

History Log

Preston School District (114-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/19/2021 10:35:13 AM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	8/19/2021 8:55:52 AM	Melissa Hickey	Status changed to 'CSDE Management Approved'.	S
	8/18/2021 10:33:48 AM	Megan Alubicki Flick	Status changed to 'CSDE Grant Contact Approved'.	S
	8/18/2021 10:27:03 AM	Roy Seitsinger	Status changed to 'Application Edits Completed'.	S
	8/16/2021 12:36:14 PM	Megan Alubicki Flick	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/13/2021 4:02:11 PM	Roy Seitsinger	Status changed to 'LEA Superintendent Approved'.	S
	8/13/2021 4:01:56 PM	Roy Seitsinger	Status changed to 'Application Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	6/7/2021 10:31:31 AM	Roy Seitsinger	Status changed to 'Application Started'.	S
	5/18/2021 9:17:28 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Preston School District (114-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	(3) ARP ESSER - HCY II	Total
LEA	\$590,330.00	\$0.00	\$0.00	\$590,330.00
Total	\$590,330.00	\$0.00	\$0.00	\$590,330.00

Contacts

Preston School District (114-000) 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>Roy Seitsinger</u> <u>John Spang</u>

Program Information

Preston School District (114-000) 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

Preston School District (114-000) 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.

Preston Public Schools will begin its data gathering public input process in multiple ways: (1) A draft of the FY 22 Reopening plan and an outline of priorities for the ARP:ESSER will be presented to the Preston Board of Education for their insight and recommendations. (2) Through the month of June the Superintendent hosted faculty meetings

and (15) small group faculty and staff meetings to gather district input. (3) The entire employee group will be asked to submit any ideas or recommendations to the ARP Leadership Team. (4) An Open Forum for parents and community members will be held on June 10, 2021. (5) In July the district posted an open google survey that all community members will be encouraged to use. We received over 50 responses. (6) The entire Learning Community including parents and community leadership will also be encouraged to send in via email and thoughts or suggestions.

Preston Public Schools is committed to a sixth month review process of the final approved plan that will be repeated throughout the existence of the grant funding.

All data will be archived and number of participants will be recorded. All results of posted surveys will be shared with the leadership team, the Board of Education, appropriate town leadership, and with the community through Board of Education meetings.

Several letters of support are available and submitted for the district plan after the first draft is finalized.

Documents

Type	Document Template	Document/Link
ARP Letters of Support	N/A	<ul style="list-style-type: none"> <li data-bbox="789 1020 821 1062"> Admin Letter <li data-bbox="854 1020 886 1062"> Letter Support <li data-bbox="919 1020 951 1062"> MEUI Support <li data-bbox="984 1020 1016 1062"> Teachers <li data-bbox="1049 1020 1081 1062"> Town <li data-bbox="1114 1020 1146 1062"> BoESupport

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

Preston School District (114-000) 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.

www.prestonschools.org

ARP ESSER Uses of Funds

Preston School District (114-000) 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

Preston School District (114-000) 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): \$118,066.00

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,

Beginning FY22 SY, Preston Public Schools will engage in multiple activities to address specific and broad-based learning challenges generated by the COVID pandemic disruption. Through the hiring of additional staff to provide social-emotional support, just-in-time tutoring, along summer academic and enrichment activities, increasing

teachers' professional learning time, curricular review and revision, paraprofessional staff engagement, utilizing an outdoor classroom, improvement of data systems, and providing expanded PreK, by the end of the 2023-24 school year, students in grades 3-8 will meet the established ESSA Milestones for District Performance Index and in ELA, math, and Science performance. Using comprehensive progress monitoring and multiple data points each of the activities noted will be designed to work toward reaching the ESSA Milestones for 2023-2024 (DPI- 2023-24: ELA 74.0 and Math 71.4). We also expect to improve our Smart Balance Growth over the three years of the grant cycle by moving through the various activities outlined in this proposal. Our goal will be to achieve ELA 82.3% and for Math 82.5%. We are examining our Smart Balance results for the FY 21 year but we are not looking at the test results as a true reflection of our student's and staff's performance. Therefore, we are remaining committed to our forward-looking goal instead. Upon completion of the outlined tasks and throughout the process the district leadership team will monitor progress toward reaching the ESSA Milestones and adjustments in strategies will be implemented as needed. As noted below By creating outdoor learning spaces at each of the district schools (Preston Veterans Memorial School - PreK-5) and (Preston Plains Middle School: 6-8). Our door education involves all subject areas and supports the achievement of Connecticut Core State Standards.

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)
In addition to the data derived from our ESSER II efforts we collected additional surveys and focus group data to enhance our focus. We are using the Youth Service Bureau survey results as well as a focus group, open forum results, and district survey results. There were focus group meetings with administrators: 4/6, 4/14, 5/24, 5/27, 6/2, 6/14, 6/24, 7/6, 7/20, 7/21 Additionally, the superintendent held focus groups with educators on: 5/10, 5/17, 5/18, 5/19, 5/20, 5/21, 5/25, 6/9 An open community forum was held on: 6/10 The input from all of these forums were gathered and prioritized to contract the grant proposal. Survey release date 7/6

* 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)

Every activity in this proposal is focused on student success. Although in several areas our numbers are relatively small students of color (2-5%), students with disabilities (17%), EL (8-10 total students), disengaged youth and low-income families (33% free and reduced lunch), and those families that experience barriers that disrupted learning we treat every student in a highly personalized and compassionate manner. Our staff is well trained and our SEL Team of school nurses, school psychologists, building principals, assigned teachers, and district social worker are involved in every important decision regarding families and students.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>* Outdoor classrooms and shaded areas: Outdoor education is not a field trip or special event. Nor is it confined to just science experiments. Outdoor education works well for all subject areas. Outdoor</p>	<p><input checked="" type="checkbox"/></p>	<p>* The project will begin planning in the fall of FY 21 and the first physical construction will begin in the summer of FY 22.</p>	<p>* Teacher leader, Chet Stefanowicz will manage this task with the assistance of, Mike House, Building and grounds, and Roy Seitsinger, Superintendent.</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p> <p>* The outcome will be measured by the successful construction of two outdoor education sites, one at each school building in the district.</p>

education can be used to achieve educational standards (Nebraska, Parks 2020). "Children who are taught in an outdoor setting score higher on standardized tests than children taught in a traditional classroom." The students improve in grade point average, learn to think critically, and solve problems. Research has shown that children engaging in outdoor classrooms learn to manage their behaviors better. There

are also indications that this form of learning helps to reduce blood pressure, increase better sleep, and decrease stress. Further, given the preponderance of data regarding climate change, students in an outdoor classroom setting will experience visual and tactile comparisons in the environment that provide real-time examples of the impact of climate on their lives. This learning arena will provide the

opportunity for the development of higher-order thinking skills transferable across curriculum areas. Our district refers to the (CCSS) Connecticut Common Core Standards Coherence, rigor, along with supporting the SEL core component areas when doing this work.

* Summer School Stipend: It is imperative for the district to provide summer school support over many years to address the recovery and expansion of



* Chris Pickett, the summer school coordinator, and Roy Seitsinger, the superintendent will be responsible.

