

## History Log

## New Milford School District (096-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/26/2021 8:00:05 AM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	10/25/2021 5:11:52 PM	Irene Parisi	Status changed to 'CSDE Management Approved'.	S
	10/1/2021 6:14:48 PM	Michael Kent	Status changed to 'CSDE Grant Contact Approved'.	S
	9/10/2021 5:15:37 PM	Holly Hollander	Status changed to 'Application Edits Completed'.	S
	9/1/2021 4:51:41 PM	Michael Kent	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/16/2021 1:57:50 PM	Alisha DiCorpo	Status changed to 'LEA Superintendent Approved'.	S
	8/16/2021 1:23:51 PM	Holly Hollander	Status changed to 'Application Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/9/2021 12:02:24 PM	Holly Hollander	Status changed to 'Application Started'.	S
	5/18/2021 9:17:20 AM	eGMS Administrator	Status changed to 'Not Started'.	S

**Allocations**

**New Milford School District (096-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations**

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	Total
<b>LEA</b>	\$2,588,252.00	\$0.00	\$2,588,252.00
<b>Total</b>	\$2,588,252.00	\$0.00	\$2,588,252.00

## Contacts

### New Milford School District (096-000) 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>Holly Hollander</u>

## MOE Equity Certification

## New Milford School District (096-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - MOE Equity Certification

Type	Optional Documents	Document Template	Document/Link
MOE Equity Certification [Upload up to 1 document(s)]	 <a href="#"><u>MOE_Equity_Certification_Template</u></a>		

## Program Information

### New Milford School District (096-000) 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

### New Milford School District (096-000) 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.

As the New Milford Public School district began the process of planning for the use of funds awarded through the American Rescue Plan Elementary and Secondary Schools Emergency RELief (ARP ESSER) for the next three

years, we engaged with a variety of stakeholders to seek input. Utilizing this feedback and input as well as data gather from the past school year, we worked to design a comprehensive plan aimed to address the needs of students and their families. The ARP ESSER funds have allowed us to respond to the needs associated with the COVID 19 pandemic, including academic student learning loss and emotional trauma.

Through our reviewed the data and in-depth conversations with educators and parents, we recognized that systems of services and supports were critical. These supports would need to be beyond what is typically offered in our schools, and we would need to look for opportunities to not only collaborate but engage with community agencies . Data such as increased visits to the school nurse, school counselors, social workers, and school psychologist illustrated an overwhelming need to address the behavioral health of our students. Working with these groups, including youth services and behavioral health agencies in the New Milford community, the theme of providing more comprehensive services for students and their families became clear. Access to behavioral health was challenging for working families, noting that available providers were often in surrounding towns, making it difficult to access the support. Our Board of Education members were also included, as well as our Town's Mayor. Together we looked for innovative ways to create pathways of support. We recognized a new way of providing supports for students and families was needed. Additional input was gathered from our Board of Education meetings to solicit feedback and as well as allow us to share ideas. Our televised meetings allowed us to expand our reach beyond only those families who attend in person.

We also included our faculty in the ongoing conversations on best supporting our students as they return to us in person teaching this fall. We had to rethink our instructional strategies to meet the needs of our learners. Most of our teaching was through the use of online platforms and tools. Teachers shared their desire to revise current units of study to include new online tools. As a district, we also recognized that we had to review the K-12 alignment of our curriculum.

We held virtual sessions for all New Milford educators and staff allowing us to share our thinking and solicit feedback. These individuals shared their overwhelming support for the systems and strategies being designed to not only address the learning gaps and work to accelerate learning but also meet the social and emotional needs of our students.

Type	Document Template	Document/Link
Documents		
ARP Letters of Support	N/A	<ul style="list-style-type: none"> <li>• <a href="#"><u>Youth Services Letter</u></a></li> <li>• <a href="#"><u>Mayor Letter of Support</u></a></li> <li>• <a href="#"><u>Health Agency Letter of Support</u></a></li> </ul>

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

### New Milford School District (096-000) 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://content.schoolinsites.com/api/documents/21fea544d1be41428ff8f0f3e1ce8406.pdf>

## ARP ESSER Uses of Funds

## New Milford School District (096-000) 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

Budget Detail Tag	Addressing learning loss
	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.

