

History Log

Wilton School District (161-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 8:00:50 AM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	10/19/2021 4:24:00 PM	John Frassinelli	Status changed to 'CSDE Management Approved'.	S
	9/28/2021 9:30:18 AM	Lynn Nauss Cipriano	Status changed to 'CSDE Grant Contact Approved'.	S
	9/24/2021 1:44:31 PM	Lynn Nauss Cipriano	Status changed to 'Application Edits Completed'.	S
	9/24/2021 1:42:51 PM	Lynn Nauss Cipriano	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/16/2021 1:20:33 PM	MaryAnn Salvato	Status changed to 'LEA Superintendent Approved'.	S
	8/16/2021 1:09:51 PM	MaryAnn Salvato	Status changed to 'Application Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	5/24/2021 4:24:35 PM	MaryAnn Salvato	Status changed to 'Application Started'.	S
	5/18/2021 9:17:38 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Wilton School District (161-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	Total
LEA	\$834,230.00	\$0.00	\$834,230.00
Total	\$834,230.00	\$0.00	\$834,230.00

Contacts

Wilton School District (161-000) 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>MaryAnn Salvato</u> <u>Anne Kelly-Lenz</u>

MOE Equity Certification

Wilton School District (161-000) 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

Wilton School District (161-000) 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

Wilton School District (161-000) 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.

Planning for the use of the ARP funds began in the early spring of 2021. Working with the board of education, district administrators, and building administrators who were consulting with their building leadership teams, the district listed

a number of priorities directly tied to COVID-19 recovery.

In the late spring, the superintendent of schools met with the district's PTA presidents and advised them of the ARP grant and listed out a number of priorities and solicited feedback and recommendations. Similarly, through late April and most of May 2021, the superintendent worked with school district staff to review and refine priorities.

In May an initial plan was drafted. The plan was presented to the district administration on May 28th, 2021. On June 17, 2021 the superintendent presented a draft ARP plan to the Wilton Board of Education. On June 21, 2021 the draft plan was sent to the district's PTA presidents and the president of the Wilton Education Association. The plan was also posted to the district website on June 21, 2021. Public comment is invited through email via input@wiltonps.org.

A survey with the draft plan attached was sent to all staff and all families on June 23, 2021 inviting comments, recommendations and feedback. Feedback has been collected through all of July and early August.

The plan will be reviewed again at the August 19th Wilton Board of Education meeting.

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

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

Wilton School District (161-000) 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.wiltonps.org/about/reopening-2021-2022>

ARP ESSER Uses of Funds

Wilton School District (161-000) 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</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

Wilton School District (161-000) 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): \$166,846.00

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 1 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: By hiring additional staff to support summer learning, extended day, credit recovery and the targeted needs of special populations, the district will increase its District Performance Index in ELA from 67.5 in 2018-19 to 70.2 and in Math from 65.1 in 2018-19 to 68.7 by 2024.

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

* (Use ESSA Milestone Target) By 2024,

By contracting with the CT Center for School Change for professional learning on Acceleration, and by hiring additional staff to: - maintain small class sizes at the elementary level; - provide additional intervention services in reading and math K-11; - provide summer learning opportunities at all grade levels; - provide before and after

school intervention opportunities at all grade levels; the district will increase its Smarter Balanced Growth (ESSA Milestone Indicator 2) in ELA from 64.6% in 2018-19 to 80.7%, and in Math from 77.2% to 87.6%, 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 1? (use relevant data and limit to 250 words)
 By comparing the academic performance of our students on NWEA-MAP, SBA, and CT-SAT in 2018-19 and 2020-21, we determined that many more students failed to reach benchmark and make 2 years worth of academic growth than we would have expected under non-pandemic circumstances. See summary chart below (data reflects the percentage of students meeting benchmark): ELA MAP SBA CT-SAT Gr. 1-7 Gr. 3-8 Gr. 11 2018-19 76% 82% 92% 2020-21 71% 73% 92% MATH MAP SBA CT-SAT Gr. 1-7 Gr. 3-8 Gr. 11 2018-19 71% 75% 76% 2020-21 61% 64% 68%

* 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)

