

**EAST LYME BOARD OF FINANCE  
SPECIAL MEETING MINUTES  
Thursday, APRIL 8th, 2021  
Via Zoom Meetings**

Members in Attendance: Camille Alberti, Chairperson  
Ann Cicchiello, Vice-Chairperson  
John Birmingham  
Peter DeRosa  
Anne Santoro  
Richard Steel

Also In Attendance: Jeff Newton, Superintendent of Schools  
Maryanna Stevens, BOE Finance Director  
Tim Hagen, BOE Member  
Amy Drowne, Assistant Superintendent  
Kimberly Davis, Student Services Director  
Chris Lund, Facilities Director  
Ann Johnson, Finance Director

FILED

April 15, 2021 AT 10:25 AM/PM

*Brenda A. Hagen*  
EAST LYME TOWN CLERK

Absent: No One

**A. Call Meeting to Order**

Ms. Alberti called this Special Budget Review Meeting (by Zoom) of the East Lyme Board of Finance to order at 6:30 PM. She noted that this evening the Board of Ed would present their proposed Budget for FY 2021-2022. She asked that they hold their questions until after the completion of the presentation.

**B. New Business**

**a. Budget Review – Board of Education #999 (including Capital Items) – Jeffrey Newton, Superintendent; Tim Hagen, BOE**

Mr. Hagen said that he would begin. He has heard some good news from Ms. Drowne – in that all the kids in the East Lyme school system have been back in school since this past Monday. He thanked the Board of Finance for supporting all of the computer infrastructure upgrades as it has made everything possible to do what they have been doing during these tough times. He said that lastly, they are still in a transitional period as they still do not know what setbacks the kids have from not being in the classroom during this trying time.

Mr. Newton thanked Mr. Hagen, Ms Stevens, Ms. Drowne, Ms. Davis and Mr. Lund who are also in attendance this evening. He said that they have a copy of the updated PowerPoint presentation and that he would go through it. (Copy attached to end of Minutes) He noted the problems that they identified during this current year – 1 – Covid protocols required adjustments to in-school instruction; 2 – Instructional technology assistance was required to implement and support a digital infrastructure and; 3 – To best enhance student learning, existing classroom protocols needed to be modified to enhance on-line instruction.

School District Priorities for the next fiscal year were itemized on pages 11 and Page 13 outlined the major budgetary requests/needs.

Ms. Davis said that they are looking for one Social Worker for the High School as they need support for mental health at that level. They are also looking for a Certified Occupational Therapy Assistant.

Ms. Drowne thanked everyone for rallying together to make things happen. She said that she wanted to speak on the math aspect. She wants to see the students meet the growth target in math and in order to do

that they need a math coach for the Middle School and she wants to see math coaching across the elementary and middle school levels.

Ms. Davis addressed the six (6) paraprofessionals saying that she want to hire six for the students with disabilities – for special and general education.

Mr. Newton addressed the need for two (2) additional kindergarten teachers and two (2) additional Grade 2 teachers. He said that they are concerned that they will have a high number of kindergarten kids as they were kept home this year so they want to hire two kindergarten and two grade 2 teachers. He added that if they are not needed that they will not hire them. He noted the class sizes indicating that they are currently a work in progress.

Mr. Lund addressed the Capital Improvements (Page 23) noting that none of the Elementary Schools are on the list - only the Middle and High Schools. They are looking for \$655,000 for the High School for a vast number of items with the roof and HVAC a priority. The Middle School has the roof life extension and HVAC coming in at \$362,000 and lastly the technology acquisition plan at \$500,000.

Mr. Newton noted that the CARES Act dollars they received was for the purpose of providing the local schools with funds to address the impact of Covid on the elementary and secondary schools. The \$772,913 Esser II recommended allocation of funds is shown on Page 25. This includes: Facilities – Duct Cleaning, Home Internet Access, Benefits, Middle School Social Worker, Elementary (shared) Psychologist, 2-year summer instructional pathway and SPED Professional Development. He continued that with the American Rescue Plan - \$431,916 that they are looking to fund the teachers and paraprofessionals for the next fiscal year. With the rest - \$968,084 they would be looking for more teachers, elementary tech teachers and pathways coordinator. The adjusted budget after applying the \$431,916 would come to \$52,371,564 or a 2.95% increase request.

Ms. Alberti thanked them for the presentation and opened the meeting for questions to the Board of Ed members.

Ms. Cicchiello asked if she was correct in that 97.2% of their budget is for fixed expenses.

Mr. Newton said that is correct.

Ms. Cicchiello asked with the kids back in school – how is that working with regard to the devices – are they listening to the teachers as in the old style –

Ms. Drowne said that she visited 15 classroom during the week and that nine (9) had devices open and were using them – but the expectation is to be a 50-50 model – where they are to be used for only 50% of the time.

Ms. Cicchiello asked about the math coaches – grades 3 – 8 and if it would be better to try to find where the need actually is and then fill it in that way.

Ms. Drowne said that is the purpose of the trend.

Ms. Cicchiello asked if it could be something that could just utilize some coaching.

Ms. Drowne said that on-going training is most beneficial and that consistency is important. It is not a one and done thing.

Ms. Cicchiello said – a math coach is for all the teachers to work with.

Ms. Drowne said yes.

Ms. Cicchiello asked if they are still doing three (3) lunch waves.

Mr. Newton said that they are and that it is working fairly well.

Ms. Cicchiello asked about the social worker and if the social and emotional learning skills are governed by a set of standards and if they are looking to strengthen those skills for everyone – K-12.

Mr. Newton said that it is important now as the kids need to build their social skills as they have been home for a year and have lost that time.

Ms. Cicchiello asked if with a social worker and school psychologist they are identifying kids who have an issue – and if so what do they do.

Ms. Davis said that they work with the kids and their families so that it works beyond the classroom arena.

Ms. Cicchiello said that her concern is that when they identify an issue that they let the parents know so that there is no other issue and so that any on-going therapy gets directed outside.

Ms. Davis said that was correct – on the inside they are not taking the place of outside counseling.

Ms. Cicchiello asked if para-professional are required by law to be one on one for a student.

Ms. Davis said that this is hashed out at meetings and if necessary then yes. SPED is and IEP by special instruction.

Mr. DeRosa noted that social workers don't get sued – doctors get sued so adding social workers is a positive. He asked the split between therapeutic and main stream.

Ms. Davis said that it is a 50-50 split.

Mr. DeRosa asked what the new hire would be doing – the same as the current staffing.