<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>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>Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</p>	<p>Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.</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>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>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>

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

## Priority Goals

### New Milford School District (096-000) 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): \$517,650.00

##### **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, as a result of COVID during the 2020-2021 school year, the district will increase the opportunity for focused student support and, as a result, the district's Smarter Balanced Growth will increase by

10% of students meeting or exceeding at grades 3-8 over the 2021-2022, another 10% of students meeting or exceeding in grades 3-8 over the 2022-2023 school years in another 10% of students in grades 3-8 ,in the area of English Language Arts and Mathematics growth performances. This will be accomplished by analyzing data, which will drive pacing and the delivery of curriculum instruction, and by engaging students in small groups utilizing Scientific Research Based Interventions support. We will also see an increase of 10% in the engagement of all stakeholders as indicated by participation in climate surveys and/or stakeholder feedback and overall academic performance. This will begin August 2022 and conclude at the end of September 2024. We determined the 10% by looking at the 2020-2021 results and took the total number of students in the grade level and determined the number of students meeting or exceeding. Then, we looked at the number of students in the below and approaching categories in literacy and numeracy. The 10% are the number of students we need to move from the below and approaching and moving to meet and exceed that will help move us back to where we were pre-pandemic. To increase New Milford High School graduation rate, students will have the opportunity to see career pathways for post graduation through course programming that aligns with workforce development needs. As a result of our efforts, our graduation rate will increase from 88% to 90% for all learners. As a result of our efforts to provide students to experience real-world learning through internships, students who may have otherwise not completed high school through traditional means will now have a greater likelihood of doing so. Our efforts will begin September 2021 and continue through September 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 1? (use relevant data and limit to 250 words)
- Our needs assessment looked not only our graduation rate but our students success in post secondary experiences. Data reviewed that on average 78% of the graduating class enroll in college immediately after graduation. 92% of these students return for a second year of college. With the increasing workforce need in Connecticut, we wanted to provide our students with options and pathways in addition to traditional four year college and university experiences. Our efforts must begin by helping our 9th grade students and create a comprehensive plan that will support career development for students in grade 10-12.
- \* 2. Based on the needs assessment findings, describe how your strategies for priority 1 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students

experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

The recent pandemic has provided us with an opportunity to stop and reflect on what we do and how we do it. As New Milford Public Schools and districts throughout Connecticut and beyond look for innovative ways to bridge the gap due to the loss of classroom instruction, our focus on supporting the school to career pathways allows us to do two things. First, it provides students with opportunities to make a direct connection between what is learned in the classroom to what is used in the field of "work." It also allows us to address the needs of learners by creating work-based models of learning. Our model also provides students who may not fit into a traditional college-bound model to see success through alternatives besides a four-year experience. In addition to addressing the impact of COVID 19 on students, we will be providing access and resources to students entering into a diverse workforce.

### 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?	* There will be a decrease in the number of students in need of tiered support as well as an increase in student achievement on both district and state assessments. . There will be a decrease in the number of students in need of tiered support as well as an increase in student achievement on both district and state assessments.

* 1. Hire reading and math interventionists at the K-5 to address the increased numbers of students performing below grade level expectations measured by our districts progress monitoring systems NWEA.	* Both sets of positions are continuation from ESSER II - continuing through funding starting September 2022 and ending on June 30, 2024. The contracted support will begin for the 2022-23 school year and conclude for the 2023-24 school year.	* Positions will be coordinated by: Interventionist will be monitored by the building principals.	* Positions will be coordinated by: Interventionist will be monitored by the building principals.	a decrease in the number of students in need of tiered support as well as an increase in student achievement on both district and state assessments. 5. There will be an increase in alignment and delivery of curricula instruction which will be evident through data gathered from classroom formative assessments and productive data team conversations. There will be an increase in alignment and delivery of curricula instruction which will be evident through data gathered from classroom formative assessments and productive data team conversations. There will be an increase in alignment and delivery of curricula instruction which will be evident through data gathered from classroom formative assessments and productive data team conversations. There will be a decrease in the support of
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	<p>learning acceleration allowing the new year's teacher to begin on grade-level learning. The additional special education support will be impactful by the additional number of students served through our preschool programming.</p>	<ul style="list-style-type: none"> <li>* Measure of impact will be: 1. Increase number of students enrolled in our CTE course pathways. 2. Clear systems for student internships aligned to our programming. 3. Coordination of programming and community partnerships. 4. Increase programming to serve at least 75% of students over three years. 5. Increase graduation rate.</li> </ul>
	<ul style="list-style-type: none"> <li>* All efforts will be coordinated by an lead administrator at the high school in collaboration with the Assistant Superintendent.</li> </ul>	<ul style="list-style-type: none"> <li>* All efforts will be coordinated by an lead administrator at the high school in collaboration with the Assistant Superintendent.</li> </ul>
	<ul style="list-style-type: none"> <li>* 2021-2022 will be a year of planning. This individual would be hired during this school year. During 2022-23, we will pilot our freshman experience and work with school counselors to create or update student success plans.</li> </ul>	<ul style="list-style-type: none"> <li>* 2021-2022 will be a year of planning. This individual would be hired during this school year. During 2022-23, we will pilot our freshman experience and work with school counselors to create or update student success plans.</li> </ul>

<p>Organize course of studies catalog around Career Clusters and Pathways; and Engage Business and Industry partners for each Pathways Program.</p>	<p>and go through our Board approval for adoption. At least one new course from our expanded offerings will be piloted during the 2023-2024 school year.</p>
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## Priority 2: Family and Community Connections

The complex issues brought about by the pandemic have made it clear that the success of schools, families, and communities are interdependent and all have a stake in students' well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.

