

History Log

Lebanon School District (071-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/18/2021 7:46:14 AM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	8/17/2021 4:29:44 PM	Melissa Hickey	Status changed to 'CSDE Management Approved'.	S
	8/17/2021 12:29:46 PM	Marlene Padernacht	Status changed to 'CSDE Grant Contact Approved'.	S
	8/17/2021 11:09:28 AM	Rita Quiles-Glover	Status changed to 'Application Edits Completed'.	S
	8/16/2021 10:54:45 AM	Marlene Padernacht	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/11/2021 8:09:17 AM	Rita Quiles-Glover	Status changed to 'Application Edits Completed'.	S
	8/2/2021 11:06:46 AM	Marlene Padernacht	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/29/2021 2:54:08 PM	Andrew Gonzalez	Status changed to 'LEA Superintendent Approved'.	S
	7/29/2021 2:48:13 PM	Rita Quiles- Glover	Status changed to 'Application Completed'.	S
	5/25/2021 2:27:38 PM	Holly Hollander	Status changed to 'Application Started'.	S
	5/18/2021 9:17:15 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Lebanon School District (071-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	(3) ARP ESSER - HCY II	Total
LEA	\$779,953.00	\$0.00	\$0.00	\$779,953.00
Total	\$779,953.00	\$0.00	\$0.00	\$779,953.00

Contacts

Lebanon School District (071-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Contacts

Required Contacts

Type	Contact(s)
ARP ESSER Funds Contact [Select at least 1 contact(s)]	<u>Andrew Gonzalez</u> <u>Rita Quiles-Glover</u>

Program Information

Lebanon School District (071-000) 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

Lebanon School District (071-000) 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.

Lebanon Public Schools, families and the Lebanon community are partners in the supporting the success of students and the school community; they all act as "key levers" at all levels to improve student outcomes. Through

collaborative planning and programming, our district reached out to stakeholders in multiple ways. Administration at all levels and disciplines regularly met together to conduct and review needs assessments to focus our work and prioritize with district goals in mind. These needs were based on emails and face-to-face meetings with teachers, staff, families, community members at-large and our board of education.

Student input is (and will continue to be) provided through the BOE Student Representation at the high school level. These representatives also reach and coordinate leadership teams at the both the middle and elementary schools. The Superintendent meets monthly regarding school district needs with union representation from administration, teacher, instructional assistants and other stakeholders. Needs shared included smaller class sizes, curriculum development to support and address learning loss, particularly in mathematics, and emotional supports for our families. The Superintendent has also met with community members and the Board of Finance to create the bridge with the school's needs and those of the community. The Superintendent provides a monthly update with questions and information for community input. In addition, a request to join a Family and Community Connections Steering Committee will be sent to stakeholders and the re-opening committee engaged in conversations with varied stakeholders, including a perspective from the special education interest, to gather information. Further, a survey will be provided to understand needs as they arise and to determine if revisions are necessary to current plans in place.

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

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

Lebanon School District (071-000) 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.lebanonct.org/>

ARP ESSER Uses of Funds

Lebanon School District (071-000) 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 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

Lebanon School District (071-000) 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): \$155,991.00

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,

To accelerate learning for all students, regular and special education, who have been disengaged and have experienced learning loss during the 2020-21 school year, we will increase opportunity for focused student support and, as a result, the district will increase its District Performance Index in ELA from 71.5 in 2018-2019 to 73.1 and

the District Performance Index in Math from 67.1 in 2018-2019 to 70.7 by 2024. In addition, to accelerate learning for students, regular and special education, who have been disengaged in learning as a result of COVID during the 2020-2021 school year, the district's English Language Arts performance will increase at every grade level (K-8) by 10% using district and state benchmark data and decrease the number of students not meeting grade level benchmark standards in math by at least 10%. This will begin in September 2021 and end by June 2024. This will be accomplished by engaging students in small English Language Art and math groups utilizing Scientific Researched Based Interventions support.

