

History Log

Groton School District (059-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/3/2021 12:44:54 PM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	11/3/2021 12:40:54 PM	Irene Parisi	Status changed to 'CSDE Management Approved'.	S
	10/29/2021 8:58:08 AM	James Dargati	Status changed to 'CSDE Grant Contact Approved'.	S
	10/26/2021 12:32:20 PM	Kenneth Knight	Status changed to 'Application Edits Completed'.	S
	10/25/2021 12:31:09 PM	James Dargati	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	10/19/2021 11:56:59 AM	Melissa Hickey	Status changed to 'CSDE Management Returned - Edits Needed'.	S
	10/11/2021 7:20:08 PM	James Dargati	Status changed to 'CSDE Grant Contact Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/16/2021 10:55:34 AM	Kenneth Knight	Status changed to 'Application Edits Completed'.	S
	9/3/2021 3:07:04 PM	James Dargati	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/12/2021 4:14:42 PM	Susan Austin	Status changed to 'LEA Superintendent Approved'.	S
	8/12/2021 4:09:53 PM	Kenneth Knight	Status changed to 'Application Completed'.	S
	5/25/2021 9:04:47 AM	Kenneth Knight	Status changed to 'Application Started'.	S
	5/18/2021 9:17:13 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

**Groton School District (059-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations**

	<b>(1)</b>	<b>ARP ESSER Funds (2)</b>	<b>ARP ESSER SSA</b>	<b>Total</b>
<b>LEA</b>	\$6,572,859.00	\$0.00	\$0.00	\$6,572,859.00
<b>Total</b>	\$6,572,859.00	\$0.00	\$0.00	\$6,572,859.00

Contacts



**Groton School District (059-000) 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>Kenneth Knight</u> <u>Heather Hanes</u>

MOE Equity Certification

Groton School District (059-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - MOE Equity Certification

Optional Documents		
Type	Document Template	Document/Link
MOE Equity Certification [Upload up to 1 document(s)]	 <a href="#">MOE Equity Certification - Template</a>	 <a href="#">Signed LEA Certificate of Exception from Local Maintenance of Equity Requirements</a>

Program Information

**Groton School District (059-000) 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

**Groton School District (059-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

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

Check all that apply:

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

Groton Public Schools used focus groups, surveys, and community forums regarding the ARP ESSER III Safe Return to School Plan. We continue to maintain communication with students, families, and staff during the 2021-

2022 school year in various ways. In working with the GPS BOE, the GPS ARP ESSER III Committee, and town bodies, we shared and discussed all planning related to COVID-19 schooling FY22. We plan to continue to engage these community groups and gather public input on plans. Our ARP ESSER III committee consisted of 20 members from across the district and community. The committee was able to give feedback and assisted in making improvements to the plan. The Superintendent and Assistant Superintendent shared the ARP ESSER III plans with the Board of Education, Town Council, and Representative Town Body. The plan was communicated to parents and staff and posted to the GPS website by June 23, 2021 per the Connecticut State Department of Education (CSDE).

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



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

**Groton School District (059-000) 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.

[grotonschools.org](http://grotonschools.org)

ARP ESSER Uses of Funds

**Groton School District (059-000) 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.

<b>Uses of ARP ESSER Funds</b>	<b>Budget Detail Tag</b>
Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by: (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; (B) Implementing evidence-based activities to meet the comprehensive needs of students; (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; (D) Tracking student attendance and improving student engagement in distance education; (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.	Addressing learning loss

<p>Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>	<p>Coordination of preparedness and response 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>

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

**Groton School District (059-000) 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): \$1,314,572.00

**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,

Based on ESSA Milestone, by FY24, Groton Public Schools (GPS) will increase its ELA DPI from 68.9 (FY19) to 71.8 (FY24) and Math DPI from 63.8 (FY19) to 69.6 (FY24). GPS will accomplish this goal by providing enhanced instruction aimed at accelerating student learning in both ELA and Math. GPS will hire additional staff to support



students during in-school tutoring, before and after-school enrichment programs, online credit recovery programs, and summer school, with an emphasis on the needs of special student populations, sometimes referred by the CSDE as high needs or historically underrepresented or underserved -including students from low-income families, students of color, English learners, students with disabilities, and students experiencing homelessness-and those who have most significantly struggled due to COVID-19. An ongoing GPS goal is also to increase the number of underrepresented high school students enrolled in International Baccalaureate, AP, UCONN and honors courses and improve graduation rates from FY19 to FY24.

