

History Log

Regional School District 14 (214-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/15/2021 9:00:21 AM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	7/14/2021 9:53:22 PM	John Frassinelli	Status changed to 'CSDE Management Approved'.	S
	7/14/2021 7:20:07 AM	Louis Tallarita	Status changed to 'CSDE Grant Contact Approved'.	S
	7/13/2021 7:21:08 PM	Donna Marcinek	Status changed to 'Application Edits Completed'.	S
	7/13/2021 3:57:30 PM	Louis Tallarita	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	7/4/2021 12:24:41 PM	Joseph Olzacki	Status changed to 'LEA Superintendent Approved'.	S
	7/3/2021 11:19:56 AM	Donna Marcinek	Status changed to 'Application Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	5/24/2021 7:43:21 PM	Donna Marcinek	Status changed to 'Application Started'.	S
	5/18/2021 9:17:41 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Regional School District 14 (214-000) Regional 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	\$514,929.00	\$0.00	\$0.00	\$514,929.00
Total	\$514,929.00	\$0.00	\$0.00	\$514,929.00

Contacts

Regional School District 14 (214-000) Regional 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>Donna Marcinek</u> <u>Alice Pistritto</u>

Program Information

Regional School District 14 (214-000) Regional 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

Regional School District 14 (214-000) Regional 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.

Region 14 offered the public the opportunity to provide input into the development of the ARP ESSER Plan. A letter was sent to multiple stakeholders notifying them of the District's interest in obtaining community input towards the

revision of Regional School District 14 Policy Update entitled OPERATIONS OF SCHOOLS DURING COVID-19 PANDEMIC to ensure a safe return to school in the fall and as well as suggestions for the use of the American Rescue Plan ESSER funds. A direct link for submission of comments (Public Comment on Safe Return) was posted on the R14 website and remains available for public comment. The District Office reviewed the responses submitted from parents, students, staff and the community and considered the input as it developed a revised reopening plan for the fall and identified areas of focus for the allocated ARP grant. The District also presented the ARP to the Board of Education for approval.

The responses received focused on safety, well-being and instructional practices. Most responses supported the efforts of the District in maintaining safe school environments through the use of prevention strategies which allowed for schools to remain open for in-person learning the majority of this past school year. The majority of stakeholders' input encourages continued implementation of such practices (mask wearing, vaccinations where appropriate, sanitizing measures, social distancing, etc.) to ensure the well-being of our school community. During our summer programming and as we plan for the fall, Region 14 will continue to enforce the latest CDC guidance issued on May 15, 2021. The District will continue to monitor changes to local, state, or CDC guidance and will adjust our practices accordingly.

To overcome the barriers caused by the pandemic, Region 14 is committed to use the ARP ESSER funding to address the loss of instruction and social and emotional well-being of all its stakeholders. To ensure that all students who experienced loss of instruction during the pandemic get the intervention to address skill gaps, additional literacy and math instructional services will be available K-12. Intervention will include a two-year summer school program for the K-8 level, increase summer credit recovery opportunities at the high school and the hire of eight interventionists for the upcoming school year to accelerate the learning of our most impacted students K-12. Afterschool intervention will be provided at the elementary and middle levels for 2021-2022. Throughout the 2021-2022 school year, interventionists will work with students to improve skills as indicated by increased scores obtained on the literacy and math screening assessments conducted throughout the year. Furthermore, Region 14 recognizes the importance of supporting the social-emotional well-being of the school community. To assure continuity of SEL learning and support, the District will use ARP ESSER funds to hire a district-wide Coordinator of Social Emotional Learning to develop, implement and supervise educational projects around SEL focused on improving student experiences while fostering an inclusive school community. The SEL coordinator will strengthen partnerships with families to ensure regular communication between home and school addresses concerns around student engagement, attendance and social emotional well-being. Additionally, since returning to in-person learning, Region 14 has seen an increase in students' behavioral health needs due to the disruption caused by the pandemic. Region 14 will use ARP ESSER

funds to hire another BCBA to work in collaboration with the school teams to develop effective educational interventions for struggling students.

