

History Log

Regional School District 10 (210-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	12/8/2021 11:03:04 AM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	12/8/2021 10:00:42 AM	John Frassinelli	Status changed to 'CSDE Management Approved'.	S
	12/8/2021 9:58:10 AM	Agnes Quinones	Status changed to 'CSDE Grant Contact Approved'.	S
	11/10/2021 1:13:27 PM	John Frassinelli	Status changed to 'CSDE Management Returned - Edits Needed'.	S
	11/4/2021 3:01:27 PM	Agnes Quinones	Status changed to 'CSDE Grant Contact Approved'.	S
	11/4/2021 12:37:03 PM	Susan Laone	Status changed to 'Application Edits Completed'.	S
	11/2/2021 4:00:34 PM	Agnes Quinones	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/26/2021 9:30:17 AM	Susan Laone	Status changed to 'Application Edits Completed'.	S
	10/20/2021 3:45:09 PM	Agnes Quinones	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	10/7/2021 12:07:49 PM	Susan Laone	Status changed to 'Application Edits Completed'.	S
	9/20/2021 3:15:41 PM	Agnes Quinones	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	9/20/2021 11:15:54 AM	Vonetta Romeo- Rivers	Status changed to 'Application Edits Completed'.	S
	9/17/2021 5:19:21 PM	Agnes Quinones	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	9/16/2021 1:47:03 PM	Vonetta Romeo- Rivers	Status changed to 'Application Edits Completed'.	S
	8/31/2021 5:16:22 PM	Agnes Quinones	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/16/2021 11:16:20 AM	Howard Thiery	Status changed to 'LEA Superintendent Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/16/2021 10:36:39 AM	Susan Laone	Status changed to 'Application Completed'.	S
	7/26/2021 1:24:38 PM	Dana Corriveau	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 10 (210-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	(3) ARP ESSER Supplement	Total
LEA	\$668,067.00	\$0.00	\$0.00	\$668,067.00
Total	\$668,067.00	\$0.00	\$0.00	\$668,067.00

Contacts

Regional School District 10 (210-000) 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>Susan Laone</u> <u>Vonetta Romeo-Rivers</u> <u>Howard Thiery</u> <u>Dana Corriveau</u>

MOE Equity Certification

Regional School District 10 (210-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - MOE Equity Certification

Optional Documents		
Type	Document Template	Document/Link
MOE Equity Certification [Upload up to 1 document(s)]	 <u>MOE Equity Certification - Template</u>	 <u>Certificate of Exception</u>

Program Information

Regional School District 10 (210-000) 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 10 (210-000) 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.

Good Evening Region 10 Community Members,

We have been working on the next version of our plan for opening and operating schools in the fall. We are required to put the plan out for public comment prior to finalizing it. The plan may be found at the following link:

[2021-22 Draft Opening Plan](#)

If you wish to provide feedback you may submit your input on the following form:

[Feedback Form](#)

We have not received final guidance from the state or local health officials and **this plan may change** when we receive that. In addition, we do not yet know what the DPH will expect in regard to contact tracing and quarantining. As stated in this plan our practices will follow those guidelines and we will have more information in the final plan. At this point this draft plan represents our thoughts, based on our best current information, regarding how schools will open and operate in the fall. The vaccination rates and infection rates in our community will play a critical role in what steps we take to open schools. We will monitor both these important data points throughout the summer.

Best Regards,

Howard Thiery

Superintendent

Regional School District 10

Executive Summary: Region 10 Draft 20/21 School Opening Plan Community Response

Good afternoon Region 10 community members,

We have wrapped up the public comment period for our school opening plan and are in the process of working with the state and local public health officials to finalize our plan. Thank you to all our community members who sent in feedback on the draft plan that was shared in July. The feedback will be used to clarify and amend the plan where appropriate. As many of you pointed out in your comments the covid pandemic has once again changed since we sent out the draft plan on July 12th. We continue to track the data around covid infections in our state and

community as well as vaccination rates for our community and will adapt our plans and operating procedures as needed. The updated plan will be posted on our web site and emailed to the school community by August 13th.