* The outcome will be measured by the successful implementation of summer school programs in FY 22 and FY 23.

unfinished instruction disrupted by the pandemic. As part of that effort, we must have strong leadership focused on the task of organizing, managing, and implementing the summer school program. Therefore, in order for accurate data to be secured to monitor the impact of summer school, a stipend position is being created. This person will oversee the program beginning in 2021 and concluding at the be of

* This stipend will be distributed over a minimum of three years beginning with the FY 21 summer school program. Gradually, the district will assume the stipend into its general budget.

<p>summer 2023.</p>	<p><input type="checkbox"/></p>	<p>* This review will begin in the fall of FY 21 with recommendations expected for the FY 23 budget year</p>	<p>* Team of Five Teachers selected by the leadership team and Ray Bernier and Ivy Davis-Tomczuk.</p>	<p>* The outcome will be measured by the successful deployment of a writing program to the elementary grade levels at Preston Veterans Memorial School.</p>
<p>* Writing Curriculum and Handwriting Curriculum: A writing curriculum would enhance the writing curriculum and instruction. Currently, teachers create their own writing instruction. This would give a tested, proven uniform way of instructing writing at the middle school. Handwriting curriculum for elementary grades: A handwriting curriculum would enhance the writing curriculum and instruction. Currently,</p>				

teachers create their own writing instruction. This would give a tested, proven uniform way of instructing handwriting and creative writing at the middle school level. For all of the curriculum priorities, the districts conducted a detailed set of paraeducator and teacher focus group discussions. Emphasis was assessed for science, writing, handwriting, and civics. Some of the curricula will also be supported by the district's

<p>finances in conjunction with federal money.</p>	<p>* Science Curriculum Update (STEAM) using a staff coaching strategy. In addition, the Curriculum Committee will also examine civics instruction in coordination with the other curriculum efforts over the next three years. For all of the curriculum priorities, the districts conducted a detailed set of paraeducator and teacher focus group discussions. Emphasis was assessed for</p>	<p><input type="checkbox"/></p>	<p>* A science coach will be hired as part of the FY 22 budget process.</p>	<p>* Science coach hired and assigned to district. Team of Five Teachers and Curriculum Committee</p>	<p>* The outcome will be measured by the successful hiring and deployment of the science coach.</p>
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science, writing, handwriting, and civics. Some of the curricula will also be supported by the district's finances in conjunction with federal money. As a result of teacher work on anchoring science instruction to the essential standards and review of instructional materials, student achievement, at proficiency, on the science SBAC will increase from baseline 2022 to 2024.

<p>* General Education Summer School with Mystic Seaport for FY 22 and FY 23 to add to the efforts of Summer FY 21 in supporting student growth and academic success.</p>	<input checked="" type="checkbox"/>	<p>* FY 22 and FY 23 will continue this innovative partnership and instructional model.</p>	<p>* Chris Pickett, building administrators, Ann Perzan, director of special education, and Roy Seitsinger, Superintendent.</p>	<p>* The outcome will be measured by the successful implementation of our innovative summer program.</p>
<p>* We will emphasize equity and replenish and add new inclusive materials - books, posters, etc., and Academic Acceleration materials will be coordinated and purchased for each school library.</p>	<input type="checkbox"/>	<p>* The beginning of the purchase process will start in fall 2021 and be completed by the Spring of the FY 22 year.</p>	<p>* Librarian and selected teachers in each building</p>	<p>* The outcome will be measured against the purchase, distribution, and use of these materials as part of our equity strategies.</p>

<p>* PE materials Archery will add options for students who are seeking alternative sports activities. These materials will be used to assist in keeping students engaged and connected to school and peers as well as create opportunities to succeed that will build mental heal the wellness.</p>	<input type="checkbox"/>	<p>* Purchased for the FY 22 school year.</p>	<p>* Eric McGlone, PE teacher, and Athletic Director</p>	<p>* Full purchase and implementation of materials noted.</p>
<div style="background-color: #e0f0ff; height: 100%;"></div>				

<p>* Create High-dosage Tutoring options. Research strongly suggests that small-group tutoring can have a significant positive impact on student learning and retention. This effort will also be coordinated with students who are struggling and are not performing well.</p>	<p><input type="checkbox"/></p>	<p>* Beginning in FY 21 forward</p>	<p>* Core admin Team and selected teachers who will provide tutoring opportunities.</p>	<p>* Our outcome will be measured by the continuous support of students that are struggling to learn over the next three years.</p>
<p>* A new Pre Kindergarten teacher to emphasize our striving for lower class sizes in our early childhood grades.</p>	<p><input type="checkbox"/></p>	<p>* Beginning FY 22.</p>	<p>* Ray Bernier and Superintendent</p>	<p>* A PreK teacher hired and assigned to our elementary school team.</p>

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,

Supporting and improving the communication to families and the Preston Learning Community is crucial for the success of all children. We have committed our entire organization to transparency, ensuring stakeholder engagement, and improved communication by improving our web page, enhancing our Facebook page, and creating opportunities to support and interact together. Part of our efforts to connect and encourage health and wellness is to offer our building space before and after school to groups that want to pursue mindful activities, yoga, and other exercise options. Through the upgrade and revision of our websites, utilization of our District Facebook page, provision for open participation at public meetings, expansion of our PreK program, and timely and periodic updates to our district learning community, a greater number of families will engage with our learning community each year as measured by the number of visits to the webpage, enrollment in PreK and increase in family participation in district activities from baseline 2021-22 to 2023-24 engagement. The success of these efforts will be measured, in part, by achieving the ESSA Milestone accountability index of 77.8 by 2023-24.

Needs Assessment

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

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

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* After school adult programming for staff and community that encouraged mental health and physical wellness</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>* Initiate in the fall of our FY 22 fiscal year.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Teacher Leadership Team, Principals, and Superintendent</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* Steady participation in various after-school adult activities.</p>
	<p><input type="checkbox"/></p>	<p>* Completed by the end of the FY 22 school year.</p>	<p>* Evelyn Gallegos, Melissa Durkee, and Academic leadership team</p>	<p>* A fully activated and redesigned webpage. An expanded participation rate 9from 340) on the district Facebook page. An addition of a new PreK section.</p>

* Through the upgrade and revision of our websites, utilization of our District Facebook page, provision for open participation at public meetings, expansion of our PreK program, and timely and periodic updates to our district learning community, a greater number of families will engage with our learning community each year as measured by the number of visits to the webpage, enrollment in PreK and increase in family participation in district activities from baseline 2021-22 to 2023-24 engagement.

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,

It is indisputable that social-emotional stability and the mental health of both staff and students are paramount to any future recovery and academic success after the pandemic. Preston Public Schools has a well-established SEL Team that will work in concert with the ESS, EAB, and EQI efforts to help create the very best high-quality learning environment the strives for equity, balance, opportunity, and social-emotional wellness throughout our entire learning community. Using survey data developed by the district, discussions in focus groups results from the town's Youth Service Bureau survey, and anecdotal experiences of educators as they work with students and families we will create a Professional Learning Community of innovative partnerships to add bandwidth and brainpower to our problem solving and intervention design capacity. Our success will be measured by the successful establishment of the note partnerships, the periodic assessment of the success of the partnerships by measuring student wellness, gathering focus group input, and reviewing partnership reports. We will measure success by the steady improvement as reported by students and community members through surveys, focus groups, and improvement in such areas as chronic attendance (6% or lower) and Smarter Balanced Growth toward ELA results of 82.3% and Math 82.5%. Students who participate in social-emotional learning activities will improve their academic performance, attendance, and discipline data as measured by the ESSA benchmarks from 2021 to 2024.

