

## Program Information

### Greenwich School District (057-000) 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

### Greenwich School District (057-000) 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.


The Greenwich Public Schools hosted numerous Town Hall Forums for the public, BOE, administrators and teachers. Principals hosted PTA meetings for parental feedback. Various surveys were given to parents, students and teachers. The GPS has a dedicated page on their website for *Return to School Planning and ESSER Funding*. It

includes information on the Return to School 2021/22 , the various grants (ESSER 1, CRF, ESSER 2 and the focus of the ESSER 3 grant) and on the GPS website homepage there is button "ESSER 3 Input" where the public can provide their suggestions.

The community suggestions were a focus on academics (both acceleration and learning loss), additional learning opportunities (before and afterschool, summer and vacation programming), professional learning for staff, more attention to our special education programming, additional staffing (reduce class size, interventionists, social workers), social emotional learning, infrastructure (HVAC, access to wifi for out of doors around all campuses), family engagement, and transforming the Student Center at Greenwich High School. Below are some of the recommendations from the community:

- ESSER funding should be invested in summer learning programs, after school programs, high- dosage tutoring, high quality instructional materials and job-embedded professional learning to help address the impact of the pandemic on K-12 students.
- Funds should be used to hire additional teacher for next year to make class sizes smaller in all departments including ALP in buildings where the new testing standards have resulted in large class sizes. Children learn best in smaller classes with a smaller teacher/student ratio so this should promote learning acceleration and help with social/emotional support for staff and students.
- Please use this money to fund the reimagining of the GHS Student Center. It is long overdue and this is the perfect opportunity to redesign and repurpose this space for a post pandemic world.
- Outdoor wifi at the high school that covers the full school grounds. From the North side of campus behind the far field to the south side by the waterfall to be able to have classes outside on nice days.
- complete replacement of HVAC system at GHS and other schools, including adding ventilation in all bathrooms as well as adequate filtration and air exchange; upgrade of wifi system; providing access to free home wifi for all staff and students
- Special Education - everything to improve the current situation. SEL for everyone, Revamp EMS - needs more SEL, improve school climate, mandated trainings for teachers and administration around bullying, special education and engagement. Funds to provide more learning opportunities for children with special needs - more inclusion, smaller classes, etc.

The Superintendent and her cabinet have taken all of the feedback from the community and prioritized actions that would build upon learning acceleration, academic renewal, student enrichment and transforming teaching and provide training on the implications of race/ethnicity/language, socioeconomic status, and cultural constructs for all teams. The following areas will be included in our plan; academic supports, learning loss, learning acceleration, social-emotional supports and a physical transformation of the GHS student center.

Documents		
Type	Document Template	Document/Link
ARP Letters of Support	N/A	 <a href="#">ARP Letters of Support</a>

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

### Greenwich School District (057-000) 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.greenwichschools.org/district-information/return-to-school-planning-esser>

## ARP ESSER Uses of Funds

### Greenwich School District (057-000) 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	Budget Detail Tag
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.	Addressing learning loss

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.	Coordination of preparedness and response
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.	Providing principals/leaders with resources
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.	Addressing unique needs of special populations
Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.	Improving preparedness and response
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	Training to minimize disease spread
Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency, and to purchase PPE.	Supplies to sanitize and clean and PPE
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.	Long-term closure activities
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.	Education technology



Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.	Mental health services
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.	Summer learning
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.	Facility repairs/improvement to minimize disease spread
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.	Improve air quality
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.	Health and safety of students, staff and educators
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.	Other ARP ESSER eligible activities
Administrative Costs - necessary and reasonable	Administrative
Indirect cost as indicated by use of budget details for Object Code 917 - Indirect Cost.	Indirect Cost

## Priority Goals

### Greenwich School District (057-000) 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): \$1,918,431.00

#### **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 hiring additional reading and math interventionists, special education and classroom teachers, GPS will increase its District Performance Index from 78.8% to 79.8% in ELA and from 75.7% to 77.7% in Math. By hiring additional reading and math interventionists, special education and class teachers GPS will increase Smarter

Balanced Growth from 75.1% to 83.4% in ELA and from 84.5% to 89.7% in Math. The percentage of English learners who meet their oral and literacy targets on the annual administration of the LAS Links will increase by 4 percentage points (from 20 - 21 to 23 - 24) as a result of explicit TIER 1 and small group instruction of a carefully aligned Humanities/ESOL curriculum (that includes concrete language and content objectives, and is based on the ELA Common Core and CELP Standards). The percentage of ELS who meet their oral and literacy targets on the annual administration of the LAS Links will increase by 4 percentage points (from 20 - 21 to 23 - 24) as a result of applying a set of concrete suggestions, based on UDL guidelines, into TIER 1 instruction, so that all learners can access and participate in meaningful, challenging learning opportunities.

