

History Log

Montville School District (086-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/19/2021 3:50:22 PM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	10/19/2021 1:43:03 PM	John Frassinelli	Status changed to 'CSDE Management Approved'.	S
	9/28/2021 9:03:46 AM	Lynn Nauss Cipriano	Status changed to 'CSDE Grant Contact Approved'.	S
	9/22/2021 2:58:49 PM	Laurie Pallin	Status changed to 'Application Edits Completed'.	S
	9/17/2021 10:02:03 AM	Lynn Nauss Cipriano	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/16/2021 4:10:22 PM	Laurie Pallin	Status changed to 'LEA Superintendent Approved'.	S
	8/16/2021 4:10:11 PM	Laurie Pallin	Status changed to 'Application Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/7/2021 10:15:19 AM	Melissa Almond	Status changed to 'Application Started'.	S
	5/18/2021 9:17:18 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Montville School District (086-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1)	ARP ESSER Funds (2)	ARP ESSER SSA	Total
LEA	\$2,469,755.00	\$0.00	\$0.00	\$2,469,755.00
Total	\$2,469,755.00	\$0.00	\$0.00	\$2,469,755.00

Contacts

Montville School District (086-000) 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>Kathy Lamoureux</u> <u>Laurie Pallin</u> <u>Melissa Almond</u> <u>Dianne Vumback</u>

MOE Equity Certification

Montville School District (086-000) 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>	

Program Information

**Montville School District (086-000) 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

**Montville School District (086-000) 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.

Zoom meetings were held for groups of staff (elementary, secondary, and special education), elementary and secondary parents, and the district labor/management committee. The administrative team met multiple times and open Board discussions were held regarding use of grant funding. Members of the Town Council and the Town

Finance Committee were invited to meetings in which district data was displayed and possible strategies for addressing needs were discussed. Input was also received through surveys sent to all families, all staff, and grades 7-12 students. These surveys resulted in very specific ideas for expending funds in each of the five target areas. Ideas were collated to identify strategies which were most commonly cited by each of these three groups by target area. Suggestions were then evaluated to identify strategies which promote equity, target the groups of students we are most worried about, respond best to the student data which we have collected, are projected to achieve results with relatively low per student costs, and either will address needs within the length of the grant period, or will build capacity for the long term without creating funding cliffs. Suggestions which were not included in the grant application are being reviewed for inclusion in future operating budgets (e.g. increase the number of school counselors) or in capital requests (e.g. air conditioning for schools). Those suggestions which might be addressed without additional funding are being discussed by administrators as we look at programmatic changes. Finally many of the items raised are already in the process of being addressed through earlier grants (e.g. adding math intervention services and creating tutoring centers) or through capital funding (e.g. improve internet access in all school buildings).

The most frequent responses in each area are displayed below.

**Target Area 1 strategies most frequently cited by parents included:**

- Increase afterschool programing
- Facilitate child care
- Offer more creative learning opportunities / electives / STEM / arts / world languages
- Provide enrichment opportunities
- Increase extra-curricular programming
- Incorporate more hands-on learning
- Add more field trips
- Provide more tutoring, especially math support
- Increase special education supports
- Ensure small class sizes at all levels

**Target Area 1 strategies most frequently cited by students included:**

- Provide more mental health services
- Promote field work
- Increase tutoring services
- Review and revise grading practices

**Target Area 1 strategies most frequently cited by teachers included:**

- Increase math intervention services
- Increase services of social worker / counselors
- Increase subject area teacher leadership
- Provide more afterschool enrichment
- Increase EL tutors
- Promote field trips
- Increase SEL programming
- Create tutoring centers

**Target Area 2 strategies most frequently cited by parents included:**

- Enhance communication
- Incorporate more whole family events
- Increase activities outside of the school day
- Invite parents into classrooms more
- Offer tutoring support, possibly online in evenings

**Target Area 2 strategies most frequently cited by students included:**

- Provide more opportunities for student involvement outside of the school day
- Ensure teachers communicate with parents
- Add more afterschool events (e.g. musical events)

**Target Area 2 strategies most frequently cited by teachers included:**

- Create support groups for families based on needs
- Increase afterhours events for families
- Hire a family liaison
- Bring in speakers for families
- Increase the number of social workers
- Provide more equity / diversity training for staff

**Target Area 3 strategies most frequently cited by parents included:**

- Ensure strong anti-bullying efforts
- Increase time used for SEL / RULER / Provide check in process for students

Improve access to counselors / social workers  
Respect views of all stakeholders when planning programming regarding diversity and equity  
Cover less academic content in classes  
Increase extra-curricular activities and sports  
Provide social media education  
Continue reduced instruction on Wednesdays / Half day  
Provide more PD in this area

**Target Area 3 strategies most frequently cited by students included:**

Improve the advisory program  
Provide activities during the school day that are "fun" and promote student mental health  
Allow more opportunities for student creativity  
Add regular wellness checks to counseling services  
Foster equity and respect for diversity  
Assess students' mental health  
More directly teach mental health topics in classes  
Add student tutoring programs to help students manage stress of classes

**Target Area 3 strategies most frequently cited by teachers included:**

Add more activities to promote staff wellness (e.g. team building, staff book club)  
Increase after school programming (clubs and sports)  
Increase access to social workers / counselors  
Add more student assemblies on SEL topics  
Increase the number of field trips for students  
Create calming spaces in schools for students and staff  
Continue implementation of RULER  
Add RULER like program for parents  
Add more programming focused on DEI

**Target Area 4 strategies most frequently cited by parents included:**

Maintain one-to-one program  
Improve internet access  
Ensure direct in-person instruction is prioritized  
Continue to subscribe to online resources (Lexia, etc.)