Needs Assessment

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

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

* 1. What did your needs assessment reveal as it pertains to priority 3? (use relevant data limit to 250 words)
 Preston Public Schools is in the process of compiling data from our local Youth Service Bureau survey, district wellness survey data, focus group data, and Social-Emotional Learning Team diagnostics. As part of this ARP: ESSER proposal the district will fund and construct a database board for use by our entire learning community to guide decision-making and progress monitor our work. Our initial assessment shows that there is anxiety around dealing with pandemic concerns. Additionally, gender equity, gender identity, and racial equity all score 69% of the time as at least important or very important in the YSB survey.

* 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)

All three of the partnerships listed below are specifically focused on adding bandwidth and capacity to staff and creating a climate and culture of acceptance and support for all students.

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?
* Equity Institute Addressing Equity Through Inclusive Materials and Practices: ARP	<input checked="" type="checkbox"/>	* The strategy will be implemented in the fall of FY 22		

funds necessitate that districts use an "equity lens" to target areas for improvement and to disrupt inequities. The goal of this work is to improve educational processes and outcomes for all families within the Preston community while protecting and supporting those who have been most impacted by COVID-19 strains. Preston Public Schools will engage in an Equity Audit in order to identify and address specific inequities. Audit outcomes will be used to specifically target areas for improvement or facilitation related to instruction, leadership development, recruitment and retention of high caliber

* Responsible team members: Roy Seitsinger, The Equity Institute, Ray Bernier, Ivy Davis-Tomczuk, and Ann Perzan.

* The outcome will be measured by the full implementation of the Equity audit, the report out to the community, and the data analysis of the results that will influence the district strategic plan and district goals.

<p>Camper professionals and improving facilities. o SMART Goal: During the 21-22 SY, Preston Public Schools will engage in an Equity Audit conducted by The Equity Institute. Recommendations for making improvements and addressing inequities based on this audit will be pursued during the 22-23 SY.</p>				
<p>* Effective School Solutions (Year 3) ESS - This is a continuation for one year only of work being done to address social-emotional learning and cultural awareness using an in-district consultancy. The consultant will be an integral part of the SEL Team which includes</p>	<input checked="" type="checkbox"/>	<p>* The strategy will be implemented throughout the FY 22 school year.</p>	<p>* Ray Bernier, Ann Perzan, Ivy Davis-Tomczuk, Roy Seitsinger</p>	<p>* Our outcome will be measured by the full implementation of the contractual commitments noted.</p>

school nurses, school psychologists, school principals, and our social worker. ESS will provide professional development geared toward preparing teachers for a seamless reintegration of in-person learning for all students. ESS will provide Mental Health Essentials for Educators along with Advanced Trauma- Attuned Trainings, Nurtured Heart Approach review sessions, teacher Coaching, a Needs Assessment, establish a Champions Committee, and Teaching Support for counseling staff.

<p>* EAB on-demand research: Education Advisory Board: Education Technology, Services, and Research team will offer the district on-demand research support for teachers and administrators for the next three years through the year 23/24. Certified staff will use this resource in a myriad of ways to research and enhance classroom instruction, innovative practices, and increase leadership responsibilities.</p>	<input checked="" type="checkbox"/>	<p>* This on-demand purchased service will begin in FY 21 and last through three years.</p>	<p>* Roy Seitsinger, superintendent and the district leadership team</p>	<p>* The outcome will be measured by the successful use of the search partner options by the leadership team and staff to inform and help solve district challenges.</p>
<p>* Beginning with the 2021-22 school year and continuing through 2023-24, teachers will be provided with up to 9 hours of classroom release time for</p>	<input type="checkbox"/>	<p>* Beginning in the 2021-22 school year.</p>	<p>* The District Academic Leadership Team</p>	<p>* The outcome will be the completion of the appropriate hours of professional development of all staff.</p>

professional learning related to the ESSER II and ARP: ESSER priority areas. Benchmark measurements of how many teachers participated, the work completed during the time and observed changes in instruction within these classrooms will be collected for each teacher and summarized by the District Leadership Team using a scale of 1 = not up to standard, 2 = working toward the goal, 3 = making significant progress toward the goal and 4 = mastery of the goal. (A rubric will be developed by the academic district leadership team for each teacher as part of their evaluation plan.)

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,

Improving the use and functionality of technology by students and teachers; including the use of data dashboard by teachers, will improve student achievement and engagement using the ESSA milestone from the baseline of 2021 to 2024. The effects of teacher and staff efforts will be measured against achieving our ESSA Milestone goals in District Performance Indexes of ELA 74.0 and Math 71.4 by 2023-2024. Our efforts in technology expansion and improvement will also assist in increasing the overall capacity and day-to-day functional bandwidth of staff. Additional detail: Over the last year as our district responded to the pandemic, we added as many as 1000 digital units to the district. We moved to a one-to-one instructional capacity by deploying Chromebooks. We also must sustain high-level cybersecurity, high-level physical security with cameras etc, and we must sustain high-level transportation security with cameras deployed on buses and the implementation of GPS student locator devices. in response to this transition, our district must move away from part-time coverage of technology to full-time partnerships. We have developed an innovative partnership between our district and two different RESCs EASTCONN and LEARN. The measure of the success of this partnership will be the support of all of our staff, families, and students and the steady and stable operation of all of our technology. In addition, During the 21-22 SY, district teachers in grades K - 5th grade and science teachers in 6th - 8th grades will engage in analyzing

science curriculum and instructional materials using the Support Excellence Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum as well as the Curriculum Quality Rubric. Teachers and teacher teams will be able to use professional development release time to conduct these analyses. By June 2022, specific teachers or teams will submit a proposal to the building principal that identifies needed science instructional shifts and curriculum acquisitions, including a plan for implementing these revisions and resources during the 22-23 SY.

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
<p>What is the strategy? How do you envision its implementation?</p> <p>* Stipend to coordinate the development and deployment of a district data dashboard.- Data Dashboard: Several years ago, the district adopted a data</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input checked="" type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* Begun in the fall of FY 22</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Responsible team members: Roy Seitsinger, Ray Bernier, Ivy Davis-Tomczuk, Ann Perzan, Melissa Durkee, and Evelyn Gallegos and TECH TEAM</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p> <p>* The outcome will be assessed by the completion and implementation of the district datadash board.</p>

adopted a data-driven approach to teaching and learning by adopting data teams (by grade level or subject area) that analyzed student data derived from classroom formative and summative assessments, universal screening assessments, Smarter Balanced and Next General Science assessments, and other learning-related data. Data team members collect and record this information within their team unit, but it is not easily available to other teams or to administration.

