innovation Department that consists of a director, two coordinators, and a technology integration specialist. The two coordinators will work closely with our teachers in a push-in coaching model to assist with blended/personalized learning. In our strategic planning, we identify blended learning as another means by which to help teachers with differentiation, integrating student choice, promoting visible thinking, and conferring with small groups of students in the classroom setting.



## 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)

Our needs assessment revealed that in addition to improving and upgrading our ventilation system, to providing education and training on universal mitigation strategies, we also need to simultaneously focus on implementing SEL as a district-wide goal to address the social and emotional needs of our students, faculty and staff. In surveying our faculty, staff, students, and families, 60% of the respondents identified this priority as one that had significant importance. Additionally, the relocation of our Alternative School, a need that the faculty and staff and students there share with great enthusiasm, falls under this 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)

In internal surveying, 64% of our students identified the importance of feeling safe, the importance of psychological safety, and their expanding social and emotional needs during this COVID-19 experience. Many of the students, in interviews with support staff, identified heightened concern for safety and an increase in worry and anxiety. This has been consistent across all student groups, and we have concluded in our comparative analyses that students who bear other stressors are unequivocally impacted disproportionately. In light of the fact that we have an escalating

students with disabilities population, approaching 20%, we maintain that safety and wellness encompasses a few different strategies.

### Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* To strengthen our approaches to healthy and safe schools, we are approaching this in two different ways: The first involves supporting facilities that reinforce health and safety. The second involves supporting all of our stakeholders with building a foundational support plan to strengthen our SEL competencies, delivery, and organizational capacity. To</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input checked="" type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* This strategy was implemented last school year, and we will continue with the implementation of this school by adjusting our work as new information and resultant data surface.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* The people coordinating this implementation include the Superintendent, the Director of Teaching, Learning and Innovation, and the building administrators. The School Community Voice Team, at each building, consists of faculty and staff, certified and non-certified; students; parents; and community members. The teams convene periodically over the school year and</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* For the 2021-2022 school year and beyond, the School Community Voice Teams will engage in a calendar measurement plan that includes different areas to review. The teams will be charged with identifying and assessing learning environments and partnerships that promote SEL; for example, the "morning meeting" routine at our elementary school, the advisory blocks at our middle and high schools; and topic-driven programs, assemblies, and cultural events in our schools. To dig deeper into the progress we are making, we will review and analyze instructional methods that create and strengthen relationship-centered classrooms. Such examples that may surface during this inquiry might be around</p>

<p>capacity. To continue to support our facilities to reinforce health and safety, we are committed to maximizing our ventilation system, which were upgraded in 2019-2020 in well over 300,000 in repairs, signified by a conversion from oil to natural gas. Because ventilation has been scientifically proven as a strong mitigating strategy against the viral transmission of COVID-19, we must ensure that during the school year our system operates with efficiency and with fresh air and appropriate filtering to diminish micro-viral transport and transmission. Additionally, we have worked constructively with</p>	<p>the community might be great projects, theme-based units, culturally-relevant research, and/or student-led learning opportunities. Additionally, we are intending to look for artifacts that speak to opportunities for students to "lead thoughtfully" in the classroom, school, or community at large: Cross-age mentors, peer leadership, student mentoring, and community service are just a few examples. The teams will also assess the efficacy of our partnerships, such as the community, town, and faith-based partnerships. These include our existing relationships with health care and behavioral health providers. We will assess our parent organizations, relationships with town agencies such as the Senior Center and Parks and Recreation.</p>	<p>review global topics, such as health and safety and social and emotional needs, to give "voice" to group needs as well as needs that overlap different groups. The School Community Voice team reviews, discusses, and interrogates gathered data around topics. For example, qualitative data (from surveys, focused groups and anecdotal) data and pattern analysis data are reviewed to create an authentic cross-referenced consideration of any given topic. Last school year, SEL concerns surfaced repeatedly and consistently across the different groups and buildings. These</p>
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our custodial and maintenance staff to increase sanitation of high touch surfaces and to implement deep-cleaning routines as is necessary, cafeteria and high traffic areas are a few examples. This facilities-focus can include our intention of moving the location of Alternative School from a facility that is situated 5-miles from campus and one that has significant facilities challenges, including weak internet access. Given that our Alternative School population accounts for students who present unique, highly individualized challenges, we maintain that funding this move will span quite a

