

History Log

Thompson School District (141-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/4/2021 8:15:09 AM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	8/4/2021 8:06:37 AM	Melissa Hickey	Status changed to 'CSDE Management Approved'.	S
	8/3/2021 10:27:33 PM	James Dargati	Status changed to 'CSDE Grant Contact Approved'.	S
	7/13/2021 12:47:17 PM	Melinda Smith	Status changed to 'Application Edits Completed'.	S
	7/13/2021 12:26:38 PM	James Dargati	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	7/9/2021 11:13:30 AM	Melinda Smith	Status changed to 'LEA Superintendent Approved'.	S
	7/9/2021 11:12:01 AM	Melinda Smith	Status changed to 'Application Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	6/12/2021 4:56:47 PM	Melinda Smith	Status changed to 'Application Started'.	S
	5/18/2021 9:17:33 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Thompson School District (141-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	(3) ARP ESSER - HCY II	Total
LEA	\$1,094,936.00	\$0.00	\$0.00	\$1,094,936.00
Total	\$1,094,936.00	\$0.00	\$0.00	\$1,094,936.00

Contacts

Thompson School District (141-000) 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>Melinda Smith</u>

Program Information

Thompson School District (141-000) 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

Thompson School District (141-000) 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
- Community Members
- 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.

Thompson Public Schools engaged an initial group of stakeholders to develop a plan to use the American Rescue Plan (ARP) / ESSER 3 funds to meet the five priorities of the ARP application. This group of stakeholders had a

membership consisting of parents, students, administrators and members of district leadership committees that include:

- Portrait of a Graduate Committee (POG)
- Professional Development Committee (PDEC)
- Curriculum Advisory Council (CAC)

The group followed a similar protocol to establish the ESSER 2 funds by developing a list of actions that will be necessary to transform Thompson Public Schools. Stakeholders felt it was important to align all dollars spent with the goals of the Thompson Public Schools Portrait of a Graduate and the vision/ mission of the Board of Education. This group was very conscious of the fact that the funding was short term and it was important that there was sustainability considered when developing the initial draft. The activities and programs were discussed and debated during this session and then were placed in rank order. Superintendent Smith was then directed to create a budget to include the most important initiatives.

In order to seek community input on the Thompson Public Schools ARP plan, an ad was placed in the local Shoppers Guide inviting families and community members to participate in three public forums via ZOOM where they could provide feedback on the draft plan and make suggestions. In addition to the local paper, the district used the communication systems, (calls, email, text) to invite parents, students, faculty and staff to help design the final ARP application. Participants could access the ZOOM link from the district website and also the link was sent via text.

The forums were held on:

Monday June 14, 2021 at 7:00pm via ZOOM (Board of Education meeting)
Wednesday June 16, 2021 at 10:00 am
Wednesday June 16, 2021 at 6:00 pm

Feedback from all sessions was very positive and many agreed with the plan as proposed. Participation averaged around forty people at each session. A few people attended all three forums. One parent did make a suggestion that her child really required individual after school tutoring. She could not afford to hire a tutor and asked if there was any way we would consider developing a free after school program with transportation. She felt that being an Alliance district we should provide more direct intensive services.

Teacher feedback supported the need to continue to upgrade lap tops for students as many are older than six years. They also were vocal about the need for a grade six teacher to address the learning loss in mathematics.

Parents also were concerned about the aging ventilation system on our school campus and felt that a full complete audit was necessary. The quote for a full audit exceeded the amount we had budgeted in ESSER 2 so the balance of the assessment is added to this plan. A copy of the quote and scope of work will be added to the document library.

Once all three feedback sessions were completed the plan, was adjusted to add in the feedback made by the public. This ARP/ESSER application reflects this input.

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

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

Thompson School District (141-000) 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.**

<http://district.thompsonk12.org/>

ARP ESSER Uses of Funds

Thompson School District (141-000) 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

Thompson School District (141-000) 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): \$218,987.00

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,

Thompson students will improve proficiency in ELA (37% proficient) and Mathematics (22% proficient) as measured by 20/21 District Summative Scores of the Smarter Balance State Assessment to meet the 23/24 Target Goals in ELA (76% proficiency) and Mathematics (81% proficiency) by using ARP funds to develop programs and

hire additional staff to mitigate learning loss and accelerate learning. The district must develop programs to motivate and improve student's school attendance and specifically re-engage distance learners and students who withdrew to home schooling. At the end of the school year 113 students were full time remote learners (39/411 at the elementary, 27/301 at the middle school and 47/234 at the high school) and 52 had withdrew to home school programs. Strategies have been included for student enrichment to improve onsite school attendance. Distance learning is not an option for Thomson students in the new school year.