Ms. Davis said no – the new hire person would be totally dedicated to the High School component.

Mr. DeRosa recalled that the math coach is a hard sell and asked if there is data showing that the math coach is the solution to the problem.

Ms. Drowne said that there is research behind professional coaching. She added that they have literacy coaches at the schools and it shows that this closes the gap.

Mr. DeRosa noted that it is still a hard sell.

(Note: 7:52 PM – Mr. Nickerson briefly joined the meeting.)

Ms. Santoro noted that she has reviewed the American Rescue Plan and that it may cover some of their capital items and some temporary hires. She said that she would need a time frame/table on these funds before they do their deliberations.

She then asked about transportation noting that Mr. Newton and Ms. Stevens had said that they had to add buses back in as cutting them did not work.

Mr. Newton noted that East Lyme and Waterford are putting out bids for busing for BOTH towns together.

Mr. Steel noted Page 13 and the major budgetary requests and the need for a social worker for the High School. He asked if there is a need for one for the elementary kids also.

Mr. Newton said that they are still reviewing the elementary numbers. However, the High School request was a pre-Covid concept that they are still looking to do.

Mr. Steel asked what types of interventions the social worker would do.

Ms. Davis said that they do not ask for that type of detail. She said that they are trying to increase availability at the high School.

Mr. Steel asked about Page 17 and then to Ms. Drowne regarding the literacy coaches and their corresponding effectiveness in relation to math coaching. He said that he is not sure how relevant the comparison is and that math may be a bigger haul to do.

Ms. Drowne said that the correlation exists as all coaches are trained in the same way.

Mr. Birmingham asked what the starting salary is for a math coach.

Mr. Newton said \$61,000 - \$62,000.

Mr. Birmingham asked if they could take a high school student who is excellent in math and have them help.

Mr. Newton said that it is good to have trained professionals and that the High School kids leave at 2:10 PM.

Mr. Birmingham said that his son was very good in math and that he had coached the younger kids. He asked how the math coach would go to the various schools.

Ms. Drowne explained the schedule that they would utilize.

Mr. Birmingham asked how many students they would see.  
Ms. Drowne said 12.

Mr. Birmingham asked the starting salary for the para-professionals.  
Mr. Newton said \$20,000.

Mr. Birmingham said – suppose they go from 1 to 3 instead of from 1 to 6.  
Mr. Newton said that then they would not be providing 1 to 1 support.

Mr. Birmingham asked if in the object codes for facilities, field trips, projects, transportation, supplies, mileage reimbursement there was any dollars left over due to the type of year they have had.  
Ms. Stevens said that yes there was in instructional supplies; transportation not much as the cleanings used it. Also, any savings were offset by the PPE and virtual expenses leaving roughly a deficit of \$500,000.

Mr. Lund said that they had expenses for cleaning so with the Covid cleaning it will be tough for them to finish in the black.

Mr. Birmingham asked Mr. Newton if the percentage increase was mostly in salaries.  
Mr. Newton said yes.

Mr. Birmingham asked if he has heard if anymore Covid dollars are coming from the Feds.  
Mr. Newton said that he has only heard rumors.

Ms. Alberti asked about the math coaches noting that she does not like the numbers – in terms of the elementary schools have they considered a .5FTE math coach for Niantic Center. (NC -178; Haynes – 234)  
Also, in looking at page 22 – Ms. Drowne said that typically 20% of students need intervention (by a math coach) – if not a math coach – then maybe a para-professional might help. Additionally – from a numbers stand point this year – could they do with 2 FTE's rather than 3 FTE's. She asked how they might achieve that.

Mr. Newton said that they could not move them around from one school to another.  
Ms. Alberti said that was fine however she does not think that it is correct to hire two additional second grade teachers just for this. She asked Ms. Drowne to forward the ELA data to them.  
Ms. Drowne said that she would.

Ms. Alberti said if they were to fund them 100% - what new initiatives they would be looking at or is this it.  
Mr. Newton said that would be the end of the math initiative but they do not know about others at this time. They also do not want the hiring of these positions to create a 7% increase down the road.

Ms. Alberti noted that the \$503,772 funding from the American Rescue Plan may work for one year – but what happens when that funding is gone.  
Mr. Newton said that they would have to be careful there and see if and how it works as it may help for the one year.

Ms. Alberti said that she saw that safety was going up 7%.  
Ms. Stevens said this is due to Coastal Connections and others that they had to add security for.

Ms. Alberti asked if the Board members had any further questions.

Mr. Steel asked regarding the math coaches – in terms of growth measurements versus intervening and non-intervening and the growth by grades – he said that he would like to see those dynamics.  
Ms. Drowne said that she could provide them.

Ms. Cicchiello asked if they would get rid of the Viking program in the fall and if those funds could then be re-allocated.  
Mr. Newton said that yes they could and that they would integrate some of the teachers and the others could apply for any positions if there are any.

Ms. Cicchiello asked what the educational backgrounds were of the math coaches.

Ms. Drowne said that they are potentially math certified – they would have elementary Ed and possibly secondary Ed. The priority would be given to those with math.

Ms. Cicchiello asked with regard to the second grade teachers if the one with the larger class size has lower test scores than those with the smaller class sizes.

Mr. Newton said that he was not sure.

Ms. Drowne said that yes they are seeing lower scores in comparison to other schools and grades.

Mr. Birmingham asked if they have to report to the Feds where the funds are going to be spent.

Mr. Newton said yes, definitely.

Mr. Birmingham said that these grant dollars are windfalls and asked if it would be wiser to put some aside for issues/shortfalls rather than on extra staff.

Mr. Newton said that they have until 2024 to spend it and they certainly will look over everything.

Ms. Santoro asked what is happening in other communities with regard to math scores. She also asked if they have that information to please provide it to them.

Ms. Alberti thanked them for the professional presentation.

Mr. Hagen said that the BOE will be meeting on FFO and suggested it would be food for some Board of Finance members to attend it.

Ms. Alberti thanked him for the invitation –

Mr. Newton said that he would let her know when the meeting will be held.

### **C. Board Comments**

Ms. Alberti called for any comments from the Board.

There were none.

### **D. Adjournment**

Ms. Alberti called for a motion to adjourn.

#### **\*\*MOTION (1)**

Mr. Birmingham moved to adjourn this Special Meeting of the East Lyme Board of Finance at 9:00 PM.

Ms. Santoro seconded the motion.