Documents		
Type	Document Template	Document/Link
ARP Letters of Support	N/A	 Swift Alert Letter to Stakeholders for Input

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

Regional School District 14 (214-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

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

LEAs are required to publish a plan for the safe return to in-person instruction and continuity of services that includes the extent to which the LEA has adopted policies and a description of any such policies on each of the following (section 2001(i)(1) of ARP):

Health and safety strategies:

- universal and correct wearing of masks;
- physical distancing (e.g., use of cohorts/podding, handwashing and respiratory etiquette);
- cleaning and maintaining healthy facilities, including improving ventilation;
- contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, and/or Tribal health departments;
- diagnostic and screening testing;
- efforts to provide vaccinations to educators, other staff, and students, if eligible;
- appropriate accommodations for children with disabilities with respect to health and safety policies, as well as coordination with state and local health officials

Continuity of services (including but not limited to):

- Addressing student academic needs, as well as student and staff social, emotional, mental, and other health needs, which may include student health and food services

* Public comment was taken into account

*** Please share the URL to the website where you publicly posted your plan.**

<https://www.ctreg14.org/> <https://www.ctreg14.org/district/safe-return-to-school2021-2022>

ARP ESSER Uses of Funds

Regional School District 14 (214-000) Regional 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

Regional School District 14 (214-000) Regional 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): \$102,914.00

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,

By 2024, Regional School District 14 will increase Smarter Balance Growth percentages in ELA from 61.5% in 2018-19 to 79.0% and in Math from 55.7% in 2018-19 to 75.8% by providing intensive tiered intervention

throughout the school year in ELA and Math to address learning loss of the most vulnerable population Grades K-12.

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)

Regional School District 14's needs assessment reveals that additional intervention programming is required to address the learning loss suffered by our most impacted students during distance learning. These needs were identified through review of the data collected by universal screeners in reading and math (iReady, NWEA). Our most recent iReady assessment of literacy in June identified 62% of students on grade-level. Currently the iReady assessment shows 25% of K-8 students are at least one-grade level below grade-level reading, with 13% more than two-grade levels below. This is an improvement from our iReady winter testing showing K-8 students at least one-grade level below grade-level reading, and 18% of students at least two or more grade levels below grade-level reading. However, it shows a need for continued intense, individualized, small group, in-person intervention to ensure our high needs students can read on grade-level. The newly released Smarter Balance Assessment confirms the learning loss from pre-COVID scores of 62% in 2018-19 dropping to 56% in 2020-2021. Math data from the NWEA testing also shows this need. Year-end results show 33% of students did not meet their math growth targets from the winter to year-end testing. Current NWEA data projects that 37% of our students will score proficient or higher on the Smarter Balanced Assessment. On our last state mandated Smarter Balanced Assessment we had 51% of K-8 students scoring proficient or higher. Current SBA shows math scores dropped to 44% proficiency in math. Thus, intensive tiered intervention throughout the school year in ELA and Math to address learning loss of the most vulnerable population is essential.

* 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)

In order to mitigate the learning gaps created by school closures during the pandemic, Region 14 will hire an additional credit recovery tutor for the high school summer program and 3.5 additional interventionists K-12 for

the upcoming school year through the ARP ESSER grant to accelerate the learning of our most impacted students K-12. Throughout the 2021-22 school year, Interventionists will work with students to improve skills as indicated by increased scores obtained on the literacy and math screening assessments provided three times during the year, with the goal of students demonstrating more than a year's worth of annual growth, in order to have all students performing at or above grade level by 2024.

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 type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* Additional reading and math intervention services will be implemented K-8 during the day and after-school for the 2021-2022 school year.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* The director of teaching and learning and the elementary school instructional leaders of literacy and math K-8 will coordinate implementation and monitoring of the intervention program.</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p> <p>* Students K-8 will demonstrate more than a year's worth of annual growth over the 2021-2022 as evidenced by scores on universal screener in reading and math from the baseline in June 2021 as compared to scores in June 2022.</p>

* Regional School District 14 will increase tiered intervention opportunities to address the needs of students struggling to perform in reading and math due to learning loss suffered during the pandemic. The district will hire 1.5 additional part-time interventionist for the 2021-2022 school year to accelerate the learning of our most impacted students K-8 both during the day and after-school.