The needs assessment revealed that many students will require additional time and support in the core academic areas to access and achieve grade level standards. Our plan is to accelerate learning for these students by providing them with a variety of opportunities to access academic support, both during and beyond the school day/year. Hiring additional staff will allow us greater flexibility in targeting support to meet unique learning needs and to effectively scaffold the learning for struggling students.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome

<p>What is the strategy? How do you envision its implementation?</p>	<p>* Hire additional staff to maintain smaller class sizes at the elementary level (K-5). Enrollment will be closely monitored over the summer.</p>	<p>Is this an innovative strategy that can be shared?</p>	<p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p>	<p>* 2021-22 School Year</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>* Kevin Smith, Superintendent Maria Coleman, Director of Human Resources Jennifer Falcone, Principal Cider Mill School Kathryn Coon, Principal Miller-Driscoll School</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p>	<p>* Results of NWEA-MAP (gr. K-5) and SBA (gr. 3-5) assessments will be used to monitor student growth and progress toward the SMART goal.</p>
			<p><input type="checkbox"/></p>		<p>* 2021-22 School Year</p>				<p>* Results of NWEA-MAP (gr. K-8) and SBA (gr. 3-8) assessments will be used to monitor student growth and progress toward the SMART goal.</p>

* Hire additional teachers to provide supplementary academic intervention services in grades K-8. Four part time staff at each elementary school, and two part time staff at the middle school, will provide targeted small group instruction during the school day. Students will be identified through NWEA MAP test scores (administered 3x/year). Teachers will utilize diagnostic assessments to establish intervention goals and on-going progress monitoring tools to address the instructional needs of students.

* Hire additional teachers to provide summer learning

* June-July 2021

* Charles Smith, Assistant Superintendent
 Jennifer Falcone, Principal Cider Mill School
 Kathryn Coon, Principal Miller-Driscoll School
 James Higgins, Principal Middlebrook School
 Andrea Leonardi, Assistant Superintendent
 Director of Special Services

opportunities at all grade levels. Programs will operate for 4-6 weeks during the summer and will offer: - Extended academic intervention to students who receive services in reading and math during the school year in gr. K-12. - Horizon Education Full Length SAT Preparation Course to high school students in gr. 10-11. - Enrichment to high school students (gr. 9-11) that centers on high interest, high engagement, multidisciplinary projects targeting standards in mathematics, science, social studies and language arts.

* Charles Smith, Assistant Superintendent
 Robert O'Donnell, Principal
 Wilton High School
 James Higgins, Principal
 Middlebrook School
 Jennifer Falcone, Principal
 Cider Mill School
 Kathryn Coon, Principal
 Miller-Driscoll School
 Andrea Leonardi, Assistant Superintendent
 Director of Special Services

* Results of NWEA-MAP (gr. K-8), SBA (gr. 3-8), PSAT/CT-SAT (gr. 9-11) assessments will be used to monitor student growth and progress toward the SMART goal.

<p>* Hire additional teachers to provide before and after school academic intervention opportunities to students at all grade levels. The program will focus on supplementary instruction in reading and math and will target students who fall below the 60th percentile on the most recent NWEA MAP or PSAT. Sessions will run 2x/week from mid-October 2021 to mid-April 2022.</p>	<input type="checkbox"/>	<p>* 2021-22 School Year</p>	<p>* Robert O'Donnell, Principal Wilton High School James Higgins, Principal Middlebrook School Jennifer Falcone, Principal Cider Mill School Kathryn Coon, Principal Miller-Driscoll School Andrea Leonardi, Assistant Superintendent Director of Special Services</p>	<p>* Results of NWEA-MAP (gr. K-8), SBA (gr. 3-8), PSAT/CT-SAT (gr. 9-11) assessments will be used to monitor student growth and progress toward the SMART goal.</p>
	<input type="checkbox"/>	<p>* 2021-22 School Year</p>		<p>* Results of NWEA-MAP (gr. K-8), SBA (gr. 3-8), PSAT/CT-SAT (gr. 9-11) assessments will be used to monitor student growth and progress toward the SMART goal.</p>

* Contract with the CT Center for School Change to provide professional learning to teachers and administrators on Acceleration Framework. Sessions will be a combination of in-person and asynchronous learning opportunities focused on the following components: - Prioritized curriculum - Formative assessment - Task Design - Scaffolding - Social-Emotional Learning and Culturally Responsive Teaching.