### **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)

Groton Public Schools routinely collects and analyzes data on student academic progress via grade level assessments and standardized tests (SBAC, SAT), while carefully monitoring special student population. This data was used to conduct a needs assessment on student academic performance during the pandemic. The needs assessment revealed that many GPS students, especially those from underrepresented groups, will need extra academic and social-emotional support in the coming years to compensate for learning loss during the pandemic. Learning loss was observed across multiple subject areas, however, was most evident in math. We believe this learning loss is due in part to chronic student absenteeism and an increase in the number of students who became disconnected from their schools and academic support during the pandemic. Fortunately, GPS had already been collecting data on absenteeism and its factors, and had established several pre-pandemic Action Plans to address low student attendance and reengage those who were disconnected. We are confident that by continuing to implement these Action Plans, that include an engaging summer program K-12, with additional tutoring, the majority of students will return to school in September 2021 and will have access to the accelerated learning program and additional services. Over the past decade, GPS has reinvested in school infrastructure and transformed its approach to teaching. All Groton teachers now participate in professional learning communities (PLCs) and receive professional development in innovative inquiry-based methods for teaching Common Core State Standards in ELA and Math via expert coaching and peer supervision. PLCs worked together over the past year reviewing gaps due to COVID-19, prioritizing GPS' CCSS standards and compacting curriculum in order to develop an accelerated learning program for the coming years. There is a need for continuous improvement and professional learning, supported by ARP ESSA funding.

\* 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)

The main strategy is to accelerate learning for students and address any gaps in their learning due to COVID-19. Under the supervision of the office of teaching and learning, the GPS strategic plan for FY22 will have this as a focus. The Curriculum and Instruction Council and Administrative Council will do strategic planning through FY25.

**Strategies**

<b>What/How</b>	<b>Innovative Strategy?</b>	<b>When</b>	<b>Who</b>	<b>Outcome</b>
* The main strategy is to accelerate learning for students and address any gaps in their learning due to COVID-19: with the support of ESSER funds we will do this by: - Increasing the number of ELA and Math teachers	<input type="checkbox"/>	When will this strategy be implemented?	* Superintendent, Asst. Superintendent, specialists, coordinators, and administrators.	Identify the indicators/evidence of progress. How will you know this strategy is impactful?  * Our ESSER smart goals based on ESSA milestones and tied to acceleration of students' learning and reversing learning loss in both ELA and math will be met.



Main tutors at each grade level to provide academic support during and beyond the school day. - Providing summer school, summer camp, and after-school tutoring in grades K-12. - Increasing professional learning for teachers, especially in relation to blended learning and best practices in the use of instructional technologies. - Providing an additional Math Specialist (certified math teacher) for grades 6-12, who will coach teachers and tutors and also provide instruction and intervention for students.

\* Under the supervision of the office of teaching and learning, the GPS strategic plan for FY22 will be implemented, with adjustments due to COVID-19. The strategy has been implemented this year on 9/7/21 and will continue through FY24.

**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,

In alignment with the ESSA family and community connection goals targets, Groton Public Schools (GPS) will increase district and school communications with family and the community to provide learning opportunities related to academic and Social Emotional Learning (SEL) goals, and to support students at home (e.g., providing forums, focus groups, surveys, webinars, parent workshops, and family nights with parents and students, etc.). In alignment with ESSA goal targets, GPS will increase the engagement of the number of underrepresented students based on improved attendance for all levels from FY21 to FY24. In alignment with ESSA goal targets, chronic absenteeism will decrease from 10.9% in 2019-20 to 7.9% by 2024.

### **Needs Assessment**

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

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

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

GPS collects data on student and family engagement while carefully monitoring underrepresented groups.

Attendance Matters action plans are in place regarding chronic absenteeism and re-engagement of those who are disconnected. Use of our school intervention teams and support staff in making home visits, phone calls, and

any other outreach has been effective in reconnecting many students. We know that our community has struggled during COVID-19 with loss of jobs or overextending themselves to make ends meet. In a district where 50% of students would qualify for free and reduced lunch and many would be considered in the "special population" Our students are often responsible for younger siblings at home and have a difficult time attending school or getting their own work completed. Additional focus groups and surveys have been sent out to students and families to gather their input in order to assess their needs.

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

The main strategy is to engage and support students and families in learning with the support by ESSER funds.

**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?
* The main strategy is to engage and support students and families in learning; with the support by ESSER funds we will do this by: - Providing an additional Social	<input type="checkbox"/>		* The office of Pupil Personnel is overseeing the implementation with support of building administrators.	

<p>Worker to assist with the support of students and families. - Provide an Instructional Technology/Student Data Manager to ensure that all students and families have access to technology and all teachers have access to quality professional learning around best practices with instructional technologies. - Providing additional time for a Community Coordinator at each school to communicate with families and answer questions for the purpose of increasing family and community engagement. - Providing breakfast and lunch for all students.</p>		<p>* Since the school closures in March 2020 and through FY21 efforts have been made to engage students and families in learning. These strategies coupled with the strategies listed above that are to be implemented will be ongoing through FY24.</p>	<p>* Using attendance data, focus groups, and student parent surveys, GPS will collect evidence of improvement. Consider adding onto this sentence an outcome, e.g., "...evidence of improvement showing that families are more informed on and engaged in learning related to their children, and the community "sees" evidence of the investments we sought through the ESSER funding."</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,

In alignment with ESSA social and emotional goal targets, Groton Public Schools (GPS) will see improvement in the Safe School Climate Survey and provide resources to support staff, students and families related to social emotional learning and support. By hiring the additional social workers, the district will decrease its Chronic Absenteeism from 10.9% in 2019-20 to 7.9% by 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.