Overall, we received 119 responses to our request for public feedback. The feedback was relatively evenly spread across the four schools and 112 of the 119 comments were from parents of students. The overwhelming majority of comments (98) were about the **Use of Masks** in schools. These comments represented three points of view; 51% support for mask use in schools, 15% support for no masks in schools, and 34% support for masks being optional (with many in this category stating “if it is possible”). At this point in time the state has not issued final guidance on mask use in schools for the new school year. The Governor’s previous executive order requiring masks in schools is in effect until September 30 unless something new comes out. The Governor’s executive order on August 5th allowing towns to set rules on mask use did not include schools. Both the CDC and the American Academy of Pediatrics hold positions that using masks in school is necessary considering the Delta variant surge and the fact that even vaccinated individuals have been shown to carry and spread this variant. We are waiting for the guidance from our state and local health officials. Just as we did last year, we will follow the guidance of these public health officials. Their expertise has been critical in navigating the pandemic up to this point in time and will continue to be an important partnership moving forward.

The remaining public comments we received focused on Remote Learning, Quarantining, Cohorting, Social Distancing and Vaccinations:

Remote Learning: As stated in the draft plan all students will be expected to attend school in person. Planning and Placement Teams, or 504 Teams, will convene as needed to identify and/or review student accommodations, where needed, with respect to health and safety policies and practices. The state has not authorized remote or hybrid learning as an approved instructional model, related to Covid, except in the case of students who are excluded from school due to quarantining or contact tracing. Remote learning has also not been approved for use during school closings due to weather, so we anticipate traditional snow days when needed.

Students who are out for covid related reasons, for example being identified as a close contact, being quarantined, or waiting for a covid test, will connect with their teachers during the school day as arranged by the teacher. Learning materials will be available via Microsoft Teams and other designated virtual platforms.

Quarantining: Contact tracing and quarantining will be done, when required, in accordance with guidelines set by the state and local departments of public health. The standard for a close contact is someone who has been within 6 feet of a covid case for more than 15 minutes cumulative across a 24-hour period. Close contacts are required to

quarantine for the period directed by the local health department. Vaccinated individuals do not need to quarantine but should monitor themselves for symptoms. Students who are seated in a classroom at least 3 feet away from a case where both the student and the case are masked do not need to quarantine. We will do our best to identify only individuals that are close contacts this year and not take whole cohorts whenever possible. Last year we used video recordings where available to identify close contacts and on all buses.

Cohorting and Social Distancing: Region 10 will continue with some cohorting in the elementary schools, middle school, and high school where feasible to allow for contact tracing. Cohorting will not be as tight as the 2020-21 school year. Social Distancing in classrooms will be maximized wherever possible.

Vaccinations: Covid: Vaccinations are not mandatory for employees or students. At this time vaccinated individuals will not have to quarantine if they are identified as a close contact of a covid case. Region 10 has partnered with the Bristol Burlington Health Department and the Torrington Area Health District to provide opportunities to be vaccinated for all our employees and for eligible students. The school district will continue to partner with our local health departments to have opportunities for our community members to be vaccinated.

The Plan will remain posted on the Region 10 Web Site in its current draft and all future revised forms at the following link:

[Region 10 School Opening Plan](#)

Best Regards,

Howard Thiery

Superintendent

Regional School District 10

Type	Document Template	Document/Link
ARP Letters of Support	N/A	

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

Regional School District 10 (210-000) 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.

http://www.region10ct.org/UserFiles/Servers/Server_466434/File/District%20Info/Opening%20Plans/Draft%20Plan%202022.22.pdf

ARP ESSER Uses of Funds

Regional School District 10 (210-000) 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 10 (210-000) 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): \$133,613.00

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 providing extended day and summer learning programming, implementing targeted literacy and numeracy instruction and intervention, and providing additional PD in accelerated instructional strategies, the district will

increase its District Performance Index in ELA from 75 in 2018 to 75.6 in 2024 and in Math from 72.6 in 2018 to 74 in 2024.