## 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)

A review of our special education program was completed in June 2021. There were 28 recommendations and we are beginning our action plan work now, with professional learning for IEP development, revising our MTSS (RTI) framework and making sure our staff are able to have professional learning on UDL (Universal Design for Learning) and equity training. Our goal is to transform the way we implement equity, special education services, general education - MTSS (RTI), PBIS and UDL to ensure we are meeting students where they are, determining the appropriate supports for learning, SEL, equity, acceleration and targeting the needs of our special populations. The audit also recommended there be targeted professional learning for both administrators and teachers on IEP writing, MTSS processes and protocols, UDL and equity.

\* 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 review focused on the following areas (communication, engagement, continuum of services and professional development) so we can transform the way we have delivered supports and services to both our special populations and the general education students. The report stated these findings: Hispanic students were 4 times more likely to be identified with an intellectual disability and 2 times more likely to be identified with a

speech and language disability; Black and/or African Americans students were 2 times more likely to be over identified as ED, other health impairment or specific learning disability; and 32.7% of our identified students were students from low-income families. We believe our strategies will improve the outcomes for all students.

## Strategies

What/How	Innovative Strategy?	When	Who	Outcome
What is the strategy? How do you envision its implementation?	Is this an innovative strategy that can be shared?	When will this strategy be implemented?	Who is the person(s) coordinating implementation and monitoring?	Identify the indicators/evidence of progress. How will you know this strategy is impactful?
	<input type="checkbox"/>		* Superintendent, Chief Human Resources Officer, Deputy Superintendent, Chief Pupil Services Officer, Director of k-8.	* Increase of scores as reported in the district's data warehouse regarding the district academic benchmark outcomes. The outcomes are measured 3x a year in September, January and May. They will be monitored 3x a year and adjustments will be made according to student outcomes and growth. Attendance and teacher implementation of learned systems (e.g. MTSS, UDL, PBIS, SEL and equity) will be documented over the next 3 years.

<p>* Hire additional staff to ensure smaller class sizes and for interventionists and specialists to work with small groups of students to accelerate their learning. Reduce class size and have more flexible small groups for students' learning opportunities. Offer multiple professional learning opportunities MTSS (RTI), UDL, Equity, PBIS and SEL to improve teacher practice and increase positive student outcomes.</p>		<p>* The beginning of the 2021/22 school year all new staff will be assigned to various buildings to begin their work. Professional learning activities have been planned with dates and will continue over the next 3 years.</p>		
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## Priority 2: Family and Community Connections

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

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

### SMART Goal

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

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

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

\* (Use ESSA Milestone Target) By 2024,

TheSmarter Balanced Growth will increase to 83,4% in ELA and 89.7% in Math by 2024. If we increase the percentage of elementary schools that participate in 2 parent conferences each year by creating and promoting activities regarding Parents as Partners in Learning, we believe this will increase all students' academic outcomes.

### Needs Assessment

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

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

### 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?

* Develop a framework for on-going, purposeful dialogue between families and educators as partners in service of supporting students' academic personal and interpersonal growth (SEL). Address an additional conference with the union.	<input type="checkbox"/>	* September 2021 and on-going.	* Superintendent, Chief Human Resources Officer, Deputy Superintendent, Chief Pupil Services Officer, Director of k-8, Building administrators.	* There will be a December Parent-Teacher conference for k-5 parents (with a pre-conference questionnaire and post-conference survey). This conference will be scheduled. We will offer a voluntary conference in March. We will know we are successful if there are more than 3 elementary schools participating in 2022, more than 4 elementary schools in 2023 and all 11 elementary schools in 2024.
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### 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 2024, by hiring additional social workers and school psychologists, we will maintain at least 3.9% but will work towards decreasing our Chronic Absentee rate to 3.4%. By 2024, by hiring additional staff (interventionists, teachers, speech pathologists, social workers, psychologists) we will improve from 94.3% to 97.5% our 4 year adjusted cohort graduation rate, and improve our 6 year adjusted cohort graduation rate from 96.5% to 97.5% (high needs students).