- My district is using ARP ESSER funds for Priority 2 purposes.

## Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff:

The school community experience during the pandemic has been one of collective challenge and trauma. We must be prepared to use strategic wraparound social, emotional, and mental health supports to restore and successfully re-engage our school communities.

- My district is using ARP ESSER funds for Priority 3 purposes.

## **SMART Goal**

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 3 and is tied to applicable district ESSA Milestone metrics  
**EXAMPLE: By hiring additional School Social Workers and School Counselors, the district will decrease its Chronic Absenteeism from 7.5% in 2019-20 to 5.0% by 2024..**

Click to view ESSA Milestones for your district: [ESSA Milestone](#)

\* (Use ESSA Milestone Target) By 2024,

. As a result of increased access to behavioral health through school based clinics, the district will see a decrease of its Chronic Absenteeism from 6.0 in 2021-22 to 5.8% by 2024 as outlined on the Edsight ESSA Milestones document. To continue to support students by providing Tier 3 supports and Social-Emotional Consulting Services for students, regular and special education. These services will address students who have been experiencing an unprecedented level of stress as a result of COVID during the 2020-2021 school year, by addressing students with needs around the child and adolescent development, learning strategies, self-management, and social skills. Students will receive intensive, individualized support to improve behavioral and academic outcomes. Additional school counselors will provide specific support, interventions, and resources to school teams and families. Social and emotional growth services will be provided to students with an emphasis on those students identified using indicators such as staff observations, guidance referrals, discipline, attendance, academic data. As a result of this intervention, we hope to see at least a 15% increase in academic progress in students identified as high risk through attendance,grades, and discipline referrals utilizing baseline data collected in the fall of 2022

## **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)

The pandemic has accelerated a trend in increasing mental health challenges among school-age children. This combination of the health crisis increased social isolation, and a sense of loss has exponentially increased the demand for health services for students ages 5-18. Well before the pandemic struck, schools were struggling to meet the mental health needs of their students. In 2019 alone, statistics showed 7.4 million children and youth in the U.S, including Connecticut, as having mental issues. Sadly less than 50% of these children had access to the help they needed. School faculty work hard to meet the needs of these students. However, the number of overall

students to one school counselor does not sufficiently address the demands. In June 2020, 30% of high school students reported that they were feeling depressed more often. A school-based health center will play an essential role in providing care and support to so many students who do not have access to the health care they need. As a result, the need for School Health Clinics needed. Partnering with Connecticut Institute for Communities, Inc. (CIFC) to create community based health centers to the schools. With the increase of request for outside referrals from our families, engaging in this partnership supports students and helps builds strong family and community connections.

- \* 2. Based on the needs assessment findings, describe how your strategies for priority 3 address those needs through an equity-focussed 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)

A school-based health center will play an important role in providing services to children who may not otherwise have access to behavioral health or wellness. These centers located within the walls of our school buildings will meet a critical needs for students how have been impacted by the COVID 19 health crisis. Working as a collaborative team, the school-based centers will work with school educators and administrators. The Centers will not replace the services offered by district staffing but become an additive to families who have difficulty getting to outside providers. Scheduling appointments and attending appointments can be difficult for some parents during the day. When the Centers are fully up and running, appointments may occur during the child's day with the parent's consent. Based on our needs assessment and specific data points, we must address our students' emotional well-being and their families. The evidence is clear that the past year has created trauma and before learning loss can begin to be addressed, our students must have a supportive environment with adults who know them and support their needs. Only then will the academic loss be addressed. While this may sound obvious, COVID has caused us to stop and experience firsthand the many impacts distance learning and physically spaced in-person learning has caused - building and sustaining strong relationships between students and teachers. Therefore, as a district, we will be emphasizing the importance of making connections with students. These connections positively impact a student's motivation to learn, and this motivation provides the opportunity for students to engage in the learning process.