Add more coding / computer instruction  
Strengthen students' skills in use of Microsoft applications  
Maintain technology support for families  
Continue professional development for teachers

**Target Area 4 strategies most frequently cited by students included:**

Continue to support one-to-one learning environment  
Provide more PD to increase teachers' technology skills  
Improve internet access inside the schools

**Target Area 4 strategies most frequently cited by teachers included:**

Improve internet access inside the schools  
Update smartboards in classrooms  
Provide more technology PD for teachers, parents, and students  
Provide a district technology coach for instruction and learning  
Provide a second monitor so teachers can present lesson and use LAN School to monitor student devices  
Continue access to online resources

**Target Area 5 strategies most frequently cited by parents included:**

Air condition classrooms  
Ensure cleanliness of buildings, classrooms, and bathrooms  
Enhance building security  
Improve quality and offerings of school meal program

**Target Area 5 strategies most frequently cited by students included:**

Air condition classrooms  
Continue increased cleaning

**Target Area 5 strategies most frequently cited by teachers included:**

Air condition classrooms  
Improve aesthetics (e.g. painting)  
Continue increased cleaning

## Documents

Type	Document Template	Document/Link
ARP Letters of Support	N/A	 <a href="#"><u>Support Letter from Administrative Team</u></a>  <a href="#"><u>BOE support letter</u></a>

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

**Montville School District (086-000) 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.montvilleschools.org/>

ARP ESSER Uses of Funds

**Montville School District (086-000) 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>

<p>Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.</p>	<p>Mental health services</p>
<p>Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.</p>	<p>Summer learning</p>
<p>School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.</p>	<p>Facility repairs/improvement to minimize disease spread</p>
<p>Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purification and other air cleaning; fans, control systems, and window and door repair and replacement.</p>	<p>Improve air quality</p>
<p>Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.</p>	<p>Health and safety of students, staff and educators</p>
<p>Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.</p>	<p>Other ARP ESSER eligible activities</p>
<p>Administrative Costs - necessary and reasonable</p>	<p>Administrative</p>
<p>Indirect cost as indicated by use of budget details for Object Code 917 - Indirect Cost.</p>	<p>Indirect Cost</p>

Priority Goals

**Montville School District (086-000) 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): \$493,951.00

**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,

Goal 1: To accelerate early literacy learning for students in grades K-2, as measured by a ten percent increase in the number of students meeting benchmark in DIBELS Early Literacy Scores by providing class sizes limited to 17 students to enable students to receive the focused attention of certified teachers who possess the skills and

strategies to differentiate and meet varied students learning needs, beginning Sept. 2021 and continuing through June 2024. As a result, the three elementary schools will increase the percent of students in grade 3 in 2024 at Levels 3 and 4 on the ELA SBA by 4% at each elementary school (from 62.5% to 66.5% at Dr. Charles E. Murphy Elementary School, from 46.3% to 50.3% at Mohegan Elementary School and from 66% to 70% at Oakdale Elementary School). Only grade 3 is used for ESSA milestones as this intervention is for grades K-2 and those students in grade 2 in 2022 will take the grade 3 ELA SBA. Goal 2: To accelerate students' mastery of standards in mathematics in grades K-5, as demonstrated by a 20% increase in students demonstrating mastery of standards for each Eureka math module measured by our district-developed "M tasks" by staffing a focused math intervention block led by the district math coaches beginning Sept. 2022 and continuing through June 2024. As a result, the three elementary schools will increase their School Performance Indices in mathematics by three points (from 72.7 to 75.7 at Dr. Charles E. Murphy Elementary School, from 73.8 to 76.8 at Mohegan Elementary School and from 82.7 to 85.7 at Oakdale Elementary School) by 2024. Goal 3: To provide students with multiple opportunities to demonstrate mastery of skills and concepts covered in middle and high school core area courses, as demonstrated by a decrease to no more than 10% of students earning a grade of F on quarter or trimester report card grades by providing an after-school credit recovery program each quarter at the high school, staffing a tutoring center throughout the day at the middle and high schools beginning in Sept. 2021 through June 2024, and providing summer learning opportunities. As a result the ELA SPI for Leonard J. Tyl Middle School will increase by 3 points from 69.9 in 2018-2019 to 72.9 in spring of 2024 and the mathematics SPI for Leonard J. Tyl Middle School will increase by 3 point from 64.5 in 2018-2019 to 67.5 in spring of 2024. and MHS graduation rates will return to their previously high levels (97.5% in 2020). Goal 4: To improve the outcomes of middle school special education students in science by implementing the co-teaching model in grades 6-8 science classes as measured by a 15% reduction in failure rates during the 22-23 and 23-24 school years. As a result, the percent of grade 8 special education students meeting the goal on the NGSS assessment will increase from 23.8% in 2019 to 30% in 2024. To improve the outcomes of identified elementary and middle school special education students by provided increased para support in the 2021-2022 school year. As a result the identified students will come within 75% of their targeted growth goals on SBA assessments. Goal 5: To allow time for targeted interventions throughout the school year by revising curriculum in grades K-12 to identify priority standards and create curriculum-based assessments to measure students' growth as measured by completion of curriculum revisions in 2024 and to improve teachers' skills at implementing the curriculum by providing sustained, expert professional development. As a result the district ELA performance index will increase from 71.0 in 2019 to 74.0 in 2024 and the district mathematics performance index will increase from 67.6 in 2019 to 70.6 in 2024. Goal 6: To improve the outcomes of high school EL students by providing an additional EL tutor for three years (from 2021-2024) to augment the current staff in the EL tutoring center. As a result, students LAS Links growth will reach the 2023-2024 ESSA milestone of 91.6% in literacy and 81.0% in oral communication. Goal 7: To increase engagement at the high

school by providing Personal Interest Projects as an elective opportunity for students from 2021-2024 which allow students an opportunity to meet content area standards while pursuing personal passions. As a result the ESSA milestone for graduation rate of 92.9% in 2024 will be met. Goal 8: To increase engagement by providing authentic learning experiences through field trips and guest presentations at all levels from 2021-2023. As a result the district will increase its DPI in ELA from 70.9 in 2020 to 71.5 in 2024 and in math from 66.9 in 2020 to 68.9 in 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**