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

GPS continues to collect data on students' feelings of safety and social emotional wellbeing, while carefully monitoring underrepresented groups. Action plans are in place to provide core instruction and intervention in social emotional learning. GPS will be part of the CT state pilot to assess and survey students in Social Emotional Learning (SEL). Use of our school intervention teams and support staff in making home visits, phone



calls, and other outreach has been effective in providing additional counseling and support for many students. Additional focus groups and surveys have been sent out to students, parents, and teachers to gather their input in order to assess their needs around school climate, culture, and social emotional learning.

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

The main strategy is to provide additional mental health services, with an emphasis on social emotional learning and well-being supported by ESSER funds. The office of Pupil Personnel is overseeing the implementation with support of building administrators.

**Strategies**

<b>What/How</b>	<b>Innovative Strategy?</b>	<b>When</b>	<b>Who</b>	<b>Outcome</b>
What is the strategy? How do you envision its implementation?	Is this an innovative strategy that can be shared? <input type="checkbox"/>	When will this strategy be implemented?	Who is the person(s) coordinating implementation and monitoring?  * The office of Pupil Personnel is overseeing the implementation with support of building administrators will oversee the implementation.	Identify the indicators/evidence of progress? How will you know this strategy is impactful?  * Through our district climate and culture surveys, we will see improvements in student, family, and teacher responses related to social emotional learning and well-being.

\* The main strategy is to provide additional mental health services as well as an emphasis on Social Emotional Learning core instruction and intervention measures; with support by ESSA funds we will do this by: - Providing an additional Social Workers to assist with the support of students and families. - Providing additional time for our Community Coordinators at each school to outreach to families. - Providing breakfast and lunch for all student.

\* Since the school closures in March 2020, and through FY21, these strategies were implemented and will be ongoing through FY24.

**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,

Based on ESSA Milestone, by FY24, Groton Public Schools (GPS) will increase its ELA DPI from 68.9 (FY19) to 71.8 (FY24) and Math DPI from 63.8 (FY19) to 69.6 (FY24). Using best practices in education technology, as well as ensuring access to technology and connectivity, and providing professional development to staff and technical assistance to staff, students and families, this SMART goal will be accomplished.

### **Needs Assessment**

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

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

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

GPS collects data on student academic progress, while carefully monitoring underrepresented groups. GPS will continue to provide students with access to technology and connectivity, provide staff with professional development, as well as technology assistance for staff, students, and families in order to close the digital divide. Technology plans include the upgrade of software, devices, and other resources like infrastructure. The district strategic plans focus on rigorous and relevant curriculum, instruction and assessments, based on the Connecticut Core Standards. Our goal is to have all students back full time, for in-person learning, and to use best practices for blended learning at school and home. Consider being more specific on what the need is or move the last sentence up to the start of this paragraph.

\* 2. Based on the needs assessment findings, describe how your strategies for priority 4 address those needs



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

The main strategy is to accelerate learning for students and address any gaps in their learning due to COVID-19. While our goal is to provide full time, in-person learning, with remote options for students who are quarantined or for emergencies when the school community needs to stay home, we plan to continue a blended learning approach utilizing best practices with the support of ESSA funds.

**Strategies**

What/How	Innovative Strategy?	When	Who	Outcome
<p>* The main strategy is to accelerate learning for students and address any gaps in their learning due to COVID-19. While our goal is to provide full time in-person learning, with remote options for students who are quarantined or</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Superintendent, Assistant Superintendent, specialists, coordinators, and administrators.</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p> <p>* Our ESSA smart goals will be met.</p>

for Emergencies  
 when the school community needs to stay home, we plan to continue a blended learning approach utilizing best practices with the support of ESSA funds by: - Providing high quality instructional learning software for learning in school and at home. - Providing an Instructional Technology/Student Data Manager to ensure that all data is carefully monitored and students and families have access to technology. - Providing additional professional development for staff and students.

\* Under the supervision of the office of teaching and learning, the GPS strategic plan for FY21 is being implemented and has been adjusted due to COVID-19. The strategy has been implemented this year and will continue to FY23.

**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)  
 Additional focus groups and surveys will be sent out to students, parents, and teachers to gather their input in order to assess additional needs around school safety, climate and culture. GPS will continue monitoring community health and updating mitigating procedures due to impact of community health in school.

\* 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)

The main strategy is to provide additional resources to support physical safety in schools with the support by ESSA funds. Under the direction of and the Directors of Facilities and Finance, with support of building administrators, the implementation of health and safety protocols will be monitored.

