

History Log

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	1/4/2022 12:40:29 PM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	1/4/2022 11:38:46 AM	John Frassinelli	Status changed to 'CSDE Management Approved'.	S
	12/9/2021 4:01:49 PM	Agnes Quinones	Status changed to 'CSDE Grant Contact Approved'.	S
	12/9/2021 1:26:27 PM	chris williston	Status changed to 'Application Edits Completed'.	S
	11/17/2021 4:00:17 PM	Agnes Quinones	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	11/15/2021 3:08:34 PM	chris williston	Status changed to 'Application Edits Completed'.	S
	10/29/2021 7:30:18 AM	Agnes Quinones	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/16/2021 2:34:22 PM	Van Riley	Status changed to 'LEA Superintendent Approved'.	S
	8/16/2021 2:19:17 PM	chris williston	Status changed to 'Application Completed'.	S
	8/9/2021 1:58:46 PM	chris williston	Status changed to 'Application Started'.	S
	5/18/2021 9:17:32 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	(3) ARP ESSER Supplement	Total
LEA	\$2,586,747.00	\$0.00	\$0.00	\$2,586,747.00
Total	\$2,586,747.00	\$0.00	\$0.00	\$2,586,747.00

Contacts

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Contacts

Required Contacts

Type	Contact(s)
ARP ESSER Funds Contact [Select at least 1 contact(s)]	<u>Gary Shettle</u> <u>chris williston</u>

MOE Equity Certification

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - MOE Equity Certification

Optional Documents		
Type	Document Template	Document/Link
MOE Equity Certification [Upload up to 1 document(s)]	 MOE Equity Certification - Template	

Program Information

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Program Information

Our Connecticut school communities-with students at the center-continue to be bold and innovative as they respond to the COVID-19 pandemic. The United States Department of Education (USED) has recognized the importance of supporting these efforts, particularly with the infusion of resources to support education in Connecticut. The American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has granted the State of Connecticut an additional \$1,105,919,874, providing the opportunity to develop bold, high-impact plans to address the substantial disruptions to student learning, interpersonal interactions, and social-emotional well-being. ESSER I created the opportunity to **survive**, ESSER II created the opportunity to **thrive**, and ARP ESSER is Connecticut's opportunity to **transform** our schools.

In this application, we urge LEAs to reflect on the needs assessment conducted for the ESSER II application and to consider how ARP ESSER funds might help expand the depth and breadth of existing initiatives to reach our goal of reimagining schools to transform students' lives.

Timelines:

June 23, 2021	LEA "Safe Return to In-Person Instruction and Continuity of Services Plan" must be made publicly available online.
August 16, 2021	LEA ARP ESSER Plan (application) is due.
September 30, 2024	ARP ESSER Funds must be obligated.

Stakeholder Engagement

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

LEAs must engage in meaningful consultation with stakeholders when creating their LEA ARP ESSER Plan. Stakeholders with whom the LEA should consult include, but are not limited to the following.

Check all that apply:

- students
- families/legal guardians
- school and district administrators (including special education administrators)
- teachers, principals, school leaders, other educators, school staff, and their unions
- Tribes (if applicable) - To the extent present in or served by the LEA
- civil rights organizations (including disability rights organizations) - To the extent present in or served by the LEA
- stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students - To the extent present in or served by the LEA
- Boards of Education
- Other (Please list)

* Provide a description of how the LEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the LEA took such input into account.

Stonington Public Schools provided a range of opportunities for the public to comment on the ARP ESSER grant plan. In addition to a specific email address for the public to leave their comments which remained open from May 28-June 24, 2021, the plan was posted on the district's website. The June 10, 2021 BOE meeting included a

presentation of the plan and allowed for public comment on the plan. A re-opening task force composed of parent representatives from each grade band, administrative and BOE representatives, dedicated the June 16, 2021 agenda to allow discussion specific to the plan and included a time for public comment.