<b>What/How</b>	<b>Innovative Strategy?</b>	<b>When</b>	<b>Who</b>	<b>Outcome</b>
<p>What is the strategy? How do you envision its implementation?</p>	<p>Is this an innovative strategy that can be shared?</p> <p style="text-align: center;"><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>* Goal 1: Add additional teachers in the K-3 grade levels to ensure small class size and more individualized and small group instruction especially in math and ELA Goal 2: Staff a math intervention block at</p>				<p>* Goal 1: ELA and Math Smarter Balanced Growth, DIBELS Early Literacy Scores, Fountas and Pinnell Guided Reading Levels will indicate student growth and improvement Goal 2: Increase in students demonstrating mastery of standards for each Eureka math module using district-developed assessments and student growth on Smarter Balanced Math assessment Goal</p>

each elementary grade level for push-in and pull-out support of students based upon learning needs  
 Goal 3: Provide supports to secondary students to increase success in coursework by a. staffing a credit recovery program, b. creating a tutoring center at the middle and high schools, and c. providing summer learning opportunities  
 Goal 4: Add a middle school special education teacher to utilize the co-teaching model in science and add additional special education paraprofessionals at the elementary levels  
 Goal 5: Improved instruction and assessment

\* Goal 1: 2021-2022 - 1 additional teacher  
 2023-2024 - 3 additional teachers  
 Goal 2: 2022-2024 (2021-2022 is funded in ESSER II)  
 Goal 3: 2021-2024  
 Goal 4: 2021-2024  
 Goal 5: 2021-2024  
 Goal 6: 2021-2024  
 Goal 7: 2021-2024  
 Goal 8: 2021-2024

\* Goal 1: Elementary building principals  
 Goal 2: District math coaches and elementary building principals  
 Goal 3: Secondary building principals  
 Goal 4: Director of special services and special education program leaders  
 Goal 5: Superintendent and assistant superintendent  
 Goal 6: Assistant superintendent, district EL coordinator, and high school principal  
 Goal 7: Superintendent and high school principal  
 Goal 8: Building principals

3: Increased SPI at the middle and high school levels; decrease in course failure rates, decrease in the percent of students off-track for graduation at the high school  
 Goal 4: Middle school special education students will show growth on the NGSS science assessment and a decrease in science course failure rate and elementary students will show growth in meeting their SBA targeted growth goals.  
 Goal 5: Completion of high quality curriculum documents, documentation of implementation of strategies in instruction and assessment, improved student engagement and attendance, increase in the ELA and math DPI Goal 6: Improved course grades, growth on LAS Links assessments  
 Goal 7: Increased self-reports of student engagement on student surveys, demonstrations of mastery of standards through PIP project course-end presentations, and increase in graduation rate  
 Goal 8: Increased self-reports of student engagement on student surveys, increase in authentic learning activities observed by principals, increase in DPI in ELA

through comprehensive support of teachers in curriculum revision, instructional strategies, and assessment through the use of curriculum and discipline specific consultants Goal 6: Increase tutoring services for EL students Goal 7: Allow students to meet content standards while pursuing topics of personal interest by using the Skills 21 PIP program Goal 8: Increase student engagement through authentic learning experiences including field trips and guest presentations

and math.

**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,

The percent of parents and guardians responding to survey data reporting that family and community partnerships as one of two most important priorities which the district must address will be reduced from 46.6% to 20% or less by 2024. This increased feeling of connection between the schools and its families and the community will result in increased feelings of student wellness as measured on the DESSA and improved academic outcomes.

**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)

Parents and teachers responding to survey data asking how the district should spend ARP ESSER funds overwhelmingly requested more evening events at schools for the purposes of relationship building, increased sense of community and building partnerships with teachers and administrators. They asked for: events that included fun activities such as book nights and community dinners, events that are educational such as peer mentoring and programs on specific topics, and more meetings that provide a bridge between the school the home.

\* 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)

Each building will be provided with funding for supplies and staff stipends to develop activities which increase family engagement and feelings of connectedness with the schools. Buildings will be supported by the district Equity, Social Justice and Inclusion Committee in designing activities which create an environment where students, staff and community are comfortable sharing their cultures, identities and their concerns with one another.

**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?	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>* Each building will be empowered to design and share high impact family engagement activities. Survey data will be gathered throughout the next three years to ensure these activities are effectively building family engagement and a sense of inclusion.</p>	<input type="checkbox"/>	<p>* Fall 2021-Spring 2024</p>	<p>* Assistant Superintendent (chair of district equity, justice, and inclusion committee), social workers and other members of EJI committee, and building principals</p>	<p>* Survey data will indicate parents and guardians have increased feelings of belonging and increased feelings of efficacy in supporting their students' success in school.</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,

Goal 1: By hiring an additional social worker, the district will return to the chronic absenteeism rates which it experienced prior to the pandemic of 6.4% in 2018-2019 from 22% in 2020-2021, and it will decrease students' feelings of anxiety depression as measured through the DESSA survey to be piloted in 2021-2022 Goal 2: By implementing RULER in all three elementary schools, students will have the tools to recognize, understand, label, express, and regulate emotions and DESSA pilot surveys will indicate decreased mental health concerns in our elementary students Goal 3: By bringing a consultant into the district to work with administrators and teachers on managing their own emotions and work-related stress as well as provided a trauma-based approach to managing students at the middle school especially, student behavior referrals will decrease Goal 4: By bringing a substance abuse counselor into the district, the percent of grade 9-11 students who self report abuse of alcohol will be reduced from about 38% to under 30%. Goal 5: By hiring a safe schools climate officer at Montville High School, staff will feel supported in their efforts to work effectively to create a saafe school climate and student disciplinary referrals will decrease.