In many cases, teachers have to create spreadsheets out of necessity. Acquiring a district-wide data dashboard will enable teachers and administrators to easily access relevant, timely data about student performance and use that data to inform and improve instruction. The dashboard would be developed specifically for Preston Public Schools by a consultant experienced in managing educational information. Teachers and administrators will be involved

In the dashboard development to ensure the final product draws from the data available and presents it in a useful format. o SMART Goal: By September 2022, a data dashboard prototype will be available for teacher and administrator use. The prototype will be piloted from September through December 2022 to ensure usability and access to all relevant data prior to being available district-wide from January 2023. o

* LEARN/EAST
CONN Preston



Public School partnership: LEARN Tech supports Year one and two (year one \$77,000 and year two \$53,000) partnership Examining options in years two and three. The district has two innovative partnership that encourages EASTCONN and LEARN RESCs to work together to provide the district with five days a week technology support. Over time the district plans to move toward a full partnership with LEARN as it is the RESC for Preston.

* The Partnership will be implemented for the FY 22 school year and beyond.

* Roy Seitsinger, Superintendent will guide the process with assistance from the Leadership team and the new Tech Consortium members.

* The outcome will be assessed by the successful implementation of this innovative partnership starting in the fall of 2021.

<p>* The repair and replacement plan for Chromebooks is essential to continue the district's ability to offer quality instruction for all students.</p>	<input type="checkbox"/>	<p>* Begun in the Fall of 2021.</p>	<p>* Roy Seitsinger, superintendent, and the Tech Team established by the new consortium.</p>	<p>* The outcome will be measured by the continuous operation and availability of critical technology to successfully offer high-quality instruction to all students.</p>
<p>* Computer Labs: Redesign of Computer Labs: In June 2018, the CT State Department of Education adopted Computer Science Teaching Standards that aligned International Society of Technology in Education (ISTE) standards with Computer Science Teachers Association</p>	<input type="checkbox"/>		<p>* o Responsible team members: Roy Seitsinger, Ray Bernier, Ivy Davis-Tomczuk, Susan Strader, Mike House, and LEARN/EASTCONN tech team.</p>	<p>* The outcomes of completion of the redesign of the computer labs: By September 2023, computer labs in both the elementary and middle school will be redesigned to facilitate instruction that aligns with Connecticut's revised Computer Science standards. This redesign will include use of instructional space as well as devices and furniture and may necessitate a reconfiguration of electrical outlets.</p>

(CSIA)
Standards. These standards focus instruction under four domains: Computing Systems, Networks and The Internet, Data & Analysis, and Algorithms and Programming. The ultimate goals of these standards is to better prepare elementary and middle school students for higher learning, college and career. In order to implement these standards and enable students to engage in the requisite programming, analysis, and coding activities

* By September 2023, computer labs in both the elementary and middle school will be redesigned to facilitate instruction that aligns with Connecticut's revised Computer Science standards. This redesign will include use of instructional space as well as devices and furniture and may necessitate a reconfiguration of electrical outlets.

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.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input checked="" type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* Projects completed by FY 23 Summer</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Mike House, Building and Grounds, Roy Seitsinger, Superintendent, Linda Congdon, Lead Nurse, and Jaquie Burzycki, nurse.</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* The outcome will be measured by the successful remodel of both nursing stations and the installation of a second door exit in the PVMS nurse's office.</p>

* Nurses Rooms: For the safety and well-being of staff and students it is necessary to repair and replacement of both nursing stations including outside access at PVMS, file cabinets, upgraded lighting, eyesight testing devices, furniture updating. This proposal is to create an exterior door in the current office as well as an isolation room and furniture to support this. This would allow the school nurse direct access to the playground should there be an emergency there as well as the ability to keep students who should not interact with other students (for medical concerns) direct access out of the building.

<p>* PPMS Air conditioners:- Upgrading A/C in PPMS Science Labs: ARP funds prioritize facilities improvements that address ventilation issues and improve air quality. At the middle school, the air conditioners in the science labs were not replaced during the 19-20 SY renovation project for cost-saving reasons. Due to the space reconfiguration in the larger of the two labs, the existing A/C unit no longer adequately cools the room nor is this unit functioning as an air exchanger. This unit will be replaced with a larger capacity unit that can efficiently cool a space the size of the larger science lab. The</p>	<p><input type="checkbox"/></p>	<p>* By September 2022, the air conditioner located in the larger of the two science labs at the middle school will be replaced with a unit capable of cooling a space the size of the lab. The replacement unit will also function as an air exchanger. Air conditioners outside PPMS will be replaced as the contractor is available over the FY21-22 school year.</p>	<p>* o Responsible team members: Roy Seitsinger, Mike House, and Ivy Davis-Tomczuk</p>	<p>* By September 2022, the air conditioner located in the larger of the two science labs at the middle school will be replaced with a unit capable of cooling a space the size of the lab. The replacement unit will also function as an air exchanger.</p>
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new unit will be equipped with air exchange capacity. o - Upgrading A/C in PPMS Science Labs: ARP funds prioritize facilities improvements that address ventilation issues and improve air quality. At the middle school, the air conditioners in the science labs were not replaced during the 19-20 SY renovation project for cost-saving reasons. Due to the space reconfiguration in the larger of the two labs, the existing A/C unit no longer adequately cools the room nor is this unit functioning as an air exchanger. This unit will be replaced with a larger capacity unit that can efficiently cool a space the size of the larger

science lab. The
new unit will be
equipped with air
exchange capacity.

0

Other Allowable Uses

Preston School District (114-000) 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

Preston School District (114-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$222,278.00
200 - Personal Services > Employee Benefits	\$3,500.00
300 - Purchased Professional and Technical Services	\$20,400.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$254,472.00
600 - Supplies	\$14,500.00
700 - Property	\$71,680.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$3,500.00
Total	\$590,330.00
Allocation	\$590,330.00
Remaining	\$0.00

Budget Detail

Preston School District (114-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$222,278.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>General Education Summer School and Mystic Seaport: The District has committed to creating and implementing a General Education Summer School in partnership with Mystic Seaport for all PreK to 7 students who wish to participate. A substantial amount of funding for this program will come from ESSER I funds and the district. There is a need for additional support from (ESSER II) funding and ARP: ESSER.</p> <p>These funds are designed to perpetuate and grow the ESSER II summer school program already approved and implemented in 2021. The funds will be used for summer school staffing for the FY 22 and FY 23 summer instruction priorities. Included here is a \$4000 stipend for the Summer School Director.</p> <p>There are also indications that this form of learning helps to reduce blood pressure, increase better sleep, and decrease stress. (CCSS) Connecticut Common Core Standards Coherence, rigor, along with supporting the SEL core component areas.</p> <p>PreK teachers are fundamental to the wellness and recovery of our younger students. We strive to keep class sizes lower so that teachers, paraeducators, and families can attend to student needs.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Summer learning	
LEA / School:	Preston School District (114-000)	
Quantity:	1.00	
Cost:	\$139,820.00	
Line Item Total:	\$139,820.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	

Uses of Funds:	Addressing unique needs of special ...
LEA / School:	Preston School District (114-000)
Quantity:	1.00
Cost:	\$60,458.00
Line Item Total:	\$60,458.00
Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Coordination of preparedness and re...
LEA / School:	Preston School District (114-000)
Quantity:	1.00
Cost:	\$8,000.00
Line Item Total:	\$8,000.00

Release Time:

These funds will be allocated throughout the school year to support professional release time available for substitute coverage and other coverage so that teacher leaders can work on projects and in teams to accomplish multiple tasks related to the five major goals of the ARP:ESSER funding.