## Strategies

What/How	Innovative Strategy?	When	Who	Outcome
What is the strategy? How do you envision its implementation?	<p>Is this an innovative strategy that can be shared?</p> <p>* 1, Analysis of current space available within the five schools.</p> <p>Planning to ensure space is appropriate for the services.</p> <p>2. Construction, where needed, in school locations needing proper space.</p> <p>3. Staffing behavioral health supports for year one in schools A and B. In these spaces, rooms availability meets all conditions health services.</p> <p>4. School based centers functioning with administrative supports in place.</p>	<p>When will this strategy be implemented?</p> <p>* 1, Late summer and early fall 2021</p> <p>2. Late fall and early winter 2021</p> <p>3. Early fall 2021</p> <p>4. Winter / Spring 2022</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* 1. Superintendent, Partner from CIIFC. Business Manager and Facilities Director</p> <p>2. Superintendent, Partner from CIIFC. Business Manager and Facilities Director</p> <p>3. Partners from CIIFC</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* Evidence of impact will be when:</p> <ol style="list-style-type: none"> <li>Analysis is complete and spacing recommendations are shared with the Director of facilities and the Superintendent of schools.</li> <li>Construction is complete and the space is utilized for behavior health the first year and wellness thereafter.</li> <li>Staffing is complete and students have access to the services.</li> </ol>

* 1. Counselor split between both elementary schools 2. Counselor at middle school	<input checked="" type="checkbox"/> * This is a continuation from ESSER II. Positions will continue starting September 2022 and concluding June 2024	* Director of Special Services and Pupil Personnel, Supervisor of Special Education Services K-5, Principals Director of Special Services and Pupil Personnel, Supervisor of Special Education Services 6-12, Special Education Department Chair, Principal, Assistant Principals	* here will be a decrease in crisis intervention, an increase in attendance and student performance, and a decrease in restraint and seclusion reports. There will be a decrease in crisis intervention, an increase in attendance and student performance, and a decrease in restraint and seclusion reports. Also, fewer referrals to special education.
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#### Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide

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

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

#### 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 train and support administrators, teachers, and staff as well as parents and students with high-quality, hands-on training of applications and technologies for various types of devices and programs district-wide. As the district works to integrate the use of technology as an instructional strategy in its curricula, the district, starting September 2021 and concluding June 2024, will provide students' opportunities to communicate, collaborate, present and organize using online platforms and tools. This will be measured through the curriculum aligned projects that require students to utilize technology as a tool to demonstrate their knowledge of the content. In grades 2-8, this will occur in at least two units of studies in one of the four core subject areas. In grades 9-12, this will occur in at least one unit of study in ELA and History.

## 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?

<ul style="list-style-type: none"> <li>* 1. Hire 2 new additional staff support - Technology Integration Specialist for the district. 2. Review 2-8 curriculum with the curriculum coordinators to identify the units of study that will be focused on. 3. Work with the department chairs to identify courses for secondary units in history and English.</li> </ul>	<ul style="list-style-type: none"> <li>* These positions will begin September 2022 and conclude on June 30, 2023.</li> </ul>	<ul style="list-style-type: none"> <li>* The individuals will be monitored by the Director of Technology and the Assistant Superintendent.</li> </ul>	<ul style="list-style-type: none"> <li>* 1. There will be an increase in teachers' use of digital tools in their instruction as well as positive feedback from all stakeholders. 2. There will be an increase in teachers' use of digital tools in their instruction as well as positive feedback from all stakeholders. 3. The ability to maintain and/or upgrade access to technology and connectivity for the long term. 4. There will be a decrease in the digital divide by providing all students, families, and staff with the resources needed to be successful.</li> </ul>
<p><b>Priority 5: Building Safe and Healthy Schools</b></p> <p>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).</p>			

**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)

As we work to build safe and healthy schools, the district recognizes the importance of having clear communication with families, school faculty, and the community. School nurses play an essential role in helping keep schools safe. It is these individuals who evaluate students for symptoms or exposure. They also support building principals and district leaders in implementing prevention strategies and contract training. The information must then be communicated with our local health department and then shared with families. During the 2020 -21 school year, coordination between the various school buildings and programs became challenging. The school nurse who assumed this role found it challenging to attend to the details of this work in addition to her building duties. To ensure timely communication is in place, we find it necessary to identify one individual whose sole duties include the communication, coordination, collaboration, and documentation of our district's COVID-19 incidences. The individual would also take the lead in obtaining the most up-to-date information released by the Governor, State Department of Education, and/or our local health department.