* Charles Smith, Assistant Superintendent Robert O'Donnell, Principal Wilton High School James Higgins, Principal Middlebrook School Jennifer Falcone, Principal Cider Mill School Kathryn Coon, Principal Miller-Driscoll School

Priority 2: Family and Community Connections

The complex issues brought about by the pandemic have made it clear that the success of schools, families, and

communities are interdependent and all have a stake in students' well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.

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

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

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

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

SMART Goal

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

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

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

* (Use ESSA Milestone Target) By 2024,

By contracting with Family and Children's Agency, Wilton Public Schools will provide additional social workers to address the mental health and social emotional needs of students exacerbated by the COVID-19 public health crisis. These services include: - Attendance intervention for students having difficulty returning to school - In-school tiered interventions to support students in need - In-home tiered interventions to support students and families in need - Crisis intervention services for those students needing emergency services - Referral to outside programs and interventions By providing these additional services, there will be a decrease in school avoidance and school refusal allowing students to be more socially and emotionally available to access their learning. These additional services will also help to strengthen our tier 1 universal supports to ultimately decrease overall numbers of students experiencing distress. Providing additional mental health supports and in-home outreach for school avoidant, school refusing and students returning from remote learning will decrease rates of chronic absenteeism

and increase student engagement. The goal would be to reduce the 8.1% chronic absence percentage from 2020-2021 to 7.5% or lower. (Added 24sept2021/LN2 per 23sept2021 email from 161/ M.Salvato.)

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)

Based on our attendance data, universal screener and social work caseloads, we identified a growing population of students exhibiting anxiety, school avoidance and school refusal. We predict that as we return to full in-person learning in the fall, more students will fall into this category which requires intensive services and a prescriptive approach. We also know that there is a family component that may need attention and the partnership with FCA (Family & Children's Agency) will provide access to a continuum of services to families. We saw an increase in students needing emergency services, intensive interventions and referral to outside mental health supports to allow students to be able to access their academics and be emotionally available for learning. These increases in the number of students in distress combined with the number of students identified in our universal screening tool, challenged our current mental health staff to meet the increased demands in a proactive, timely, and effective manner. We anticipate increasing needs as we move out of the pandemic and believe these additional resources will help us better support the needs of our most fragile and intensive students.

* 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)

These positions will provide in-school and in-home services with a focus on: - Attendance intervention for students who are struggling with returning to school, which can include home visits and parent coaching - In-school and in-home tiered interventions for students This level of support for our most fragile and impacted students would allow for our current staff to intervene and focus on the social emotional needs at the tier 1 and 2 level for the larger student population. These services would additionally help connect families with area resources should it be warranted

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* 2021- 22 School Year</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Andrea Leonardi Assistant Superintendent, Director of Special Education Kimberly Zemo, District Safe School Climate Coordinator</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* Conduct regular staff evaluations of targeted workshops/professional development opportunities for effectiveness. Assess and monitor implementing SEL skill building, and restorative practices. Fewer students will be referred for additional support if our tier 1 interventions are effective. Offer continued scaffolded support in these areas for implementation. Develop an ongoing consultation model for mental health staff throughout the year to address increasing needs that staff may have to address. Staff will increase skills to support the intensified needs of students.</p>

* Tier 1 Intervention: (universal support) FCA's Social Workers will collaborate with the social work staff within the school to offer target workshops/professional development opportunities to highlight social-emotional skill building and restorative practices. These formal trainings and on-going consultations will create a system change within the school climate, ensuring that a social-emotional focus becomes an underpinning in all activities at Wilton's elementary and middle schools.