### 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)

Parent survey data indicated that almost 40% of parents were either extremely or very concerned about their child's social and emotional well-being in November, 2020. In June, 2021, 48.7% of parents and 73.1% of students reported that "we have a lot of anxious, stressed, depressed students." Staff surveys note anecdotally that staff are stressed and would like more attention to self-care. They also reported greatly increased issues with student behavior upon students' return to full in-person school from a hybrid model. For example, middle school student discipline data shows that we had 62 office referrals in the months of April, May, and June (as compared to 14 referrals for the entire rest of the year). SERAC survey data indicates that substance abuse is an issue: 15% of students in grades 11-12 report frequent use of marijuana. The percent of students who report that from 1-5 days each month they have four or more drinks on a single occasion was 26.3% in grade 8, 37.9% in grade 9, 38.5% in grade 10 and 37.9% in grade 11. Since the start of school on August 30, 2021, the number of students who are unable to sustain behaviors necessary to participate productively and safely in the school environment has greatly exceeded numbers seen in past years. It is clear that the year and a half of remote learning has negatively impacted students' ability to engage, sustain attention, follow expectations and protocols,

and even just stay in the classroom. The number of behavior referrals which the high school has seen in less than one month of school is about the same as it was for the entire year last year.

\* 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)

Disengaged youth and students who have experienced trauma base upon their identity or environment will be supported by our social worker, substance abuse counselor, behavior support analyst and safe school climate officer..

**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?  * Goal 1: A social worker has been hired who will be supported by the district EJI team Goal 2: Oakdale staff will participate in RULER training this year and will implement the	Is this an innovative strategy that can be shared?  <input type="checkbox"/>	When will this strategy be implemented?  * Goal 1: 2021-2024 Goal 2: 2021 training, implementation through 2024 Goal 3: 2021-2022 Goal 4: 2021-2022 Goal 5: 2021-2023	Who is the person(s) coordinating implementation and monitoring?	Identify the indicators/evidence of progress? How will you know this strategy is impactful?

program over the next two years (Murphy has already implemented RULER and we paid for Mohegan out of an earlier grant) Goal 3: A consultant who specializes in support of students with disabilities and students who have experienced trauma has been hired for the entire year and will be visiting the district twice each month Goal 4: The district has posted a position for a half-time substance abuse counselor at MHS and the Palmer Building Goal 5: A full time safe school climate officer will be hired at MHS

\* Goal 1: Assistant superintendent  
Goal 2: Oakdale principal  
Goal 3: Assistant superintendent and middle school principal  
Goal 4: MHS and Palmer principals  
Goal 5: High School Principal

\* DESSA results showing improved feelings of wellness and personal efficacy from the first implementation in fall 2021 through 2024 along with survey results described in SMART goals. Staff surveys will reflect teachers' increased feelings of efficacy and student discipline referrals will indicate improved student behaviors

#### 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,

To equip teachers to utilize the one-to-one environment both in the classroom through remote instruction if needed by providing teachers with online resources, laptops, monitors, SmartBoards, and a technology coach to provide targeted professional development. As a result the district will increase its DPI in ELA from 70.9 in 2020 to 71.9 in 2024 and in math from 66.9 in 2020 to 68.9 in 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 4? (use relevant data limit to 250 words)

In surveys of students, parents, and teachers, they indicated a need to continue to utilize online resources to support high quality instruction and student learning in a one-to-one environment. Teachers indicated that they need to view both their own computer screen and the students' screens so they can monitor student activity.

Many teachers indicated that their Smartboards (which are critical to both in-person and online learning) are outdated and near end-of-life. Teachers and students reported that teachers need more professional development in the incorporation of technology in their instruction and assessment.

\* 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)

One-to-one computing and related technology tools allow for more small group work and individualized instruction so that teachers can target their time with students who need it the most. Therefore, direct personalized instruction can be increased for high needs students by appropriately leveraging technology.

**Strategies**

<b>What/How</b>	<b>Innovative Strategy?</b>	<b>When</b>	<b>Who</b>	<b>Outcome</b>
<p>What is the strategy? How do you envision its implementation?</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* Goal 1: 2021-2024 Goal 2: 2021-2022 Goal 3 2021-2022 Goal 4: 2021-2024</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>* Surveys of students and teachers and classroom observations will indicate that students and teachers are effectively utilizing technology to enhance student learning, District performance Indices in math and ELA will improve</p>

\* Goal 1: Provide online site licenses to enable teacher to leverage high quality on line resources in their classrooms Goal 2: Provide teachers with laptops and monitors that enable them to present instruction and view student activity and interact with students through their devices Goal 3: Provide a technology coach to ensure teachers have the skills and capacity to utilize high quality technology resources effectively Goal 4: Replace outdated, end-of-life SmartBoards

\* Goal 1: IT director and business manager Goal 2: IT director and business manager Goal 3: Assistant superintendent Goal 4: IT director and business manager

### 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)

Based upon current COVID-19 rates in our area, there is a need to continue layered mitigation strategies in our schools for the 2021-2022 school year. These strategies include encouraging parents to transport their own students, providing multiple spaces for students to gather when they arrive at school in the morning, restricting the use of bathrooms, and distancing students at lunch.