- \* 2. Based on the needs assessment findings, describe how your strategies for priority 5 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

The strategy of having a lead nurse to support the wellness and prevention strategies related to COVID-19 would ensure that ALL students, their families, and the community as a whole are in a position for limiting the impact that variants may have during the upcoming school year. The focused efforts will serve as one more mitigating strategy to ensure students are with us in school and parents can meet their families' goals including going to work. This would be a contracted position through our area RESC. This strategy addresses the need of all, including 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 who experienced barriers to remote learning or whose progress was disrupted

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?	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* Superintendent, Director of Pupil Services.</p> <p>* This position will start Fall 2021 and conclude June 2023.</p> <p>* Progress will be evidence when:</p> <ol style="list-style-type: none"> <li>1. Clear communication tools are developed and utilized.</li> <li>2. Systems for data collection are structures and consistent.</li> <li>3. Time between new information provided by agencies and departments to be shared with the Superintendent and the community is minimal.</li> </ol>

\* To accomplish this goal the following will occur 1. Clearly define the lead nurse position to oversee all communication and collaboration with administrators, families and the community. : 2. Review and revise communication protocols. 3. Design a data collection tool to document impact of the position with a goal of ensuring consistent communication is in place.

## Other Allowable Uses

### New Milford School District (096-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act. In addition, other specific allowable activities can be found on the "ARP ESSER Uses of Funds" page.

- My district is using ARP ESSER Funds for other allowable activities

#### Description

- \* The New Milford Public School district would like to utilize ARP ESSER funding to enhance the programming that is currently in place through Perkins V funding. We now use Perkins V funding to support the Career and Technical Education courses already in place by providing our educators professional learning and specific materials and programs aligned to our offerings. The funding from ARP ESSER would allow us to take a more systematic approach to develop clear career pathway options for our students. To do this, we would like to create a coordinator to oversee and expand our offerings. In addition, this individual would work closely with our colleagues at the State Department of Education. We hope that during the period this coordinator is in place, we will build independent systems for student internships, collaborative partnerships with industry and, ultimately, provide a venue for students who may otherwise not be successful in a traditional high school environment that prepares its graduates for a college experience immediately after graduating.

## ARP ESSER Funds Budget

### New Milford School District (096-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$1,727,523.00
200 - Personal Services > Employee Benefits	\$549,231.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$251,498.00
600 - Supplies	\$20,000.00
700 - Property	\$40,000.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
<b>Total</b>	<b>\$2,588,252.00</b>
<b>Allocation</b>	<b>\$2,588,252.00</b>
<b>Remaining</b>	<b>\$0.00</b>

## Budget Detail

### New Milford School District (096-000) Public School District - FY 2021 - ARP ESSER Funds

100 - Personal Services > Salaries - \$1,727,523.00 ▾

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	Four K-12 Curriculum coordinator role to support curriculum and assessment alignment. Using data, individuals will develop and support curriculum development. Additionally, curriculum based assessments will be reviewed and developed as needed. This will be funded until 2023.
<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>	New Milford School District (096-000)	
<b>Quantity:</b>	4.00	
<b>Cost:</b>	\$68,552.00	
<b>Line Item Total:</b>	\$274,208.00	
<b>Object:</b>	100 - Personal Services > Salaries	Four K-12 Curriculum coordinator role to support curriculum and assessment alignment. Using data, individuals will develop and support curriculum development. Additionally, curriculum based assessments will be reviewed and developed as needed. This will be for the 2023-2024 school year.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...	
<b>Uses of Funds:</b>	Addressing learning loss	

<b>LEA / School:</b>	New Milford School District (096-000)
<b>Quantity:</b>	4.00
<b>Cost:</b>	\$66,555.00
<b>Line Item Total:</b>	\$266,220.00
<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>	New Milford School District (096-000)
<b>Quantity:</b>	3.00
<b>Cost:</b>	\$68,552.00
<b>Line Item Total:</b>	\$205,656.00
<b>Object:</b>	100 - Personal Services > Salaries
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...
<b>Uses of</b>	

<b>Funds:</b>	Addressing learning loss
<b>LEA / School:</b>	New Milford School District (096-000)
<b>Quantity:</b>	3.00
<b>Cost:</b>	\$66,555.00
<b>Line Item Total:</b>	\$199,665.00
<b>Object:</b>	100 - Personal Services > Salaries
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	3: Social, Emotional, and Mental He...
<b>Uses of Funds:</b>	Addressing learning loss
<b>LEA / School:</b>	New Milford School District (096-000)
<b>Quantity:</b>	2.00
<b>Cost:</b>	\$68,552.00
<b>Line Item Total:</b>	\$137,104.00
<b>Object:</b>	100 - Personal Services > Salaries
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER</b>	4: Strategic Use of Technology, Sta...