**Strategies**

What/How	Innovative Strategy?	When	Who	Outcome

<p>What is the strategy? How do you envision its implementation?</p>	<p>* The main strategy is to provide additional physical health services as well as an emphasis on public health safety measures with the support of ESSA funds by: - Providing breakfast and lunch for all students. - Providing additional PPE, cleaning supplies, custodial support and service for the HVAC system. - Providing COVID-19 testing and vaccination clinics in the school district.</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p>
	<p>* Since the school closures in March 2020, and through FY21, strategies were implemented and will be ongoing through FY24.</p>		<p>* The Directors of Facilities and Finance, with support of building administrators will oversee the implementation.</p>	<p>* With the support of the Health Department we monitor cases and contacts of COVID-19 and follow our protocol in order to prevent the spread of the virus in the schools</p>	

Other Allowable Uses

**Groton School District (059-000) 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

ARP ESSER Funds Budget

**Groton School District (059-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

Object	Total
100 - Personal Services > Salaries	\$4,077,859.00
200 - Personal Services > Employee Benefits	\$310,000.00
300 - Purchased Professional and Technical Services	\$420,000.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$120,000.00
600 - Supplies	\$350,000.00
700 - Property	\$1,295,000.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
<b>Total</b>	<b>\$6,572,859.00</b>
<b>Allocation</b>	<b>\$6,572,859.00</b>
<b>Remaining</b>	<b>\$0.00</b>

Budget Detail

**Groton School District (059-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

100 - Personal Services > Salaries - \$4,077,859.00 ▼

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	<p>Behavioral Tutors 7.0 FTE - Tutors will provide extra support to address behavior, Social-emotion learning and learning loss among students effective by they pandemic. This will include low-income students, children with disabilities, English learner, racial and ethnic minorities. The district will implement evidence based activities and programs designed to meet the comprehensive needs of students. The breakdown would be \$237,944 for FY22, and \$237,945 for FY23 and FY24.</p>
<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>	Groton School District (059-000)	
<b>Quantity:</b>	1.00	<p>Tutors 15.0 FTE - Tutors will provide extra support to address learning loss among students. This will include low-income students, children with disabilities, English learner, racial and ethnic minorities. The district will implement evidence based activities and programs designed to meet the comprehensive needs of students. ESSER II funds cover this same expense for FY22 and FY23, so this amount would be for FY24.</p>
<b>Cost:</b>	\$713,834.00	
<b>Line Item Total:</b>	\$713,834.00	
<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>	Groton School District (059-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$442,556.00		
<b>Line Item Total:</b>	\$442,556.00		
<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>	Providing principals/leaders with r...		
<b>LEA / School:</b>	Groton School District (059-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$411,472.00		
<b>Line Item Total:</b>	\$411,472.00		
<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</b>			

Building Substitutes 49.0 FTE - To provide support to teachers and principles with resources necessary to address the needs of their individual schools. They will assist in providing support to students quarantined by the pandemic. This would be to cover \$137,157 in FY22 and \$137,158 for FY23 and FY24.

MYP/ STEAM Coordinators 2.0 FTE - To continue to support and implement evidence- based activities to meet the comprehensive needs of students in Groton's Magnet Schools. This would cover FY23 at \$193,048 and FY24 at \$196,909.



<b>Funds:</b>	Addressing learning loss	
<b>LEA / School:</b>	Groton School District (059-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$389,957.00	
<b>Line Item Total:</b>	\$389,957.00	
<b>Object:</b>	100 - Personal Services > Salaries	<p>Math Specialist 2.0 FTE - Math Specialist will provide extra support in math to address learning loss among students caused by the pandemic. This will include low-income students, children with disabilities, English learner, racial and ethnic minorities. The district will implement evidence based activities and programs designed to meet the comprehensive needs of students.</p> <p>This would cover a third year of a Math Specialist at the elementary level for \$73,024, the first two years being covered by ESSER II, as well as a new position for FY22-24 at an average of \$89,306 per year.</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>	Groton School District (059-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$340,941.00	
<b>Line Item Total:</b>	\$340,941.00	
<b>Object:</b>	100 - Personal Services > Salaries	
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER</b>	3: Social, Emotional, and Mental He...	<p>Diversity, Equity and Inclusion (DEI) Coordinator 1.0 FTE- The Coordinator will provide support for the wide-ranging diversity, equity and inclusion (DEI) efforts within Groton Public School. The position will manage logistics for programs and events, develop promotional materials, collect data and coordinate</p>