<https://www.stoningtonschools.org/news>

<https://www.stoningtonschools.org/district/health-updates-instruction-plans>

Documents		
Type	Document Template	Document/Link
ARP Letters of Support	N/A	 SPS - ARP ESSER Grant Public Comment Letters

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

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

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

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

Health and safety strategies:

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

Continuity of services (including but not limited to):

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

* Public comment was taken into account

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

<https://www.stoningtonschools.org/news> <https://www.stoningtonschools.org/district/health-updates-instruction-plans>

ARP ESSER Uses of Funds

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Instructions:

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act and for the specific areas described below. Helpful information may be found in [ESSER Uses of Funds FAQ](#)

LEAs will indicate Uses of Funds in the ARP ESSER Budget by selecting a budget tag for each budget detail from the Uses of Funds tag group drop down. The drop down list will have a shortened version of each use. Please refer to the descriptions below for the tag for each use of funds.

Uses of ARP ESSER Funds

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by: (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; (B) Implementing evidence-based activities to meet the comprehensive needs of students; (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; (D) Tracking student attendance and improving student engagement in distance education; (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.

Budget Detail Tag

Addressing learning loss

<p>Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>	<p>Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>
<p>Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.</p>	<p>Providing principals/leaders with resources</p>
<p>Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.</p>	<p>Addressing unique needs of special populations</p>
<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</p>	<p>Improving preparedness and response</p>
<p>Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.</p>	<p>Training to minimize disease spread</p>
<p>Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency, and to purchase PPE.</p>	<p>Supplies to sanitize and clean and PPE</p>
<p>Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.</p>	<p>Long-term closure activities</p>
<p>Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.</p>	<p>Education technology</p>

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

Priority Goals

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

[ARP Letter to Superintendents 05-09-21](#)

[Benchmark Assessment Guidance to LEAs](#)

[ARP ESSER Guidance](#)

PRIORITY 1: Learning Acceleration, Academic Renewal, and Student Enrichment (Required)

Advancing equity and access in education for students in Connecticut remain top priorities. Resources must focus on academic supports and recovery to accelerate learning for our students, particularly those disproportionately affected by the pandemic.

* **My district is using ARP ESSER funds for Priority 1 purposes.**

Minimum 20% required set aside for Priority 1 (select Priority 1 budget tag in Budget Details): \$517,349.00

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,

Stonington Public Schools' challenge is to accelerate the academic growth and performance for all students in the post-COVID-19 pandemic setting. Current academic data demonstrates students have significant academic needs, primarily in mathematics. The baseline data on active student engagement, compiled by EASTCONN, reveals the

district's previous average of 33% active engagement needs to move to a minimum of 50% in all grades and classes. This goal acknowledges there is a time and place for direct instruction and delivery of directions. As outlined below the District has developed a three-year academic recovery plan to address student performance and growth setbacks due to the pandemic. Due to the pandemic and lack of standardized testing for benchmarking, targets are pushed back to for spring of 2024 as baseline data will be reset in the spring of 2022. STAR benchmark data in ELA and mathematics in the fall, winter and spring of 2021-2024 will be reviewed for the pathway to proficiency. The plan will be reviewed twice annually with the Board of Education beginning in December 2021. Staffing, curriculum, instruction, and assessment and adjustments will be made based on benchmark data, student engagement data and additional content area assessments. The District will address academic supports, learning loss, learning acceleration and recovery in the following ways: - Improve reading performance in grades 3-8 as measured by the Smarter Balanced Assessment scores. 80% of students taking the Smarter Balanced Reading Assessment will reach goal or exceed goal in June 2023 as compared with 77% in June 2019. - Improve mathematics performance in grades 3-8 as measured by the Smarter Balanced Assessment scores. 80% of students taking the Smarter Balanced Mathematics Assessment will reach goal or exceed goal in June 2023 as compared with 71% in June 2019. - Improve ELA performance in grade 11 as measured by the Next Generation Accountability Results. SHS ELA Performance Index will meet or exceed the State average of 90% as compared to 86.9% in June 2019. - Improve mathematics performance in grade 11 as measured by the Next Generation Accountability Results. SHS Math Performance Index will meet or exceed the State average of 84% as compared to 81.8% in June 2019. - Improve science performance in grades 5,8 and 11 as measured by the Next Generation of Science Standards Assessment scores. 80% of students taking the Next Generation of Science Standards Assessment will reach goal or exceed goal in June 2023 as compared with 72% in June 2019. - Improve college and career readiness for all students as measured by an improvement in the graduation rate. The 4 year on-time graduation rate at Stonington High School will increase from 90.4% in 2019 to 93.0% in June 2022 and 95.0% in June 2023.