<b>Priority:</b>	
<b>Uses of Funds:</b>	Education technology
<b>LEA / School:</b>	New Milford School District (096-000)
<b>Quantity:</b>	2.00
<b>Cost:</b>	\$68,552.00
<b>Line Item Total:</b>	\$137,104.00
<b>Object:</b>	100 - Personal Services > Salaries
<b>Purpose:</b>	01 - Public School Activities
<b>ARP ESSER Priority:</b>	4: Strategic Use of Technology, Sta...
<b>Uses of Funds:</b>	Education technology
<b>LEA / School:</b>	New Milford School District (096-000)
<b>Quantity:</b>	2.00
<b>Cost:</b>	\$66,555.00
<b>Line Item Total:</b>	\$133,110.00
<b>Object:</b>	100 - Personal Services > Salaries
<b>Purpose:</b>	01 - Public School Activities

2 Technology integration specialist to support the integration of technology in the core curriculum as well as enhancing online classroom access for students who may need to do so. This will fund the 2023-24 school year.

<b>ARP ESSER Priority:</b> 3: Social, Emotional, and Mental Health	<p>students with the supports needed. Individuals will support social and emotional strategies as part of the district's work with restorative practices. This will fund the 2023-24 school year.</p> <p><b>Uses of Funds:</b></p> <ul style="list-style-type: none"> <li>Addressing learning loss</li> </ul> <p><b>LEA / School:</b> New Milford School District (096-000)</p> <table border="1" data-bbox="442 1191 649 2046"> <tr> <td>Quantity:</td><td>2.00</td></tr> <tr> <td>Cost:</td><td>\$66,555.00</td></tr> <tr> <td><b>Line Item Total:</b></td><td>\$133,110.00</td></tr> </table>	Quantity:	2.00	Cost:	\$66,555.00	<b>Line Item Total:</b>	\$133,110.00	<p>1 Career Pathways and workforce development initiative coordinator - the position will continue the alignment of current courses and designing programming aligned with career pathways - Students at the high school will be provided with opportunities to explore future careers that they may want to pursue after graduation. This will fund the 2023-24 school year.</p>
Quantity:	2.00							
Cost:	\$66,555.00							
<b>Line Item Total:</b>	\$133,110.00							
<b>ARP ESSER Priority:</b> 1: Learning Acceleration, Academic ...	<p><b>Object:</b> 100 - Personal Services &gt; Salaries</p> <p><b>Purpose:</b> 01 - Public School Activities</p> <p><b>ARP ESSER Priority:</b>            1: Learning Acceleration, Academic ...         </p> <p><b>Uses of Funds:</b></p> <ul style="list-style-type: none"> <li>Other ARP ESSER eligible activities</li> </ul> <p><b>LEA / School:</b> New Milford School District (096-000)</p> <table border="1" data-bbox="442 76 649 1191"> <tr> <td>Quantity:</td> <td>1.00</td> </tr> <tr> <td>Cost:</td> <td>\$77,250.00</td> </tr> <tr> <td><b>Line Item Total:</b></td> <td>\$77,250.00</td> </tr> </table>	Quantity:	1.00	Cost:	\$77,250.00	<b>Line Item Total:</b>	\$77,250.00	<p>One Career Pathways and workforce development initiative</p>
Quantity:	1.00							
Cost:	\$77,250.00							
<b>Line Item Total:</b>	\$77,250.00							

<b>Purpose:</b>	01 - Public School Activities	coordinator - the position will be responsible for aligning current courses and designing programming aligned with career pathways - Students at the high school will be provided with opportunities to explore future careers that they may want to pursue after graduation. This person will be in place until June 2023
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...	
<b>Uses of Funds:</b>	Other ARP ESSER eligible activities	
<b>LEA / School:</b>	New Milford High School (096-6111)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$75,000.00	
<b>Line Item Total:</b>	\$75,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	Personal support for school-based health clinics delivering behavioral health services for students and families.
<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>	New Milford School District (096-000)	
<b>Quantity:</b>	2.00	
<b>Cost:</b>	\$22,603.00	
<b>Line Item Total:</b>	\$45,206.00	

<b>Object:</b>	100 - Personal Services > Salaries	Personal support for school-based health clinics delivering behavioral health services for students and families.
<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>	New Milford School District (096-000)	
<b>Quantity:</b>	2.00	
<b>Cost:</b>	\$21,945.00	
<b>Line Item Total:</b>	\$43,890.00	
		<b>Total for 100 - Personal Services &gt; Salaries:</b> \$1,727,523.00
		<b>Total for all other Objects:</b> \$860,729.00
		<b>Total for all Objects:</b> \$2,588,252.00
		<b>Allocation:</b> \$2,588,252.00
		<b>Remaining:</b> \$0.00

## Budget Detail

### New Milford School District (096-000) Public School District - FY 2021 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$549,231.00 ▾