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)

As a district from input with staff, board of education, and administration, we reviewed priority one, Esser II and identified any new strengths and weaknesses. Math continues to be an area of focus for the entire district. Data identified learning loss at K-12. NWEA data shows a consistent loss as evident as the increased number of students not meeting the at or above grade level expectation. We recognized that additional support is needed. To best address the gaps, we are proposing support for Tier One small group instruction as well as an interventionist to support TIER Two instruction for our district SRBI process. We also acknowledged the importance of small class sizes with the need of additional classroom teachers to allow for greater differentiation and assessment of academic progress due to our SBAC scores. The data also revealed a need for literacy support in middle school for ongoing school years. Currently, there is not a clear process for monitoring student progress as well as no research-based intervention in place for students during the SRBI period at the middle school. A more systematic approach is needed to identify and monitor needs to be articulated at the middle school and will require dedicated resources to support the SRBI program. Finally, ensuring coherence at every level and discipline is critical. Time allotment for these important conversations is a constraint at all levels. Vertical collaboration is essential As we move forward, we must identify regular times during the year when curriculum and instruction conversations related to learning gaps can occur. This will need to be coordinated with the building leadership and the time available during the day or the after-school faculty meetings as possible times to be used.

* 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)

Our strategy to address both mathematics and English Language Arts involves looking currently at our students' performance using data based on our needs assessment findings. Having a systematic approach will be key to these efforts. Additionally, we must support our students by having coherence in our curriculum and our approaches to how we use assessments. The formal and informal assessment practices help drive our decision and instruction. With this in mind, communication of student learning must be accessible for teachers as they progress through our schools. A data platform will allow us to begin this work. Not only will it provide us with a place to review current student and class performance, but we will also begin to see patterns and be better equipped to support students as they move from grade-level to grade-level, and more importantly, building to building. Our needs assessment also revealed that we need to shore up our SRBI process and practices K-8. Having smaller class sizes will provide further support for those disproportionately impacted by Covid-19, as well as a "laser lens" on each students individual needs.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
* The following strategies have been identified to support our needs in the area of mathematics: 1. Data analysis of	<input type="checkbox"/>	* 1. Summer 2021 2. Summer 2021 3. Summer 2021 4. Starting no later than	Who is the person(s) coordinating implementation and monitoring? * 1. Administrators 2. LMS and LES principals and Curriculum Director 3. LMS Principal and Curriculum	Identify the indicators/evidence of progress. How will you know this strategy is impactful?

<p>current data using NWEA and SBAC. We will also look at other data points used to help create a comprehensive picture of the anticipated needs we believe our students will have due to COVID. 2. We will hire an Interventionist at the elementary and middle school. 3. We will hire additional staff and re-allocate teachers who are better qualified to teach content specific math and grade level needs. 4. We will create a 2021-2022 assessment calendar that will allow us to have regular times to come together to review data as a district to revise or reallocate resources. 5. The</p>	<p>October 1, 2021, and ongoing. 5. October 2021 and regular intervals (PLCs, faculty meetings, identified PD days) throughout the school year. 6. October 2021 and regular intervals (PLCs, faculty meetings, identified PD days) throughout the school year. 7. Fall of 2021 8. May 2022 to plan for the 2022-2023 school year. Continued monitoring throughout the school year (at least 3 times a year when</p>	<p>Director 4. Curriculum and Assessment Coordinators, Principals at each building and Curriculum Director 5. Middle school principal, Curriculum Director and Director of Student Services. 6. Director of Curriculum, Interventionist, members of the SRBI Steering Committee, and outside consultant at LMS. 7. Building Administrators - LMHS. 8. LMHS math teachers, outside consultant, and Director of Curriculum and Instruction. 9. Administrators</p>	<p>* Indicators or evidence that we will use to determine if our strategies have been impactful and met our SMART goal include: 1. Data is being used regularly to drive instruction and discuss student needs. 2. The SRBI process and interventionist collect data on student growth based on focused intervention. 3. Students' data illustrates growth for all students and those students who are experiencing difficulty in accelerating their learning have been identified for an extended year experience - pending funding. 4. Through observations, teachers are engaging in effective Tier One instruction for mathematics. We will use classroom visits and a classroom Tier One Observation form. 5. Based on our work this year and data collected, a comprehensive plan will be created to address future work that clearly articulates the goal strategies, and evidence of success with clear benchmarks for progress monitoring in place.</p>
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Middle School will review and revise its current SRBI process for mathematics. 6. We will identify appropriate interventions to support students' needs in the area of mathematics. 7. At the high school, we will identify specific periods of the day where math support will be available for students who self-identify needing help or through teacher recommendation. 8. The high school will meet at regular intervals to discuss student progress in math to align curriculum and discuss student needs. This will include the 8th-grade math teacher. 9. At the end of each

benchmarks are administered). 9. May 2023 to plan for the 2024-2025 school year.