<p>* Regional School District 14 will increase math intervention opportunities during the day to accelerate the learning of our most impacted students 6-12 during the pandemic by hiring a full time math interventionist for the 2021-2022 school year.</p>	<input type="checkbox"/>	<p>* Additional math intervention services will be implemented 6-12 during the day for the 2021-2022 school year.</p>	<p>* The director of teaching and learning and the district instructional leaders of math grades 6-12 will coordinate implementation of and monitoring of the intervention program.</p>	<p>* Students 6-12 will demonstrate more than a year's worth of annual growth over the 2021-2022 as evidenced by scores on universal math screener from the baseline in June 2021 as compared to scores in June 2022.</p>
<p>* Regional School District 14 will increase reading intervention opportunities during the day to accelerate the learning of our most impacted students 9-12 during the pandemic by hiring a full time literacy interventionist for the 2021-2022 school year.</p>	<input type="checkbox"/>	<p>* Additional reading intervention services will be implemented 9-12 during the day for the 2021-2022 school year.</p>	<p>* The director of teaching and learning and the district instructional leader of literacy grades 9-12 will coordinate implementation of and monitoring of the intervention program.</p>	<p>* Students 9-12 will demonstrate more than a year's worth of annual growth over the 2021-2022 as evidenced by scores on universal reading screener from the baseline in June 2021 as compared to scores in June 2022.</p>

<p>* Regional School District 14 will increase intervention opportunities 9-12 during the summer of 2021 to support the learning of our most impacted students by hiring an additional tutor for the credit recovery program.</p>	<p><input type="checkbox"/></p>	<p>* Additional credit recovery intervention services will be implemented 9-12 during the summer of 2021.</p>	<p>* The Assistant High School Principal will coordinate implementation and monitoring of the credit recovery program.</p>	<p>* Students participating in the credit recovery program will complete the necessary requirements to earn course credit.</p>
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Priority 2: Family and Community Connections

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

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

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

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

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

SMART Goal

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

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

* (Use ESSA Milestone Target) By 2024,

By hiring a Coordinator of Social and Emotional Learning to support positive student experiences, school culture and climate and bridge the barrier between home and school, the district will decrease its Chronic Absenteeism from 8.5% in 2019-20 to 7.1% by 2024.

Needs Assessment

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

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

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

The social and emotional needs assessment indicated a significant increase in the number of students utilizing counseling supports from social workers, school psychologists and school counselors K-12 to address the struggles brought on by the pandemic. The mental health team reported social anxiety as a major barrier in re-engaging students in school due to the months of isolation and continued fear of contracting COVID. Additionally, the team noted an increase in students' anxiety around academic struggles due to skill gaps. RULER was introduced at the elementary level, however, the social distancing impeded the overall positive impact the program is known for. The need for behavioral intervention to increase student engagement was also an outcome of the needs assessment. To address the social, emotional and behavioral needs of students Prek-12, additional staffing specializing in these areas are required to systematically implement supports district-wide to rebuild equity and acceptance.

* 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)

Based on the social, emotional and behavioral needs identified, additional staff will be hired to support our most vulnerable students experiencing mental health struggles and disengagement K-12 due to the impact of COVID-19, including students of color, English language learners, students with disabilities and disengaged youth. Region 14 will use APR ESSER funds to hire a Coordinator of Social Emotional Learning for 2021-2023 and a Board Certified Behavior Analyst to increase student engagement in school as demonstrated by an increase in attendance and student academic performance.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* Regional School District 14 will increase social and emotional support K-12 by hiring a Coordinator of SEL to improve student experiences, strengthen school climate and culture and provide oversight to mental health needs across the district.</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* Region 14 will hire a Coordinator of SEL for 2021-2022 and 2022-2023 school years to address the social-emotional well-being of the school community.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* The Director of Curriculum and the Director of Student Services will coordinate the implementation and monitoring of the SEL Coordinator's performance and practice.</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* A district-wide SEL curriculum will be implemented with fidelity K-12 by 2023. Additionally, attendance and student engagement and success data will improve.</p>

<p>* Regional School District 14 will increase behavior intervention and programming support K-12 by hiring a Board Certified Behavior Analyst to improve student experiences and provide oversight to behavior programming across the district.</p>	<p><input type="checkbox"/></p>	<p>* Region 14 will hire a Board Certified Behavior Analyst for 2021-2022 school year to address the behavioral needs within the school community and increase positive experiences for students.</p>	<p>* The Director of Student Services will coordinate the implementation and monitoring of the BCBA's performance and practice.</p>	<p>* Individual behavior Intervention data will indicate student progress in self-management, regulation. and engagement.</p>
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Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide

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

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

Priority 5: Building Safe and Healthy Schools

Ensuring our school buildings are safe and healthy environments that enable all of our students to excel remains an

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



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

Other Allowable Uses

Regional School District 14 (214-000) Regional 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