Vote: 6 – 0 – 0. Motion passed.

Respectfully submitted,

Karen Zmitruk,  
Recording Secretary

# East Lyme Public Schools Board of Education Adopted Budget for FY 2021-2022 to the Board of Finance



“East Lyme Public Schools will inspire, engage and educate each student to become a contributing citizen and a responsible, independent, and critical thinker.”

Presented by:  
Jeffrey Newton-Superintendent  
Amy Drowne-Assistant Superintendent  
Kimberly Davis-Director of Student Services  
Christian Lund-Director of Facilities  
Maryanna Stevens-Director of Finance  
April 8, 2021

# Budget Workshops

Budget Workshop # 1: December 14, 2020

Board of Education Meeting/Workshop #2: January 11, 2021

Superintendent's Budget Presentation: January 25, 2021

Board of Education Meeting: February 8, 2021

Public Hearing: February 22, 2021

Board of Education Meeting/Adopted Budget: February 22, 2021

*"Coming together is a beginning;  
Keeping together is progress;  
Working together is success."*

*Henry Ford*

## **Current Fiscal Year: Identified Problems**

**1. COVID Protocols Required Adjustments to In-School Instruction.**

**2. Instructional Technology Assistance was Required to Implement and Support a Digital Infrastructure.**

**3. To Best Enhance Student Learning, Existing Classroom Protocols Needed to be Modified to Enhance On-Line Instruction.**

# Problem, Solution, Outcome #1

**Problem:** COVID Protocols Required Adjustments to In-School Instruction.

**Solution:** To Establish a New Infrastructure (For Both Hybrid/Virtual Viking) to Meet the Needs of All Students with High-Speed Internet Working Both at Home and at School.

**Outcome:** Completed Instructional Infrastructure Across Schools:

- *High speed internet in and out of buildings*
- *Access to mobile devices for students - Deployment of 2,500 student devices, 550 teacher and paraprofessional devices, 300 document cameras and 250 pairs of headphones by December 15, 2020*
- *Instructional programs continued despite COVID impacts*

## Problem, Solution, Outcome #2

**Problem:** Instructional Technology Assistance was Required to Implement and Support a Digital Infrastructure.

**Solution:** To Hire an Instructional Technology Coach to Help Implement/Monitor District-Wide Software, Usage, and Efficacy of Instructional Supports. Additionally, To Establish a Distance Learning Help Desk.

**Outcome:** Administration and Instructional Technology Coach Now Monitoring Effectiveness of Implemented Supports and Tickets to Help Desk Usage (i.e. Total distance learning help desk tickets to date: 252)

## Problem, Solution, Outcome #3

**Problem:** To Best Enhance Student Learning, Existing Classroom Protocols Needed to be Modified to Enhance On-Line Instruction.

**Solution:** Develop a Job Embedded Instructional Technology Coaching Model at the Building Level to Support Staff and Students.

**Outcome:** Ongoing Support and Engagement in New Teacher Practices Utilizing Online Tools and Software (ie. As of February 2020, teachers were utilizing 31 online tools/software. As of February 2021, teachers are utilizing 63 online tools/software.)

## Current Fiscal Year 20-21

We want to thank the Town and Board of Finance for all their support in allowing us to have the funding to be successful in these ventures!

# East Lyme Public Schools Board of Education/Town Collaboration

## Administrative

- Accounting (MUNIS)
- RecDesk

## Health Insurance

- Broker

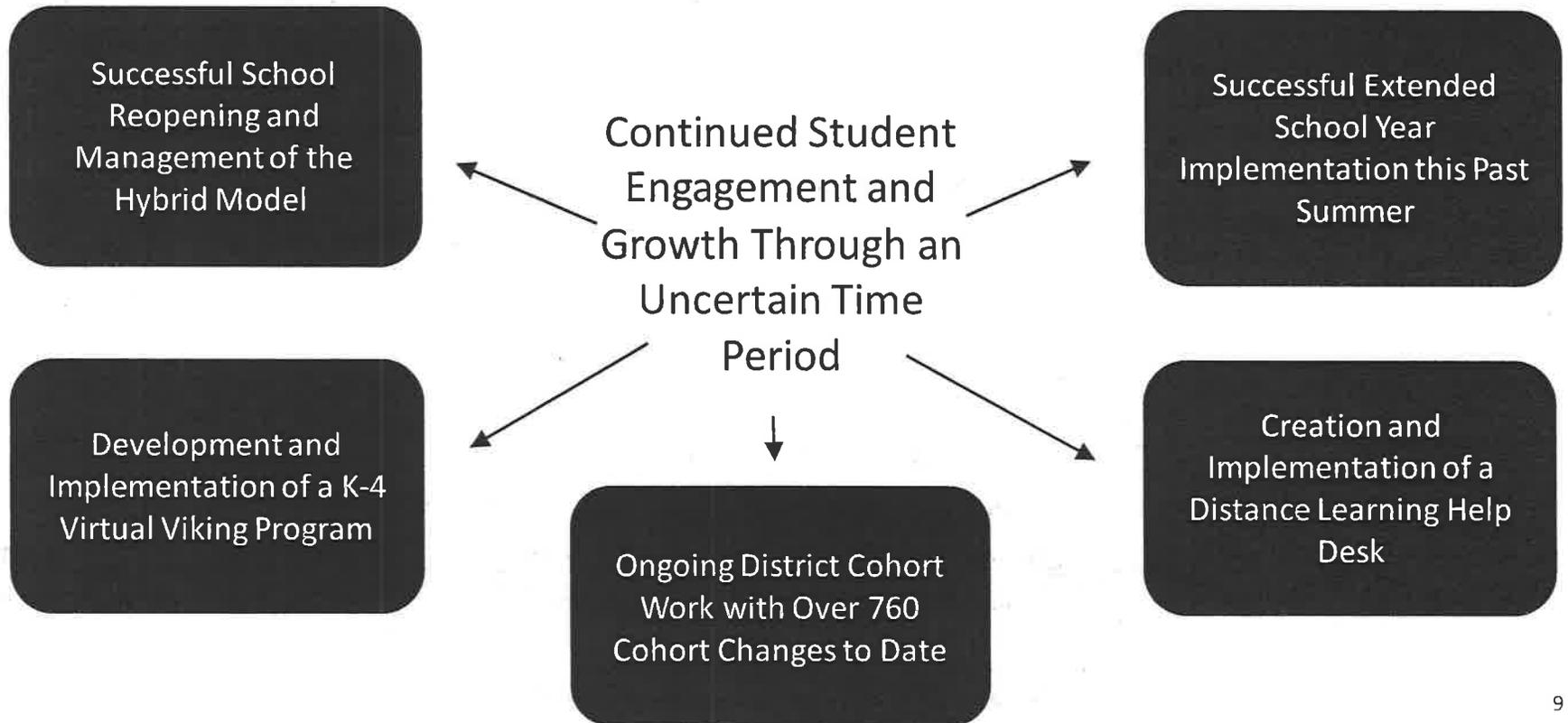
## General Operations

- Fuel
- Plowing
- Mail Service
- Town Garage Services

## Other Items Under Discussion

- Electricity
- Copiers

# Current Fiscal Year: District Achievements To Date



## **Problem Statement: 2021-2022 School Year**

**Problem: ELPS Students will have endured a disrupted school experience for over a year. This significant disruption has brought forth major concerns regarding the following:**