<p>* Tier 2 Interventions: Group-based In-School Services (universal support) - Offer social and emotional skill develop through the use of "lunch bunch" model - Offer skill support through parent support groups</p>	<input type="checkbox"/>	<p>* 2021- 22 School Year</p>	<p>* Andrea Leonardi Assistant Superintendent, Director of Special Education Kimberly Zemo, District Safe School Climate Coordinator</p>	<p>* Parents will be provided opportunities to support their children around school attendance, anxiety, and access to learning. Students will develop social and emotional skills to manage emotions and build resilience skills.</p>
<p>* Individualized In-School Services Staff a location for students to access if they are having difficulty managing emotions during the day or in need of additional support</p>	<input type="checkbox"/>	<p>* 2021- 22 School Year</p>	<p>* Andrea Leonardi Assistant Superintendent, Director of Special Education Kimberly Zemo, District Safe School Climate Coordinator</p>	<p>* The frequency of students accessing the service will decrease over time as the students develop skills to manage emotions and build resilience. Students' social and emotional functioning will stabilize allowing students to re-engage and be ready to learn.</p>
<p>* Tier 3 Interventions: (most intensive support/highest need) Individualized In-School Services - For identified students weekly therapeutic interventions and counseling services (time limited) - Crisis management services for those in crisis - Consultation with</p>	<input type="checkbox"/>	<p>* 2021- 22 School Year</p>	<p>* Andrea Leonardi Assistant Superintendent, Director of Special Education Kimberly Zemo, District Safe School Climate Coordinator</p>	

teachers and support for those in need of intensive emotional and behavioral services (ie. development of behavior plans) - Classroom observation - Offer respite support should a child need support during the school day Group based In-school Services - Offer social and emotional skill development through the use of "lunch bunch" model - Offer skill support through biweekly parent support groups In-Home Services - Weekly/daily (time limited intervention) - Outreach and support/education for parents - Targeted intensive Intervention for chronic school avoidant and school refusing students - Family sessions for highest need students

* Over time the students needing this level of support will move into tier 2 or 1. Students will increase school attendance and decrease school avoidance. Students will increase their coping skills to manage independently throughout the school day allowing consistent access to their education. Parents will be provided opportunities to participate in intervention plans and develop their own skills for supporting their children. Families will be connected with the appropriate outside resources when necessary.

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

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

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

Priority 5: Building Safe and Healthy Schools

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

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

Other Allowable Uses

Wilton School District (161-000) 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

Wilton School District (161-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$709,050.34
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$125,179.66
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$834,230.00
Allocation	\$834,230.00
Remaining	\$0.00

Budget Detail

Wilton School District (161-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$709,050.34 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>10 part time teachers (.36 FTE each) to provide students in grades K-8 support in the core academic areas (Math, Science, Social Studies, Language Arts) to access and achieve grade level standards.</p> <p>.36 FTE = \$36,000 x 10 = \$360,0000</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Wilton School District (161-000)	
Quantity:	1.00	<p>3 Additional teachers to maintain small class sizes in grades K-5.</p> <p>Each teacher is estimated to be \$90,000</p>
Cost:	\$360,000.00	
Line Item Total:	\$360,000.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

LEA / School:	Wilton School District (161-000)	
Quantity:	1.00	
Cost:	\$270,000.00	
Line Item Total:	\$270,000.00	
Object:	100 - Personal Services > Salaries	<p>Extended Academic Intervention Services for students in grades K-11</p> <p>Target group: students currently receiving intervention services in reading and mathematics</p> <p>Two sessions: June 21-July 1 and July 12 -July 22</p> <p>Total of 9-10 staff members 24 - 45 minute sessions between June 21 - July 22</p> <p>Paid ESY (Extended School Year) Rate \$82.50</p> <p>Session I estimated \$16,690.34 (includes 760.00 for nursing)</p> <p>Session II estimated \$15,180.00</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Summer learning	
LEA / School:	Wilton School District (161-000)	
Quantity:	1.00	
Cost:	\$31,870.34	
Line Item Total:	\$31,870.34	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	<p>Supplemental intervention services before and after school</p> <p>Teachers will be paid \$82.50 an hour for approximately 344 hours throughout the year</p>
Uses of		

Funds:	Addressing learning loss			
LEA / School:	Wilton School District (161-000)			
Quantity:		1.00		
Cost:		\$28,380.00		
Line Item Total:		\$28,380.00		
Object:	100 - Personal Services > Salaries		<p>Wilton High School Summer Enrichment program. High interest, high engagement, multidisciplinary project targeting standards in mathematics, science, social studies and language arts. SAT Summer prep.</p> <p>Program will run from 6/21/21 - 8/5/21</p> <p>SAT Prep Teacher - \$9,000 Wilton High School Summer Enrichment Teacher - \$5500 Wilton High School Summer Enrichment Teacher - \$4300</p>	
Purpose:	01 - Public School Activities			
ARP ESSER Priority:	1: Learning Acceleration, Academic ...			
Uses of Funds:	Summer learning			
LEA / School:	Wilton School District (161-000)			
Quantity:		1.00		
Cost:		\$18,800.00		
Line Item Total:		\$18,800.00		
Total for 100 - Personal Services > Salaries:				\$709,050.34
Total for all other Objects:				\$125,179.66
Total for all Objects:			\$834,230.00	