\* 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)

Students disproportionately affected by COVID-19 infection will be provided with a safe environment in our school buildings.

**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>* Goal 1: Provide additional monitors for supervision of students for lunch, drop-off and pick-up, in bathrooms</p> <p>Goal 2: Purchase rectangular tables for middle and high school cafeterias to maximize spacing between students</p> <p>Goal 3: Rent storage containers to story classroom furniture to ensure maximal spacing between students in the classroom</p>	<input type="checkbox"/>	<p>* 2021-2022</p>	<p>* Director of Facilities,, superintendent, business manager, and building principals</p>	<p>* Safety protocols will be observed throughout the school day to ensure we do not experience transmission of COVID-19 in our school buildings</p>

Other Allowable Uses

**Montville School District (086-000) 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

**Montville School District (086-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

Object	Total
100 - Personal Services > Salaries	\$1,774,041.30
200 - Personal Services > Employee Benefits	\$179,163.00
300 - Purchased Professional and Technical Services	\$342,880.00
400 - Purchased Property Services	\$21,672.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$151,998.70
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
<b>Total</b>	<b>\$2,469,755.00</b>
<b>Allocation</b>	<b>\$2,469,755.00</b>
<b>Remaining</b>	<b>\$0.00</b>

Budget Detail

**Montville School District (086-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

100 - Personal Services > Salaries - \$1,774,041.30 ▼

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	<p>Target 1, Goal 3: Establishing a tutor center at the middle and high school                      2 tutors for 3 years at the high school                      2 tutors for 2 years at the middle school (year 1 was written into ESSER II)                       7 hours / day for 181 days at \$28.17/ hour in year 1, \$28.45 in year 2, \$28.74 in year 3</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>	Montville School District (086-000)	
<b>Quantity:</b>	1.00	<p>Target 1, Goal 2: Provide math intervention services by adding 4 part-time math paraprofessionals at each of 3 elementary schools in year 2 and 3 (year 1 in ESSER II)                       12 paraprofessionals at 3.95 hr/day x 181 days                       Year 2 rate: \$18.63 (\$159,834)                      Year 3 rate: \$18.72 (\$160,606)</p>
<b>Cost:</b>	\$361,222.00	
<b>Line Item Total:</b>	\$361,222.00	
<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>	Montville School District (086-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$320,440.00	
<b>Line Item Total:</b>	\$320,440.00	
<b>Object:</b>	100 - Personal Services > Salaries	<p>Target 1, Goal 1: Reduce class sizes in grades K-3 to ensure maximum class size of 18  Year 1, 21-22: Add 1 teacher - \$53,234 (K. Liguore)  Year 3, 22-23: Add 3 teachers - \$60,751 (K. Liguore); \$58,133 (B. Missert); \$60,751 (C. Regan))</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>	Montville School District (086-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$232,869.00	
<b>Line Item Total:</b>	\$232,869.00	
<b>Object:</b>	100 - Personal Services > Salaries	<p>Target 1, Goal 4: Provide additional para support for special education students  21-22 school year, 14 part-time paraprofessionals x 3.95 hours/day x 181 days x 18.54/hour</p>
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...	
<b>Uses of</b>		

<b>Funds:</b>	Addressing unique needs of special ...	
<b>LEA / School:</b>	Montville School District (086-000)	
<b>Quantity:</b>	14.00	
<b>Cost:</b>	\$13,255.00	
<b>Line Item Total:</b>	\$185,570.00	
<b>Object:</b>	100 - Personal Services > Salaries	Target 3, Goal 1: Add Social worker for the elementary schools for 3 years
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	3: Social, Emotional, and Mental He...	Year 1: 50,706 (P. Wright) Year 2: 54,363 Year 3: 58,133
<b>Uses of Funds:</b>	Mental health services	
<b>LEA / School:</b>	Montville School District (086-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$163,202.00	
<b>Line Item Total:</b>	\$163,202.00	
<b>Object:</b>	100 - Personal Services > Salaries	Target 1, Goal 4: Add special education teacher at the middle school 2 years
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER</b>	1: Learning Acceleration, Academic ...	

22-23 salary: \$62,634 (A. Hutter)  
 23-24 salary: \$66,555 (A. Hutter)

Target 5, Goal 1: Add additional hours for monitors to ensure safety at pick-up, drop-off, lunch, hallways, bathrooms 37.5 hr/day x 181 days x \$16.51/hr

Target 1, Goal 6: Providing an additional EL tutor at the high school for the next 3 years

<b>Priority:</b>	
<b>Uses of Funds:</b>	Addressing unique needs of special ...
<b>LEA / School:</b>	Montville School District (086-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$129,189.00
<b>Line Item Total:</b>	\$129,189.00
<b>Object:</b>	100 - Personal Services > Salaries
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	5: Building Safe and Healthy School...
<b>Uses of Funds:</b>	Health and safety of students, staf...
<b>LEA / School:</b>	Montville School District (086-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$112,100.00
<b>Line Item Total:</b>	\$112,100.00
<b>Object:</b>	100 - Personal Services > Salaries
<b>Purpose:</b>	01 - Public School Activities