Needs Assessment

- My district is continuing to use the Needs Assessment from ESSER II.
- My district is updating the Needs Assessment documented in the ESSER II application.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
What is the strategy? How do you envision its implementation?	Is this an innovative strategy that can be shared? <input checked="" 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?

<p>* Program Development and Implementation Leaders will facilitate curriculum revision in ELA, Math and Science to identify power standards that must be secured at each grade level or content area to meet the stated SMART Goal and to align with the Portrait of a Graduate. The three highly qualified leaders will be released from classroom instruction for one year to assist teachers to refine their instruction and develop appropriate assessments to accelerate student learning district wide.</p>		<p>* Program & Development Leaders will begin their work in July of 2021 to organize the professional development plans in ELA, Math and Science. A copy of their job description is in the related document section. The goal is to return the teachers to their classrooms in the FY22/23 school year but continue to provide them with modified release time to continue ongoing support. The district is in the process of interviewing for the teachers one year replacements.</p>	<p>* Melinda A Smith, Superintendent has taken on the duties of Curriculum Director and will be meeting with P& D Leaders regularly. In addition, Dr. Elizabeth Osga, CT Center for School Change will be working with P&D Leaders to be sure the work is staying true to the goals of the Portrait of a Graduate.</p>	<p>* District assessment data will be reviewed regularly with P& Leaders, PDEC, and at faculty meetings. The data will include NEWA scores, failure rates, and curriculum aligned assessments to monitor student progress. All completed curricula documents in ELA, Math and Science will be posted by May of 2022 on the district's website under a new section specifically designed for easy access for faculty, staff and parents.</p>
<p>District Wide</p>				

* Tutoring Program will be established based on the feedback from one of the parent forums held to review the ARP budget. The district will recruit current teachers and substitute to implement after school tutoring session to best support the individual learning needs of our students. A personal literacy plan and personal math plan will be developed with the classroom teacher and tutor as part of the RTI process. Both the classroom teacher and tutor must work together to design each students plan. Students will be

* The tutoring program will be held three days per week (Tuesday, Wednesday and Thursday) for one hour after school. The program will run for 30 weeks Tuesday October 5, 2021 through Thursday May 26, 2022. If all funds are not expended during the 21/22 school year the program will continue in the 22/23 year.

* TBD - TMHS Principal (open position) Kim Granato - TMS Principal Laurence Prentiss - MRFES Principal RTI Teams

* Personal Literacy and Math plans will be monitored during RTI review sessions. Instructional goals and student outcomes will be documented in the plan. NEWA and SBAC assessment results and report card grades will also provide evidence of success.

referred to the tutoring program as part of the RTI process.



* FY 21/22 School Year

* Kim Granato,
TMS Principal
Patti Chenail,
P&D Leader -
Mathematics
Christopher Jones
- Pupil Service
Director

* Curriculum Assessment Results
NEWA Scores Report Card
Grades / Failure Rates Personal
Math Plan Data

* Grade six teacher added to Thompson Middle School in anticipation of much needed intensive support in mathematics due to the low scores in math (15% proficient in math in grade five moving to grade six) as measured by SBAC 2021 assessment results. The additional teacher will reduce class size to allow for more direct instruction in small groups and allow the team to create flexible grouping to meet the learning needs of students. Class size will be reduced from 23 students to 16 students per class.

<p>* Literacy Lab Teacher will be added to Thompson Middle School to provide students with additional literacy instruction within the school day. Students who may not receive support from the two reading specialists will be the primary target group. The district is currently reviewing research based literacy programs to use as an instructional tool for this program. SBAC data results for FY 21 indicate that only 40% of the students in grades 5-7 have reached proficiency in ELA while grade 8 is at 28%.</p>	<input type="checkbox"/>	<p>* FY 21/22 School Year</p>	<p>* Kim Granato, TMS Principal Laura Stefanski, P&D Leader - ELA Linsey Exarhoulias - Title 1 Coordinator</p>	<p>* Personal Literacy Plans NEWA Scores Report Card / Failure Rates</p>
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* Continuation of Elementary Math Lab at Mary R Fisher Elementary School proposed in the ESSER 2 application. This program was implemented during the spring of 21 for six weeks. Student engagement and attendance was excellent. The program reinforced grade level math skills in a thematic based program. Students attended for an hour two times per week. Teachers at MRFES provided the instruction. The district will continue this program throughout the FY 21/22 school year. Students will be invited as