<b>Priority:</b>		<p>community events for students and families. The activities will help address the unique needs of low-income students, children with disabilities, English learner, racial and ethnic minorities. The district will implement evidence based activities and programs designed to meet the comprehensive needs of students.</p> <p>This would cover a stipend of \$10,000 for FY22 and fund an administrator level position in FY23 and FY24 for \$145,000 and \$150,000, respectively.</p>
<b>Uses of Funds:</b>	Addressing unique needs of special ...	
<b>LEA / School:</b>	Groton School District (059-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$305,000.00	
<b>Line Item Total:</b>	\$305,000.00	
<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>	Other ARP ESSER eligible activities	
<b>LEA / School:</b>	Groton School District (059-000)	<p>Teacher Technical Support 1.0 FTE - These positions ensure that technology training and support is provided to students, school staff and families to maximize student outcomes. This will include a Computer Technician to assist teachers and students as needed, and funding to each schools building support staff.</p> <p>This would cover a new technician position for FY22-FY24, as well as provide stipend for teachers to assist in instructional technology rollout for all FY22-FY24.</p>
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$274,473.00	
<b>Line Item Total:</b>	\$274,473.00	
<b>Object:</b>	100 - Personal Services > Salaries	
<b>Purpose:</b>	01 - Public School Activities	
		<p>Certified Math Teacher 1.0 FTE - This position will provide additional support to the district to address learning loss among students caused by the pandemic. This will include low-income</p>

<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...	<p>students, children with disabilities, English learner, racial and ethnic minorities. The district will implement evidence based activities and programs designed to meet the comprehensive needs of students.</p> <p>This would fund a new teacher position for FY22. FY23 and FY24 at an average of \$65,581/year.</p>
<b>Uses of Funds:</b>	Addressing learning loss	
<b>LEA / School:</b>	Groton School District (059-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$196,742.00	
<b>Line Item Total:</b>	\$196,742.00	
<b>Object:</b>	100 - Personal Services > Salaries	
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	3: Social, Emotional, and Mental He...	
<b>Uses of Funds:</b>	Health and safety of students, staf...	
<b>LEA / School:</b>	Groton School District (059-000)	<p>Social Workers 2.50 FTE - to provide mental health services and support throughout the Groton School District. To ensure school safety and social-emotional welling being is provided to students/staff.</p> <p>This will fund 2.5 social workers for FY24, being that FY22 and FY23 are funded by the ESSER II grant.</p>
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$162,756.00	
<b>Line Item Total:</b>	\$162,756.00	
<b>Object:</b>	100 - Personal Services > Salaries	

Career Pathways Coordinator - 1.00 FTE - To support the well-

being of students and families by promoting personalized learning and ensure that student can learn, grow, and thrive in our school community. The position will focus on supporting students who struggle to fully access their education due to anxiety, self-regulation challenges, low self-esteem, lagging social skills, or other health concerns do to the pandemic. This will funded FY23 and FY24 for a new position created in FY22. FY22 is being funded by a different one year grant.

Curriculum Development - To help teachers develop and implement curriculum to ensure students are receiving academic support to address learning loss as well as providing principals and staff with the resources necessary to address the needs of their individual schools. This will fund curriculum development for FY22-24, at an average of \$40,270/year.

<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	2: Family and Community Connections
<b>Uses of Funds:</b>	Mental health services
<b>LEA / School:</b>	Groton School District (059-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$150,000.00
<b>Line Item Total:</b>	\$150,000.00
<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>	Groton School District (059-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$120,811.00
<b>Line Item Total:</b>	\$120,811.00

Coordination/Evaluator 1.00 FTE - To provide guidance for carrying out requirements under the APR ESSER and to ensure other educational services can continue to be provided consistent with all Federal, State and Local requirements. To cover the cost of a grant coordinator at \$25,000/year for FY22-FY24, as well as a grant evaluator for \$15,000/year for FY22-FY24.

Summer School Staff - To provide planning and implementing of activities related to summer learning to include classroom instruction or online learning during the summer months. This will provide academic support to address learning loss during the pandemic. To cover the cost of staff for more intensive summer school for FY24, as FY22 and FY23 are already covered by ESSER II.

<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>	Administration
<b>LEA / School:</b>	Groton School District (059-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$120,000.00
<b>Line Item Total:</b>	\$120,000.00
<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>	Summer learning
<b>LEA / School:</b>	Groton School District (059-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$90,000.00
<b>Line Item</b>	\$90,000.00

<b>Total:</b>			
<b>Object:</b>	100 - Personal Services > Salaries	<p>Media Specialist 1.0 FTE. Providing principles and other schools leaders with the recourses necessary to address the needs of their individual schools. To fund FY24 for media Specialist, as FY22 and FY23 are covered by ESSER II.</p>	
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...		
<b>Uses of Funds:</b>	Providing principals/leaders with r...		
<b>LEA / School:</b>	Groton School District (059-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$82,676.00		
<b>Line Item Total:</b>	\$82,676.00		
<b>Object:</b>	100 - Personal Services > Salaries		<p>Before / After School Enrichment programs staff - To provide actives to address the unique needs of low income students, children with disabilities, English learners, racial and ethnic minorities. To cover above activity for FY22, FY23 and FY24 at an average of \$25,000/year.</p>
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...		
<b>Uses of Funds:</b>	Addressing unique needs of special ...		
<b>LEA / School:</b>	Groton School District (059-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$75,000.00		