In order to provide instruction that is rigorous according to content standards and engaging for learners, teachers need time to pursue professional growth goals and reflect on their practices. While the district plans for and provides professional learning opportunities during the school year, teaching professionals need more time than provided under the district calendar, and they need to spend that time engaged in activities that are specifically tailored to their individual professional growth areas. Providing teachers with release time to pursue an individualized professional learning plan enables educators to learn at their own pace, apply their learning in their classrooms, and analyze their progress. All teachers can draw from a bank of 9 hours of professional learning time that can be taken in 3 hours increments. This time can be taken individually or as a team depending on the targeted activities. Teachers or teams can submit a professional learning request

to the building principal for approval. If approved, substitute coverage will be provided for the requested timeframe. Teachers/teams are required to spend this time working on-site unless specific approval is given for off-site activities

- o SMART Goal: Beginning September 2021, all district teachers may request up to 9 hours per school year for specific professional learning time to be taken in 3 hour increments. Teacher will make this request by completing a professional learning plan that outlines the specific learning activities they will engage in and how it relates to their current teaching assignments. This time may be used individually or as a grade level or department team. Upon completion of such approved activities, the teacher or team members will provide the building principal with a written summary of their activities and how they are applying new learning to the benefit of students.
- o Responsible team members: Roy Seitsinger, Ray Bernier, Ivy Davis-Tomczuk, Ann Perzan, Susan Strader, and Christine McNeil.

Admin tasks and Accounting: These funds will be used for multiple administrative tasks that have been generated by the current implementation of ESSER I and ESSER II funds and the future implementation of ARP: ESSER funds. The district must design a system of monitoring expenditures that includes how funds are spent and what the desired effect and impact on students and learning community constituents is and will be. The detailed accounting and accountability coordination are crucial for the successful accomplishment of the multiple priorities generated and the identified funds will be used as a stipend for this work. As a small district, we must encourage and support multiple levels of staff leadership to achieve our goals and the goals of the ESSER funding.

Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	Other
Uses of Funds:	Administration
LEA / School:	Preston School District (114-000)
Quantity:	1.00
Cost:	\$7,500.00

Line Item Total:	\$7,500.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Administration	
LEA / School:	Preston School District (114-000)	
Quantity:	1.00	
Cost:	\$4,000.00	
Line Item Total:	\$4,000.00	

Curriculum and instructional priorities related to supporting students must be addressed by ESSER I, ESSER II, ARP: ESSER funds. A teacher leader must be assigned to coordinate with the district curriculum committee, instructional priorities, and expanded programming options such as summer school.

- Gap Instruction and Acceleration: American Rescue Plan (ARP) funds specifically prioritize access improvement for students who are most vulnerable or who have been disproportionately impacted by COVID-19, specifically to address unfinished learning that is anchored in essential standards and delivered through high quality Tier 1 classroom instruction and materials for curriculum content areas and social-emotional learning. Achieving such instruction necessitates identifying and remediating gaps in student learning as well as accelerating instruction through use of high quality, rigorous, targeted, and engaging materials. The Preston district will meet these ARP requirements by improving and enhancing Tier 1 instruction and tiered interventions in kindergarten through 8th grade. Grade level (elementary) and content area (middle school) teachers will refresh their understanding of essential standards and analyze the applicability of available teaching resources using the Support Excellence Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum as well as the Curriculum Quality Rubric. They will use professional learning release time (see separate description and goal) to identify areas for instructional improvement and investigate high quality print and digital resources for potential acquisition. This work will be coordinated by the Leadership Teams at each school and regularly discussed at monthly faculty meetings.
 - o During the 21-22 SY, district teachers in grades K - 8th

grade will engage in curriculum analysis using the Support Excellence Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum as well as the Curriculum Quality Rubric. Teachers and teacher teams will be able to use professional development release time to conduct these analyses. By June 2022, specific teachers or teams will submit a proposal to the building principal that identifies needed Tier 1 instructional shifts and curriculum acquisitions, including a plan for implementing these Tier 1 revisions during the 22-23 SY.

0 For all of the curriculum priorities, the districts conducted a detailed set of paraeducator and teacher focus group discussions. Emphasis was assessed for science, writing, handwriting, and civics. Some of the curricula will also be supported by the district's finances in conjunction with federal money.

o Responsible team members: Ray Bernier and PVMS Leadership Team Members, Ivy Davis-Tomczuk and PPMS Leadership Team Members

Paraeducators: To deepen our capacity to build high-functioning professional learning teams we plan to support paraeducators in afterschool activities and faculty meeting attendance as crucial members of our team.

Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing unique needs of special ...
LEA / School:	Preston School District (114-000)
Quantity:	1.00
Cost:	

	\$2,500.00	
Line Item Total:	\$2,500.00	
Total for 100 - Personal Services > Salaries:		
		\$222,278.00
Total for all other Objects:		
		\$368,052.00
Total for all Objects:		
		\$590,330.00
Allocation:		
		\$590,330.00
Remaining:		
		\$0.00

Budget Detail

Preston School District (114-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$3,500.00 ▼

Budget Detail		Narrative Description	
Object:	200 - Personal Services > Employee Benefits	After school adult programming for staff and community that encouraged mental health and physical wellness	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	3: Social, Emotional, and Mental He...		
Uses of Funds:	Mental health services		
LEA / School:	Preston School District (114-000)		
Quantity:	1.00		
Cost:	\$3,500.00		
Line Item Total:	\$3,500.00		
Total for 200 - Personal Services > Employee Benefits:			\$3,500.00
Total for all other Objects:			\$586,830.00
Total for all Objects:		\$590,330.00	
Allocation:		\$590,330.00	

Remaining:

\$0.00

Budget Detail

Preston School District (114-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$20,400.00 ▼

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	<p>Social-emotional learning and mental health of staff and students is a fundamental part of pandemic recovery. Students need as much help and support as we can possibly provide. A part of our strategy will be to extend our BCBA services and expanded availability for students in need. Increase in Board Certified Behavior Analyst Services</p> <p>Research conducted in 2016 and reported in Psychology Today, states that "...ABA can help individuals manage some of the lifestyle challenges that accompany many mental and physical health conditions.</p> <p>In Preston, our data indicates that our student's with Autism and Emotional Disturbance continue to require consultation through the services of a BCBA due to the intensity of their needs. What was unexpected was the rise in behavior-based services as an outcome of the pandemic for student's presenting with mental health challenges.</p> <p>2019-2020 2020-2021 Anticipated 2021-2022 Students with Autism/ Emotional Disturbance Requiring BCBA services in-district 13/3 12/2 10/2</p> <p>Students with mental health concerns requiring additional behavior-based services in-district 15 out of 59 students 25% 21 out of 91 students</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Mental health services	
LEA / School:	Preston School District (114-000)	
Quantity:	1.00	
Cost:	\$16,400.00	
Line Item Total:	\$16,400.00	

23% 21 out of 48 students with Section 504 plans
44%

Students requiring 50% or more of their day with support staff to utilize calming or other safe behavior strategies 3 3 6

As cited in October 2020, ABA Finding Its Heart During a Pandemic: An Exploration in Social Validity

- Amanda C. Nicolson,
- Junelyn F. Lazo-Pearson &
- Jackie Shandy

Behavior Analysis in Practice volume 13, pages 757-766 (2020)
The COVID-19 pandemic has presented practitioners of applied behavior analysis (ABA) with new and uncharted challenges. Upholding ethical responsibilities while navigating an international public health crisis has opened areas of uncertainty that have no precedent.