<p>year, we will review our plan and revise based on our success and identified needs.</p>			
<p>* The following strategies have been identified to support our needs in the area of English Language Arts: 1. Analyze literacy data K-8, including SBAC scores, from the 2020-2021 school year as a leadership team. 2. Hire a literacy teacher for the middle school. This person will spearhead the SRBI process. 3. Share data with 2021-22 teachers from the 2020-21 school year. This will allow teachers to begin to plan for the start of the school year. 4. Teachers will</p>	<p><input type="checkbox"/></p>	<p>* 1. Summer 2021 and at regular intervals throughout the school year. 2. Summer 2021 and regular check-ins with Curriculum Director and Principal throughout the school year. 3. Starting no later than October 1, 2021, and ongoing. 4. October 2021 and regular intervals (PLCs, faculty meetings, identified PD days)</p>	<p>* Indicators or evidence that we will use to determine if our strategies have been impactful and met our SMART goal include: 1. Data is being used regularly to drive instruction and discuss student needs. 2. The SRBI process and reading support at the middle school collect data on student growth based on focused intervention. 3. Students' data illustrates at least one-year growth for all students and those students who are experiencing difficulty in accelerating their learning have been identified for an extended year experience - pending funding. 4. Through observations, teachers are engaging in effective Tier One instruction for literacy 5. Based on our work this year and data collected, a comprehensive plan will be created to address future work that clearly articulates the goal strategies, and evidence of success with clear benchmarks for progress monitoring in place.</p>

<p>begin to set goals for their students based on data and student work as they start the year. 5. Professional Learning will be needed to help teacher recalibrate their grade-level understanding and meet students where they are performing when they reenter in September. 6. As the year begins, we will review and revise our SRBI process at all schools. This will be shared with teachers, and a google site will be created. 7. We will continue to utilize formal progress monitoring through NWEA for the purposes of instruction and support. 8 Professional learning will be</p>		<p>throughout the school year. 5. During each school year-regular intervals (PLCs, faculty meetings, identified professional development days). 6. At identified periods - no less than every six weeks during PLC and Data Team. 7. During each school year-regular intervals (PLCs, faculty meetings, identified professional development days). 8. Planned times allotted in school calendar with</p>	<p>* 1. Administrators 2. Middle School administrator and Director of Curriculum and Instruction 3. Literacy Department and Building Administrator 4. Teacher, literacy support, and administrator 5. Director of Curriculum and Instruction and Literacy Support 6. SRBI facilitator, Administrators, and Literacy Support 7 Teachers and Literacy Consultant 8. Director of Curriculum and Instruction and Literacy Support 9. Administrators and Literacy Support 10. Administrator</p>	<p>6. With a focus on the middle school English and Language Arts programming, we will be looking for at least a 10% increase on Smarter Balance assessment scores in grades 5-8 from spring 2021 to spring 2022.</p>
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needed to review effective Tier One instruction strategies for all learners. 9. We will continue with focused cycles of instruction during PLCs and Data Teams K-8 using protocols to structure the conversation.

preparation prior to scheduled dates.

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,

To strengthen community and family connections to support student success, starting September 2021 and ending June 2024, the district will increase an overall 20% the total level of participation in school/community programs from fall 2021 to the spring of 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)

Families and the Lebanon community are our partners in supporting the success of students. They are "Key Levers" for improving student outcomes. We cannot cite lack of parental support and expect more student success if we do not engage parents/guardians in strategies to connect them more fully to schools and educators. As with students, we cannot spring new thinking on them without training or mentoring them through the theories around relational strategies: parent capacity building, relationship building, and systemic capacity building. Deliberate efforts must be made to bring families back to school. Schools and every learning and working space must provide respite from adversity; become islands of calm, oases of safety, and stellar social connections. Through collaborative planning and programming, we will work to build awareness, develop strong supportive relationships with them and connect families to our efforts, and, as a result, more equitably serve their children.