* FY 21/22 School Year

* Laurence Prentiss, MRFES Principal
Lori Chesanek, Math Lab Coordinator
RTI Team

* Personal Math Plans NEWA Assessments Report Card Grades SBAC

<p>part of the RTI process.</p>	<p>* Thompson Public Schools will implement a new transition program at Tourtellotte Memorial High School in FY 21/22 for students with disabilities ages 18-21. The BOE budget is supporting the addition of a transition teacher. The teacher has been hired and is in the process of developing the curriculum for this class. Over the next few years the enrollment of this program will grow as we have students that are already transition planning in their IEP's. The National</p>	<p><input type="checkbox"/></p>	<p>* The van will be ordered once the ARP budget is approved. There are some delays in delivery time and it is hopeful the van will be ready for the start of the second quarter in November 2021. The van will continue to be used for years to come as more transition students will be enrolled in the program. Classroom staff will begin the licensing process once the van is ordered.</p>		<p>* Christopher Jones- Pupil Service Director Transition Teacher & Staff District Security Team</p>		<p>* Progress monitoring in IEP Individualized Employment Plans Student Self Reflections (Written or Video Documentation) Employer Ratings Mileage Logs</p>
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Collaborative On
Workforce and
Disability for
Youth
(NCWD/Youth)
(2016) has
developed five
guideposts for a
sustainable
Transition
Program. One of
the guideposts
focuses on
Career
Preparation. One
recommendation
is that all
students have a
Individualized
Plan for
Employment that
include: *Career
Preparation &
Work-based
Learning
Experiences
*Career
Assessments
*Exposure to
Career
Opportunities
*Engagement of
Work-Based
Exploration
Activities *Job

Shadowing
*Participation in paid and unpaid on-the job training experiences
*Instruction in specific occupational skills * Service Learning *Job Sampling In order to offer
Thompson Transition
Students work based learning opportunities it will require that the program has adequate flexible transportation for students.
Thompson has a limited amount of businesses in town and it will require students to be transported to and from other towns in northeast CT. It is necessary for the program to have

a van devoted to the transition students to use for career related activities. The district would like to purchase a Ford Transit with a wheel chair lift and adequate safety features to transport special needs transition students to meet the recommendations of NCWD/Youth (2016). The district will maintain the van, provide gasoline and insurance. Note: The district does have a contract with a bus company however the cost will prove to be too expensive (\$365.00 per day or \$66,000.00 annually) and there is always difficulty getting a driver and bus at

<p>over and over at the time we will need them. Reliable transportation is critical to meet the long term employment goals of the students in the transition program.</p>			<p>* Middle School and Elementary Split Librarian to establish a culture of literacy at both TMS and MRFES. Both libraries were closed during the pandemic and book circulation stopped. The new librarian will improve the book collections with engaging titles to inspire students to read independently. The librarian will have specific circulation hours</p>
<p>* Book Circulation Data Title 1 Reading Data K-8 RTI Progress Monitoring Data TMS Report Card Grades Personal Literacy Plans</p>	<p>* Kim Granato, TMS Principal Laurence Prentiss, MRFES Principal Lindsey Exarhoulias - Title 1 Coordinator Classroom Teachers Librarian</p>	<p>* ARP funds will cover the librarian's salary for the FY 21/22 school year. The position will be added to the FY 22/23 Superintendent's recommended BOE budget.</p>	

<p>for each school and will conduct literature circles and research projects in collaboration with the classroom teachers. The librarian will be responsible to create a campaign to encourage students to read and circulate books. Reading research is clear that students reading ability improves when they have access to highly engaging reading materials and guided practice.</p>				
<p>* Permanent Subs (2) The district currently employs three full time permanent substitute teachers to cover classes when teachers are</p>	<p><input checked="" type="checkbox"/></p>	<p>* FY 21/22 School Year using ARP Funds</p>	<p>* Kim Granato, TMS Principal Laurence Prentiss, MRFES Principal TBD, TMHS Principal P&D Leaders</p>	<p>* Professional Development Calendar Revised Curriculum Documents & Assessments NEWA Assessment Results Personal Math & Literacy Plans</p>

participating in onsite professional development activities. In order for the P&D Leaders to work on vertical alignment and grade level/content curriculum and instruction they will need to free teachers up during the school day. By adding two additional subs for the FY 21/22 school year there will be ample coverage to hold job embedded professional development sessions. One of the substitutes is an intern from Sacred Heart University enrolled in a Master's Program in Teaching. The

district has completed an agreement with the college to pay the student's college tuition and the student will work as a substitute full time in the district at a considerable cost savings. The second sub will be hired at BA Step 2 and will teach two drama enrichment classes at both the high school and middle and then be available to cover classes for professional development. The district plans to work with the University in the future to secure more teaching interns as it benefits both the student and the district. This was a new resource brought to our