### 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?



* Hire additional support staff (SW, psychologists, speech pathologist, interventionists etc.) to work with those students who need more support and/or smaller settings to be physically in school and to be able to meet their yearly learning outcomes and HS credit attainment to be on track to graduate.	<input type="checkbox"/>	* The beginning of school year 2021/22.	* Superintendent, Chief Human Resources Officer, Deputy Superintendent, Chief Pupil Services Officer, Director of k-8, High School Principal	* Attendance is tracked on a daily, weekly and monthly basis. Increase of scores as reported in the district's data warehouse regarding the district academic benchmark outcomes, and credit attainment at the end of each quarter (for high school students). The outcomes (from the data warehouse) are measured 3x a year in September, January and May. HS credit attainment will be measured at the end of each quarter. Adjustments will be made according to student outcomes and growth.
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#### Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide

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

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

#### SMART Goal

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

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


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

\* (Use ESSA Milestone Target) By 2024,

The district will maintain or increase its District Performance Index of 78.8 in ELA and 75.7 in Math by 2024. If we supply any family who does not have wifi internet connectivity in their home, a wireless hot spot so the family (can communicate with their child's teachers, check on their work, etc.), and especially their children, will have access to the tools necessary for learning (use of their ipads and chrome books for access to on-line texts, assignments, additional practice tools, etc.) student's outcomes should increase.

### 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?

* Purchase wireless hot spots to give to families who do not have internet connectivity to ensure students and their families have access to their digital tools (e.g. e-textbooks, used for teaching and learning, accessing supportive materials).	<input type="checkbox"/>	* During the 2021/22, 2022/23 and 2023/24 school years.	* Superintendent, Deputy Superintendent, Chief Technology Officer	* All families who need internet connectivity will have free access to wireless hot spots.
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### Priority 5: Building Safe and Healthy Schools

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

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

**No SMART Goal required for this priority area**

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

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

#### Needs Assessment

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

We received many suggestions from the community to spend monies on improving air quality in some buildings and transforming the Greenwich High School Student Center, also to have an engineering survey completed by an engineer for Central Middle School to review facility repairs to support the physical health and safety of our students and staff. Other consistent recommendations were to update the HVAC systems in the schools. To ensure adequate personal protective equipment (gloves, masks, plexi dividers, cleaning, bell covers for brass and woodwind instruments, etc.) for the school year 2021/22 during the continuing COVID 19 Pandemic ( and for 2022/23 and 2023/24 if needed if the pandemic is not gone), we will have adequate PPE for staff and students.

\* 2. Based on the needs assessment findings, describe how your strategies for priority 5 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

We will improve the air quality (HVAC VRF/EVR) at North Mianus School (and other schools deemed necessary to improve the air quality) as it is one of our oldest schools in the district. It was built in 1925 and had additions in the 1960's and 1970's. We will then prioritize the rest of the school buildings that need to have updated HVAC system updates. All of our public school students attend our only high school, Greenwich High School. Students and parents "firmly believe that the Student Center is the heart of the community. It is a space where all the students can come together to eat meals. connect and collaborate". Also, "...investment in this space will support and reaffirm our district's commitment to provide a safe and equitable education for all of our students". Other comments " improve overall school culture and break barriers to inclusivity, Extend the space beyond its walls adding flexibility and diversity to common areas including the outdoors and underused indoor spaces". We will also be planning an update to our Community Connections Building (our 18 + 22 program) so students will have opportunities to practice life skills and gain future employment skills when they leave the program( design a working kitchen, living area, bedroom, etc).We also will be reimagining spaces for Reading Specialists to work with students, testing, SEL opportunities and specialized programming for some special education students.