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

Based on our needs assessment and understanding of the trauma families have experienced during this pandemic, we will build partnerships with families and the Lebanon community. Our goal is for students to see schools as a destination where they are safe and are supported. We want to extend this to our families and the community as well. We must make deliberate efforts to create a warm and inviting environment. Research on student and parent motivation and engagement points to the need to foster school connectedness. Using researched best practices on engaging families, we will work to open our doors and create a warm and welcoming environment for students, families, and the community as a whole. To engage our youngest and

newer families, there will be a focus on the early school years, in particular with preschool. Due to NYAEC accreditation and the impact of the pandemic, our youngest families must be the focus.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* 1. Conducting of Family and community committee meetings for all schools. 2. Analyze programming done in the past for purpose, communication, and overall effectiveness. 3. After conducting a needs assessment for the purpose of planning</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>* 1. Summer 2021 2. Summer 2021 3. August/September 2021 4. September 2021 5. October 2021 6. Fall 2021 7. September 2021 8. May/June 2022 9. June/ July 2022 - ongoing</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* 1. Superintendent 2. Family and Community Committee (FCC) 3. FCC 4. FCC 5. FCC membership - identified 6. Superintendent and FCC member 7. LMS Teacher and principal 8. LMS Teacher and Principal 9. Superintendent and LCC</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p>

programming for the 2021-22 school year, add engagement activities. 4. Seek input from families on topics, times, and locations; with a focus on PreK engagement. 5 Utilize Facebook, Twitter, school, online platforms and district webpage to communicate. 6. Forge community partners - at least one for the upcoming year - Community Library or Senior Center. 7. Support students as leaders in their own learning by starting Student-Led

* We will know that our focused efforts have been impactful as evident of: 1. We will have a clear understanding of the interest and needs of our community/family through surveys and 1:1 conversations. 2. As a result, there will have been programming implemented to support our efforts to create a home/school relationship. 3. Additionally, we will have established a community agency to partner with and begin in supports and programming to extend our work into the community. This will be in particular with PreK. 4. Students will begin to see their impact on their achievement through student-led conferences at the middle school. Through feedback and student self-assessment on assignments, students will begin to set learning and social/emotional goals.

Conferences - work that was started prior to the pandemic. Our goal is to pilot Student-Led Conference in spring 2022 at the middle school. 8. Reflect on Student-Led Conference with families and students involved through google form for feedback. 9 Review data from programming and reflect for the upcoming school years.

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 support students and families with COVID-related social and emotional challenges, the districts starting September 2021 and ending June 2024 will provide focused Social and Emotional Growth services to students with an emphasis on those students identified using indicators such as the Behavioral and Emotional Screening System (BESS), attendance, academic data. As a result of this support, we hope to see at least a 15% decrease of students "at-risk" utilizing baseline data collected in the fall. In addition, as a result, the district will decrease it's chronic absenteeism from 6.7% in 2019-2020 to 6.0% 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.