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)

* 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)

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* Reading Interventionist/Coach Provide targeted supplemental instruction for students in need of support in reading. Deliver coaching to teachers in planning reading instruction and in the implementation of ECRI protocols.</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input checked="" type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* The 2022-2023 school year</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Mary Anne Butler</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p> <p>* To decrease student need for supplemental reading instruction (no more than 15% in Tier II and no more than 5% in Tier III) and improve reading instruction in grades K-5 for SY 2022-23.</p>

<p>* Math Interventionist Provide targeted supplemental instruction for students in need of support in mathematics.</p>	<input checked="" type="checkbox"/>	<p>* The 2022-2023 school year</p>	<p>* Mary Anne Butler</p>	<p>* To decrease student need for supplemental math instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23.</p>
<p>* Grade 1 teacher Accelerate learning for younger learners with small class size in all sections.</p>	<input checked="" type="checkbox"/>	<p>* The 2022-2023 school year</p>	<p>* Mary Anne Butler</p>	<p>* Provide small general education classroom settings to decrease student need for supplemental instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23.</p>
<p>* Grade 4 teacher Provide content area specialist and departmentalization consistent with model at Deans Mill School in the upper elementary grades</p>	<input checked="" type="checkbox"/>	<p>* The 2022-2023 school year</p>	<p>* Mary Anne Butler</p>	<p>* Decrease student need for supplemental instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23. Ensure equitable experiences between the elementary schools.</p>

<p>* 0.5 STEM teacher Provide students in K-5 with high interest lessons and projects in science, technology, engineering and mathematics to show the authentic application and interdependence of those disciplines</p>	<input checked="" type="checkbox"/>	<p>* The 2022-2023 school year</p>	<p>* Mary Anne Butler</p>	<p>* To decrease student need for supplemental science/math instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23.</p>
<p>* 0.5 STEM teacher Provide targeted instruction for students in need of support in reading/math. Deliver coaching to teachers in planning reading instruction, in the implementation of ECRI protocols and in the implementation of the Eureka math program.</p>	<input checked="" type="checkbox"/>	<p>* The 2022-2023 school year</p>	<p>* Mary Anne Butler</p>	<p>* To decrease student need for supplemental reading/math instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23.</p>

<p>* Grade 6 ELA Provide departmentalized learning (ELA) in grade 6 consistent with all other levels/teams districtwide grade 3-8.</p>	<input checked="" type="checkbox"/>	<p>* The 2022-2023 school year</p>	<p>* Mary Anne Butler</p>	<p>* Decrease the number of students in need of supplemental reading instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23).</p>
<p>* Paraeducator (STEM room, new library learning loft) Provide executive functioning and instructional support for all students in a project-based learning environment.</p>	<input checked="" type="checkbox"/>	<p>* The 2022-2023 school year</p>	<p>* Allison VanEtten</p>	<p>* Decrease the number of students in need of supplemental instruction (no more than 15% in Tier II and no more than 5% in Tier III) and decrease the number of Ds/Fs in across disciplines for SY 2022-23.</p>
<p>* 1.0 Bear Academy Provide students with targeted content area instruction as determined by the School Instructional Team.</p>	<input checked="" type="checkbox"/>	<p>* The 2022-2023 school year</p>	<p>* Mary Anne Butler</p>	<p>* D/F's will decrease from 5.5% to 3 % by June 2023.</p>