<p>brought to our attention most recently.</p>	<input type="checkbox"/>	<p>* Summer 2021</p>	<p>* William Birch, Facilities Director Michael Smith, TeachRock Instructor</p>	<p>* Classroom Set Up Student Enrollment Attendance Report Card Grades</p>
<p>* The district has been awarded participation in the TeachRock Curriculum. The BOE budget is supporting the hiring of a teacher to integrate music and social studies at both the middle and high school. The teacher is dual certified in music and secondary social studies, A three year TeachRock plan was submitted and approved by CSDE. The teachers involved in the program have already started the PD associated with the program. A new classroom must be set up to</p>				

house this class which will require some painting and new equipment to be ready for students in the fall of 21. The goal of this program is to integrate music throughout the curriculum to keep students motivated and engaged in the learning process.

* Purchase of 20 new guitars With the addition of the certified music teacher listed above the district is expanding course offerings in the music department. Students have completed their course selection for FY 21/22 and many students have enrolled in Guitar 1 and



* Summer 2021

* Class enrollment Report Card
 Grades School Attendance Data
 TEEG Referral Data

Guitar 2 classes. The need for more instruments is essential as many of our students can not afford to purchase or rent an instrument of their own. Adding more music classes is a goal to improve school attendance and motivate students to remain engaged in the learning process. The pandemic has a negative impact on the music programs at both the middle and high schools and it is a goal to build the programs back up.

* Health & Fire Safety Course Instructor and Text The district has added this new course for



* Michael Smith, TMHS Music Teacher
 Kate Anderson, TMHS Music Director
 TBD TMHS Principal
 Lisa Canney, High School Counselor
 TEEG, Attendance Program Coordinator
 (Partnership with social service agency in our community to ensure school attendance)

* Class enrollment Report Card
 Grades School Attendance Data

high school and grade 8 students due to the high interest in fire safety and health in the community. Many students volunteer at their local fire stations and have expressed an interest in taking course work to prepare them for possible career in fire technology. The district has re-arranged the schedule to allow for one of our health teachers to be the teacher of record for the course however he is not certified in fire safety. The district has secured a certified Fire Safety instructor to teach the components of Fire Fighter 1 to prepare students

* FY 21/22 this is a full year class. Students will receive health credit for the class - the primary instructor is a certified PE/health teacher.

* TBD- TMHS
Principal Kim Granato, TMS
Principal Melinda Smith,
Superintendent

for this certification. The district is using ARP funds to pay for the outside instructors time and the text books needed for this enrichment class.

Priority 2: Family and Community Connections

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



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

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

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



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

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 3 and is tied to applicable district ESSA Milestone metrics

EXAMPLE: By hiring additional School Social Workers and School Counselors, the district will decrease its Chronic Absenteeism from 7.5% in 2019-20 to 5.0% by 2024..

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

* (Use ESSA Milestone Target) By 2024,

Thompson students will improve onsite school attendance to meet the 23/24 chronic absenteeism target rate of 6.5% by continuing the social emotional programs detailed in ESSER 2 to reduce out of school suspension (Continuation of SBDI goals), increase school attendance rate and re-engage distance learners at Tourtellotte Memorial High School.

Needs Assessment

- My district is continuing to use the Needs Assessment from ESSER II.
- My district is updating the Needs Assessment documented in the ESSER II application.