Needs Assessment

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

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

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

Our needs assessments revealed a widening of pre-existing disparities because of the dual challenge for students who were trying to master grade-level content WHILE transitioning to a school environment for the first time (Kinder and Grade 1), learning English (ELs), navigating distance learning, and confronting the anxiety of being at school while COVID transmissions were prevalent. We have also reflected on the impact of disrupted or limited access to wraparound supports typically provided within the school environment, which historically prevent regression. The pace at which students typically mastered content and skills was also disrupted and the year-long benchmark assessments no longer applied, and therefore teachers had to constantly recalibrate what learning timeline was appropriate under whatever the circumstances were at the time (loss of time due to illness, quarantining, distance learning, school closures). A. Based on a spring administration of our universal screen for ELA and Math, grades 5 -8, the following has been revealed, regarding what percent of students met proficiency (SBA) and goal (STAR assessment). NOTE: The STAR assessment was administered for the first time in Region 10 in Spring 2021, grade 5 - 8 only. Therefore, there is no current growth comparison. Grade 5: 42% SBA Math, 34% STAR; 61% SBA ELA, 62% STAR ELA Grade 6: 43% SBA Math, 39% STAR Math; 63% SBA ELA, 65% STAR ELA Grade 7: 57% SBA Math, 44% STAR Math; 71% SBA ELA; 65% STAR ELA Grade 8: 48% SBA Math, 48% STAR Math; 66% SBA ELA, 65% STAR ELA We noted a number of students who scored better on one test than the other. For example, in grade 6 Math we had 32 (24%) of students who scores lower on the SBA than on the STAR Assessment and 25 (19%) students who scored higher on the SBA. In relation to educational disruption due to COVID, we compared pre-COVID SBA proficiency scores with 2021-21 SBA scores. Below are the data: 2020-21: ELA 63%, Math 52% 2018-19: ELA 72%, Math 70% 2017-18: ELA 74%, Math 65% The following is a look at the percentage of RSD 10 High Needs students performing at or above standard on the ELA and Math SBA assessments. ELA 2021 2019 2018 MATH 2021 2019 2018 Grade 3 51.43% 31.26% Grade 3 45.72% 50% Grade 4 45.16% 62.22% Grade 4 48.39% 57.77% Grade 5 43.48% 40% Grade 5 45.66% 20% Grade 6 33.33% 51.39% Grade 6 23.34% 32.43% Grade 7 42.86% 34.38% Grade 7 54.76% 40.63% Grade 8 42.86% 46.67% Grade 8 35.3% 31.11% Through this additional needs assessment analysis, the district has

highlighted performance between High Needs students to be more discrepant since COVID, compared to prior to COVID.

* 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)

Multi-layered strategies to address students in the High Needs group and those whose progress was interrupted. Targeting teacher skills and ability to quickly identify and use existing data to determine which learners in literacy and math require additional supports. Instructional Coaching in literacy and numeracy K - 8 and deeper capacity of delivering Tier I intervention because teachers and students lost time and opportunity to practice and master skills. Implementation of an instructional coaching model to support all classroom teachers in effective classroom instruction that meets the widening need of students in Tier I after experiencing interrupted schooling over the past 18 months. Supplying an appropriate developmental curriculum in handwriting which has a research-based connection to improved literacy acquisition through orthographic knowledge (Pritchard et al., 2020). This is especially meaningful for our students in grades K - 2 who missed early literacy instruction due to learning disruptions during COVID.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
What is the strategy? How do you envision its implementation?	Is this an innovative strategy that can be shared?	When will this strategy be implemented?	Who is the person(s) coordinating implementation and monitoring?	Identify the indicators/evidence of progress. How will you know this strategy is impactful?