<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...	5 hours/day for 181 days at \$28.45/hour in first year, \$28.73 in year 2 and \$29.02 in year 3
<b>Uses of Funds:</b>	Addressing unique needs of special ...	
<b>LEA / School:</b>	Montville School District (086-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$78,011.00	
<b>Line Item Total:</b>	\$78,011.00	
<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>	Montville School District (086-000)	Target 1, Goal 3: Summer school program for Summer 22, Summer 23, and Summer 24 Grade 8 to 9 transition - 10 days x 2 hours/day x 4 teachers Grades 9-12 credit recovery - 20 days x 4.5 hours/day x 7 teachers  Rate in 2022: \$33.43 Rate in 2023: \$33.93 Rate in 2024: \$34.44
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$72,280.00	
<b>Line Item Total:</b>	\$72,280.00	
<b>Object:</b>	100 - Personal Services > Salaries	
<b>Target 3, Goal 5</b>		

<b>Purpose:</b>	01 - Public School Activities	Safe Schools Climate Officer, \$20.81/hour, 32.5 hours/wk for 75 weeks in 2021-2024 school years
<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>	Montville School District (086-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$50,689.30	
<b>Line Item Total:</b>	\$50,689.30	
<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	Target 1, Goal 3: MHS and Palmer Quarterly Credit Recovery Program 2 years, 6 teachers  6 sessions/quarter; 3 hrs/session; 4 quarters/yr Rate 2022-23: \$30.21 (\$13,050) Rate 2023-24: \$30.66 (\$13,245)
<b>LEA / School:</b>	Montville School District (086-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$26,295.00	
<b>Line Item Total:</b>	\$26,295.00	

Target 3, Goal 4: Substance Abuse Counselor for one year  
3.95 hours/day; \$30.00/hr

<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>	Mental health services
<b>LEA / School:</b>	Montville School District (086-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$21,450.00
<b>Line Item Total:</b>	\$21,450.00

<b>Object:</b>	100 - Personal Services > Salaries
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	2: Family and Community Connections
<b>Uses of Funds:</b>	Providing principals/leaders with r...
<b>LEA / School:</b>	Montville School District (086-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$20,724.00
<b>Line Item</b>	\$20,724.00

Target 2, Goal 1: Stipends will be provided to teachers on the Equity, Social Justice and Inclusion Committee and to building staff who lead family engagement activities outside of the school day. The EJI committee has 6 social workers and three classroom teachers on it who would be provided our contractual hourly rate. At the 3 elementary schools and the middle school, we would also designate a teacher who will attend parent group meetings and facilitate family engagement activities. They would be paid our hourly rate. That rate is 29.76 in year 1, \$30.21 in year 2, and \$30.66 in year 3. This would pay for approximately 15-20 hours for each person per year.

**Total:**

<b>Total for 100 - Personal Services &gt; Salaries:</b>	\$1,774,041.30
<b>Total for all other Objects:</b>	\$695,713.70
<b>Total for all Objects:</b>	\$2,469,755.00
<b>Allocation:</b>	\$2,469,755.00
<b>Remaining:</b>	\$0.00

Budget Detail

**Montville School District (086-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

200 - Personal Services > Employee Benefits - \$179,163.00 ▼

Budget Detail		Narrative Description
<b>Object:</b>	200 - Personal Services > Employee Benefits	Target 1, Goal 1: Benefits for additional classroom teachers to reduce class size 2021-2022: \$10,321 (Liguore) 2023-2024: \$11,980 (Liguore); \$11,943 (Missert); \$11,980 (Regan)
<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>	Montville School District (086-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$46,224.00	
<b>Line Item Total:</b>	\$46,224.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Target 3, Goal 1: Benefits for social worker 21-22: \$10,286 (Wright) 22-23: \$11,088 (Wright) 23-24: \$11,943 (Wright)
<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>	Montville School District (086-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$33,317.00
<b>Line Item Total:</b>	\$33,317.00
<b>Object:</b>	200 - Personal Services > Employee Benefits
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...
<b>Uses of Funds:</b>	Addressing learning loss
<b>LEA / School:</b>	Montville School District (086-000)
<b>Quantity:</b>	10.00
<b>Cost:</b>	\$3,000.00
<b>Line Item Total:</b>	\$30,000.00
<b>Object:</b>	200 - Personal Services > Employee Benefits
<b>Purpose:</b>	01 - Public School Activities

Target 1, Goal 3: Tutoring center  
Benefits for 4 tutors (two for 2 years and two for 3 years)  
\$3,000 each

Target 1, Goal 2: Math paraprofessional benefits  
12 math paras  
22-23: \$1,148 each (\$13,775)  
23-24: \$1,209 each (\$14,500)

<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...
<b>Uses of Funds:</b>	Addressing learning loss
<b>LEA / School:</b>	Montville School District (086-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$28,275.00
<b>Line Item Total:</b>	\$28,275.00
<b>Object:</b>	200 - Personal Services > Employee Benefits
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...
<b>Uses of Funds:</b>	Addressing unique needs of special ...
<b>LEA / School:</b>	Montville School District (086-000)
<b>Quantity:</b>	14.00
<b>Cost:</b>	\$1,126.00
<b>Line Item Total:</b>	\$15,764.00

Target 1, Goal 4: 14 Benefits for 14 paraprofessionals for 1 year \$1126 each

Target 5, goal 1: Benefits for additional monitor hours

<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>	Montville School District (086-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$8,650.00
<b>Line Item Total:</b>	\$8,650.00

<b>Object:</b>	200 - Personal Services > Employee Benefits
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...
<b>Uses of Funds:</b>	Addressing unique needs of special ...
<b>LEA / School:</b>	Montville School District (086-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	

Target 1, Goal 4: Benefits for middle school special education teacher  
 22-23: \$4,288 (Hutter)  
 23-24: \$4,345 (Hutter)