## Strategies

What/How	Innovative Strategy?	When	Who	Outcome

What is the strategy? How do you envision its implementation?	Is this an innovative strategy that can be shared?	When will this strategy be implemented?	Who is the person(s) coordinating implementation and monitoring?	Identify the indicators/evidence of progress? How will you know this strategy is impactful?
	<input type="checkbox"/>	<p>* We will start with planning in the fall of 2021/22. We will work with an architect to help with design for the high school Student Center. We will begin the HVAC work at North Mianus in the Fall of 2021. We will have PPE delivered to the schools before school begins and then on an as needed basis.</p>	<p>* Superintendent, Facilities Director, Chief Operating Officer, Deputy Superintendent, Chief Pupil Services Director, High School Principal and administrative team, Security and Safety Director</p>	<p>* The plan for NM ventilation and the GHS Student Center will begin in 2020/21. All PPE will be ordered and delivered before the start of school. and then on an as needed basis during the school year (and future years if the pandemic is still with us).</p>

<p>* We will redesign the Student Center with exhibition and performance spaces, robust technology upgrades, flexible seating (perhaps charging stations, stadium seating, study carrels) and create bright, clean and safe spaces for building community connections. We will have adequate HVAC systems that need to be updated. We will redesign Community Connections so students can prepare for life and employment after leaving the program. We will redesign spaces for specialized programming. We will have adequate PPE for all students and staff.</p>				
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## Other Allowable Uses

### **Greenwich School District (057-000) 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

## Greenwich School District (057-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$3,555,000.00
200 - Personal Services > Employee Benefits	\$720,000.00
300 - Purchased Professional and Technical Services	\$1,309,267.00
400 - Purchased Property Services	\$489,267.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$2,104,354.00
700 - Property	\$1,414,267.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
<b>Total</b>	<b>\$9,592,155.00</b>
<b>Allocation</b>	<b>\$9,592,155.00</b>
<b>Remaining</b>	<b>\$0.00</b>



## Budget Detail

### Greenwich School District (057-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$3,555,000.00 ▼

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	<p>Additional staff to support learning loss, acceleration, special populations, and SEL ( including 10.6 teachers, 3.5 special ed tchrs, one .5 speech, .5 assistive technology teacher, 1 psychologist, .6 reading specialist, 2 math teachers, 3 regular education teachers, math interventionists, social workers). The individual salary for one year for each position is listed. We have budgeted for 3 years.</p> <p>6 Math Interventionists yearly 1.0 salary: \$115,000; \$125,000; \$115,000; \$103,000; \$110,000; \$115,000.</p> <p>Advanced Learning .3 salary for 11 teachers each (for superblocks for math and ela); \$34,315; \$37,357; \$26,089; \$34,316; \$37,356;</p> <p>\$37,356; \$34,316; \$34,316; \$37,356; \$34,315; \$37,356.</p> <p>5 social workers yearly salary for 1 year: \$98,730; \$61,932; \$86,963; \$78,776; \$86,963</p> <p>3.5 Special ed teachers yearly salary; \$83,181; \$103,000; \$78,776, (.5) \$51,500</p> <p>1 school psychologist \$105,327</p> <p>.5 speech path \$52,666</p> <p>.5 assistive technology teacher \$50,447</p> <p>.6 Reading Specialist \$63,250</p> <p>2 math teachers yearly salary \$61,932; \$98,730</p> <p>3 reg ed teachers yearly salary \$61,932; \$68,350; \$83,181</p> <p>Payments for teachers for before school, after school and vacation programming for students who are not progressing as</p>
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...	
<b>Uses of Funds:</b>	Addressing learning loss	
<b>LEA / School:</b>	Greenwich School District (057-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$3,555,000.00	
<b>Line Item Total:</b>	\$3,555,000.00	

expected. Payments for targeted tutoring of small groups of students before, after and during vacations, and longer school days to assure students progress and succeed.

<b>Total for 100 - Personal Services &gt; Salaries:</b>	\$3,555,000.00
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<b>Total for all other Objects:</b>	\$6,037,155.00
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<b>Total for all Objects:</b>	\$9,592,155.00
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<b>Allocation:</b>	\$9,592,155.00
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<b>Remaining:</b>	\$0.00
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## Budget Detail

### Greenwich School District (057-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$720,000.00 ▼

Budget Detail		Narrative Description
<b>Object:</b>	200 - Personal Services > Employee Benefits	Employee benefits for 10.6 teachers for 3 years
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...	
<b>Uses of Funds:</b>	Addressing learning loss	
<b>LEA / School:</b>	Greenwich School District (057-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$720,000.00	
<b>Line Item Total:</b>	\$720,000.00	
<b>Total for 200 - Personal Services &gt; Employee Benefits:</b>		\$720,000.00
<b>Total for all other Objects:</b>		\$8,872,155.00
<b>Total for all Objects:</b>		\$9,592,155.00
<b>Allocation:</b>		\$9,592,155.00