<p>* Teacher Professional Learning: literacy-based teacher PD to support struggling readers in Tier I instruction for gen ed students and students with IEPs; identification of and response to reading struggles as a result of missed instruction K - 4. Early detection and identification of disabilities related to literacy, intervention strategies and progress monitoring.</p>	<input type="checkbox"/>	<p>* Sept 2021 - June 2023</p>	<p>* Dana Corriveau, Director of Student Services</p>	<p>* 1. Special education teachers and interventionists appropriately identify and plan for students as struggling learners or students with dyslexia 2. Students in reading intervention and/or special education for reading services will make progress toward grade level proficiency (progress monitoring) via district benchmark assessments and SBA results.</p>
	<input type="checkbox"/>	<p>* Sept 2021 - June 2023</p>	<p>* Vonetta Romeo-Rivers, Director of Teaching & Learning</p>	

* Instructional Coaching Support in literacy and numeracy K - 8. Implementation of an instructional coaching model to support all classroom teachers in effective classroom instruction that meets the widening need of students in Tier I instruction after interrupted schooling over the past 18 months. Coaching support includes teacher capacity in analyzing student performance data to inform a more targeted instructional response.

* 1. The training of existing ELA and Math Coordinators K - 8 in their new roles as Instructional Coaches in a coherent coaching framework. 2. The development of coaching cycles to support pedagogy in both ELA and Math Grades K - 8. 3. Consistent instructional practices across grade levels and schools that support the identified literacy and math areas of focus based on our needs assessment. 4. Deepening data analysis of pre- and post-COVID student performance data within PLCs.

<p>* Curricular and Instructional Support in Handwriting: our early literacy data in grades K - 2 suggests a need to include focused, intentional opportunities in fine-motor skills, letter formation and letter identification along with our Phonics instruction. 18 months of COVID has delayed the acquisition of these foundational skills in the early grades.</p>	<input type="checkbox"/>	<p>* Sept 2021- June 2023</p>	<p>* Vonetta Romeo-Rivers, Director of Teaching & Learning</p>	<p>* 1. Students' phonics development will increase throughout the school year. 2. Students' written products will be legible and show handwriting development evolve throughout the school year 3. Teacher requests for OT consultations due to handwriting will decrease</p>

<p>* Summer Academy and Extended Day Academic Support: students will have explicit literacy and numeracy instruction in small groups. Schedules will be flexible depending on whether students need only one area of support or both. - Students will have explicit literacy and numeracy instruction in small groups before or after school.</p>	<p><input type="checkbox"/></p>	<p>* Sept 2021 - Aug 2023</p>	<p>* Vonetta Romeo-Rivers, Director of Teaching and Learning</p>	<p>* 1. K - 8 student identification for and enrollment in two, two-week summer sessions (total of 4 weeks) Monday - Thursday, up to three hours a day dependent on student need. 2. Before or after school academic support at the elementary, middle, and high school levels. 3. Consistent student attendance/engagement in both program opportunities. 4. Fall benchmark assessment data upon return to school 5. Curriculum-based assessments.</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.

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.

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 type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* Based on conversations with vendors, this realistically will not happen until the summer of 2022. If it can be done sooner, we will schedule it sooner.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Facilities Director, Director of Finance and Operations and BOE Facilities Subcommittee.</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* Monitoring the areas for improved indoor air quality such as air turnaround, air filtration, air humidity, air ventilation and temperature controls etc. Student and staff feedback on comfort and attentivity. Look at absenteeism trends as well.</p>

* We are in the process of evaluating our schools to see what the needs are. The engineers will be looking at our schools providing feedback on the needs within the school. Once we have recommendations and decide which route we will go down, we will be contracting with an outside vendor to do the install and programming; This will need to be done when school is not in session. It will be implemented once installed and all maintenance and custodial staff are trained.