related concerns then filter up to the District School Community Voice Team to ensure that there is a constructive, monitored feedback loop involving the buildings and the district vistas. This allows the district team to consider ways to lead a coordinated approach of continuous improvement of schoolwide and community wide SEL goals. Clearly, our School, Community Voice Teams resemble a change vehicle to drive improvement goals and steps.

few of the ESSER priorities, including this one. Our second strategy includes a laser sharp focus on coordinating and enhancing an evidence-based approach to implementing SEL initiatives to improve social-cognitive development, positive behavior and interpersonal relationships, and academic growth and achievement.

Other Allowable Uses

**Griswold School District (058-000) 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**

\* A small portion of Griswold's allocation will be set aside to ensure proper fiscal tracking and grant management.

ARP ESSER Funds Budget

**Griswold School District (058-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

Object	Total
100 - Personal Services > Salaries	\$1,394,096.00
200 - Personal Services > Employee Benefits	\$408,694.00
300 - Purchased Professional and Technical Services	\$58,000.00
400 - Purchased Property Services	\$339,596.00
500 - Other Purchased Services	\$68,811.00
600 - Supplies	\$223,000.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
<b>Total</b>	<b>\$2,492,197.00</b>
<b>Allocation</b>	<b>\$2,492,197.00</b>
<b>Remaining</b>	<b>\$0.00</b>

Budget Detail

**Griswold School District (058-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

100 - Personal Services > Salaries - \$1,394,096.00 ▼

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	1 FTE Special Services/Family Engagement Specialist for 3 years.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	2: Family and Community Connections	
<b>Uses of Funds:</b>	Coordination of preparedness and re...	
<b>LEA / School:</b>	Griswold School District (058-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$293,636.00	1 FTE Communications Specialist/Special Projects Coordinator for three years.
<b>Line Item Total:</b>	\$293,636.00	
<b>Object:</b>	100 - Personal Services > Salaries	
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	2: Family and Community Connections	
<b>Uses of Funds:</b>	Coordination of preparedness and re...	

<b>LEA / School:</b>	Griswold School District (058-000)	
<b>Quantity:</b>	3.00	
<b>Cost:</b>	\$45,000.00	
<b>Line Item Total:</b>	\$135,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	Two .5 FTE Teaching, Learning and Innovation Coordinators for one year.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...	
<b>Uses of Funds:</b>	Addressing learning loss	
<b>LEA / School:</b>	Griswold School District (058-000)	
<b>Quantity:</b>	2.00	
<b>Cost:</b>	\$55,697.00	
<b>Line Item Total:</b>	\$111,394.00	
<b>Object:</b>	100 - Personal Services > Salaries	1 FTE Computer Science Teacher to be split between the technology labs recently installed at the middle and elementary schools.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...	
<b>Uses of</b>		

<b>Funds:</b>	Addressing learning loss	
<b>LEA / School:</b>	Griswold School District (058-000)	
<b>Quantity:</b>	2.00	
<b>Cost:</b>	\$55,000.00	
<b>Line Item Total:</b>	\$110,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	Increase part-time custodial services to ensure frequent and thorough sanitation of building.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	5: Building Safe and Healthy School...	
<b>Uses of Funds:</b>	Health and safety of students, staf...	
<b>LEA / School:</b>	Griswold School District (058-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$90,963.00	
<b>Line Item Total:</b>	\$90,963.00	
<b>Object:</b>	100 - Personal Services > Salaries	
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER</b>	3: Social, Emotional, and Mental He...	1 FTE Social Emotional Interventionist at Griswold Middle School for two years.