Regional School District 14 (214-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$433,929.00
200 - Personal Services > Employee Benefits	\$81,000.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$514,929.00
Allocation	\$514,929.00
Remaining	\$0.00

Budget Detail

Regional School District 14 (214-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$433,929.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>Mental Health Support</p> <p>Region 14 recognizes the importance of supporting the social-emotional wellbeing of the school community. To assure continuity of SEL learning and support for all our stakeholders, the district will use ARP ESSER funds to cover the salary and benefits of a Coordinator of Social Emotional Learning for two school years (2021-2022 and 2022-2023). The SEL Coordinator will develop, implement, and supervise educational projects around SEL to foster an inclusive school community where everyone feels safe. The coordinator will provide coaching support, including modeling of classroom lessons as needed, to improve student SEL experiences and school climate and culture. The SEL coordinator will strengthen partnerships with families hit hardest by the pandemic to ensure regular communication between home and school occurs to address concerns around student engagement, attendance, social emotional wellbeing and safety through phone calls, emails, virtual meetings and home visits.</p> <p>Board Certified Behavior Analyst</p> <p>Since returning to in-person learning, Region 14 has seen an increase in students' behavioral health needs due to the disruption caused by the pandemic. Additionally, special education referrals of preschool children with significant deficits, who did not access Birth to Three services during the height of the pandemic, continue to grow. Our current BCBA is stretched</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Mental health services	
LEA / School:	Regional School District 14 (214-000)	
Quantity:	2.00	
Cost:	\$99,750.00	
Line Item Total:	\$199,500.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	

Uses of Funds:	Addressing unique needs of special ...	<p>district-wide and a need for additional behavior management support is evident. Region 14 will use ARP funds to hire another BCBA to work in collaboration with the school teams to develop effective educational interventions for struggling students. The BCBA will also be instrumental in developing educational programs related to developmental disorders</p>
LEA / School:	Regional School District 14 (214-000)	
Quantity:	1.00	
Cost:	\$80,000.00	
Line Item Total:	\$80,000.00	
Object:	100 - Personal Services > Salaries	<p>1.0 FTE Math Interventionist for 2021-2022 To ensure that all students who experienced loss of instruction during the pandemic, including students with special needs and English learners, get additional intervention to address skill gaps, Region 14 will use ARP ESSER funds to cover the salary and benefits of an additional math interventionist. In doing so, the district will increase intervention services at the high school and middle school levels from a .5 FTE to a full time person at each building. The ARP funds will assist in expanding our intervention initiative implemented with the ESSER II funds. ARP funds will also cover the cost of employee benefits for the 1.0 FTE math interventionist supporting accelerated learning of identified students 6-12 negatively affected during the pandemic.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Regional School District 14 (214-000)	
Quantity:	1.00	
Cost:	\$60,000.00	
Line Item Total:	\$60,000.00	
Object:	100 - Personal Services > Salaries	<p>1.0 FTE Literacy Interventionist for 2021-2022 To ensure that all students who experienced loss of instruction during the pandemic, including students with special needs and English learners, get additional intervention to address skill gaps, Region 14 will use ARP ESSER funds to cover the salary</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

Priority:		<p>and benefits of a literacy interventionist at the high school level. The literacy interventionist will support the district's literacy teacher in providing critical instruction in Language Arts to address learning loss through tiered intervention in the inclusive setting to identified students.</p>
Uses of Funds:	Addressing learning loss	
LEA / School:	Regional School District 14 (214-000)	
Quantity:	1.00	
Cost:	\$60,000.00	
Line Item Total:	\$60,000.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Regional School District 14 (214-000)	<p>Regional School District 14 will increase tiered intervention opportunities to address the needs of students struggling to perform in reading due to loss of instruction suffered during the pandemic. The district will hire an additional 1.5 FTE part-time reading and math interventionists for the 2021-2022 school year to accelerate the learning of our most impacted students K-8 both during the day and after-school.</p>
Quantity:	1.00	
Cost:	\$32,189.00	
Line Item Total:	\$32,189.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
High School Summer Credit Recovery Program		
Region 14 will hire an additional certified teacher to support the district's summer school credit recovery program scheduled at		

ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Summer learning
LEA / School:	Regional School District 14 (214-000)
Quantity:	64.00
Cost:	\$35.00
Line Item Total:	\$2,240.00

the high school during July 2021 . This crucial program will address the increase in number of students who failed to complete coursework due to the impact of the pandemic on their learning. The additional teacher will provide instruction to address skill gaps for identified students, including students with disabilities and English learners, for 64 hours at the contracted rate for summer instruction of \$35/hour.