<p>* 0.8 Bear Academy Provide student with targeted content area instruction as determined by the School Instructional Team.</p>	<input checked="" type="checkbox"/>	<p>* The 2022- 2023 school year</p>	<p>* Mary Anne Butler</p>	<p>* D/F's will decrease from 5.5% to 3% by June 2023.</p>
<p>* Paraeducator Bear Academy Provide intensive executive functioning and instructional support as determined by the School Instructional Team.</p>	<input checked="" type="checkbox"/>	<p>* The 2022- 2023 school year</p>	<p>* Allison VanEtten</p>	<p>* D/F's will decrease from 5.5% to 3% by June 2023.</p>
<p>* 0.4 Learning Hub Teacher Provide targeted short term (approximately 8 weeks or less) content area instruction for any student on an as needed basis.</p>	<input checked="" type="checkbox"/>	<p>* The 2022- 2023 school year</p>	<p>* Mary Anne Butler</p>	<p>* D/F's will decrease from 5.5% to 3% by June 2023.</p>

<p>* 0.4 Learning Hub Teacher Provide targeted short term (approximately 8 weeks or less) content area instruction for any student on an as needed basis.</p>	<p><input checked="" type="checkbox"/></p>	<p>* The 2022-2023 school year</p>	<p>* Mary Anne Butler</p>	<p>* D/F's will decrease from 5.5% to 3% by June 2023.</p>
<p>* Paraeducator Learning Hub Provide short term (approximately 8 weeks or less) executive functioning and instructional support on as needed basis for any student</p>	<p><input checked="" type="checkbox"/></p>	<p>* The 2022-2023 school year</p>	<p>* Allison VanEtten</p>	<p>* D/F's will decrease from 5.5% to 3% by June 2023.</p>

Priority 2: Family and Community Connections

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

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

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 2 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: *The percentage of parents participating in High Impact Family Academic Engagement events will increase from less than 10% to at least 75% of parent/guardian population by creating and promoting Family Academic Event Nights in all content areas by 2024.*

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

* (Use ESSA Milestone Target) By 2024,

Needs Assessment

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

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

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

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? <input type="checkbox"/>	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?
*		*	*	*

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,

Stonington Public Schools' challenge is to address the social-emotional needs for all students in the post-COVID-19 pandemic setting. Active engagement is an indirect measure of social-emotional readiness to access the curriculum and a focal point of our strategy. Improving the active engagement of our students will in turn improve academic results and all plans are to be implemented in the 2022-2024 school years. Below are the achievement goals as a result of providing the necessary resources and staffing on a differentiated basis based upon the unique needs of the social-emotional needs of students within each school: - Improve reading performance in grades 3-8 as measured by the Smarter Balanced Assessment scores. 80% of students taking the Smarter Balanced Reading Assessment will reach goal or exceed goal in June 2024 as compared with 77% in June 2019. - Improve mathematics performance in grades 3-8 as measured by the Smarter Balanced Assessment scores. 80% of students taking the Smarter Balanced Reading Assessment will reach goal or exceed goal in June 2024 as compared with 71% in June 2019. - Improve ELA performance in grade 11 as measured by the Next Generation Accountability Results. SHS ELA performance Index will meet or exceed the State average of 90% as compared to 86.9% in June 2019. - Improve mathematics performance in grade 11 as measured by the Next Generation Accountability Results. SHS Math Performance Index will meet or exceed the State average of 84% as compared to 81.8% in June 2019. - Improve science performance in grades 5,8 and 11 as measured by the Next Generation of Science Standards Assessment scores. 80% of students taking the Next Generation of Science Standards Assessment will reach goal or exceed goal in June 2024 as compared with 72% in June 2019. - Improve college

and career readiness for all students as measured by an improvement in the graduation rate. The 4 year on-time graduation rate at Stonington High School will increase from 90.4% in 2019 to 93.0% in June 2022 and 95.0% in June 2023 and 96.0% in June 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)

* 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)