<b>Priority:</b>		
<b>Uses of Funds:</b>	Mental health services	
<b>LEA / School:</b>	Griswold School District (058-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$86,145.00	
<b>Line Item Total:</b>	\$86,145.00	
<b>Object:</b>	100 - Personal Services > Salaries	1 FTE Social Emotional Interventionist at Griswold High School for two years.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	3: Social, Emotional, and Mental He...	
<b>Uses of Funds:</b>	Mental health services	
<b>LEA / School:</b>	Griswold High School (058-6211)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$83,636.00	
<b>Line Item Total:</b>	\$83,636.00	
<b>Object:</b>	100 - Personal Services > Salaries	1 FTE Social Emotional Interventionist at Griswold Elementary School for two years.
<b>Purpose:</b>	01 - Public School Activities	



<b>ARP ESSER Priority:</b>	3: Social, Emotional, and Mental He...
<b>Uses of Funds:</b>	Mental health services
<b>LEA / School:</b>	Griswold Elementary School (058-0311)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$83,636.00
<b>Line Item Total:</b>	\$83,636.00
<b>Object:</b>	100 - Personal Services > Salaries
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	5: Building Safe and Healthy School...
<b>Uses of Funds:</b>	Health and safety of students, staf...
<b>LEA / School:</b>	Griswold School District (058-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$79,000.00
<b>Line Item Total:</b>	\$79,000.00
<b>Object:</b>	100 - Personal Services > Salaries
<p>Ensure adequate funding for the increased need for substitute faculty/staff due to COVID related absences.</p>	
<p>Before/After School Program staffing.</p>	

<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...		
<b>Uses of Funds:</b>	Addressing learning loss		
<b>LEA / School:</b>	Griswold School District (058-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$70,000.00		
<b>Line Item Total:</b>	\$70,000.00		
<b>Object:</b>	100 - Personal Services > Salaries		
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	4: Strategic Use of Technology, Sta...		
<b>Uses of Funds:</b>	Education technology		
<b>LEA / School:</b>	Griswold School District (058-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$39,109.00		
<b>Line Item Total:</b>	\$39,109.00		
<p>.5 FTE Technology Integration Coach to provide teachers with instruction on how to infuse technology into the curriculum and learning environment.</p>			

<b>Object:</b>	100 - Personal Services > Salaries	Summer acceleration program certified teachers at Griswold Middle School.	
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...		
<b>Uses of Funds:</b>	Addressing learning loss		
<b>LEA / School:</b>	Griswold School District (058-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$38,038.00		
<b>Line Item Total:</b>	\$38,038.00		
<b>Object:</b>	100 - Personal Services > Salaries		Additional tutoring hours to address learning loss.
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...		
<b>Uses of Funds:</b>	Addressing learning loss		
<b>LEA / School:</b>	Griswold Middle School (058-5111)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$34,457.00		
<b>Line Item Total:</b>	\$34,457.00		

<b>Total:</b>			Additional tutoring hours to address learning loss.
<b>Object:</b>	100 - Personal Services > Salaries		
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...		
<b>Uses of Funds:</b>	Addressing learning loss		
<b>LEA / School:</b>	Griswold High School (058-6211)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$34,457.00		
<b>Line Item Total:</b>	\$34,457.00		
<b>Object:</b>	100 - Personal Services > Salaries		Additional tutoring hours to address learning loss.
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...		
<b>Uses of Funds:</b>	Addressing learning loss		
<b>LEA / School:</b>	Griswold Elementary School (058-0311)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$34,457.00		