Strategies

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

<p>* Continuation of the Restorative Program with a highly trained behavior technician from Bradley Hospital Windham County for the FY 22/23 school year. The program was piloted in the spring of 21 at Thompson Middle School as part of the SBDI program using ESSER 2 funds and will continue through the 21/22 school year. The district will continue this program through the 22/23 school year with the additional funding from ARP.</p>	<input checked="" type="checkbox"/>	<p>* This is a continuation of the program started in the spring of 2021 and will continue through the 22/23 school year.</p>	<p>* Dr. Mark Depot, Clinical Psychologist at Bradley Hospital Windham County which is an onsite program in Thompson Public Schools. Christopher Jones, Pupil Service Director Kim Granato, TMS Principal</p>	<p>* Teacher Referral Data Suspension Rates Attendance Data</p>
	<input type="checkbox"/>		<p>* TBD - TMHS Principal Christopher Jones, Pupil Service Director</p>	<p>* Suspension Rates Attendance Data Discipline Records</p>

* Continuation of TMHS Social Worker position that was funded under ESSER2. The position can be funded through the 22/23 school year using ARP funds. The social worker has been hired by the district and will focus her work on re-engaging and transition distance learners back to the high school this summer.

* This is continued funding of the social worker position. The candidate has been hired under ESSER 2 funding and will begin on Monday July 12, 2021. Funding from ARP will allow us to keep the position in place to support high school students with social and emotional support through the 22/23 school year.

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
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?

* The district set aside \$30,000.00 in ESSER 2 funds for a complete audit of the HVAC/ventilation system of our school campus. Thompson Public Schools are located together with a unique configuration where all three schools and the administration building are connected on one campus or one large building. The district finally received a quote for the audit from Tighe and Bond Building Services in the amount of \$92,000.00. The district must request the use of an additional \$62,000.00 from ARP funds to cover the cost of the full audit. Once the audit is complete the report will be



* Tighe and Bond proposed a start date of the audit to begin in August of 2021.

* William Birch, Facilities Director
Town of Thompson Building Committee, John Rice, Chairperson

* Completed report from Tighe and Bond Recommendations from the Building Committee to address any deficiencies in the system

the report will be turned over to the Town of Thompson's Building Committee for review and recommendations. Note: A copy of the quote has been added to the document library.

Other Allowable Uses

Thompson School District (141-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

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

My district is using ARP ESSER Funds for other allowable activities

ARP ESSER Funds Budget

Thompson School District (141-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$545,617.00
200 - Personal Services > Employee Benefits	\$219,397.50
300 - Purchased Professional and Technical Services	\$94,565.00
400 - Purchased Property Services	\$5,000.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$768.00
700 - Property	\$229,588.50
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$1,094,936.00
Allocation	\$1,094,936.00
Remaining	\$0.00

Budget Detail

Thompson School District (141-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$545,617.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>Program Development and Implementation Leaders will be released from the classroom FY 21/22 to revise / modify curricula in ELA, Math and Science K-12 aligned to Thompson's Portrait of a Graduate and to develop assessments and provide onsite job embedded professional development to support teachers to address learning loss. Three substitute teachers will be needed to replace the teacher leaders for one year.</p> <p>BA Step 5 @ \$46,330 X 3 Leaders (ELA, Math and Science) = \$138,990</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Thompson School District (141-000)	
Quantity:	1.00	
Cost:	\$138,990.00	
Line Item Total:	\$138,990.00	
Object:	100 - Personal Services > Salaries	<p>Librarian to be shared between Mary R Fisher Elementary School and Thompson Middle School to e-engage students and promote reading habits among students grades PK-8 for FY 21/22.</p> <p>MA Step 14 @ \$82,598 FY 21/22</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

LEA / School:	Thompson School District (141-000)	
Quantity:	1.00	
Cost:	\$82,598.00	
Line Item Total:	\$82,598.00	
Object:	100 - Personal Services > Salaries	<p>Second year extension of Social Worker for FY 22/23. This position was supported for the FY 21/22 school year by ESSER 2 funds. The position will provide additional social/ emotional support for students and their families at Tourtellotte Memorial High School.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Mental health services	
LEA / School:	Thompson School District (141-000)	
Quantity:	1.00	
Cost:	\$63,385.00	
Line Item Total:	\$63,385.00	
Object:	100 - Personal Services > Salaries	<p>District Wide After School Tutoring Program to support students individually or in very small groups (2 or 3) to address learning loss in Literacy, Math and Science for the FY 21/22 school year to address learning loss.</p> <p>5 Hours per week per tutor (4 one hour sessions & 1 planning</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of		

Funds:	Addressing learning loss	hour)@ \$40.00 per hour X 30 weeks X 9 Tutors (3 at each level elementary, middle and high) = \$54,000.00
LEA / School:	Thompson School District (141-000)	
Quantity:	1.00	
Cost:	\$54,000.00	
Line Item Total:	\$54,000.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	Add a grade six teacher to provide more direct instruction to address learning loss in ELA and science for FY 21/22. The additional teacher will reduce class size and allow the sixth grade teacher team to develop flexible grouping to meet the learning needs of the students at this grade level.
Uses of Funds:	Addressing learning loss	MA Step 5 = \$53,061.00
LEA / School:	Thompson School District (141-000)	
Quantity:	1.00	
Cost:	\$53,061.00	
Line Item Total:	\$53,061.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	Literacy Lab teacher at Thompson Middle School to provide middle school students with additional literacy instruction, especially in the area of writing, during the school day for the FY 21/22 school year to address learning loss and promote acceleration.

ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing learning loss
LEA / School:	Thompson School District (141-000)
Quantity:	1.00
Cost:	\$46,330.00
Line Item Total:	\$46,330.00

TMHS in the area of mathematics.
 BA Step 2 FY 21/22 \$46,330.00

Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	Other
Uses of Funds:	Administration
LEA / School:	Thompson School District (141-000)
Quantity:	1.00
Cost:	\$4,692.00
Line Item Total:	\$4,692.00

Clerical help to maintain ARP Budget and process orders
 \$39.10 per hour X 3 hours per week X 20 weeks per year X 2
 (FY 21/22 and FY 22/23) = \$4692.00

Total for 100 - Personal Services > Salaries:	\$545,617.00
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Total for all other Objects:	\$549,319.00
Total for all Objects:	\$1,094,936.00
Allocation:	\$1,094,936.00
Remaining:	\$0.00

Budget Detail

Thompson School District (141-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$219,397.50 ▼

Budget Detail		Narrative Description	
Object:	200 - Personal Services > Employee Benefits	Program Development and Implementation Leaders (ELA, Math, and Science) benefits. Medicare \$769.38 X 3 Health \$25,172.86 X 3 Dental \$446.16 X 3 Life Insurance 120.24 X 3 = Total Benefits = \$81,036.64	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Thompson School District (141-000)		
Quantity:	1.00		
Cost:	\$81,036.64		
Line Item Total:	\$81,036.64		
Object:	200 - Personal Services > Employee Benefits		Elementary & Middle School Librarian Benefits for FY 21/22. Medicare Health Dental Life Insurance Total Benefits = \$26,936.93
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		

Uses of Funds:	Addressing learning loss	
LEA / School:	Thompson School District (141-000)	
Quantity:	1.00	
Cost:	\$26,936.93	
Line Item Total:	\$26,936.93	
Object:	200 - Personal Services > Employee Benefits	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Mental health services	
LEA / School:	Thompson School District (141-000)	
Quantity:	1.00	
Cost:	\$26,658.34	
Line Item Total:	\$26,658.34	
Object:	200 - Personal Services > Employee Benefits	
Purpose:	01 - Public School Activities	
	Social Worker at TMHS FY 22/23 Benefits Medicare Health Dental Life Insurance Total Benefits = \$26,658.34	
	Grade Six Teacher Benefits Medicare Health	

ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing learning loss
LEA / School:	Thompson School District (141-000)
Quantity:	1.00
Cost:	\$26,508.64
Line Item Total:	\$26,508.64
Object:	200 - Personal Services > Employee Benefits
Purpose:	01 - Public School Activities
ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing learning loss
LEA / School:	Thompson School District (141-000)
Quantity:	1.00
Cost:	\$26,508.64
Line Item Total:	\$26,508.64

Dental
Life Insurance
Total benefits = \$26,508.64

Literacy Lab Teacher Benefits at Thompson Middle School FY 21/22.
Medicare
Health
Dental
Life Insurance
Total Benefits = \$26,508.64

Object:	200 - Personal Services > Employee Benefits	Permanent Substitute Teacher at TMHS Benefits FY 21/22
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Thompson School District (141-000)	
Quantity:	1.00	
Cost:	\$26,410.61	
Line Item Total:	\$26,410.61	
Object:	200 - Personal Services > Employee Benefits	Tutoring Program Payroll Costs
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Thompson School District (141-000)	
Quantity:	1.00	
Cost:		

Medicare
Health
Dental
Life Insurance
Total Benefits: \$26,410.61

		\$4,131.00	
Line Item Total:		\$4,131.00	
Object:	200 - Personal Services > Employee Benefits		Math Lab Teacher Payroll Costs
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Thompson School District (141-000)		
Quantity:		1.00	
Cost:		\$847.76	
Line Item Total:		\$847.76	
Object:	200 - Personal Services > Employee Benefits		Clerical Payroll Costs
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	Other		
Uses of Funds:	Administration		
LEA /	Thompson School District (141-000)		