Other Allowable Uses

Regional School District 10 (210-000) 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 10 (210-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$40,952.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$39,432.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$18,000.00
600 - Supplies	\$40,229.00
700 - Property	\$529,454.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$668,067.00
Allocation	\$668,067.00
Remaining	\$0.00

Budget Detail

Regional School District 10 (210-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$40,952.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>Summer Academy Camps K - 12: Two 2-week sessions that run from 9:00 - 1:00, Mon - Thur for students Per 2-week session:</p> <p>9 certified staff members x \$43 an hr for a 4 hour day x 4 days a week = \$12,384. For both sessions = \$24,768.</p> <p>10 LSM High School Camp Counselors x \$11 an hr = \$3,520 per session. For both sessions = \$7,040.</p> <p>Lead Summer Academic Staffer One Lead Teacher for 4 weeks at a flat stipend of \$4,500.</p> <p>Salaries for three staff to provide after school supports for students needing academic assistance as a result of irregular attendance (quarantining, COVID recovery) before or after school, Saturday skill development in core areas. Three hours a week provided for twelve weeks. \$43 and hour = \$4,644.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Regional School District 10 (210-000)	
Quantity:	1.00	
Cost:	\$40,952.00	
Line Item Total:	\$40,952.00	
Total for 100 - Personal Services > Salaries:		\$40,952.00
Total for all other Objects:		\$627,115.00
Total for all Objects:		\$668,067.00
Allocation:		\$668,067.00

Remaining:

\$0.00

Budget Detail

Regional School District 10 (210-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$39,432.00 ▼

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	<p>Teacher and Administrator-focused professional learning in early literacy and struggling learners, in partnership with Reading and Literacy Clinic.</p> <p>Four half-day training sessions @ \$1,000 per session.</p> <p>8 hours of consultation and job-embedded PD per building @ \$150 an hour. Totaling = \$8,800 a year with a two year contract = \$17,600.</p> <p>Instructional coaching support in literacy and numeracy with specific emphasis on tiered intervention, differentiated lesson design, and meeting the needs of a higher percentage of struggling students based on student performance data. Four literacy coaching sessions @ \$2,200 per session and four numeracy coaching sessions @ \$2,200 per session. Total = \$17,600</p> <p>Professional development for handwriting curriculum implementation in the primary grades - our data and student work samples show a decline in "language for the hand" i.e. letter sound > letter identification. Handwriting without Tears consultant at \$600 a day x 7 days over two years.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Regional School District 10 (210-000)	
Quantity:	1.00	
Cost:	\$39,432.00	
Line Item Total:	\$39,432.00	
Total for 300 - Purchased Professional and Technical Services:		\$39,432.00
Total for all other Objects:		\$628,635.00

Total for all Objects:	\$668,067.00
Allocation:	\$668,067.00
Remaining:	\$0.00

Budget Detail

Regional School District 10 (210-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

500 - Other Purchased Services - \$18,000.00 ▼

Budget Detail		Narrative Description	
Object:	500 - Other Purchased Services	Summer Academy, and before/after school transportation costs as follows: Approx. 25 days 2 buses at \$360 each = \$720 Totaling \$18,000	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Regional School District 10 (210-000)		
Quantity:	1.00		
Cost:	\$18,000.00		
Line Item Total:	\$18,000.00		
Total for 500 - Other Purchased Services:			\$18,000.00
Total for all other Objects:			\$650,067.00
Total for all Objects:		\$668,067.00	
Allocation:		\$668,067.00	
Remaining:		\$0.00	

Budget Detail

Regional School District 10 (210-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - \$40,229.00 ▼

Budget Detail		Narrative Description	
Object:	600 - Supplies	Handwriting curriculum materials for students = 21,875 (875 x \$25) Handwriting curriculum materials for teachers = 5,850 (75 x \$78) Supplies for the extended learning opportunities for students and resources for teachers supporting their intervention and differentiation learning - adult learning texts, notebooks, highlighters, activity kits, consumable workbooks and texts, manipulatives = \$12,504	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Regional School District 10 (210-000)		
Quantity:	1.00		
Cost:	\$40,229.00		
Line Item Total:	\$40,229.00		
		Total for 600 - Supplies:	\$40,229.00
		Total for all other Objects:	\$627,838.00
		Total for all Objects:	\$668,067.00
		Allocation:	\$668,067.00
		Remaining:	\$0.00