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>* 1. we will continue to support the addition of a social worker to our district. 2. We will support the transition of students to the 2021-2022 school year - especially those students who are moving to a new building. While moving to the middle or elementary school poses some anxiety for students in the best of situations, we recognize there are some students who have not formally been to our buildings since March 2020. 3. The district will continue its efforts with social-emotional learning. This will</p>	<p><input type="checkbox"/></p>	<p>* 1. July 2021 2. Summer 2021 3. Summer 2021 analysis, September planning, and ongoing implementation. 4. August 2021 PD with faculty and during PLC, future PD, and team times. On-going each year following. 5. Regular intervals Fall, Winter, and Spring and individual student meetings with Student Assistance Team - ongoing each year.</p>	<p>* 1. Special Education Director 2. Building Leadership and Support Staff 3. Building Leadership and Support Staff 4. Building Leadership and SRBI Team 5. SRBI Team and District Leaders</p>	<p>* indicators or progress as a result of our strategies and implementation will be evidence when: 1. An additional social worker is hired and assigned specific tasks related to supporting students with needs due to COVID. 2. Clearly articulated transition plans will have been developed, providing supports addressing the unique needs resulting from COVID. This includes Prek-K, 4-5, and 8-9. 3. Building leaders will create a plan for continued professional learning for the Social/Emotional Learning and Growth of their facilities. This will include identifying the time in the calendar for this to occur. 4. SRBI processes will be reviewed, communicated, and shared with faculty. This includes a google site where forms and other related materials will be placed, so teachers have easy access to them - in one place. 5. Student data will be collected and reviewed at regular intervals. This data will begin to be placed in a district data platform. As a result, student support will continue from grade to grade and building to building with little to no disruption in communication.</p>
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occur through a building by building plan and through the leadership's analysis of what is needed and devising a plan to provide continued support for the teachers in the building. 4. Each building will review the student assistance team and SRBI process. By doing so, we will work to ensure supports and systems are firmly in place. On-going each year following. 5. We will review data (BESS, student achievement, and attendance data) at regular intervals for analysis and

address needs as they unfold.

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

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



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

Priority 5: Building Safe and Healthy Schools

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



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

Other Allowable Uses

Lebanon School District (071-000) 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

Lebanon School District (071-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$575,000.00
200 - Personal Services > Employee Benefits	\$90,000.00
300 - Purchased Professional and Technical Services	\$114,953.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$779,953.00
Allocation	\$779,953.00
Remaining	\$0.00

Budget Detail

Lebanon School District (071-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$575,000.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>3 classroom teachers for 2 years to reduce class sizes, in particular for transition school years. Teachers will be able to better address learning loss through smaller groups, differentiation, and specific targeted interventions.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Lebanon School District (071-000)	
Quantity:	6.00	<p>Continuation of Math Interventionists (2 for 2 years) district wide to target learning loss in the area of math utilizing the SRBI process and Scientific Research Based Interventions.</p>
Cost:	\$50,000.00	
Line Item Total:	\$300,000.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

LEA / School:	Lebanon School District (071-000)	
Quantity:	4.00	
Cost:	\$30,000.00	
Line Item Total:	\$120,000.00	
Object:	100 - Personal Services > Salaries	Continuation of ELA Reading and SRBI support position (2 years) at middle school to support teachers usage of data in making instructional decisions, coach teachers in effective literacy strategies and provide students with smaller group instruction.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Lebanon School District (071-000)	
Quantity:	2.00	
Cost:	\$50,000.00	
Line Item Total:	\$100,000.00	
Object:	100 - Personal Services > Salaries	Additional social worker to support students with needs due to Covid and to provide family supports for those in need, while supporting our PBIS and social emotional learning goals.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of		

Funds:	Mental health services		
LEA / School:	Lebanon School District (071-000)		
Quantity:	1.00		
Cost:	\$55,000.00		
Line Item Total:	\$55,000.00		
Total for 100 - Personal Services > Salaries:			\$575,000.00
Total for all other Objects:			\$204,953.00
Total for all Objects:			\$779,953.00
Allocation:			\$779,953.00
Remaining:			\$0.00

Budget Detail

Lebanon School District (071-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$90,000.00 ▼

Budget Detail		Narrative Description	
Object:	200 - Personal Services > Employee Benefits	Employee Benefits for new staff related to reducing class size (3 staff for 2 years), reading support position (1 staff for 2 years), and social worker (1 staff for 1 year).	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Lebanon School District (071-000)		
Quantity:	9.00		
Cost:	\$10,000.00		
Line Item Total:	\$90,000.00		
Total for 200 - Personal Services > Employee Benefits:			\$90,000.00
Total for all other Objects:			\$689,953.00
Total for all Objects:		\$779,953.00	
Allocation:		\$779,953.00	

Remaining:

\$0.00

Budget Detail

Lebanon School District (071-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$114,953.00 ▼