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>* 1.0 Family Liaison Specialist Provide a single point of contact for engaging, collaborating and advocating for families/students in greatest need of support</p>	<input checked="" type="checkbox"/>	<p>* The 2022-2023 school year</p>	<p>* Allison VanEtten</p>	<p>* Families (approximately 10) with the greatest need for intensive support will be communicating daily with the liaison, and have social-emotional and academic support in place for their children. All students will have improved behavioral and academic outcomes as a result for SY 2022-23.</p>
<p>* SEL Coordinator Supports and monitors the implementation of responsive classroom strategies in grades 6-8 to ensure consistent expectations and practices are in place schoolwide.</p>	<input checked="" type="checkbox"/>	<p>* The 2022-2023 school year</p>	<p>* Allison VanEtten</p>	<p>* Provide instruction and support to all teachers and paraeducators in the implementation of Responsive Classroom strategies. Decrease students' need for mental health support from the current 35% to (no more than 15% receiving Tier II support and no more than 5% receiving Tier III support) for SY 2022-23.</p>
<p>* Grade 6 Orientation Support for all incoming 6th graders to transition to the middle school routines and programs seamlessly.</p>	<input checked="" type="checkbox"/>	<p>* The 2022-2023 school year</p>	<p>* Tim Smith</p>	<p>* All incoming 6th grade students will know how to navigate the building, meet their teachers, and learn behavioral and academic expectations before the school year commences for SY 2022-23.</p>

Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide

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

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

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 4 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: *By providing targeted professional development on virtual learning platforms, the district will increase its District Performance Index in ELA from 67.5 in 2018-19 to 70.2 and in Math from 65.1 in 2018-19 to 68.7 by 2024.*

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

* (Use ESSA Milestone Target) By 2024,

Needs Assessment

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

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

* 1. What did your needs assessment reveal as it pertains to priority 4? (use relevant data limit to 250 words)

* 2. Based on the needs assessment findings, describe how your strategies for priority 4 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

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?
*	<input type="checkbox"/>	*	*	*

Priority 5: Building Safe and Healthy Schools

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

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

No SMART Goal required for this priority area

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

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

Needs Assessment

* 1. What did your needs assessment reveal as it pertains to priority 5? (use relevant data limit to 250 words)

* 2. Based on the needs assessment findings, describe how your strategies for priority 5 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately

impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* Add air conditioning to Stonington Middle School to provide a safe air quality environment. Adding the AC will allow us to control the amount of outside air we let in to a comfortable level.</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input checked="" type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* Summer of 2022</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Peter Anderson and Gary Shettle</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* Increase of comfort in the building and decrease in humidity, mold levels, and overall improvement in air quality within the building. This will also decrease the energy consumption of the building resulting in a reduced carbon footprint.</p>

Other Allowable Uses

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

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

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

Description

ARP ESSER Funds Budget

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$933,753.00
200 - Personal Services > Employee Benefits	\$246,000.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$1,406,994.00
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	\$2,586,747.00
Allocation	\$2,586,747.00
Remaining	\$0.00

Budget Detail

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$933,753.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>Reading Interventionist/Coach Provide targeted supplemental instruction for students in need of support in reading. Deliver coaching to teachers in planning reading instruction and in the implementation of ECRI protocols. To decrease student need for supplemental reading instruction (no more than 15% in Tier II and no more than 5% in Tier III) and improve reading instruction in grades K-5 for SY 2022-23. \$87,120</p> <p>Math Interventionist Provide targeted supplemental instruction for students in need of support in mathematics. To decrease student need for supplemental math instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23. \$48,815</p> <p>Grade 1 teacher Accelerate learning for younger learners with small class size in all sections. Provide small general education classroom settings to decrease student need for supplemental instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	West Vine Street School (137-0611)	
Quantity:	1.00	
Cost:	\$382,352.00	
Line Item Total:	\$382,352.00	

\$48,815

Grade 4 teacher

Provide content area specialist and departmentalization consistent with model at Deans Mill School in the upper elementary grades

Decrease student need for supplemental instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23. Ensure equitable experiences between the elementary schools.
\$87,120

1.0 Family Liaison Specialist

Provide a single point of contact for engaging, collaborating and advocating for families/students in greatest need of support Families (approximately 10) with the greatest need for intensive support will be communicating daily with the liaison, and have social-emotional and academic support in place for their children. All students will have improved behavioral and academic outcomes as a result for SY 2022-23.
\$64,958

0.5 STEM teacher

Provide students in K-5 with high interest lessons and projects in science, technology, engineering and mathematics to show the authentic application and interdependence of those disciplines.
To decrease student need for supplemental science/math instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23.