<b>Line Item Total:</b>	\$75,000.00		
<b>Object:</b>	100 - Personal Services > Salaries	<p>PT Building Custodians 2.00 FTE - To provide extra support to help ensure Groton Schools are cleaned and sanitized to help the spread of infectious diseases. To cover FY24 only, as FY22 and FY23 are covered by ESSER II.</p>	
<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>	Groton School District (059-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$66,183.00		
<b>Line Item Total:</b>	\$66,183.00		
<b>Object:</b>	100 - Personal Services > Salaries		<p>Community Coordinators 4.00 FTE - To provide principals and other school leaders with resources necessary to address the needs of their individual schools. To cover FY24 only, as FY22 and FY23 are covered by ESSER II.</p>
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	2: Family and Community Connections		
<b>Uses of Funds:</b>	Providing principals/leaders with r...		
<b>LEA / School:</b>	Groton School District (059-000)		
<b>Quantity:</b>	1.00		



<b>Cost:</b>	\$40,000.00	
<b>Line Item Total:</b>	\$40,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	<p>Magnet Theme Support Tutor 1.0 FTE - Tutor will provide extra support to address learning loss among students. This will include low-income students, children with disabilities, English learner, racial and ethnic minorities. The district will implement evidence based activities and programs designed to meet the comprehensive needs of students. To cover FY24 only, as FY22 and FY23 are covered by ESSER II.</p>
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	2: Family and Community Connections	
<b>Uses of Funds:</b>	Addressing learning loss	
<b>LEA / School:</b>	Groton School District (059-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$37,055.00	
<b>Line Item Total:</b>	\$37,055.00	
<b>Object:</b>	100 - Personal Services > Salaries	
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	3: Social, Emotional, and Mental He...	<p>Social-Emotional Learning Coordinator (SEL) - SEL Coordinator supports the design and implementation of the social emotional learning curriculum. They will assist with instruction and assessment, professional development for staff and is a lead support to mental health support staff. The SELC also provides supplementary behavior support and remedial services to students and staff. This position provides mental health services and supports, including through the implementation of evidence based full service community schools.</p>
<b>Uses of Funds:</b>	Mental health services	
<b>LEA / School:</b>	Groton School District (059-000)	



<b>Quantity:</b>	1.00	To provide funding for FY22, FY23 and FY24 at an average of \$10,000/year.	
<b>Cost:</b>	\$30,000.00		
<b>Line Item Total:</b>	\$30,000.00		
<b>Object:</b>	100 - Personal Services > Salaries	<p>Instructional Technology Coordinator 1.0 FTE - To provide technical assistance and/or training for families, so that students, school, staff, and families are prepared to use remote platforms to effectively maximize student learning.</p> <p>This position will be utilized to track student data such as student attendance and student academic progress to improve the student distance learning environment. The data will allow the district to evaluate and compare current grades to pre-pandemic grades to help identify students that have experienced learning loss."</p> <p>To cover FY24 only, as FY22 and FY23 are covered by ESSER II.</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>	Groton School District (059-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$28,403.00		
<b>Line Item Total:</b>	\$28,403.00		
<b>Total for 100 - Personal Services &gt; Salaries:</b>			\$4,077,859.00
<b>Total for all other Objects:</b>			\$2,495,000.00
<b>Total for all Objects:</b>		\$6,572,859.00	
<b>Allocation:</b>		\$6,572,859.00	
<b>Remaining:</b>		\$0.00	

Budget Detail

**Groton School District (059-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

200 - Personal Services > Employee Benefits - \$310,000.00 ▼

Budget Detail		Narrative Description	
<b>Object:</b>	200 - Personal Services > Employee Benefits	FICA and Medicare benefits for Teacher, Tutors, Substitutes, and other support 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>	Groton School District (059-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$164,704.00		
<b>Line Item Total:</b>	\$164,704.00		
<b>Object:</b>	200 - Personal Services > Employee Benefits		FICA and Medicare Benefits for Social Workers, SEL/DIE Coordinators and Behavior tutors.
<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>	Groton School District (059-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$92,687.00
<b>Line Item Total:</b>	\$92,687.00
<b>Object:</b>	200 - Personal Services > Employee Benefits
<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>	Groton School District (059-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$30,177.00
<b>Line Item Total:</b>	\$30,177.00
<b>Object:</b>	200 - Personal Services > Employee Benefits
<b>Purpose:</b>	01 - Public School Activities

FICA and Medicare Benefits The Technical support staff.

FICA and Medicare benefits for Community Coordinators and Magnet support Staff.