Budget Detail		Narrative Description	
Object:	300 - Purchased Professional and Technical Services	Utilizing scientific research based interventions district wide to support math learning loss. Interventions and classrooms teachers will utilize I-Ready platform to target appropriate interventions.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Lebanon School District (071-000)		
Quantity:	2.00		
Cost:	\$32,750.00		
Line Item Total:	\$65,500.00		
Object:	300 - Purchased Professional and Technical Services		EastConn support K-12 to assist classroom teachers and interventionists with additional math support in the areas of assessing, monitoring, instruction, and intervention.
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		

Uses of Funds:	Addressing learning loss
LEA / School:	Lebanon School District (071-000)
Quantity:	1.00
Cost:	\$35,000.00
Line Item Total:	\$35,000.00
Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
ARP ESSER Priority:	2: Family and Community Connections
Uses of Funds:	Addressing unique needs of special ...
LEA / School:	Lebanon School District (071-000)
Quantity:	2.00
Cost:	\$7,000.00
Line Item Total:	\$14,000.00
Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities

EastConn to support the unique population of early childhood, specific to prek, that will improve upon the outreach and services of our community and school needs.

SRBI reading and math related PD/materials to support the SRBI, classrooms, and interventionists.

ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing learning loss
LEA / School:	Lebanon School District (071-000)
Quantity:	1.00
Cost:	\$453.00
Line Item Total:	\$453.00

Total for 300 - Purchased Professional and Technical Services:	\$114,953.00
Total for all other Objects:	\$665,000.00
Total for all Objects:	\$779,953.00
Allocation:	\$779,953.00
Remaining:	\$0.00

ARP ESSER Funds Budget Overview

Lebanon School District (071-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$779,953.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		575,000.00	575,000.00
200 - Personal Services > Employee Benefits		90,000.00	90,000.00
300 - Purchased Professional and Technical Services		114,953.00	114,953.00
Total		779,953.00	779,953.00
	Allocation		779,953.00
	Remaining		0.00

Related Documents

Lebanon School District (071-000) 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	 Letters from Superintendent

Assurances

Lebanon School District (071-000) 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

Lebanon School District (071-000) 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

Lebanon School District (071-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - CSDE Application Review Status Checklist

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

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

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

<input type="checkbox"/>	1. Stakeholder Engagement:	OK ▼	Marlene Padernacht	8/2/2021 10:33:19 AM
	1. Stakeholders with whom the LEA consulted are checked.			
	2. Description provided of how the LEA afforded the public an opportunity for input.			
	3. Summary of input provided.			
	4. How input was taken into account provided.			
<input type="checkbox"/>	2. Safe Return to In-Person Instruction and Continuity of Services Plan:	OK ▼	Marlene Padernacht	8/2/2021 10:33:19 AM
	1. Public comment was taken into account.			
	2. URL provided to website where plan is publicly posted.			
<input type="checkbox"/>	3. Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment	OK ▼	Marlene Padernacht	8/17/2021 12:29:41 PM
	1. SMART goal provided is aligned to Priority 1 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 1 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	4. Priority 2: Family and Community Connections	OK ▼	Marlene Padernacht	8/2/2021 11:05:21 AM
	1. SMART goal provided is aligned to Priority 2 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	5. Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff	OK ▼	Marlene Padernacht	8/17/2021 12:29:41 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.			

-	6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide	Not Applicable ▼	Marlene Padernacht	8/2/2021 11:05:21 AM
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.				
-	7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable ▼	Marlene Padernacht	8/2/2021 11:05:21 AM
1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
2. Strategies address needs through an equity-focused lens.				
-	8. Other Allowable Activities	Not Applicable ▼	Marlene Padernacht	8/2/2021 11:05:21 AM
1. Activities described are allowable.				
2. Description fully explains activity.				
-	9. ARP ESSER Funds Budget	OK ▼	Marlene Padernacht	8/2/2021 11:05:21 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.				
-	10. Assurances	OK ▼	Marlene Padernacht	8/2/2021 11:05:21 AM
1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.				
-	11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable ▼	Marlene Padernacht	8/2/2021 11:05:21 AM
1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
2. Strategies address needs through an equity-focused lens.				
-	12. HCY II	Not Applicable ▼	Marlene Padernacht	8/2/2021 11:05:21 AM
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.				