Budget Detail

Regional School District 10 (210-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

700 - Property - \$529,454.00 ▼

Budget Detail		Narrative Description
Object:	700 - Property	<p>We are evaluating the needs of air quality in our schools. We have an engineer coming in to do an indoor air quality study. At the time we receive a formal quote and recommendations, we will need to sit down and prioritize the highest need area/s. These funds are a placeholder for work to be completed around air quality in our schools. We anticipate spending 80% of the grant on indoor air quality. The other 20% is for curricular activities.</p> <p>We anticipate the project to be allocated around the following indoor air quality areas:</p> <p>Engineering Air Flow Study - 5% of total or approximately \$26,473 Air Flow Remediation - 25% of total or approximately \$132,364 Air Exchange Systems - 25% of total or approximately \$132,363 Air Filtration - 15% of total or approximately \$79,418 Air Conditioning (high need areas) - 30% of total or approximately \$158,836</p> <p>Once the study is complete, projects are finalized and contracts secured, we will upload all final documents including actual costs into the system.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Improve air quality	
LEA / School:	Regional School District 10 (210-000)	
Quantity:	1.00	
Cost:	\$529,454.00	
Line Item Total:	\$529,454.00	
Total for 700 - Property:		\$529,454.00

Total for all other Objects:	\$138,613.00
Total for all Objects:	\$668,067.00
Allocation:	\$668,067.00
Remaining:	\$0.00

ARP ESSER Funds Budget Overview

Regional School District 10 (210-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$668,067.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		40,952.00	40,952.00
300 - Purchased Professional and Technical Services		39,432.00	39,432.00
500 - Other Purchased Services		18,000.00	18,000.00
600 - Supplies		40,229.00	40,229.00
700 - Property		529,454.00	529,454.00
Total		668,067.00	668,067.00
	Allocation		668,067.00
	Remaining		0.00

Related Documents

Regional School District 10 (210-000) Regional School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	
ARP Letters of Support	N/A	

Assurances

Regional School District 10 (210-000) 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."

CSDE Application Review Status Checklist

Regional School District 10 (210-000) 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 ▼	Agnes Quinones	9/17/2021 5:16:23 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 ▼	Agnes Quinones	9/17/2021 5:16:23 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 ▼	Agnes Quinones	10/20/2021 3:45:00 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	Not Applicable ▼	Agnes Quinones	9/17/2021 5:16:23 PM
	1. SMART goal provided is aligned to Priority 2 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			
<input type="checkbox"/>	5. Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff	Not Applicable ▼	Agnes Quinones	9/17/2021 5:16:23 PM
	1. SMART goal provided is aligned to Priority 3 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			

-	6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide	Not Applicable ▼	Agnes Quinones	9/17/2021 5:16:23 PM
1. SMART goal provided is aligned to Priority 4 and tied to applicable district ESSA Milestone targets.				
2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).				
3. Strategies for Priority 4 address the identified needs through an equity-focused lens.				
-	7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	OK ▼	Agnes Quinones	10/20/2021 3:45:00 PM
1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
2. Strategies address needs through an equity-focused lens.				
-	8. Other Allowable Activities	Not Applicable ▼	Agnes Quinones	11/4/2021 3:01:19 PM
1. Activities described are allowable.				
2. Description fully explains activity.				
-	9. ARP ESSER Funds Budget	OK ▼	Agnes Quinones	11/4/2021 3:00:48 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.				
-	10. Assurances	OK ▼	Agnes Quinones	10/20/2021 3:45:00 PM
1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.				
-	11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable ▼	Agnes Quinones	9/17/2021 5:18:12 PM
1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
2. Strategies address needs through an equity-focused lens.				