<b>Line Item Total:</b>	\$34,457.00		
<b>Object:</b>	100 - Personal Services > Salaries	Summer acceleration program certified teachers at Griswold High School.	
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...		
<b>Uses of Funds:</b>	Addressing learning loss		
<b>LEA / School:</b>	Griswold School District (058-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$26,884.00		
<b>Line Item Total:</b>	\$26,884.00		
<b>Object:</b>	100 - Personal Services > Salaries		Summer acceleration program certified teachers at Griswold Elementary School.
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...		
<b>Uses of Funds:</b>	Addressing learning loss		
<b>LEA / School:</b>	Griswold Elementary School (058-0311)		
<b>Quantity:</b>	1.00		

<b>Cost:</b>	\$26,884.00		
<b>Line Item Total:</b>	\$26,884.00		
<b>Object:</b>	100 - Personal Services > Salaries	District level coordination of summer accelerated learning program.	
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...		
<b>Uses of Funds:</b>	Addressing learning loss		
<b>LEA / School:</b>	Griswold School District (058-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$11,300.00		
<b>Line Item Total:</b>	\$11,300.00		
<b>Object:</b>	100 - Personal Services > Salaries		Administration of grant and reporting activities for one year period.
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	Other		
<b>Uses of Funds:</b>	Administration		
<b>LEA / School:</b>	Griswold School District (058-000)		



<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$5,100.00	
<b>Line Item Total:</b>	\$5,100.00	
<b>Total for 100 - Personal Services &gt; Salaries:</b>		\$1,394,096.00
<b>Total for all other Objects:</b>		\$1,098,101.00
<b>Total for all Objects:</b>		\$2,492,197.00
<b>Allocation:</b>		\$2,492,197.00
<b>Remaining:</b>		\$0.00

Budget Detail

**Griswold School District (058-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

200 - Personal Services > Employee Benefits - \$408,694.00 ▼

Budget Detail		Narrative Description	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Fringe benefits for Special Services/Family Engagement and Special Projects/Communications Specialists.	
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	2: Family and Community Connections		
<b>Uses of Funds:</b>	Coordination of preparedness and re...		
<b>LEA / School:</b>	Griswold School District (058-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$75,119.00		
<b>Line Item Total:</b>	\$75,119.00		
<b>Object:</b>	200 - Personal Services > Employee Benefits		Fringe benefits for GHS SEL.
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	3: Social, Emotional, and Mental He...		

<b>Uses of Funds:</b>	Mental health services
<b>LEA / School:</b>	Griswold High School (058-6211)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$70,363.00
<b>Line Item Total:</b>	\$70,363.00
<b>Object:</b>	200 - Personal Services > Employee Benefits
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	3: Social, Emotional, and Mental He...
<b>Uses of Funds:</b>	Mental health services
<b>LEA / School:</b>	Griswold Middle School (058-5111)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$61,470.00
<b>Line Item Total:</b>	\$61,470.00
<b>Object:</b>	200 - Personal Services > Employee Benefits
<b>Purpose:</b>	01 - Public School Activities
Fringe benefits for TLI Coordinators.	

<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...
<b>Uses of Funds:</b>	Addressing learning loss
<b>LEA / School:</b>	Griswold School District (058-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$50,259.00
<b>Line Item Total:</b>	\$50,259.00

<b>Object:</b>	200 - Personal Services > Employee Benefits
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	3: Social, Emotional, and Mental He...
<b>Uses of Funds:</b>	Mental health services
<b>LEA / School:</b>	Griswold Elementary School (058-0311)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$38,986.00
<b>Line Item Total:</b>	\$38,986.00

Fringe benefits for GES SEL.

<b>Object:</b>	200 - Personal Services > Employee Benefits
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...
<b>Uses of Funds:</b>	Addressing learning loss
<b>LEA / School:</b>	Griswold High School (058-6211)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$25,000.00
<b>Line Item Total:</b>	\$25,000.00

Fringe benefits for Computer Science Teacher .5 FTE.

<b>Object:</b>	200 - Personal Services > Employee Benefits
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...
<b>Uses of Funds:</b>	Addressing learning loss
<b>LEA / School:</b>	Griswold Middle School (058-5111)
<b>Quantity:</b>	1.00
<b>Cost:</b>	

Fringe benefits for .5 FTE Computer Science Teacher.