**Remaining:**

**\$0.00**

## Budget Detail

### Greenwich School District (057-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$1,309,267.00 ▼

Budget Detail		Narrative Description
<b>Object:</b>	300 - Purchased Professional and Technical Services	<p>CMS engineer\$100,000 SEL consultants (implementation and professional learning for GHS 9-12 staff, students and parents) \$100,000 (each of 2 years) Curriculum consultants (science, social studies, ELA, Math) range of \$30,000 to \$75,000 (depending on task and scope of work, e.g. for k-5 ela and ss work \$310,000 each, costs to be determined as curricula is updated and revised over the next 3 years) PCG consultants to support action planning \$200,000 (year 1, cost to be determined year 2 and 3) to improve our Special Education programming and professional learning for all staff. Consultants for professional learning regarding UDL, MTSS and Equity (Reading materials for MTSS \$75,000 for 1 year; UDL books \$32,500 for 1 year; Equity book for 1 year \$19,800)</p>
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...	
<b>Uses of Funds:</b>	Health and safety of students, staf...	
<b>LEA / School:</b>	Greenwich School District (057-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,244,267.00	
<b>Line Item Total:</b>	\$1,244,267.00	<p>Parent Engagement, Professional learning activities for pupil services specialists, content coordinators, teachers, and administrators. (consultant to work with the 7 remaining elementary schools over the next 3 years)</p>
<b>Object:</b>	300 - Purchased Professional and Technical Services	
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	2: Family and Community Connections	

<b>Uses of Funds:</b>	Addressing learning loss	
<b>LEA / School:</b>	Greenwich School District (057-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$65,000.00	
<b>Line Item Total:</b>	\$65,000.00	
<b>Total for 300 - Purchased Professional and Technical Services:</b>		\$1,309,267.00
<b>Total for all other Objects:</b>		\$8,282,888.00
<b>Total for all Objects:</b>		\$9,592,155.00
<b>Allocation:</b>		\$9,592,155.00
<b>Remaining:</b>		\$0.00

## Budget Detail

### Greenwich School District (057-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

400 - Purchased Property Services - \$489,267.00 ▼

Budget Detail		Narrative Description
<b>Object:</b>	400 - Purchased Property Services	Air quality improvements at North Mianus (HVAC/ERV system approximately \$160,000) and other schools as needed (need to continue reviewing each site and then prioritize buildings to improve HVAC systems, no more than 4 additional buildings (they have more square footage), it will be different costs for each building based on the size of the building but should not be more than \$325,000 in total for all 4 buildings.
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	5: Building Safe and Healthy School...	
<b>Uses of Funds:</b>	Improve air quality	
<b>LEA / School:</b>	Greenwich School District (057-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$489,267.00	
<b>Line Item Total:</b>	\$489,267.00	
<b>Total for 400 - Purchased Property Services:</b>		\$489,267.00
<b>Total for all other Objects:</b>		\$9,102,888.00
<b>Total for all Objects:</b>		\$9,592,155.00
<b>Allocation:</b>		\$9,592,155.00
<b>Remaining:</b>		\$0.00

## Budget Detail

### Greenwich School District (057-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - \$2,104,354.00 ▼

Budget Detail		Narrative Description
<b>Object:</b>	600 - Supplies	<p>Science Supplies - new microscopes and travel carts for for each 3 middle school \$15,000; NGSS hands on exploration and discovery kits for 11 K-5 elementary schools @ \$53,000;</p> <p>Professional Learning materials for UDL (Universal Design for Learning) for both admins and teachers: year 1 900 Teachers: What Really Works with Universal Design for Learning \$31,500 54 Admins: Universally Designed Leadership: Appplying UDL to Systems and School \$1.674.00 year 2 all tchrs and admins: Equity by Design: Delivering on the Power and Promise of UDL \$18,000</p> <p>Reading Clinic Supplies e.g. Reading Kits EdMark. Wilson, Spire, PAF @ \$40,000; Reading Test Kits @ \$50,000 libraries for clinics \$100,000 at each school (11 elementary schools, 3 middle schools, GHS and our alternative high school-Windrose)</p> <p>Community Connections Specialized Programming supplies (e.g. supplies for new spaces to prepare for life and career skills such as bedding, furniture, kitchen goods, cleaning supplies, cooking utensils, washer/dryer, food, etc.) approximately \$150,000 (need to get quotes from architect,bids, etc)</p>
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...	
<b>Uses of Funds:</b>	Addressing unique needs of special ...	
<b>LEA / School:</b>	Greenwich School District (057-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,928,534.00	
<b>Line Item Total:</b>	\$1,928,534.00	
<b>Object:</b>	600 - Supplies	PPE for students and staff. Below are some of the supplies