		\$45,524
		TOTAL \$382,352
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:	Stonington High School (137-6111)	
Quantity:	1.00	
Cost:	\$262,112.00	
Line Item Total:	\$262,112.00	
	<p>1.0 Bear Academy Provide students with targeted content area instruction as determined by the School Instructional Team. D/F's will decrease from 5.5% to 3 % by June 2023. \$87,120 1.0 teacher fte at \$87,120</p> <p>0.8 Bear Academy Provide students with targeted content area instruction as determined by the School Instructional Team. D/F's will decrease from 5.5% to 3% by June 2023. \$69,696 .80 teacher fte at \$69,696</p> <p>Paraeducator Bear Academy Provide intensive executive functioning and instructional support as determined by the School Instructional Team. D/F's will decrease from 5.5% to 3% by June 2023. \$19,604 This is a 0.90 FTE for a paraprofessional at \$19,604</p> <p>0.4 Learning Hub Teacher Provide targeted short term (approximately 8 weeks or less) content area instruction for any student on an as needed basis. D/F's will decrease from 5.5% to 3% by June 2023. \$30,979 .40 fte teacher at \$30,979</p>	

0.4 Learning Hub Teacher
 Provide targeted short term (approximately 8 weeks or less) content area instruction for any student on an as needed basis. D/F's will decrease from 5.5% to 3% by June 2023.
 \$34,848
 .40 teacher FTE at \$34,848

Paraeducator Learning Hub
 Provide short term (approximately 8 weeks or less) executive functioning and instructional support on as needed basis for any student
 D/F's will decrease from 5.5% to 3% by June 2023.
 \$19,865
 This is a 0.80 FTE for a paraprofessional

Total \$262,112

Grade 6 ELA
 Provide departmentalized learning (ELA) in grade 6 consistent with all other levels/teams districtwide grade 3-8.
 Decrease the number of students in need of supplemental reading instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23).
 \$73,038

SEL Coordinator
 Supports and monitors the implementation of responsive classroom strategies in grades 6-8 to ensure consistent expectations and practices are in place schoolwide.
 Provide instruction and support to all teachers and

Object: 100 - Personal Services > Salaries

Purpose: 01 - Public School Activities

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

Uses of Funds: Addressing learning loss

LEA / School: Stonington Middle School (137-5211)

Quantity: 1.00

Cost:

	<p>paraeducators in the implementation of Responsive Classroom strategies</p> <p>Decrease students' need for mental health support from the current 35% to (no more than 15% receiving Tier II support and no more than 5% receiving Tier III support) for SY 2022-23. \$81,169</p> <p>Grade 6 Orientation</p> <p>Support for all incoming 6th graders to transition to the middle school routines and programs seamlessly.</p> <p>All incoming 6th grade students will know how to navigate the building, meet their teachers, and learn behavioral and academic expectations before the school year commences for SY 2022-23. \$6,150</p> <p>Paraeducator (STEM room, new library learning loft)</p> <p>Provide executive functioning and instructional support for all students in a project-based learning environment.</p> <p>Decrease the number of students in need of supplemental instruction (no more than 15% in Tier II and no more than 5% in Tier III) and decrease the number of Ds/Fs in across disciplines for SY 2022-23. \$18,450</p> <p>Total \$178,807</p>
<p>Line Item Total:</p> <p>\$178,807.00</p> <p>\$178,807.00</p>	
<p>Object: 100 - Personal Services > Salaries</p> <p>Purpose: 01 - Public School Activities</p> <p>ARP ESSER 1: Learning Acceleration, Academic ...</p>	<p>0.5 STEM teacher</p> <p>Provide students in K-5 with high interest lessons and projects in science, technology, engineering and mathematics to show the authentic application and interdependence of those disciplines.</p>