Total for 100 - Personal Services > Salaries:	\$433,929.00
Total for all other Objects:	\$81,000.00
Total for all Objects:	\$514,929.00
Allocation:	\$514,929.00
Remaining:	\$0.00

Budget Detail

Regional School District 14 (214-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$81,000.00 ▼

Budget Detail		Narrative Description	
Object:	200 - Personal Services > Employee Benefits	Employee benefits for the Coordinator of Social and Emotional Learning over a two-year period at \$27,000 yearly.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	3: Social, Emotional, and Mental He...		
Uses of Funds:	Mental health services		
LEA / School:	Regional School District 14 (214-000)		
Quantity:	2.00		
Cost:	\$27,000.00		
Line Item Total:	\$54,000.00		
Object:	200 - Personal Services > Employee Benefits		Employee benefits for the BCBA
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	3: Social, Emotional, and Mental He...		

Uses of Funds:	Addressing unique needs of special ...
LEA / School:	Regional School District 14 (214-000)
Quantity:	1.00
Cost:	\$27,000.00
Line Item Total:	\$27,000.00

Total for 200 - Personal Services > Employee Benefits:	\$81,000.00
Total for all other Objects:	\$433,929.00
Total for all Objects:	\$514,929.00
Allocation:	\$514,929.00
Remaining:	\$0.00

ARP ESSER Funds Budget Overview

Regional School District 14 (214-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$514,929.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		433,929.00	433,929.00
200 - Personal Services > Employee Benefits		81,000.00	81,000.00
Total		514,929.00	514,929.00
	Allocation		514,929.00
	Remaining		0.00

Related Documents

Regional School District 14 (214-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	 Assurances for the ARP ESSER Funding Application  Region 14 Safe Return to School -ARP Plan
ARP Letters of Support	N/A	 Swift Alert Letter to Stakeholders for Input

Assurances

Regional School District 14 (214-000) Regional 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

Regional School District 14 (214-000) Regional 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

Regional School District 14 (214-000) Regional 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 ▼	Louis Tallarita	7/14/2021 7:17:59 AM
	1. Stakeholders with whom the LEA consulted are checked.			
	2. Description provided of how the LEA afforded the public an opportunity for input.			
	3. Summary of input provided.			
	4. How input was taken into account provided.			
<input type="checkbox"/>	2. Safe Return to In-Person Instruction and Continuity of Services Plan:	OK ▼	Louis Tallarita	7/14/2021 7:17:59 AM
	1. Public comment was taken into account.			
	2. URL provided to website where plan is publicly posted.			
<input type="checkbox"/>	3. Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment	OK ▼	Louis Tallarita	7/14/2021 7:17:59 AM
	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	Not Applicable ▼	Louis Tallarita	7/14/2021 7:13:44 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 ▼	Louis Tallarita	7/14/2021 7:17:59 AM
	1. SMART goal provided is aligned to Priority 3 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			

<input type="checkbox"/>	6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide	Not Applicable ▼	Louis Tallarita	7/14/2021 7:13:44 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.)	Not Applicable ▼	Louis Tallarita	7/14/2021 7:13:44 AM
	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 ▼	Louis Tallarita	7/14/2021 7:13:44 AM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input type="checkbox"/>	9. ARP ESSER Funds Budget	OK ▼	Louis Tallarita	7/14/2021 7:17:59 AM
	1. Selection of "Priority Goals" budget tags align with strategies for "Priority Goals" and/or "Other Allowable Uses."			
	2. "Uses of Funds" budget tags are selected appropriately.			
	3. Budget details align and support data for selected "Priority Goals" and/or "Other Allowable Uses."			
	4. Budget detail costs are allowable and narratives adequately describe budgeted costs.			
<input type="checkbox"/>	10. Assurances	OK ▼	Louis Tallarita	7/14/2021 7:17:59 AM
	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 ▼	Louis Tallarita	7/14/2021 7:17:59 AM
	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 ▼	Louis Tallarita	7/14/2021 7:17:59 AM
	1. Description fully explains how ARP HCY fund will be used and aligned with ARP ESSER Goals.			
	2. Uses of Funds" budget tags are selected appropriately			
	3. Budget detail costs are allowable and include described budgeted costs.			