<b>Purpose:</b>	01 - Public School Activities	being ordered - for this year 2021/22  Masks - youth and adult \$88,980 Bell Covers (instruments) \$9,728 Performance masks (instruments) \$20,664 Instrument covers \$219 Face mask for instrumentalists \$600 Plexiglass partitions \$36,779
<b>ARP ESSER Priority:</b>	5: Building Safe and Healthy School...	
<b>Uses of Funds:</b>	Health and safety of students, staf...	
<b>LEA / School:</b>	Greenwich School District (057-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$175,820.00	
<b>Line Item Total:</b>	\$175,820.00	
<b>Total for 600 - Supplies:</b>		\$2,104,354.00
<b>Total for all other Objects:</b>		\$7,487,801.00
<b>Total for all Objects:</b>		\$9,592,155.00
<b>Allocation:</b>		\$9,592,155.00
<b>Remaining:</b>		\$0.00

## Budget Detail

### Greenwich School District (057-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

700 - Property - \$1,414,267.00 ▼

Budget Detail		Narrative Description
<b>Object:</b>	700 - Property	<p>Design and purchase furniture to develop a connected system of innovative active learning spaces, all working together to support student success (architect and materials not to exceed \$500,000) in the Student Center at GHS</p> <p>Redesign and create a Transition "house" for students participating in Community Connections( 18- 22 year olds) and students transitioning from high school to the CC Program to prepare for life skills and careers. (Based on 1500 square feet and renovation at approx \$450 per square foot, estimated cost is \$675,000). Grounds will be updated to include appropriate outdoor space for social activities e.g., outdoor eating, garden (vegetables and flowers), benches</p> <p>Design and create spaces and materials for specialized programs to meet the needs of specialized students (e.g. internal spaces for intensive reading clinics, a sensory room for students at each school, etc.)</p> <p>Design space for a specialized program for students on the autism spectrum and for students who have been identified as students with Intellectual Disabilities to assure appropriate space and programming for their specific learning needs. It may require an addition to a school or acquiring and/or renting a building.</p>
<b>Purpose:</b>	01 - Public School Activities	
<b>ARP ESSER Priority:</b>	1: Learning Acceleration, Academic ...	
<b>Uses of Funds:</b>	Addressing unique needs of special ...	
<b>LEA / School:</b>	Greenwich School District (057-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,414,267.00	
<b>Line Item Total:</b>	\$1,414,267.00	
<b>Total for 700 - Property:</b>		\$1,414,267.00

<b>Total for all other Objects:</b>	\$8,177,888.00
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<b>Total for all Objects:</b>	\$9,592,155.00
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<b>Allocation:</b>	\$9,592,155.00
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<b>Remaining:</b>	\$0.00
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# ARP ESSER Funds Budget Overview


## Greenwich School District (057-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$9,592,155.00 ▼

Purpose	01 - Public School Activities	Total
Object		
100 - Personal Services > Salaries	3,555,000.00	3,555,000.00
200 - Personal Services > Employee Benefits	720,000.00	720,000.00
300 - Purchased Professional and Technical Services	1,309,267.00	1,309,267.00
400 - Purchased Property Services	489,267.00	489,267.00
600 - Supplies	2,104,354.00	2,104,354.00
700 - Property	1,414,267.00	1,414,267.00
Total	9,592,155.00	9,592,155.00
	Allocation	9,592,155.00
	Remaining	0.00

## Related Documents

### Greenwich School District (057-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Optional Documents		
Type	Document Template	Document/Link
Other Documentation	N/A	
ARP Letters of Support	N/A	 <a href="#">ARP Letters of Support</a>

## Assurances

### **Greenwich School District (057-000) 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."