	\$25,000.00	
<b>Line Item Total:</b>	\$25,000.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Custodial fringe benefits.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	5: Building Safe and Healthy School...	
<b>Uses of Funds:</b>	Facility repairs/improvement to min...	
<b>LEA / School:</b>	Griswold School District (058-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$16,286.00	
<b>Line Item Total:</b>	\$16,286.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Fringe benefits for Technology Integration Coach.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	4: Strategic Use of Technology, Sta...	
<b>Uses of Funds:</b>	Education technology	
<b>LEA / School:</b>	Griswold School District (058-000)	



<b>School:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$15,119.00	
<b>Line Item Total:</b>	\$15,119.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Fringe benefits for substitute teachers.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	5: Building Safe and Healthy School...	
<b>Uses of Funds:</b>	Health and safety of students, staf...	
<b>LEA / School:</b>	Griswold School District (058-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$6,913.00	
<b>Line Item Total:</b>	\$6,913.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Before/after school program staff fringe benefits.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...	

<b>Uses of Funds:</b>	Addressing learning loss
<b>LEA / School:</b>	Griswold School District (058-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$6,125.00
<b>Line Item Total:</b>	\$6,125.00
<b>Object:</b>	200 - Personal Services > Employee Benefits
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...
<b>Uses of Funds:</b>	Addressing learning loss
<b>LEA / School:</b>	Griswold Middle School (058-5111)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$3,290.00
<b>Line Item Total:</b>	\$3,290.00
<b>Object:</b>	200 - Personal Services > Employee Benefits
<b>Purpose:</b>	01 - Public School Activities

Fringe benefits for GMS summer programming staff.

Fringe benefits for additional tutoring.

<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...
<b>Uses of Funds:</b>	Addressing learning loss
<b>LEA / School:</b>	Griswold Elementary School (058-0311)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$2,636.00
<b>Line Item Total:</b>	\$2,636.00

<b>Object:</b>	200 - Personal Services > Employee Benefits
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...
<b>Uses of Funds:</b>	Addressing learning loss
<b>LEA / School:</b>	Griswold Middle School (058-5111)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$2,636.00
<b>Line Item Total:</b>	\$2,636.00

Fringe benefits for additional tutoring.

<b>Object:</b>	200 - Personal Services > Employee Benefits
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...
<b>Uses of Funds:</b>	Addressing learning loss
<b>LEA / School:</b>	Griswold High School (058-6211)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$2,636.00
<b>Line Item Total:</b>	\$2,636.00

Fringe benefits for additional tutoring.

<b>Object:</b>	200 - Personal Services > Employee Benefits
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...
<b>Uses of Funds:</b>	Addressing learning loss
<b>LEA / School:</b>	Griswold School District (058-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	

Fringe benefits for GES summer programming staff.

	\$2,325.00	
<b>Line Item Total:</b>	\$2,325.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Fringe benefits for GHS summer programming staff.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...	
<b>Uses of Funds:</b>	Addressing learning loss	
<b>LEA / School:</b>	Griswold High School (058-6211)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$2,325.00	
<b>Line Item Total:</b>	\$2,325.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Grant administration fringe benefits.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	Other	
<b>Uses of Funds:</b>	Administration	
<b>LEA /</b>	Griswold School District (058-000)	

<b>School:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,229.00	
<b>Line Item Total:</b>	\$1,229.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Fringe benefits for summer acceleration program administration.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...	
<b>Uses of Funds:</b>	Addressing learning loss	
<b>LEA / School:</b>	Griswold School District (058-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$977.00	
<b>Line Item Total:</b>	\$977.00	
<b>Total for 200 - Personal Services &gt; Employee Benefits:</b>		\$408,694.00
<b>Total for all other Objects:</b>		\$2,083,503.00
<b>Total for all Objects:</b>		\$2,492,197.00
<b>Allocation:</b>		\$2,492,197.00