While our district took a pro-active stance in supporting all staff and students with on-going professional development in mental health, coaching, and the hiring of a social worker, it quickly became evident that the rise in unexpected challenges was far greater than the resources allocated. The need to provide training and support for all staff should be exacerbated so that students with significant mental health needs can access the curriculum and maintain safe pro-social behaviors.

Students with Autism and mental health challenges continue to grow in numbers (see chart) and the need for a clinician with both the board certification in applied behavior analysis and experience/certification in the areas of mental health assessment and treatment that is necessary to meet the Connecticut Core Standards. Of particular note is the

Kindergarten through Grade 3 Social, Emotional, and Intellectual Habits Framework which shapes development and forms a stronger platform for future success.

According to the January 2021 research conducted by Applied Behavior Analysis: Sub-specialty Areas

Common problems addressed through clinical behavior analysis include depression, anxiety, stress, relationship discord, substance misuse, chronic pain, disruptive behavior, impulsivity, inattention, tic disorders, and sleep disturbance, among others. Interventions involve understanding clients' thoughts, feelings, and actions-all of which are viewed as behavior that must be understood in context-thereby necessitating descriptive functional analyses of their environmental antecedents (distal and proximate, verbal and nonverbal) and consequences (immediate and delayed, verbal and nonverbal). These statements highlight both the landscape presented by students since the pandemic and the specialized treatment that is required.

Behavior analysis has been used to improve teaching and increase learning across content areas, grade levels, and student populations for over 60 years. It provides a scientific approach to designing, implementing, and evaluating instruction based on analyzing interactions between what the teacher does and student learning. Behavioral strategies and tactics are used to teach academics, social, vocational, and daily living skills, and to improve entire systems of schooling. Key features include high rates of relevant learner responses with contingent feedback, and ongoing instructional decision-making based on direct and frequent measures of student performance. Behavioral instructional design informs curriculum development from basic academics to concept formation and problem solving.

As Preston Public Schools continues to work both proactively and reactively to meet the current standards set for in

Connecticut Public Schools, the change in the BCBA service model will form the backbone for prosocial development for our community.

- Science Instruction: Preston schools began implementing instruction under the Next Generation Science Standards (NGSS) during the 18-19 SY. During the 19-20 SY and 20-21 SY, teachers have been accessing a variety of free and subscription resources to deliver instruction. ARP funding necessitates that our science instruction be anchored in essential standards, address unfinished learning, and identify instructional materials that do not provide adequate access to rigorous and engaging content learning. With the support on the district Science Coach, teachers at the elementary and middle schools will engage in a curriculum review process using the Support Excellence Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum as well as the Curriculum Quality Rubric. They will use professional learning release time (see separate description and goal) to identify weaknesses in currently used instructional materials and investigate high quality print and digital resources for potential acquisition and implementation during the subsequent school year.

o SMART Goal: During the 21-22 SY, district teachers in grades K - 5th grade and science teachers in 6th - 8th grades will engage in analyzing science curriculum and instructional materials using the Support Excellence Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum as well as the Curriculum Quality Rubric. Teachers and teacher teams will be able to use professional development release time to conduct these analyses. By June 2022, specific teachers or teams will submit a proposal to the building principal that identifies needed science instructional shifts and curriculum acquisitions, including a plan for

Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...
Uses of Funds:	Providing principals/leaders with r...
LEA / School:	Preston School District (114-000)
Quantity:	1.00
Cost:	\$4,000.00
Line Item Total:	\$4,000.00

implementing these revisions and resources during the 22-23 SY.

- o Responsible team members: Ray Bernier, Ivy Davis-Tomczuk, and Lisa England.

Total for 300 - Purchased Professional and Technical Services:	\$20,400.00
Total for all other Objects:	\$569,930.00
Total for all Objects:	\$590,330.00
Allocation:	\$590,330.00
Remaining:	\$0.00

Budget Detail

Preston School District (114-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

500 - Other Purchased Services - \$254,472.00 ▼

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	<p>LEARN: LEARN Tech supports Year one and two (year one \$77,000 and year two \$53,000) partnership Examining options in years two and three. The district has two innovative partnerships that encourages EASTCONN and LEARN RESCs to work together to provide the district with five days a week technology support. Over time the district plans to move toward a full partnership with LEARN as it is the RESC for Preston.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Education technology	
LEA / School:	Preston School District (114-000)	
Quantity:	1.00	<p>Effective School Solutions: ESS - This is a continuation for one year only of work being done to address social-emotional learning and cultural awareness using an in-district consultancy. The consultant will be an integral part of the SEL Team which includes school nurses, school psychologists, school principals, and our social worker. ESS will provide professional development geared toward preparing teachers for a seamless reintegration of in-</p>
Cost:	\$129,000.00	
Line Item Total:	\$129,000.00	
Object:	500 - Other Purchased Services	<p>Effective School Solutions: ESS - This is a continuation for one year only of work being done to address social-emotional learning and cultural awareness using an in-district consultancy. The consultant will be an integral part of the SEL Team which includes school nurses, school psychologists, school principals, and our social worker. ESS will provide professional development geared toward preparing teachers for a seamless reintegration of in-</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Health and safety of students, staf...	

LEA / School:	Preston School District (114-000)	<p>person learning for all students. ESS will provide Mental Health Essentials for Educators along with Advanced Trauma- Attuned Trainings, Nurtured Heart Approach review sessions, teacher Coaching, a Needs Assessment, establish a Champions Committee, and Teaching Support for counseling staff.</p>
Quantity:	1.00	
Cost:	\$69,972.00	
Line Item Total:	\$69,972.00	
Object:	500 - Other Purchased Services	<p>EAB: EAB know as Education Technology, Services, and Research team will offer the district on-demand research support for teachers and administrators for the next three years through the year 23/24. Starting in the first year for \$12,000.(Year-2 \$12,600 and Year-3 \$13, 230). EAB will conduct or offer the following: strategy and best practice research studies, executive briefings, annual superintendent roundtable, district leadership summit, On-demand research, with access to their experts and private webinars and on-site visits. They will also provide an online database and a dedicated district advisor.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	Other	
Uses of Funds:	Improving preparedness and response	
LEA / School:	Preston School District (114-000)	
Quantity:	1.00	
Cost:	\$40,000.00	
Line Item Total:	\$40,000.00	
Object:	500 - Other Purchased Services	<p>Equity Institute: Addressing Equity Through Inclusive Materials and Practices: ARP funds necessitate that districts use an "equity lens" to target areas for improvement and to disrupt inequities. The goal of this work is to improve educational processes and outcomes for all families within the Preston community while protecting and supporting those who have been most impacted</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	2: Family and Community Connections	
Uses of		