School:

Quantity:

1.00

Cost:

\$358.94

Line Item
Total:

\$358.94

Total for 200 - Personal Services > Employee Benefits:

\$219,397.50

Total for all other Objects:

\$875,538.50

Total for all Objects:

\$1,094,936.00

Allocation:

\$1,094,936.00

Remaining:

\$0.00

Budget Detail

Thompson School District (141-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$94,565.00 ▼

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Restorative Technician contracted through Bradley Hospital to support the social emotional needs of students at Thompson Middle Schools. This position was funded using ESSER 2 funds for the FY 21/22 school year. The district would like to extend this program through the 22/23 school year. Intern attending Sacred Heart University and will work full time at Thompson Middle School for one full school year to provide onsite tutoring in mathematics and to cover classes when teachers are engaged in job embedded professional learning. The cost is to pay for his school tuition which will allow him to complete the necessary internship time for his teaching degree. Tuition Fee : \$22,625.00
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Addressing unique needs of special ...	
LEA / School:	Thompson School District (141-000)	
Quantity:	1.00	
Cost:	\$66,000.00	
Line Item Total:	\$66,000.00	
Object:	300 - Purchased Professional and Technical Services	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	

Uses of Funds:	Addressing learning loss	
LEA / School:	Thompson School District (141-000)	
Quantity:	1.00	
Cost:	\$22,265.00	
Line Item Total:	\$22,265.00	
Object:	300 - Purchased Professional and Technical Services	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Thompson School District (141-000)	
Quantity:	1.00	
Cost:	\$6,300.00	
Line Item Total:	\$6,300.00	
Total for 300 - Purchased Professional and Technical Services:		\$94,565.00
Total for all other Objects:		\$1,000,371.00

Fire Safety Instructor to provide technical support for students for 90 hours each year. This class has been added at TMHS to motivate and re-engage students.

FY 21/22 \$3150.00
 FY 22/23 \$3150.00
 Total Instructor Costs: 6300.00

Total for all Objects:	\$1,094,936.00
Allocation:	\$1,094,936.00
Remaining:	\$0.00

Budget Detail

Thompson School District (141-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

400 - Purchased Property Services - \$5,000.00 ▼

Budget Detail		Narrative Description
Object:	400 - Purchased Property Services	Painting and electrical work to prepare a classroom to implement the new TeachRock curriculum for middle and high school students.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Facility repairs/improvement to min...	
LEA / School:	Thompson School District (141-000)	
Quantity:	1.00	
Cost:	\$5,000.00	Total for 400 - Purchased Property Services: \$5,000.00
Line Item Total:	\$5,000.00	Total for all other Objects: \$1,089,936.00
		Total for all Objects: \$1,094,936.00
		Allocation: \$1,094,936.00
		Remaining: \$0.00

Budget Detail

Thompson School District (141-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - \$768.00 ▼

Budget Detail		Narrative Description	
Object:	600 - Supplies	Supplies for Math Lab at Mary R Fisher Elementary School. \$2.56 per pupil X 300 students = 768.00	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Thompson School District (141-000)		
Quantity:	1.00		
Cost:	\$768.00		
Line Item Total:	\$768.00		
		Total for 600 - Supplies:	\$768.00
		Total for all other Objects:	\$1,094,168.00
		Total for all Objects:	\$1,094,936.00
		Allocation:	\$1,094,936.00
		Remaining:	\$0.00

Budget Detail

Thompson School District (141-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

700 - Property - \$229,588.50 ▼

Budget Detail		Narrative Description
Object:	700 - Property	250 Chrome Books 3100 with Goggle Chrome Education Upgrade, 3 Year damage service and shipping to replace outdated devices in grades five and six. 250 Chromebooks @ 349.45 = \$87,362.00
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Education technology	
LEA / School:	Thompson School District (141-000)	
Quantity:	1.00	Ford Transit 1 All Wheel Drive T350 Van, 3.5 Ecco Boots with windows all around. Safety Equipment and Wheel Chair Lift to transport special education transition students (ages 18-21) to job sites, internships and community service projects. Van Price = \$43,612.00 Pupil Safety Equipment and Wheel Chair Lift = \$24,495.00
Cost:	\$87,362.50	
Line Item Total:	\$87,362.50	
Object:	700 - Property	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing unique needs of special ...	