- *Student achievement gaps*
- *Needed student support services*
- *Ensuring adult to student ratios are appropriate in every classroom going into the 21-22 school year*

**Solution: A collaborative effort between the Board of Education, administration, staff, parents, and students will be required to ensure gaps in learning and achievement across our district are quickly and effectively closed at every grade level and for every child impacted.**

# 2021-2022 School District Priorities

**Based on COVID-19 Overall School Disruptions, District Priorities Will be Focused on the Following for Next School Year:**

## Achievement Gaps

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- Reduce Overall Achievement Gaps and Identified Achievement Gaps in Math as Measured by State Standardized Assessments Within District, While also Beginning to Focus on High Needs vs. Non-High Needs Students

## SEL Support

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- Increase Social and Emotional Support, Special Education Support, and Student Support Services for Children Across all Grade Levels, Achieving Goals Set Through Student Support Service Administration and Staff

## Blended Learning

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- Actively Engage Students in Authentic and Relevant Blended Learning Experiences

## Class Size

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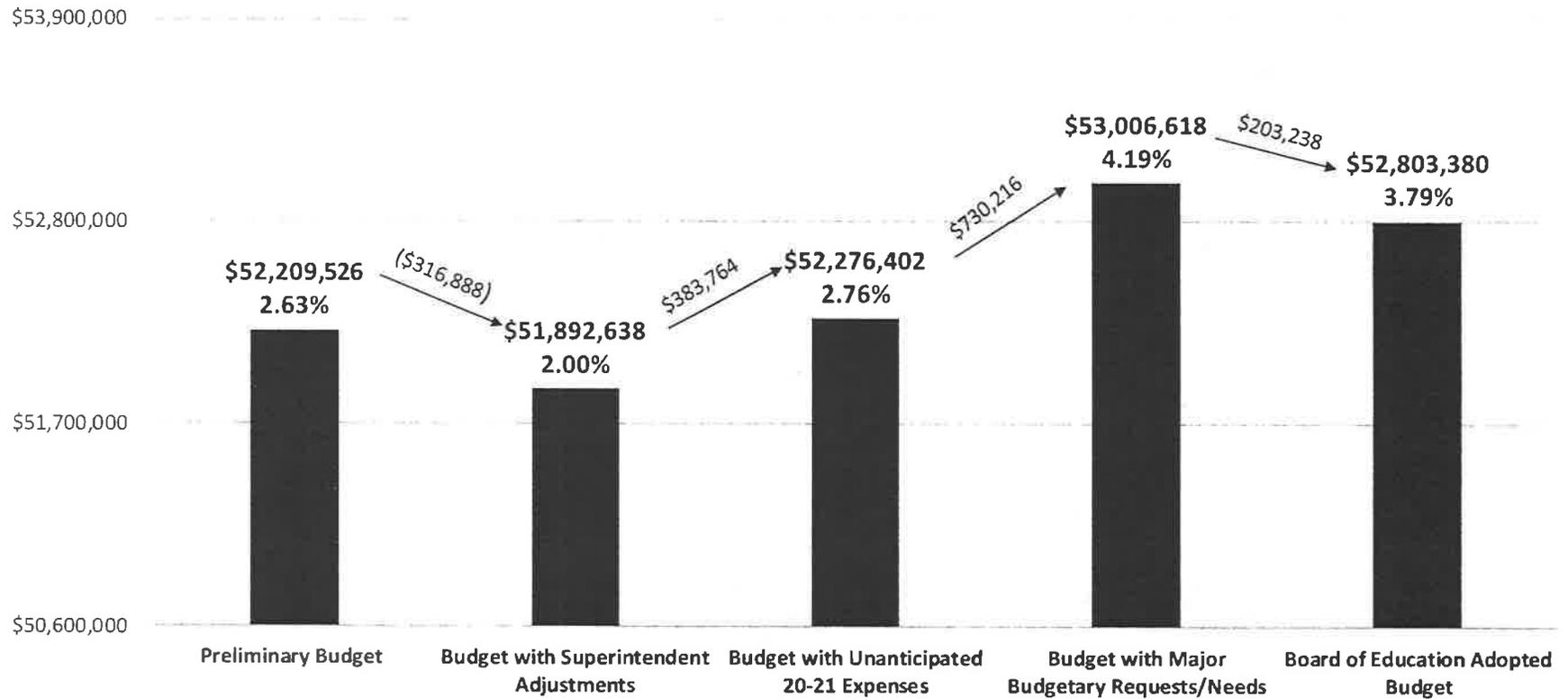
- Maintain Class Sizes Within Board Established Guidelines

## 21-22 Base Line

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- Identify a District-Wide Pre-K – 22 Base-Line Regarding the Impact From the 2020-2021 Instructional Model

# 2021-2022 District Budget Analysis



## 2021-2022 Major Budgetary Requests/Needs

- 1.0 FTE High School Social Worker
- 1.0 FTE Certified Occupational Therapy Assistant (COTA)
- 2.0 FTE Elementary Math Coaches
- 1.0 FTE Middle School Math Coach
- 6.0 FTE Paraprofessional
- 2.0 FTE Additional Grade K Teachers
- 2.0 FTE Additional Grade 2 Teachers

## 2021-2022 High School Social Worker

### **PROBLEM:**

A Significant number of high school students require support for mental health challenges. Sharing one social worker between the full student body and the Therapeutic Program results in inadequate service for all. National Association of Social Workers recommends at ratio of 1 Social Worker per 250 students.

### **SOLUTION**

Bring forth a 1.0 additional school social worker to support the ongoing and projected trend of increased need for mental health support at East Lyme High School.