Allocation: \$834,230.00

Remaining: \$0.00

Budget Detail

Wilton School District (161-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$125,179.66 ▼

Budget Detail		Narrative Description	
Object:	300 - Purchased Professional and Technical Services	Contract with Family and Children's Agency to provide additional social worker support.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	3: Social, Emotional, and Mental He...		
Uses of Funds:	Mental health services		
LEA / School:	Wilton School District (161-000)		
Quantity:	1.00		
Cost:	\$72,154.66		
Line Item Total:	\$72,154.66		
Object:	300 - Purchased Professional and Technical Services		CT Center for School Change Professional Learning Launched for Accelerating Learning Framework Program would provide support over the next year at approximately \$42,000
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		

Uses of Funds:	Addressing learning loss	
LEA / School:	Wilton School District (161-000)	
Quantity:	1.00	
Cost:	\$42,000.00	
Line Item Total:	\$42,000.00	
Object:	300 - Purchased Professional and Technical Services	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Summer learning	
LEA / School:	Wilton School District (161-000)	
Quantity:	1.00	
Cost:	\$11,025.00	
Line Item Total:	\$11,025.00	
Total for 300 - Purchased Professional and Technical Services:		\$125,179.66
Total for all other Objects:		\$709,050.34

Nursing services to support the summer intervention program Contracted with Visiting Nurses
 2 Nurses at 4 weeks each approximately \$75.00 an hour for 147 hours
 \$11,025

Total for all Objects:	\$834,230.00
Allocation:	\$834,230.00
Remaining:	\$0.00

ARP ESSER Funds Budget Overview

Wilton School District (161-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$834,230.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		709,050.34	709,050.34
300 - Purchased Professional and Technical Services		125,179.66	125,179.66
Total		834,230.00	834,230.00
	Allocation		834,230.00
	Remaining		0.00

Related Documents

Wilton School District (161-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	 WPS Safe Return Plan
ARP Letters of Support	N/A	

Assurances

Wilton School District (161-000) 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

Wilton School District (161-000) 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 ▼	Lynn Nauss Cipriano	9/9/2021 4:24:44 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 ▼	Lynn Nauss Cipriano	9/9/2021 4:24:44 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 ▼	Lynn Nauss Cipriano	9/21/2021 3:42:11 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 ▼	Lynn Nauss Cipriano	9/9/2021 4:24:44 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 ▼	Lynn Nauss Cipriano	9/24/2021 1:45:30 PM
	1. SMART goal provided is aligned to Priority 3 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			

<input type="checkbox"/>	6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide	Not Applicable ▼	Lynn Nauss Cipriano	9/9/2021 4:24:44 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.			
<input type="checkbox"/>	7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable ▼	Lynn Nauss Cipriano	9/9/2021 4:24:44 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			
<input type="checkbox"/>	8. Other Allowable Activities	Not Applicable ▼	Lynn Nauss Cipriano	9/9/2021 4:24:44 PM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input type="checkbox"/>	9. ARP ESSER Funds Budget	OK ▼	Lynn Nauss Cipriano	9/24/2021 1:45:30 PM
	1. Selection of "Priority Goals" budget tags align with strategies for "Priority Goals" and/or "Other Allowable Uses."			
	2. "Uses of Funds" budget tags are selected appropriately.			
	3. Budget details align and support data for selected "Priority Goals" and/or "Other Allowable Uses."			
	4. Budget detail costs are allowable and narratives adequately describe budgeted costs.			
<input type="checkbox"/>	10. Assurances	OK ▼	Lynn Nauss Cipriano	9/9/2021 4:24:44 PM
	1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.			
<input type="checkbox"/>	11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable ▼	Lynn Nauss Cipriano	9/9/2021 4:24:44 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			