Priority:		To decrease student need for supplemental science/math instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23.
Uses of Funds:	Addressing learning loss	\$45,524
LEA / School:	Deans Mill School (137-0511)	
Quantity:	1.00	1.0 Interventionist/Coach
Cost:	\$110,482.00	Provide targeted supplemental instruction for students in need of support in reading/math. Deliver coaching to teachers in planning reading instruction, in the implementation of ECRI protocols and in the implementation of the Eureka math program.
Line Item Total:	\$110,482.00	To decrease student need for supplemental reading/math instruction (no more than 15% in Tier II and no more than 5% in Tier III) for SY 2022-23.
		\$64,958
		Total \$110,482
Total for 100 - Personal Services > Salaries:		\$933,753.00
Total for all other Objects:		\$1,652,994.00
Total for all Objects:		\$2,586,747.00
Allocation:		\$2,586,747.00
Remaining:		\$0.00

Budget Detail

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$246,000.00 ▼

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Benefits for staff
Purpose:	01 - Public School Activities	\$246,000
ARP ESSER Priority:	Other	The average cost per employee is \$22,778. This includes health insurance, social security and medicare. (11/3/2021)
Uses of Funds:	Other ARP ESSER eligible activities	
LEA / School:	Stonington School District (137-000)	
Quantity:	1.00	
Cost:	\$246,000.00	
Line Item Total:	\$246,000.00	
Total for 200 - Personal Services > Employee Benefits:		\$246,000.00
Total for all other Objects:		\$2,340,747.00
Total for all Objects:		\$2,586,747.00
Allocation:		\$2,586,747.00

Remaining:

\$0.00

Budget Detail

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

400 - Purchased Property Services - \$1,406,994.00 ▼

Budget Detail		Narrative Description
Object:	400 - Purchased Property Services	<p>To improve air quality and health of students and staff. Install HVAC-air conditioning for improvement to building air ventilation.</p> <p>This is a partial cost. The Board of Education will be asking the Stonington Bd of Finance to include approximately 1.5 million dollars in their Capital Improvement Program to fund the remaining amount to install the air conditioning at Stonington Middle School.</p> <p>Total \$1,406,994</p> <p>BL Companies Architecture Engineering Environmental Land Surveying</p> <p>An Employee-Owned Company - 355 Research Parkway, Meriden, CT 06450 203-630-1406</p> <p>Mr. Peter Anderson Director of Operations and Facilities Stonington Public Schools</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Improve air quality	
LEA / School:	Stonington Middle School (137-5211)	
Quantity:	1.00	
Cost:	\$1,406,994.00	
Line Item Total:	\$1,406,994.00	

40 Field Street
Pawcatuck, Connecticut 06379

Re: Project: Mystic Middle School HVAC Upgrades
Site: 204 Mistuxet Ave, Mystic, CT 06355
BL Project No.: 1800355.00

Mystic Middle School - HVAC Modernization Scope:

o Demolition:

? Remove all Existing Rooftop Units. Existing piping and connections to remain and be reused and connected to proposed dedicated outside air units.

? It is assumed the existing electrical service is appropriately sized to accommodate new HVAC systems.

o New Work:

? Install new roof mounted dedicated outside air units at serve each existing duct system respectively. Basis of design is the Trane with duct mounted hot water coil, dx cooling and all controls required to maintain a 65°F discharge temperature. VAV's shall be provided to control ventilation to each classroom based on room CO2.

? Existing exhaust ductwork shall be reconfigured and connected to the outside air units. Supply ductwork will be modified to provide the minimum required ventilation rate to each classroom a/c unit at room neutral temperature. All doors shall be under-cut and hallways shall be exhausted to prevent pressurization issues in the classrooms.

? Install new a/c units in class rooms, new condensing units will be installed on grade. Each room will be provided thermostats connected to the VRF Control system which will be monitored by the building's new building management system.

? Install new heating with VFDs and pressure sensors. VFDs shall be able to adjust the pump speed based on constant pressure.

? The existing heating piping will remain and will be modified to supply heating water to only the building finned tube radiation system.

? Replace Gymnasium with a new Rooftop Air Handling Unit with heating and dx cooling coils. Gymnasium ductwork is to be replaced with new spiral duct sized for cooling. Unit shall come with economizer controls.