Funds:	Other ARP ESSER eligible activities	<p>by COVID-19 strains. Preston Public Schools will engage in an Equity Audit in order to identify and address specific inequities. Audit outcomes will be used to specifically target areas for improvement or facilitation related to instruction, leadership development, recruitment and retention of high caliber professionals and improving facilities.</p> <ul style="list-style-type: none"> o SMART Goal: During the 21-22 SY, Preston Public Schools will engage in an Equity Audit conducted by The Equity Institute. Recommendations for making improvements and addressing inequities based on this audit will be pursued during the 22-23 SY. o Responsible team members: Roy Seitsinger, The Equity Institute, Ray Bernier, Ivy Davis-Tomczuk, and Ann Perzan.
LEA / School:	Preston School District (114-000)	
Quantity:	1.00	
Cost:	\$12,500.00	
Line Item Total:	\$12,500.00	
Object:	500 - Other Purchased Services	<p>Stipend:</p> <p>Stipend to coordinate the development and deployment of a district data dashboard.- Data Dashboard: Several years ago, the district adopted a data-driven approach to teaching and learning by adopting data teams (by grade level or subject area) that analyzed student data derived from classroom formative and summative assessments, universal screening assessments, Smarter Balanced, and Next General Science assessments, and other learning-related data. Data team members collect and record this information within their team unit, but it is not easily available to other teams or to administration. In many cases, teachers have to create spreadsheets out of necessity. Acquiring a district-wide data dashboard will enable teachers and administrators to easily access relevant, timely data about student performance and use that data to inform and improve instruction. The dashboard would be developed specifically for Preston Public Schools by a consultant experienced in managing educational information. Teachers and administrators will be involved in the dashboard development to ensure the final product draws from the data</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Providing principals/leaders with r...	
LEA / School:	Preston School District (114-000)	
Quantity:	1.00	
Cost:	\$3,000.00	
Line Item Total:	\$3,000.00	

available and presents it in a useful format.

- o SMART Goal: By September 2022, a data dashboard prototype will be available for teacher and administrator use. The prototype will be piloted from September through December 2022 to ensure usability and access to all relevant data prior to being available district-wide from January 2023.
- o Responsible team members: Roy Seitsinger, Ray Bernier, Ivy Davis-Tomczuk, Ann Perzan, Melissa Durkee, and Evelyn Gallegos.

Total for 500 - Other Purchased Services:	\$254,472.00
Total for all other Objects:	\$335,858.00
Total for all Objects:	\$590,330.00
Allocation:	\$590,330.00
Remaining:	\$0.00

Budget Detail

Preston School District (114-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - \$14,500.00 ▼

Budget Detail		Narrative Description	
Object:	600 - Supplies	Repair and replacement of technology including Chromebooks, and other students and staff-based technology in coordination with our innovative partnership with LEARN/EASTCONN.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...		
Uses of Funds:	Coordination of preparedness and re...		
LEA / School:	Preston School District (114-000)		
Quantity:	1.00		
Cost:	\$14,500.00		
Line Item Total:	\$14,500.00		
		Total for 600 - Supplies:	\$14,500.00
		Total for all other Objects:	\$575,830.00
		Total for all Objects:	\$590,330.00
		Allocation:	\$590,330.00
		Remaining:	\$0.00

Budget Detail

Preston School District (114-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

700 - Property - \$71,680.00 ▼

Budget Detail		Narrative Description
Object:	700 - Property	<ul style="list-style-type: none"> - Upgrading A/C in PPMS Science Labs: ARP funds prioritize facilities improvements that address ventilation issues and improve air quality. At the middle school, the air conditioners in the science labs were not replaced during the 19-20 SY renovation project for cost-saving reasons. Due to the space reconfiguration in the larger of the two labs, the existing A/C unit no longer adequately cools the room nor is this unit functioning as an air exchanger. This unit will be replaced with a larger capacity unit that can efficiently cool a space the size of the larger science lab. The new unit will be equipped with air exchange capacity. <ul style="list-style-type: none"> o By September 2022, the air conditioner located in the larger of the two science labs at the middle school will be replaced with a unit capable of cooling a space the size of the lab. The replacement unit will also function as an air exchanger. o Responsible team members: Roy Seitsinger, Mike House.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Improve air quality	
LEA / School:	Preston School District (114-000)	
Quantity:	1.00	
Cost:	\$42,180.00	
Line Item Total:	\$42,180.00	
Object:	700 - Property	<p>Outdoor education is not a field trip or special event. Nor is it confined to just science experiments. Outdoor education works well for all subject areas. Outdoor education can be used to achieve educational standards (Nebraska, Parks 2020).</p> <p>"Children who are taught in an outdoor setting score higher on standardized tests than children taught in a traditional classroom." The students improve in grade point average, learn</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

LEA / School:	Preston School District (114-000)	<p>to think critically, and solve problems. Research has shown that children engaging in outdoor classrooms learn to manage their behaviors better.</p> <p>There are also indications that this form of learning helps to reduce blood pressure, increase better sleep, and decrease stress.</p> <p>Our entire effort conforms with (CCSS) Connecticut Common Core Standards Coherence, rigor, along with supporting the SEL core component areas.</p>
Quantity:	1.00	
Cost:	\$15,000.00	
Line Item Total:	\$15,000.00	
Object:	700 - Property	<p>For the safety and well-being of staff and students it is necessary to repair and replacement of both nursing stations including outside access at PVMS, file cabinets, upgraded lighting, eyesight testing devices, furniture updating.</p> <p>This proposal is to create an isolation room and furniture to support this. This would allow the school nurse the ability to keep students who should not interact with other students (for medical concerns) direct access out of the building.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Health and safety of students, staf...	
LEA / School:	Preston School District (114-000)	
Quantity:	1.00	
Cost:	\$9,500.00	
Line Item Total:	\$9,500.00	
Object:	700 - Property	<p>- Redesign of Computer Labs: In June 2018, the CT State Department of Education adopted Computer Science Teaching Standards that aligned International Society of Technology in</p>
Purpose:	01 - Public School Activities	

ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	<p>Education (ISTE) standards with Computer Science Teachers Association (CSTA) Standards. These standards focus instruction under four domains: Computing Systems, Networks and The Internet, Data & Analysis, and Algorithms and Programming. The ultimate goals of these standards is to better prepare elementary and middle school students for higher learning, college and career. In order to implement these standards and enable students to engage in the requisite programming, analysis, and coding activities, Preston's computer labs need to be redesigned. Currently, computer labs in both the elementary and middle schools are arranged in individual learning stations with a central teaching station. Redesigning these labs will change the learning dynamic from teacher-led to a format that facilities student inquiry and design and also enables students to work in small groups.</p> <ul style="list-style-type: none"> o By September 2023, computer labs in both the elementary and middle school will be redesigned to facilitate instruction that aligns with Connecticut's revised Computer Science standards. This redesign will include use of instructional space as well as devices and furniture and may necessitate a reconfiguration of electrical outlets. o Responsible team members: Roy Seitsinger, Ray Bernier, Ivy Davis-Tomczuk, Susan Strader, Mike House, and LEARN/EASTCONN tech team.
Uses of Funds:	Facility repairs/improvement to min...	
LEA / School:	Preston School District (114-000)	
Quantity:	1.00	
Cost:	\$5,000.00	
Line Item Total:	\$5,000.00	
Total for 700 - Property:		\$71,680.00
Total for all other Objects:		\$518,650.00
Total for all Objects:		\$590,330.00
Allocation:		\$590,330.00
Remaining:		\$0.00