### **OUTCOME:**

Provide access to counseling for a greater number of students. Decrease mental health challenges after a year of school disruption.

## 2021-2022 High School Social Worker

### **Supporting Data:**

- 53 crisis incidents at ELHS (9/1/20 - 3/22/21)
- 56 crisis incidents at ELMS (9/1/20 - 4/6/21)
- 13 Students in Therapeutic Program
- Both MS & HS Social Workers serve students in the AIM Program
- With only one Social Worker at HS, guidance & school psychologists provide large amounts of time per week to crisis intervention

## 2021-2022 Certified Occupational Therapy Assistant

### **PROBLEM:**

Current caseload for the Occupational Therapist assigned to ELMS & NCS is 101 students. The American Occupational Therapy Association (AOTA) recommends 40-50 depending on the needs of students. The current Occupational Therapist is carrying at least twice the recommended number of students.

### **SOLUTION:**

Hire a full-time Occupational Therapy Assistant (COTA) to work alongside the OT.

### **OUTCOME:**

Students will receive a consistent level of service and make appropriate progress on their OT goals and objectives. Ideal caseload numbers should be between 40-50.

## 2021-2022 Elementary and MS Math Coaches

### **PROBLEM:**

A percentage of our grade 3-8 students are not meeting their growth target as assessed by Smarter Balanced Assessment.

Currently, one math coach for all three elementary buildings.

Currently, no math coach at the middle school.

### **SOLUTION:**

Increase math-based instructional interventions and coaching at all three elementary buildings and at the middle school by increasing the number of coaches from one to four (+3 addition).

Math coaches will teach teachers research based mathematical instructional practices at the elementary and middle school level to strengthen our tier one instruction.

### **OUTCOME:**

Increase the percentage of math growth target achieved by elementary and MS students as set by the Connecticut State Department of Education.

# Smarter Balanced Mathematics Growth Trends Grade 4-8

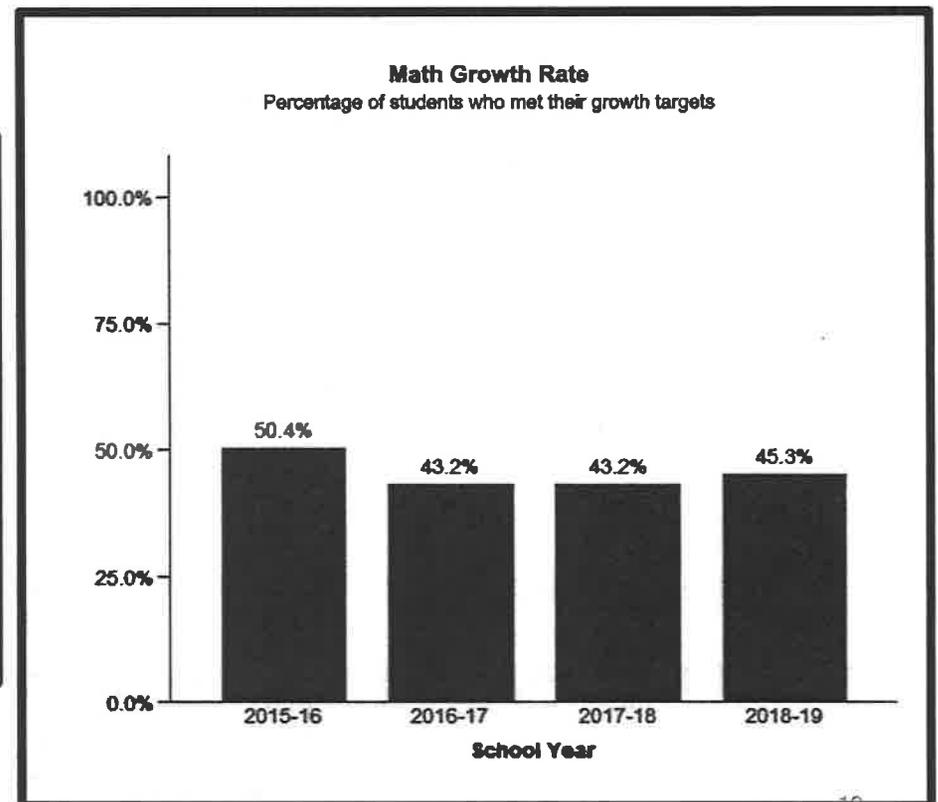
What is growth? How is it different from achievement?

**Achievement or Proficiency:**

- A one-time snapshot measurement of a student's academic performance

**Growth:**

- Change in achievement score for the same student between two or more points in time.



## 2021-2022 Additional Paraprofessionals

### **PROBLEM:**

Students with disabilities transition with age between our buildings. Moving staff would leave sending program short.

Additional elementary students who require 1:1 support.

Return of one out of district placed student anticipated.

### **SOLUTION:**

Hire 6 Paraprofessionals to increase support for students with disabilities.

### **OUTCOME:**

Provide stability in staffing for both special education and general education students.

## 2021-2022 Additional Paraprofessionals

### Supporting Data:

- 3 Students at LBH need 1:1 para support. Currently building-based paras are covering, impacting staff available to support Tier 1/Tier 2 students and classrooms at large
- In the last 5 years, ELPS has seen an increase of 15 students eligible for services based on Autism. These students require intensive supports including communication, behavior/adaptative skills, as well as specialized instruction for academics
- 2 students moving from the MS to HS will continue to need support. The MS program continues to need those staff members
- 1 Student projected to return from out of district placement will need 1:1 support. Tuition and transportation will be a savings

## 2021-2022 Additional Elementary Teachers

### **PROBLEM:**

Concern regarding a high influx of K students at the start of next school year pushing class sizes beyond Board of Education guidelines.

Class sizes in grade two at FL and LBH remain high (at the very top of the guidelines) impeding necessary supports for this cohort of students.

### **SOLUTION:**

Hire the recommended number of additional teachers to ensure proper class size.