355 Research Parkway ? Meriden, CT 06450 ? T (203) 630-1406 ? F (203) 630-2615 ? www.blcompanies.com

? Provide a new Rooftop Air Handling Unit for the locker room with heating and dx cooling coils. Gymnasium ductwork is to be replaced with new spiral duct sized for cooling. Unit shall come with economizer controls

? Provide a new Building Management system to control the HVAC system integrated with the VRF system controls, new rooftop equipment, and exhaust fans.

OPINION OF PROBABLE COSTS -

Consultant has furnished this opinion of probable cost, but does not guarantee the accuracy of such estimates. Opinions of probable cost, financial evaluations, feasibility studies, economic analyses of alternate solutions, and utilitarian considerations of operations and maintenance costs prepared by Consultant hereunder will be made on the basis of Consultant's experience and qualifications and will represent Consultant's judgment as an experienced and qualified design professional. However, users of the probable cost opinions must recognize that Consultant does not have control over the cost of labor, material, equipment, or services furnished by others or over market conditions or contractors' methods of determining prices or performing the work.

VRF System	Cost	O&P
Total		
Engineering, Construction Administration	\$168,000	
\$25,200	\$193,200	
Commissioning	\$80,000	
\$12,000	\$92,000	
Selective Demolition	\$120,000	
\$18,000	\$138,000	
Cleaning of Existing Ductwork	\$40,000	
\$6,000	\$46,000	
Modifications to Distribution Ductwork	\$125,000	
\$18,750	\$143,750	
VRF Equipment	\$900,000	
\$135,000	\$1,035,000	
New Dedicated Outside Air System w/Controls	\$300,000	
\$45,000	\$345,000	
New Roof Top Units	\$350,000	
\$52,500	\$402,500	
Integrated Building Management System	\$110,000	
\$16,500	\$126,500	

General Conditions w/Dumpsters
\$10,500 \$80,500

\$70,000
sub-

total \$2,602,450

15%

Contingency \$390,368

Total

\$2,992,818

Respectfully submitted,

Blair Richardson, PE, CEM, CGD, CLEP, LEED Senior
Mechanical Engineer, Project Manager

STONINGTON PUBLIC SCHOOLS 2021-11-09
BL Project #1800355.00

Total for 400 - Purchased Property Services: \$1,406,994.00

Total for all other Objects: \$1,179,753.00

Total for all Objects: \$2,586,747.00

Allocation: \$2,586,747.00

Remaining: \$0.00

ARP ESSER Funds Budget Overview

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$2,586,747.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		933,753.00	933,753.00
200 - Personal Services > Employee Benefits		246,000.00	246,000.00
400 - Purchased Property Services		1,406,994.00	1,406,994.00
Total		2,586,747.00	2,586,747.00
	Allocation		2,586,747.00
	Remaining		0.00

Related Documents

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	
ARP Letters of Support	N/A	 <u>SPS - ARP ESSER Grant Public Comment Letters</u>

Assurances

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

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

CSDE Application Review Status Checklist

Stonington School District (137-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - CSDE Application Review Status Checklist

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

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

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

<input type="checkbox"/>	1. Stakeholder Engagement:	OK ▼	Agnes Quinones	10/29/2021 7:26:12 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 ▼	Agnes Quinones	10/29/2021 7:26:12 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 ▼	Agnes Quinones	12/9/2021 3:28:08 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	10/29/2021 7:28:06 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 ▼	Agnes Quinones	12/9/2021 3:37:35 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	10/29/2021 7:28:06 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.				
-	7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	OK ▼	Agnes Quinones	12/9/2021 3:50:51 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	OK ▼	Agnes Quinones	12/9/2021 3:45:44 PM
1. Activities described are allowable.				
2. Description fully explains activity.				
-	9. ARP ESSER Funds Budget	OK ▼	Agnes Quinones	12/9/2021 4:01:42 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	10/29/2021 7:28:06 AM
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	10/29/2021 7:29:32 AM
1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
2. Strategies address needs through an equity-focused lens.				