Budget Detail

Preston School District (114-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

917 - Indirect Costs - \$3,500.00 ▼

Budget Detail		Narrative Description	
Object:	917 - Indirect Costs	Indirect costs and unanticipated expenses for various supplies, materials, and shipping.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	Other		
Uses of Funds:	Indirect Cost		
LEA / School:	Preston School District (114-000)		
Quantity:	1.00		
Cost:	\$3,500.00		
Line Item Total:	\$3,500.00		
Total for 917 - Indirect Costs:			\$3,500.00
Total for all other Objects:			\$586,830.00
Total for all Objects:		\$590,330.00	
Allocation:		\$590,330.00	
Remaining:		\$0.00	

ARP ESSER Funds Budget Overview

Preston School District (114-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$590,330.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		222,278.00	222,278.00
200 - Personal Services > Employee Benefits		3,500.00	3,500.00
300 - Purchased Professional and Technical Services		20,400.00	20,400.00
500 - Other Purchased Services		254,472.00	254,472.00
600 - Supplies		14,500.00	14,500.00
700 - Property		71,680.00	71,680.00
917 - Indirect Costs		3,500.00	3,500.00
Total		590,330.00	590,330.00
	Allocation		590,330.00
	Remaining		0.00

Related Documents

Preston School District (114-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	<ul style="list-style-type: none">  <u>Existing Strategic Plan to be updated</u>  <u>Return Plan to be updated</u>
ARP Letters of Support	N/A	<ul style="list-style-type: none">  <u>Admin Letter</u>  <u>Letter Support</u>  <u>MEUI Support</u>  <u>Teachers</u>  <u>Town</u>  <u>BoESupport</u>

Assurances

Preston School District (114-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

- * Certified ARP ESSER Assurances on file in LEA Document Library in eGMS."

ARP ESSER HCY II Intent to Participate

Preston School District (114-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER HCY II Intent to Participate

Your HCYII allocation is:

Important Note for Districts with less than \$5000 HCY II allocation.

After you have completed this page, your allocation will be loaded if you are joining a consortium. If you are declining the funds, the allocation will be removed.

The US Department of Education has established a formula for awarding ARP Homeless II funds to eligible LEAs based upon each LEA's proportional share of:

- allocations under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) for the most recent fiscal year: and
- the number of homeless children and youth identified in an LEA relative to all LEAs in the State, using the greater of the number of homeless children and youth in either the 2018-19 or 2019-20 school year.

Under this formula, an LEA must have an allocation of at least \$5,000 to be eligible to receive a ARP Homeless II allocation on its own. If an LEA's allocation is less than \$5,000, the LEA must join a consortium of LEAs in which the sum of its members' allocations meets the \$5,000 threshold. This \$5,000 minimum is intended to enable and LEA to have sufficient ARP Homeless II funds to address the needs of homeless children and youth. For the purpose of ARP Homeless II funds, a consortium means a subgrantee that consists of more than one LEA. Only CT LEAs may serve as the fiscal agent for a consortium."

*** Consortia Intent to Participate ARP HCY II Budget Options (Select One.)**

- 1. My district/school will NOT participate in a consortium and declines ARP-HCY II funds.
- 2. My district/school will participate in a consortium (with a combined amount over \$5000) and elects to act as the fiscal agent for ARP HCY II for the following LEA members: (Enter the organization numbers and names of all consortium members that you will act on behalf of as the fiscal agent.)

3. My district/school will participate as a member in a consortium (with a combined amount over \$5000) with the following LEA serving as the fiscal agent for ARP HCY II funds: (Enter the organization number and name of the lead LEA that will act as the fiscal agent.)

4. Not applicable. My district/school ARP HCY II allocation I is greater than \$5,000 and will serve as its own fiscal agent for ARP HCY II funds without a consortium.

If Option 2 selected, enter the organization (district) number(s) and name(s) of all consortium members that you agree to act on behalf of as the fiscal agent for these funds.

District Number	District Name

If Option 3 selected, enter the number and name of the organization (district) that you have selected to act as the fiscal agent for these funds.

Fiscal Agent District Number	Fiscal Agent District Name

CSDE Application Review Status Checklist

Preston School District (114-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - CSDE Application Review Status Checklist

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

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

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

<input type="checkbox"/>	1. Stakeholder Engagement:	OK	Megan Alubicki Flick	8/16/2021 12:36:04 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"/>	2. Safe Return to In-Person Instruction and Continuity of Services Plan:	OK	Megan Alubicki Flick	8/16/2021 12:36:04 PM
	1. Public comment was taken into account.			
	2. URL provided to website where plan is publicly posted.			
<input type="checkbox"/>	3. Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment	OK	Megan Alubicki Flick	8/16/2021 12:36:04 PM
	1. SMART goal provided is aligned to Priority 1 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 1 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	4. Priority 2: Family and Community Connections	OK	Megan Alubicki Flick	8/18/2021 10:33:33 AM
	1. SMART goal provided is aligned to Priority 2 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	5. Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff	OK	Megan Alubicki Flick	8/16/2021 12:36:04 PM
	1. SMART goal provided is aligned to Priority 3 and tied to applicable district ESSA Milestone			

	targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide	OK	Megan Alubicki Flick	8/18/2021 10:33:33 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.			
<input type="checkbox"/>	7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	OK	Megan Alubicki Flick	8/16/2021 12:36:04 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			
<input type="checkbox"/>	8. Other Allowable Activities	Not Applicable	Megan Alubicki Flick	8/16/2021 12:36:04 PM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input type="checkbox"/>	9. ARP ESSER Funds Budget	OK	Megan Alubicki Flick	8/16/2021 12:36:04 PM
	1. Selection of "Priority Goals" budget tags align with strategies for "Priority Goals" and/or "Other Allowable Uses."			
	2. "Uses of Funds" budget tags are selected appropriately.			
	3. Budget details align and support data for selected "Priority Goals" and/or "Other Allowable Uses."			
	4. Budget detail costs are allowable and narratives adequately describe budgeted costs.			
<input type="checkbox"/>	10. Assurances	OK	Megan Alubicki Flick	8/16/2021 12:36:04 PM
	1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.			
<input type="checkbox"/>	11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable	Megan Alubicki Flick	8/16/2021 12:36:04 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			
<input type="checkbox"/>	12. HCY II	Not Applicable	Megan Alubicki Flick	8/16/2021 12:36:04 PM
	1. Description fully explains how ARP HCY fund will be used and aligned with ARP ESSER Goals.			
	2. Uses of Funds" budget tags are selected appropriately			
	3. Budget detail costs are allowable and include described budgeted costs.			