LEA / School:	Thompson School District (141-000)	Registration fees etc. = \$2000.00
Quantity:	1.00	Total Cost for Van safety equipment and lift = \$70,107.00
Cost:	\$70,107.00	
Line Item Total:	\$70,107.00	
Object:	700 - Property	Balance of amount due for Tighe and Bond Building Services to conduct a full audit of the school campus ventilation system. Total cost of full audit: \$92,200.00 Funds budgeted in ESSER 2:\$30,000.00 Balance of full audit: 62,200.00
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Improve air quality	
LEA / School:	Thompson School District (141-000)	Turn table, CD player and amplifier / speaker system for TeachRock curriculum.
Quantity:	1.00	
Cost:	\$62,200.00	
Line Item Total:	\$62,200.00	
Object:	700 - Property	Turn table, CD player and amplifier / speaker system for TeachRock curriculum.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of		

Funds:	Addressing learning loss	
LEA / School:	Thompson School District (141-000)	
Quantity:	1.00	
Cost:	\$5,000.00	
Line Item Total:	\$5,000.00	
Object:	700 - Property	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Thompson School District (141-000)	
Quantity:	1.00	
Cost:	\$2,999.80	
Line Item Total:	\$2,999.80	
Object:	700 - Property	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
		Guitars for expanded music program to engage students. 20 guitars @ 149.99 = \$2999.80
		Jones and Barlett Fundamentals of Fire Fire Fighting and Hazardous Materials Response Text for the newly added Health and Fire safety course at Tourtellotte Memorial High School. 16 books @ \$119.95 X = \$1919.20

Priority:			
Uses of Funds:	Addressing unique needs of special ...		
LEA / School:	Thompson School District (141-000)		
Quantity:	1.00		
Cost:	\$1,919.20		
Line Item Total:	\$1,919.20		
		Total for 700 - Property:	\$229,588.50
		Total for all other Objects:	\$865,347.50
		Total for all Objects:	\$1,094,936.00
		Allocation:	\$1,094,936.00
		Remaining:	\$0.00

ARP ESSER Funds Budget Overview

Thompson School District (141-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$1,094,936.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		545,617.00	545,617.00
200 - Personal Services > Employee Benefits		219,397.50	219,397.50
300 - Purchased Professional and Technical Services		94,565.00	94,565.00
400 - Purchased Property Services		5,000.00	5,000.00
600 - Supplies		768.00	768.00
700 - Property		229,588.50	229,588.50
Total		1,094,936.00	1,094,936.00
	Allocation		1,094,936.00
	Remaining		0.00

Related Documents

Thompson School District (141-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	 <u>Program Development & Implementation Leaders Job Description</u>  <u>Tighe & Bond HVAC Study Proposal</u>  <u>Thompson ARP Assurance Document</u>
ARP Letters of Support	N/A	

Assurances

Thompson School District (141-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

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

ARP ESSER HCY II Intent to Participate

Thompson School District (141-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER HCY II Intent to Participate

Your HCYII allocation is:

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

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

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

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

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

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

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

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

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

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

District Number	District Name

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

Fiscal Agent District Number	Fiscal Agent District Name

CSDE Application Review Status Checklist

Thompson School District (141-000) 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 ▼	James Dargati	8/3/2021 1:30:41 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 ▼	James Dargati	8/3/2021 1:30:41 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 ▼	James Dargati	8/3/2021 10:17:25 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 ▼	James Dargati	8/3/2021 10:24:23 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	OK ▼	James Dargati	8/3/2021 10:24:23 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 ▼	James Dargati	8/3/2021 10:24:23 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 ▼	James Dargati	8/3/2021 10:25:45 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 ▼	James Dargati	8/3/2021 10:17:25 PM
1. Activities described are allowable.				
2. Description fully explains activity.				
-	9. ARP ESSER Funds Budget	OK ▼	James Dargati	8/3/2021 10:17:25 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 ▼	James Dargati	8/3/2021 1:30:41 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 ▼	James Dargati	8/3/2021 10:17:25 PM
1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
2. Strategies address needs through an equity-focused lens.				
-	12. HCY II	Not Applicable ▼	James Dargati	7/29/2021 11:53:05 AM
1. Description fully explains how ARP HCY fund will be used and aligned with ARP ESSER Goals.				
2. Uses of Funds" budget tags are selected appropriately				
3. Budget detail costs are allowable and include described budgeted costs.				