<b>ARP ESSER Priority:</b>	2: Family and Community Connections
<b>Uses of Funds:</b>	Providing principals/leaders with r...
<b>LEA / School:</b>	Groton School District (059-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$17,370.00
<b>Line Item Total:</b>	\$17,370.00

<b>Object:</b>	200 - Personal Services > Employee Benefits
<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>	Groton School District (059-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$5,062.00
<b>Line Item Total:</b>	\$5,062.00

FICA and Medicare benefits for PT Custodial Staff

<b>Total for 200 - Personal Services &gt; Employee Benefits:</b>	\$310,000.00
<b>Total for all other Objects:</b>	\$6,262,859.00
<b>Total for all Objects:</b>	\$6,572,859.00
<b>Allocation:</b>	\$6,572,859.00
<b>Remaining:</b>	\$0.00

Budget Detail

**Groton School District (059-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

300 - Purchased Professional and Technical Services - \$420,000.00 ▼

Budget Detail		Narrative Description	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Professional development for teachers supporting district-wide literacy, math and science related to the Connecticut Core Standards and the NGSS utilizing partnership with Columbia university, including Reader and Writers Workshop, N?ew Perspectives in Learning for math and CREC for NGSS.	
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	4: Strategic Use of Technology, Sta...		
<b>Uses of Funds:</b>	Other ARP ESSER eligible activities		
<b>LEA / School:</b>	Groton School District (059-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$120,000.00		
<b>Line Item Total:</b>	\$120,000.00		
<b>Object:</b>	300 - Purchased Professional and Technical Services		Professional learning for all staff, teachers and paraprofessionals. Costs would cover speakers on TLI days to address areas, such as Unconscious Bias and Social Emotional Learning, as well as utilizing a train the trainer model by having a smaller group of teacher receive intensive training, who then come back to the district to provide instruction to other teachers.
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	4: Strategic Use of Technology, Sta...		



<b>Uses of Funds:</b>	Other ARP ESSER eligible activities	
<b>LEA / School:</b>	Groton School District (059-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$120,000.00	
<b>Line Item Total:</b>	\$120,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Professional development on social emotional learning to support the addition of behavioral tutors and build capacity within existing staff.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	3: Social, Emotional, and Mental He...	
<b>Uses of Funds:</b>	Improving preparedness and response	
<b>LEA / School:</b>	Groton School District (059-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$75,000.00	
<b>Line Item Total:</b>	\$75,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Train staff on the sue of technology in the classroom and leveraging the one to one chromebooks. This would be accomplished through the use of third party consultants that we
<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>	Groton School District (059-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$60,000.00
<b>Line Item Total:</b>	\$60,000.00

currently work with to provide software titles, for example Dreambox and Lexia.

<b>Object:</b>	300 - Purchased Professional and Technical Services
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	4: Strategic Use of Technology, Sta...
<b>Uses of Funds:</b>	Administration
<b>LEA / School:</b>	Groton School District (059-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$45,000.00
<b>Line Item Total:</b>	\$45,000.00

Grant evaluation from outside third party.

<b>Total for 300 - Purchased Professional and Technical Services:</b>	\$420,000.00
<b>Total for all other Objects:</b>	\$6,152,859.00
<b>Total for all Objects:</b>	\$6,572,859.00
<b>Allocation:</b>	\$6,572,859.00
<b>Remaining:</b>	\$0.00

Budget Detail

**Groton School District (059-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

500 - Other Purchased Services - \$120,000.00 ▼

Budget Detail		Narrative Description
<b>Object:</b>	500 - Other Purchased Services	<p>Communication with the students and community to ensure all understand what the school district has to offer. Promoting "Attendance Matters," through materials such as magnets, pamphlets and banners, in addition printed materials for families. Use of digital webinars to aid in communication with the community.</p>
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	2: Family and Community Connections	
<b>Uses of Funds:</b>	Other ARP ESSER eligible activities	
<b>LEA / School:</b>	Groton School District (059-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$60,000.00	
<b>Line Item Total:</b>	\$60,000.00	
<b>Object:</b>	500 - Other Purchased Services	
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	4: Strategic Use of Technology, Sta...	<p>Continue to provide hot spots to families that require them to access internet for school related purposes.</p>
<b>Uses of Funds:</b>	Education technology	

LEA / School: Groton School District (059-000)

Quantity: 1.00

Cost: \$60,000.00

Line Item Total: \$60,000.00

Total for 500 - Other Purchased Services: \$120,000.00

Total for all other Objects: \$6,452,859.00

Total for all Objects: \$6,572,859.00

Allocation: \$6,572,859.00

Remaining: \$0.00

Budget Detail

**Groton School District (059-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

600 - Supplies - \$350,000.00 ▼

Budget Detail		Narrative Description
<b>Object:</b>	600 - Supplies	Purchase learning software.
<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>	Groton School District (059-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$150,000.00	
<b>Line Item Total:</b>	\$150,000.00	
<b>Object:</b>	600 - Supplies	
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	4: Strategic Use of Technology, Sta...	Purchase additional module for Powerschool to better analyze absenteeism and student performance.
<b>Uses of Funds:</b>	Other ARP ESSER eligible activities	