### **OUTCOME:**

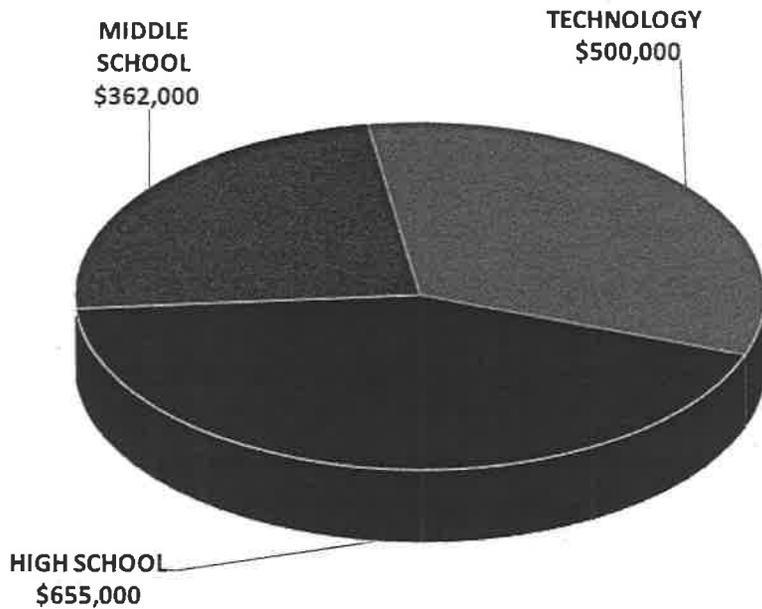
Students receive the appropriate level of service, instruction, and support with smaller class sizes to meet individual needs at grade two and in Kindergarten given a previously disrupted school year.



# GRADE K-4 PROJECTED CLASS SIZE

ELPS Class Size Guidelines	Projected 21-22 Enrollment	Projected 21-22 Enrollment with Homeschool Students Returning	Projected Average Class Size	Total Teacher Count by Grade Level
	<b>NCS</b>			
K: 15-18	K TBD		TBD	TBD
Grade 1: 15-18	Grade 1 - 34	35	17.5	2
Grade 2: 18-20	Grade 2 - 45	46	15.3	3
Grade 3: 18-20	Grade 3 - 54	55	18.3	3
Grade 4: 20-22	Grade 4 - 40	42	21.0	2
	<b>LBH</b>			
K: 15-18	K TBD		TBD	TBD
Grade 1: 15-18	Grade 1 - 37	39	13.0	3
Grade 2: 18-20	Grade 2 - 56	62	20.7 (Add Teacher: 15.5)	3 or 4 w/add
Grade 3: 18-20	Grade 3 - 69	69	23.0	3
Grade 4: 20-22	Grade 4 - 60	64	21.3	3
	<b>FL</b>			
K: 15-18	K TBD		TBD	TBD
Grade 1: 15-18	Grade 1 - 45	47	15.6	3
Grade 2: 18-20	Grade 2 - 56	60	20.0 (Add Teacher: 15.0)	3 or 4 w/add
Grade 3: 18-20	Grade 3 - 51	52	17.3	3
Grade 4: 20-22	Grade 4 - 54	55	18.3	3 22

# Capital Improvement Plan 2021-2022



## HIGH SCHOOL

- HVAC Air Handler (one)
- Sidewalk, Archways, Ext. Concrete Repairs
- Building Exterior Masonry & EIFS Repairs
- Parking Lots and Driveways – Selective Repaving, Maintenance & Repairs
- A-Wing Window Replacements (Design and Estimate)
- Exterior Door Replacement Plan (Design and Estimate)
- South Gym Parapet Wall Repair
- Roof Life Extension- EPDM and Built-Up Roof

## MIDDLE SCHOOL

- HVAC Air Handlers (one)
- Roof Life Extension – Gym Roof
- Roof Life Extension – Cafeteria

## TECHNOLOGY

- Technology Acquisition Plan

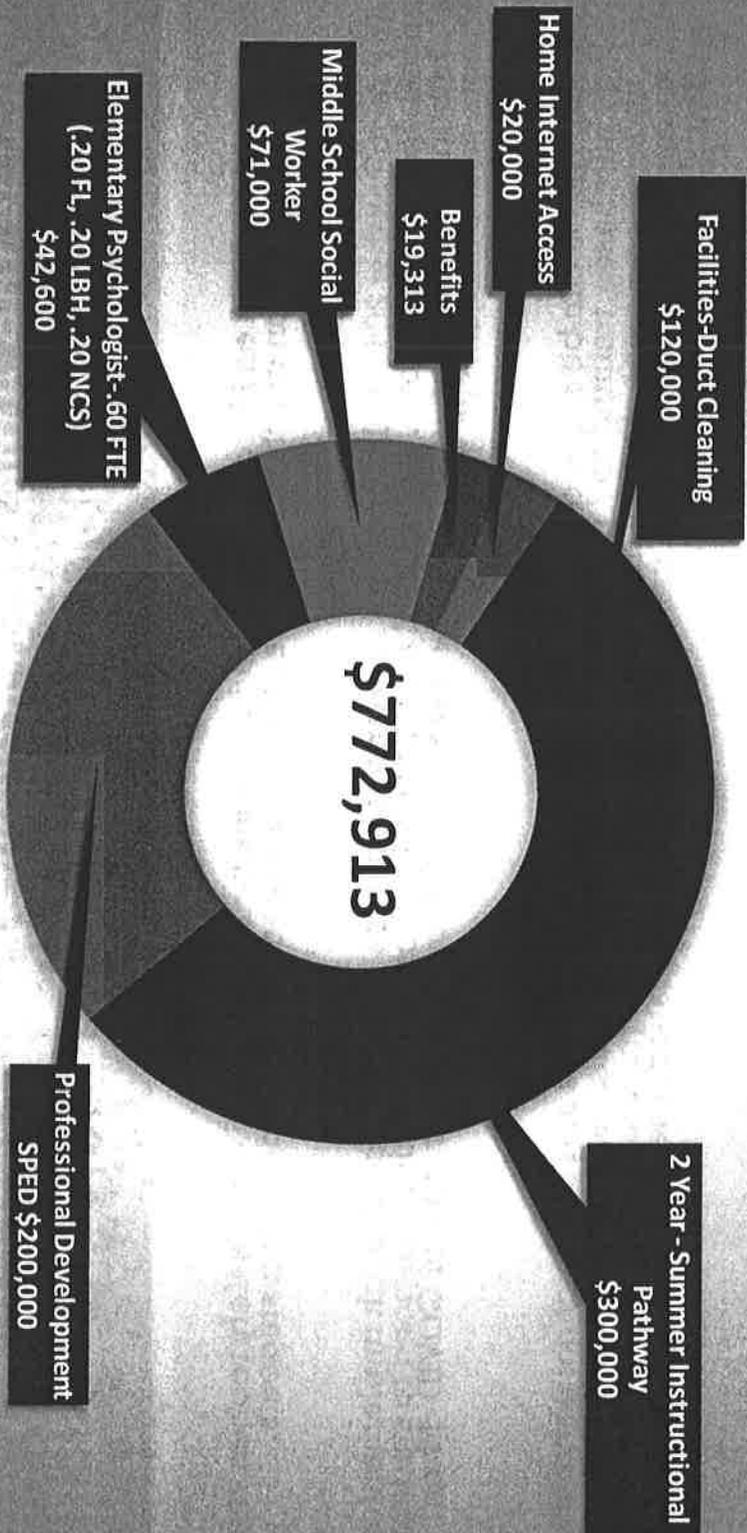
# What is the Elementary and Secondary School Emergency Relief Fund (ESSER II)?