Budget Detail		Narrative Description
<b>Object:</b>	200 - Personal Services > Employee Benefits	Benefits for school personals positions to address learning loss and acceleration
<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>	New Milford School District (096-000)	
<b>Quantity:</b>	12.00	
<b>Cost:</b>	\$23,035.00	
<b>Line Item Total:</b>	\$276,420.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Benefits for educators whose positions address student learning loss and acceleration.
<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>	New Milford School District (096-000)		
<b>Quantity:</b>	10.00		
<b>Cost:</b>	\$24,371.00		
<b>Line Item Total:</b>	\$243,710.00		
	Benefits for school support at the school based behavioral and health clinics in district.		
<b>Object:</b>	200 - Personal Services > Employee Benefits		
<b>Purpose:</b>	01 - Public School Activities		
<b>ARP ESSER Priority:</b>	3: Social, Emotional, and Mental Health		
<b>Uses of Funds:</b>	Mental health services		
<b>LEA / School:</b>	New Milford School District (096-000)		
<b>Quantity:</b>	2.00		
<b>Cost:</b>	\$7,308.50		
<b>Line Item Total:</b>	\$14,617.00		
	Benefits for support personal at our school based behavior and health clinics.		
<b>Object:</b>	200 - Personal Services > Employee Benefits		
<b>Purpose:</b>	01 - Public School Activities		

**ARP  
ESSER  
Priority:**

**Uses of  
Funds:**

**LEA /  
School:**

**Quantity:**

2.00

**Cost:**

\$7,242.00

**Line Item  
Total:**

\$14,484.00

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

\$549,231.00

**Total for all other Objects:**

\$2,039,021.00

**Total for all Objects:**

\$2,588,252.00

**Allocation:**

\$2,588,252.00

**Remaining:**

\$0.00

## Budget Detail

### New Milford School District (096-000) Public School District - FY 2021 - ARP ESSER Funds

500 - Other Purchased Services - \$251,498.00 ▾

Budget Detail		Narrative Description
<b>Object:</b>	500 - Other Purchased Services	District coordination of COVID response and communication. This work includes developing protocol and systems to communicate with all constituents (faculty, community members, families) needs associated with COVID.
<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, staff....	
<b>LEA / School:</b>	New Milford School District (096-000)	
<b>Quantity:</b>	2.00	
<b>Cost:</b>	\$82,000.00	
<b>Line Item Total:</b>	\$164,000.00	
<b>Object:</b>	500 - Other Purchased Services	Services for building design for school based health clinics delivering behavior and wellness health services for students and families.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	3: Social, Emotional, and Mental He...	
<b>Uses of Funds:</b>	Facility repairs/improvement to min....	

<b>LEA / School:</b>	New Milford School District (096-000)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$45,000.00
<b>Line Item Total:</b>	\$45,000.00
<b>Object:</b>	500 - Other Purchased Services
<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>	New Milford School District (096-000)
<b>Quantity:</b>	2.00
<b>Cost:</b>	\$21,249.00
<b>Line Item Total:</b>	\$42,498.00
<b>Total for 500 - Other Purchased Services:</b>	
<b>Total for all Objects:</b>	\$251,498.00
<b>Total for all Objects:</b>	\$2,336,754.00
<b>Allocation:</b>	\$2,588,252.00
<b>Allocation:</b>	\$2,588,252.00

**Remaining:**

\$0.00

## Budget Detail

### New Milford School District (096-000) Public School District - FY 2021 - ARP ESSER Funds

600 - Supplies - \$20,000.00 ▾

Budget Detail		Narrative Description
<b>Object:</b>	600 - Supplies	Supplies and materials for school based behavioral and health clinics. This will support the 2021-2022 school 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 / School:</b>	New Milford School District (096-000)	
<b>Quantity:</b>	1.00	Total for 600 - Supplies: \$20,000.00
<b>Cost:</b>	\$20,000.00	Total for all other Objects: \$2,568,252.00
<b>Line Item Total:</b>	\$20,000.00	Total for all Objects: \$2,588,252.00
		Allocation: \$2,588,252.00
		Remaining: \$0.00

## Budget Detail

### New Milford School District (096-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

700 - Property - \$40,000.00 ▾

Budget Detail		Narrative Description
<b>Object:</b>	700 - Property	Cost associated with the reconfiguration of building space for school based behavioral and health clinics being established in the district.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	3: Social, Emotional, and Mental He...	
<b>Uses of Funds:</b>	Other ARP ESSER eligible activities	
<b>LEA / School:</b>	New Milford School District (096-000)	
<b>Quantity:</b>	2.00	Total for 700 - Property: \$40,000.00
<b>Cost:</b>	\$20,000.00	Total for all other Objects: \$2,548,252.00
<b>Line Item Total:</b>	\$40,000.00	Total for all Objects: \$2,588,252.00
		Allocation: \$2,588,252.00
		Remaining: \$0.00