<b>LEA / School:</b>	Groton School District (059-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$75,000.00	
<b>Line Item Total:</b>	\$75,000.00	
<b>Object:</b>	600 - Supplies	Supplies to support Diversity, Equity and Inclusion initiatives.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	3: Social, Emotional, and Mental He...	
<b>Uses of Funds:</b>	Other ARP ESSER eligible activities	
<b>LEA / School:</b>	Groton School District (059-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$65,000.00	
<b>Line Item Total:</b>	\$65,000.00	
<b>Object:</b>	600 - Supplies	Supplies for parent/family engagement sessions.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	2: Family and Community Connections	
<b>Uses of</b>		

<b>Funds:</b>	Other ARP ESSER eligible activities	
<b>LEA / School:</b>	Groton School District (059-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$30,000.00	
<b>Line Item Total:</b>	\$30,000.00	
<b>Object:</b>	600 - Supplies	Purchase additional Zoom licenses.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	4: Strategic Use of Technology, Sta...	
<b>Uses of Funds:</b>	Other ARP ESSER eligible activities	
<b>LEA / School:</b>	Groton School District (059-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$30,000.00	
<b>Line Item Total:</b>	\$30,000.00	
<b>Total for 600 - Supplies:</b>		\$350,000.00
<b>Total for all other Objects:</b>		\$6,222,859.00
<b>Total for all Objects:</b>		\$6,572,859.00

**Allocation:**

\$6,572,859.00

**Remaining:**

\$0.00

Budget Detail

**Groton School District (059-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

700 - Property - \$1,295,000.00 ▼

Budget Detail		Narrative Description
<b>Object:</b>	700 - Property	Upgrade HVAC systems in older buildings to improve air quality.
<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>	Groton School District (059-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$920,000.00	
<b>Line Item Total:</b>	\$920,000.00	
<b>Object:</b>	700 - Property	
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	4: Strategic Use of Technology, Sta...	Purchase chromebook and other educational devices.
<b>Uses of Funds:</b>	Education technology	

<b>LEA / School:</b>	Groton School District (059-000)	
<b>Quantity:</b>	<input type="text" value="1.00"/>	
<b>Cost:</b>	<input type="text" value="\$300,000.00"/>	
<b>Line Item Total:</b>	<input type="text" value="\$300,000.00"/>	
<b>Object:</b>	700 - Property	
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	2: Family and Community Connections	
<b>Uses of Funds:</b>	Improving preparedness and response	
<b>LEA / School:</b>	Robert E. Fitch High School (059-6111)	
<b>Quantity:</b>	<input type="text" value="1.00"/>	
<b>Cost:</b>	<input type="text" value="\$75,000.00"/>	
<b>Line Item Total:</b>	<input type="text" value="\$75,000.00"/>	
	<b>Total for 700 - Property:</b>	<input type="text" value="\$1,295,000.00"/>
	<b>Total for all other Objects:</b>	<input type="text" value="\$5,277,859.00"/>
	<b>Total for all Objects:</b>	<input type="text" value="\$6,572,859.00"/>
	<b>Allocation:</b>	<input type="text" value="\$6,572,859.00"/>

Replace a steamer kettle system at Fitch High School kitchen. The current system is in disrepair and cannot be maintained as it is obsolete and parts can no longer be sourced. This kitchen is designated the as the emergency food center for the town, so it is imperative this system be maintained.

**Remaining:**

\$0.00



ARP ESSER Funds Budget Overview

**Groton School District (059-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

Filter by Location: All - \$6,572,859.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		4,077,859.00	4,077,859.00
200 - Personal Services > Employee Benefits		310,000.00	310,000.00
300 - Purchased Professional and Technical Services		420,000.00	420,000.00
500 - Other Purchased Services		120,000.00	120,000.00
600 - Supplies		350,000.00	350,000.00
700 - Property		1,295,000.00	1,295,000.00
<b>Total</b>		6,572,859.00	6,572,859.00
	<b>Allocation</b>		6,572,859.00
	<b>Remaining</b>		0.00

Related Documents

**Groton School District (059-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

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

Assurances

**Groton School District (059-000) 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."

CSDE Application Review Status Checklist

**Groton School District (059-000) 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 ▼	James Dargati	9/2/2021 8:36:10 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 ▼	James Dargati	9/3/2021 3:06:54 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 ▼	James Dargati	10/1/2021 7:19:57 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"/>	<b>4. Priority 2: Family and Community Connections</b>	OK ▼	James Dargati	10/1/2021 7:19:57 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 ▼	James Dargati	10/1/2021 7:19:57 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"/>	<b>6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide</b>	OK	James Dargati	10/1/2021 7:19:57 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	James Dargati	10/1/2021 7:19:57 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>	Not Applicable	James Dargati	9/3/2021 3:06:54 PM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input type="checkbox"/>	<b>9. ARP ESSER Funds Budget</b>	OK	James Dargati	10/29/2021 8:57:59 AM
	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	James Dargati	9/3/2021 3:06:54 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>	OK	James Dargati	9/3/2021 3:06:54 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			