**Remaining:**

\$0.00

Budget Detail

**Griswold School District (058-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

300 - Purchased Professional and Technical Services - \$58,000.00 ▼

Budget Detail		Narrative Description	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Continue the services of EASTCONN's Psychological and behavioral consultation services.	
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	3: Social, Emotional, and Mental He...		
<b>Uses of Funds:</b>	Providing principals/leaders with r...		
<b>LEA / School:</b>	Griswold School District (058-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$31,500.00		
<b>Line Item Total:</b>	\$31,500.00		
<b>Object:</b>	300 - Purchased Professional and Technical Services		Support professional development and related travel for all levels of the organization.
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	4: Strategic Use of Technology, Sta...		

<b>Uses of Funds:</b>	Providing principals/leaders with r...
<b>LEA / School:</b>	Griswold School District (058-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$26,500.00
<b>Line Item Total:</b>	\$26,500.00

<b>Total for 300 - Purchased Professional and Technical Services:</b>	\$58,000.00
<b>Total for all other Objects:</b>	\$2,434,197.00
<b>Total for all Objects:</b>	\$2,492,197.00
<b>Allocation:</b>	\$2,492,197.00
<b>Remaining:</b>	\$0.00

Budget Detail

**Griswold School District (058-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

400 - Purchased Property Services - \$339,596.00 ▼

Budget Detail		Narrative Description
<b>Object:</b>	400 - Purchased Property Services	Renovation of an existing Town building to provide Griswold Alternative School students with a space better prepared for the impacts of COVID 19, including better ventilation and internet speed and reliability.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	5: Building Safe and Healthy School...	
<b>Uses of Funds:</b>	Facility repairs/improvement to min...	
<b>LEA / School:</b>	Griswold School District (058-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$330,000.00	Continue software subscriptions needed to ensure the district's ability to pivot from in-person to remote learning seamlessly.
<b>Line Item Total:</b>	\$330,000.00	
<b>Object:</b>	400 - Purchased Property Services	
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	4: Strategic Use of Technology, Sta...	
<b>Uses of Funds:</b>	Education technology	

LEA / School: Griswold School District (058-000)

Quantity: 1.00

Cost: \$9,596.00

Line Item Total: \$9,596.00

**Total for 400 - Purchased Property Services:** \$339,596.00

**Total for all other Objects:** \$2,152,601.00

**Total for all Objects:** \$2,492,197.00

**Allocation:** \$2,492,197.00

**Remaining:** \$0.00

Budget Detail

**Griswold School District (058-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

500 - Other Purchased Services - \$68,811.00 ▼

Budget Detail		Narrative Description	
<b>Object:</b>	500 - Other Purchased Services	Summer programming transportation to ensure equity in access.	
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...		
<b>Uses of Funds:</b>	Summer learning		
<b>LEA / School:</b>	Griswold School District (058-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$68,811.00		
<b>Line Item Total:</b>	\$68,811.00		
<b>Total for 500 - Other Purchased Services:</b>			\$68,811.00
<b>Total for all other Objects:</b>			\$2,423,386.00
<b>Total for all Objects:</b>		\$2,492,197.00	
<b>Allocation:</b>		\$2,492,197.00	
<b>Remaining:</b>		\$0.00	



Budget Detail

**Griswold School District (058-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

600 - Supplies - \$223,000.00 ▼

Budget Detail		Narrative Description	
<b>Object:</b>	600 - Supplies	Instructional supplies to support the revised curriculum and summer learning implementations.	
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...		
<b>Uses of Funds:</b>	Addressing learning loss		
<b>LEA / School:</b>	Griswold School District (058-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$150,000.00		
<b>Line Item Total:</b>	\$150,000.00		
<b>Object:</b>	600 - Supplies		Replace/repair student devices as necessary to ensure a seamless transition between in-person and remote learning.
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	4: Strategic Use of Technology, Sta...		
<b>Uses of Funds:</b>	Education technology		