## ARP ESSER Funds Budget Overview

### New Milford School District (096-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$2,588,252.00 ▾

Object	Purpose	01 - Public School Activities	Total
<b>100 - Personal Services &gt; Salaries</b>		1,727,523.00	1,727,523.00
<b>200 - Personal Services &gt; Employee Benefits</b>		549,231.00	549,231.00
<b>500 - Other Purchased Services</b>		251,498.00	251,498.00
<b>600 - Supplies</b>		20,000.00	20,000.00
<b>700 - Property</b>		40,000.00	40,000.00
<b>Total</b>		2,588,252.00	2,588,252.00
	<b>Allocation</b>	2,588,252.00	
	<b>Remaining</b>	0.00	

## Related Documents

## New Milford School District (096-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Type	Optional Documents	Document Template	Document/Link
Other Documentation		N/A	
ARP Letters of Support		N/A	<ul style="list-style-type: none"><li>• <a href="#"><u>Youth Services Letter</u></a></li><li>• <a href="#"><u>Mayor Letter of Support</u></a></li><li>• <a href="#"><u>Health Agency Letter of Support</u></a></li></ul>

## Assurances

### New Milford School District (096-000) 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

### New Milford School District (096-000) 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](#))

<b>1. Stakeholder Engagement:</b>	<input style="width: 100px; height: 25px; border: 1px solid #ccc; padding: 2px; margin-right: 10px;" type="button" value="OK"/>	Michael Kent	9/1/2021 10:55:00 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.			
<b>2. Safe Return to In-Person Instruction and Continuity of Services Plan:</b>	<input style="width: 100px; height: 25px; border: 1px solid #ccc; padding: 2px; margin-right: 10px;" type="button" value="OK"/>	Michael Kent	9/1/2021 10:55:00 AM
1. Public comment was taken into account. 2. URL provided to website where plan is publicly posted.			
<b>3. Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment</b>	<input style="width: 100px; height: 25px; border: 1px solid #ccc; padding: 2px; margin-right: 10px;" type="button" value="OK"/>	Michael Kent	10/1/2021 6:10:10 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.			
<b>4. Priority 2: Family and Community Connections</b>	<input style="width: 100px; height: 25px; border: 1px solid #ccc; padding: 2px; margin-right: 10px;" type="button" value="Not Applicable"/>	Michael Kent	9/1/2021 3:10:40 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.			
<b>5. Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff</b>	<input style="width: 100px; height: 25px; border: 1px solid #ccc; padding: 2px; margin-right: 10px;" type="button" value="OK"/>	Michael Kent	10/1/2021 6:10:10 PM
1. SMART goal provided is aligned to Priority 3 and tied to applicable district ESSA Milestone targets. 2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment). 3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			

<input checked="" type="checkbox"/>	<b>6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide</b>	OK	▼	Michael Kent	10/1/2021 6:14:06 PM
	1. SMART goal provided is aligned to Priority 4 and tied to applicable district ESSA Milestone targets.				
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).				
	3. Strategies for Priority 4 address the identified needs through an equity-focused lens.				
<input checked="" type="checkbox"/>	<b>7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)</b>	OK	▼	Michael Kent	10/1/2021 6:14:06 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
	2. Strategies address needs through an equity-focused lens.				
<input checked="" type="checkbox"/>	<b>8. Other Allowable Activities</b>	OK	▼	Michael Kent	9/1/2021 10:55:00 AM
	1. Activities described are allowable.				
	2. Description fully explains activity.				
<input checked="" type="checkbox"/>	<b>9. ARP ESSER Funds Budget</b>	OK	▼	Michael Kent	10/1/2021 6:14:06 PM
	1. Selection of "Priority Goals" budget tags align with strategies for "Priority Goals" and/or "Other Allowable Uses."				
	2. "Uses of Funds"" budget tags are selected appropriately.				
	3. Budget details align and support data for selected "Priority Goals" and/or "Other Allowable Uses."				
	4. Budget detail costs are allowable and narratives adequately describe budgeted costs.				
<input checked="" type="checkbox"/>	<b>10. Assurances</b>	OK	▼	Michael Kent	9/1/2021 10:55:00 AM
	1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.				
<input checked="" type="checkbox"/>	<b>11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)</b>	Not Applicable	▼	Michael Kent	9/1/2021 10:55:00 AM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
	2. Strategies address needs through an equity-focused lens.				