	\$8,633.00	
<b>Line Item Total:</b>	\$8,633.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Target 1, Goal 6: Benefits for EL tutor for 3 years \$2,100/year
<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>	Montville School District (086-000)	
<b>Quantity:</b>	3.00	
<b>Cost:</b>	\$2,100.00	
<b>Line Item Total:</b>	\$6,300.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Target 3, Goal 4: Benefits for substance abuse counselor for 1 year
<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 /</b>	Montville School District (086-000)	

School:

Quantity:

1.00

Cost:

\$2,000.00

Line Item  
Total:

\$2,000.00

**Total for 200 - Personal Services > Employee Benefits:**

\$179,163.00

**Total for all other Objects:**

\$2,290,592.00

**Total for all Objects:**

\$2,469,755.00

**Allocation:**

\$2,469,755.00

**Remaining:**

\$0.00

Budget Detail

**Montville School District (086-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

300 - Purchased Professional and Technical Services - \$342,880.00 ▼

Budget Detail		Narrative Description
<b>Object:</b>	300 - Purchased Professional and Technical Services	<p>Target 1, Goal 5: Consultants for curriculum improvement:</p> <p>Kurt Love, UCONN, 21-22 - \$8,000 - Work with curriculum team over the summer and provide consultation to teachers over the fall of 2021</p> <p>Heinemann Readers Workshop consultant 21-24 - \$40,000 for a three year contract working with all K-5 teachers at three elementary schools. Work includes classroom observations, debriefing with teams of teachers and professional learning sessions</p> <p>EdAdvance (Jonathan Costa) 22-24 - \$40,000 for a three year contract which includes in-person sessions with administrators, K-12 district-wide curriculum writing teams and Board of Education as well as review and feedback on documents developed</p> <p>LEARN math coach (Jenny Pinto) 21-22 - \$24,000 - One year contract which includes spending one day every week in district to observe math classes in grades 6-12 and meet with individual teachers and teacher groups to debrief and provide on-call Zoom meetings to plan collaboratively with teachers</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>	Montville School District (086-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$116,475.00	
<b>Line Item Total:</b>	\$116,475.00	

Target 1, Goal 7:  
 Skills 21 (Personal Inquiry Projects) - \$4,475 - Access to Skills 21 electronic platform as well as adjustments to the platform to best meet district program

Target 1, Goal 8: Field trips - \$50/student x 1920 students

Target 3, Goal 3:  
 Consultant for student and staff social and emotional needs and well-being and related issues with students' behavior  
 MaryAnn Brittingham - \$54,600  
 MaryAnn is visiting 2 times each month and spending two days in district each time. She is observing classrooms and debriefing with teachers. She is then providing Zoom meetings to develop behavioral plans for students of concern and work with teachers to implement those plans. She is also providing professional learning for 4 full days and 6 half days to district-

**Object:** 300 - Purchased Professional and Technical Services

**Purpose:** 01 - Public School Activities

**ARP ESSER Priority:** 1: Learning Acceleration, Academic ...

**Uses of Funds:** Addressing learning loss

**LEA / School:** Montville School District (086-000)

**Quantity:** 1.00

**Cost:** \$96,000.00

**Line Item Total:** \$96,000.00

**Object:** 300 - Purchased Professional and Technical Services

**Purpose:** 01 - Public School Activities

**ARP ESSER Priority:** 3: Social, Emotional, and Mental He...

**Uses of Funds:** Mental health services

<b>LEA / School:</b>	Montville School District (086-000)	wide groups of teachers. Additionally she is working specifically with our 25 new teachers to support their work on behavior management.
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$54,600.00	
<b>Line Item Total:</b>	\$54,600.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	<p>Target 4, Goal 1:  Site licenses for  EdPuzzle (3 years) - \$17,340  Padlet (2 years) - \$1,456  Zoom (1 year) - \$7,279  Screencastify (1 year) - \$3750  Kuta (3 years) - \$4980  IXL (1 year) - 13,000</p>
<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>	Montville School District (086-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$47,805.00	
<b>Line Item Total:</b>	\$47,805.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	<p>Target 4, Goal 3:  Consultant Technology Coach for teaching and learning, 21-22  LEARN - \$20,000  The coach will be in district one day every week to work with teachers on implementation of technology tools and teaching in a one-to-one environment. She also is presenting at our 4 full</p>
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	4: Strategic Use of Technology, Sta...	

<b>Priority:</b>		<p>day and 6 half day in-service days. Finally she has Zoom office hours each week to address issues teachers have with technology and provide expertise by taking over their screen remotely and showing them how to use tech tools.</p>
<b>Uses of Funds:</b>	Education technology	
<b>LEA / School:</b>	Montville School District (086-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$20,000.00	
<b>Line Item Total:</b>	\$20,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	<p>Target 3, Goal 2: RULER Training for Oakdale Elementary School</p> <p>Yale Center for Emotional Intelligence (5 participants, includes online dashboard)</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>	Montville School District (086-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$8,000.00	
<b>Line Item Total:</b>	\$8,000.00	
<b>Total for 300 - Purchased Professional and Technical Services:</b>		\$342,880.00
<b>Total for all other Objects:</b>		

	\$2,126,875.00
<b>Total for all Objects:</b>	\$2,469,755.00
<b>Allocation:</b>	\$2,469,755.00
<b>Remaining:</b>	\$0.00