<b>LEA / School:</b>	Griswold School District (058-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$45,000.00	
<b>Line Item Total:</b>	\$45,000.00	
<b>Object:</b>	600 - Supplies	Ensure adequate funding for COVID related heating expenses so that increased ventilation can continue to be a mitigation strategy.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	5: Building Safe and Healthy School...	
<b>Uses of Funds:</b>	Improve air quality	
<b>LEA / School:</b>	Griswold School District (058-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$20,000.00	
<b>Line Item Total:</b>	\$20,000.00	
<b>Object:</b>	600 - Supplies	Purchase supplies to support the after school programming to be implemented for addressing learning loss.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...	
<b>Uses of</b>		

<b>Funds:</b>	Addressing learning loss		
<b>LEA / School:</b>	Griswold School District (058-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$8,000.00		
<b>Line Item Total:</b>	\$8,000.00		
		<b>Total for 600 - Supplies:</b>	\$223,000.00
		<b>Total for all other Objects:</b>	\$2,269,197.00
		<b>Total for all Objects:</b>	\$2,492,197.00
		<b>Allocation:</b>	\$2,492,197.00
		<b>Remaining:</b>	\$0.00

ARP ESSER Funds Budget Overview



**Griswold School District (058-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

Filter by Location: All - \$2,492,197.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		1,394,096.00	1,394,096.00
200 - Personal Services > Employee Benefits		408,694.00	408,694.00
300 - Purchased Professional and Technical Services		58,000.00	58,000.00
400 - Purchased Property Services		339,596.00	339,596.00
500 - Other Purchased Services		68,811.00	68,811.00
600 - Supplies		223,000.00	223,000.00
<b>Total</b>		2,492,197.00	2,492,197.00
	<b>Allocation</b>		2,492,197.00
	<b>Remaining</b>		0.00

Related Documents

**Griswold School District (058-000) 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	 <a href="#">Letter of Support BOE Chair</a>  <a href="#">Letter of Support Selectman</a>

Assurances

**Griswold School District (058-000) 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

**Griswold School District (058-000) 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

**Griswold School District (058-000) 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"/>	<b>1. Stakeholder Engagement:</b>	OK ▼	Jessica Cabanillas	8/23/2021 2:49:01 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"/>	<b>2. Safe Return to In-Person Instruction and Continuity of Services Plan:</b>	OK ▼	Jessica Cabanillas	8/23/2021 2:43:12 PM
	1. Public comment was taken into account.			
	2. URL provided to website where plan is publicly posted.			
<input type="checkbox"/>	<b>3. Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment</b>	OK ▼	Jessica Cabanillas	8/24/2021 7:47:58 AM
	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"/>	<b>4. Priority 2: Family and Community Connections</b>	OK ▼	Jessica Cabanillas	8/23/2021 2:49:02 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"/>	<b>5. Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff</b>	OK ▼	Jessica Cabanillas	8/24/2021 7:47:58 AM
	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"/>	<b>6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide</b>	OK	Jessica Cabanillas	8/23/2021 2:49:02 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"/>	<b>7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)</b>	OK	Jessica Cabanillas	8/23/2021 2:49:02 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"/>	<b>8. Other Allowable Activities</b>	OK	Jessica Cabanillas	8/24/2021 7:47:58 AM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input type="checkbox"/>	<b>9. ARP ESSER Funds Budget</b>	OK	Jessica Cabanillas	8/23/2021 2:57:29 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"/>	<b>10. Assurances</b>	OK	Jessica Cabanillas	8/23/2021 3:00:44 PM
	1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.			
<input type="checkbox"/>	<b>11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)</b>	Not Applicable	Jessica Cabanillas	8/23/2021 2:49:02 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"/>	<b>12. HCY II</b>	Not Applicable	Jessica Cabanillas	8/23/2021 2:49:02 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.			