Federal funds allotted through the CARES Act for the purpose of providing local school districts, including charter schools with funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools.

## Priorities:

- Academic Supports, Learning Loss, Learning Acceleration and Recovery
- Family and Community Connections
- School Safety and Social-Emotional Well-being of the “Whole Student” and of our School Staff
- Remote Learning, Staff Development, and the Digital Divide

# ESSER II RECOMMENDED ALLOCATION OF FUNDS



# What is the American Rescue Plan-Elementary and Secondary School Emergency Relief (ARP ESSER)?

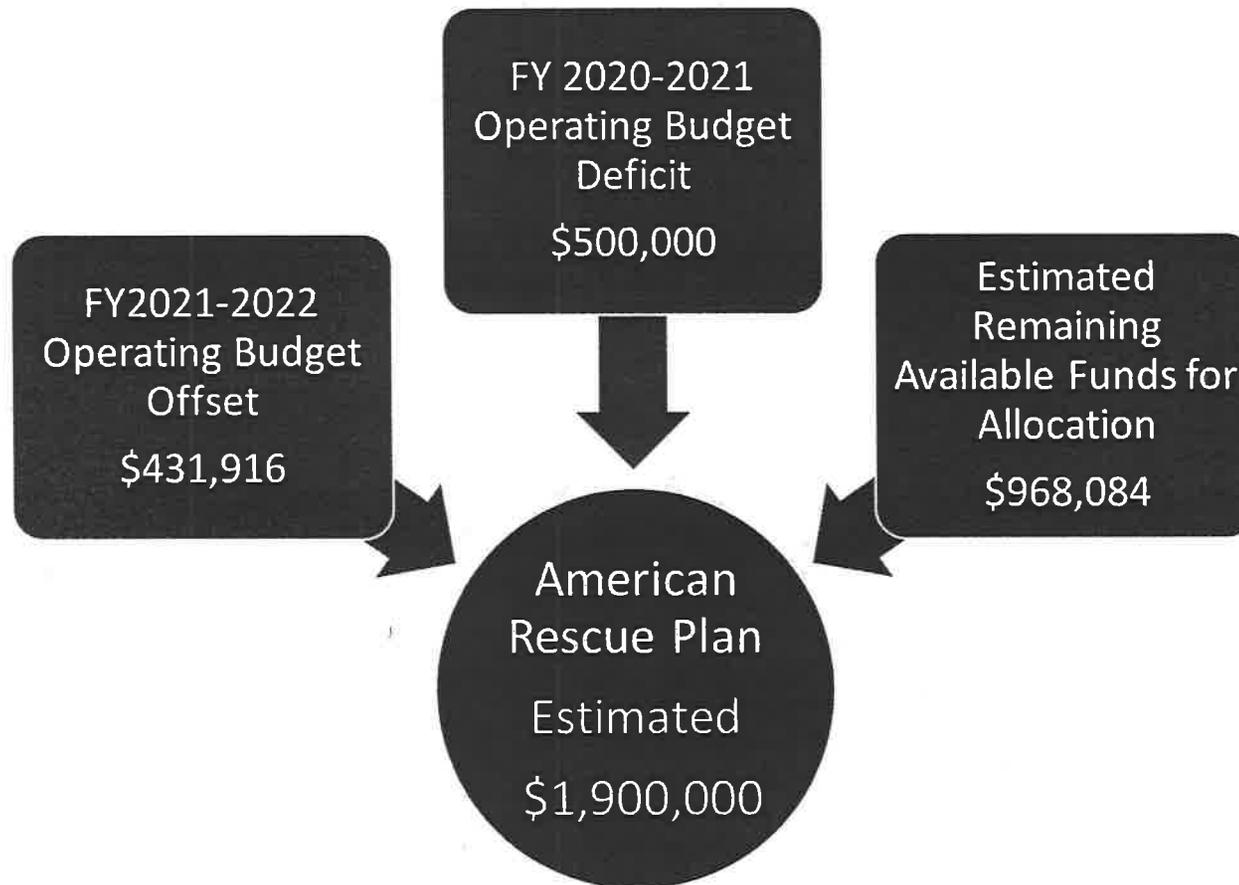
ARP ESSER was enacted on March 11, 2021 and provides funds to assist districts safely reopen and sustain the safe operation of schools and to address the impact of the pandemic on students.

The ARP requires that 20% of the grant be reserved to address learning loss through implementation of evidence-based interventions. Additionally, it ensures that those interventions respond to students' social, emotional and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