Budget Detail

**Montville School District (086-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds**

400 - Purchased Property Services - \$21,672.00 ▼

Budget Detail		Narrative Description
<b>Object:</b>	400 - Purchased Property Services	Target 5, Goal 3: Storage container rental to store furniture removed from classrooms and cafeteria to provide necessary spacing 14 storage containers at \$129/month x 12 months
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	5: Building Safe and Healthy School...	
<b>Uses of Funds:</b>	Facility repairs/improvement to min...	
<b>LEA / School:</b>	Montville School District (086-000)	
<b>Quantity:</b>	14.00	
<b>Cost:</b>	\$1,548.00	
<b>Line Item Total:</b>	\$21,672.00	
<b>Total for 400 - Purchased Property Services:</b>		\$21,672.00
<b>Total for all other Objects:</b>		\$2,448,083.00
<b>Total for all Objects:</b>		\$2,469,755.00
<b>Allocation:</b>		\$2,469,755.00
<b>Remaining:</b>		\$0.00

Budget Detail

Montville School District (086-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - \$151,998.70 ▼

Budget Detail		Narrative Description
<b>Object:</b>	600 - Supplies	Target 4, Goal 4: Replace 15 SmartBoards  Cost per SmartBoard \$3,349.27 Smart MX 65 with wall Mount \$261.31 Display mount \$192 Cables \$528 Parts \$4,330.58 Total
<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>	Montville School District (086-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$64,958.70	
<b>Line Item Total:</b>	\$64,958.70	Target 2, Goal 1: Supplies for family events which are planned by principals at each school allocated at a rate of \$10/student for 3 years \$10 x 1920 x 3
<b>Object:</b>	600 - Supplies	
<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>	Montville School District (086-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$57,600.00	
<b>Line Item Total:</b>	\$57,600.00	
<b>Object:</b>	600 - Supplies	<p>Target 4, Goal 2:  10 Teacher laptops and docking stations for additional staff  \$989/laptop  \$204.89/docking station</p>
<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>	Montville School District (086-000)	
<b>Quantity:</b>	10.00	
<b>Cost:</b>	\$1,194.00	
<b>Line Item Total:</b>	\$11,940.00	
<b>Object:</b>	600 - Supplies	<p>Target 5, Goal 2:  105 tables to provide spacing necessary for lunches in cafeterias  \$100/table</p>
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	5: Building Safe and Healthy School...	
<b>Uses of</b>		

<b>Funds:</b>	Improving preparedness and response	
<b>LEA / School:</b>	Montville School District (086-000)	
<b>Quantity:</b>	105.00	
<b>Cost:</b>	\$100.00	
<b>Line Item Total:</b>	\$10,500.00	
<b>Object:</b>	600 - Supplies	
<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>	Montville School District (086-000)	
<b>Quantity:</b>	50.00	
<b>Cost:</b>	\$140.00	
<b>Line Item Total:</b>	\$7,000.00	
	<b>Total for 600 - Supplies:</b>	\$151,998.70
	<b>Total for all other Objects:</b>	\$2,317,756.30
	<b>Total for all Objects:</b>	\$2,469,755.00

Target 4, Goal 2: 50 Computer Monitors to enhance success of 1:1 program implementation  
\$140/monitor

**Allocation:**

\$2,469,755.00

**Remaining:**

\$0.00

ARP ESSER Funds Budget Overview

Montville School District (086-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$2,469,755.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		1,774,041.30	1,774,041.30
200 - Personal Services > Employee Benefits		179,163.00	179,163.00
300 - Purchased Professional and Technical Services		342,880.00	342,880.00
400 - Purchased Property Services		21,672.00	21,672.00
600 - Supplies		151,998.70	151,998.70
<b>Total</b>		2,469,755.00	2,469,755.00
	<b>Allocation</b>		2,469,755.00
	<b>Remaining</b>		0.00

Related Documents

Montville School District (086-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	
ARP Letters of Support	N/A	<a href="#"> Support Letter from Administrative Team</a> <a href="#"> BOE support letter</a>

Assurances

**Montville School District (086-000) 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

**Montville School District (086-000) 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 ▼	Lynn Nauss Cipriano	9/10/2021 4:09:03 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 ▼	Lynn Nauss Cipriano	9/10/2021 4:09:03 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 ▼	Lynn Nauss Cipriano	9/22/2021 5:49:33 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 ▼	Lynn Nauss Cipriano	9/22/2021 5:49:33 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 ▼	Lynn Nauss Cipriano	9/17/2021 10:01:57 AM
	1. SMART goal provided is aligned to Priority 3 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			

-	<b>6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide</b>	OK ▾	Lynn Nauss Cipriano	9/17/2021 10:01:57 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.				
-	<b>7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)</b>	OK ▾	Lynn Nauss Cipriano	9/17/2021 10:01:57 AM
1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
2. Strategies address needs through an equity-focused lens.				
-	<b>8. Other Allowable Activities</b>	Not Applicable ▾	Lynn Nauss Cipriano	9/10/2021 4:09:03 PM
1. Activities described are allowable.				
2. Description fully explains activity.				
-	<b>9. ARP ESSER Funds Budget</b>	OK ▾	Lynn Nauss Cipriano	9/22/2021 5:49:33 PM
1. Selection of "Priority Goals" budget tags align with strategies for "Priority Goals" and/or "Other Allowable Uses."				
2. "Uses of Funds" budget tags are selected appropriately.				
3. Budget details align and support data for selected "Priority Goals" and/or "Other Allowable Uses."				
4. Budget detail costs are allowable and narratives adequately describe budgeted costs.				
-	<b>10. Assurances</b>	OK ▾	Lynn Nauss Cipriano	9/10/2021 4:09:03 PM
1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.				
-	<b>11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)</b>	Not Applicable ▾	Lynn Nauss Cipriano	9/10/2021 4:09:03 PM
1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
2. Strategies address needs through an equity-focused lens.				