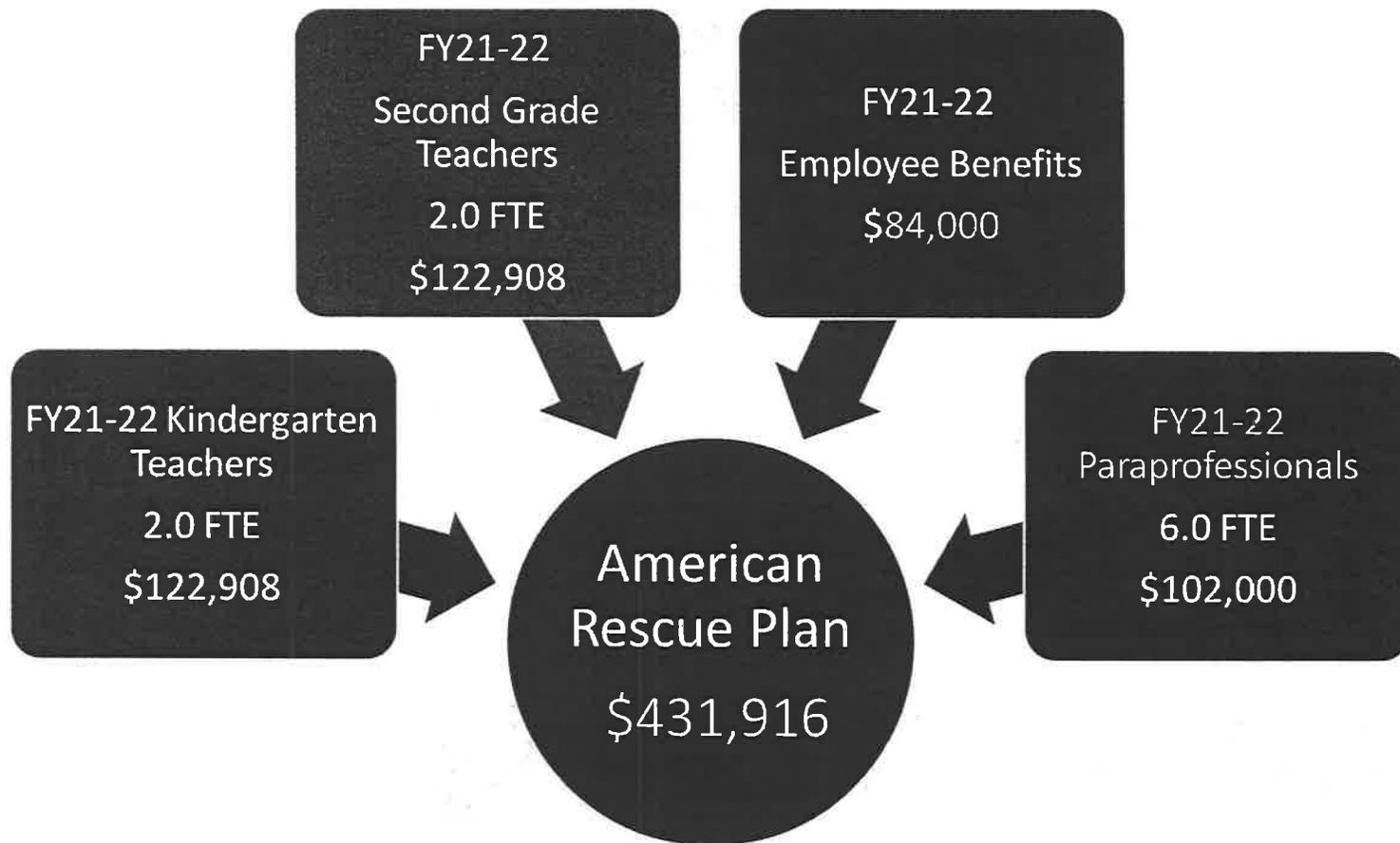
The remaining 80% can be expended on hiring and retaining teachers and other school personnel, technology purchases, training and professional development, summer learning, addressing the unique needs of underserved students, assistive technology or adaptive equipment to support students with disabilities and other activities to maintain the continuity of educational services, addressing learning loss, and improving indoor air quality.

To date, the district has not received information from the State as to our grant award or application process.

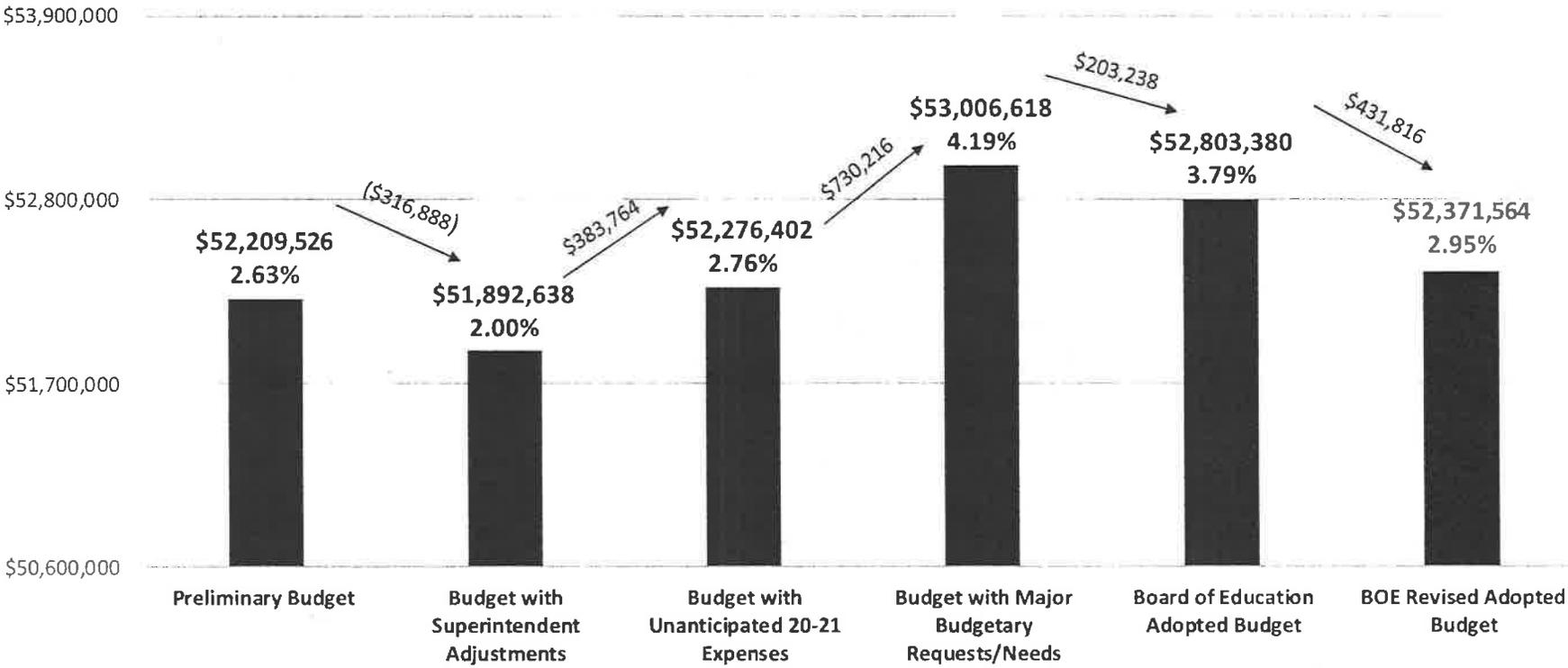
# American Rescue Plan Proposed Initial Funding Allocations



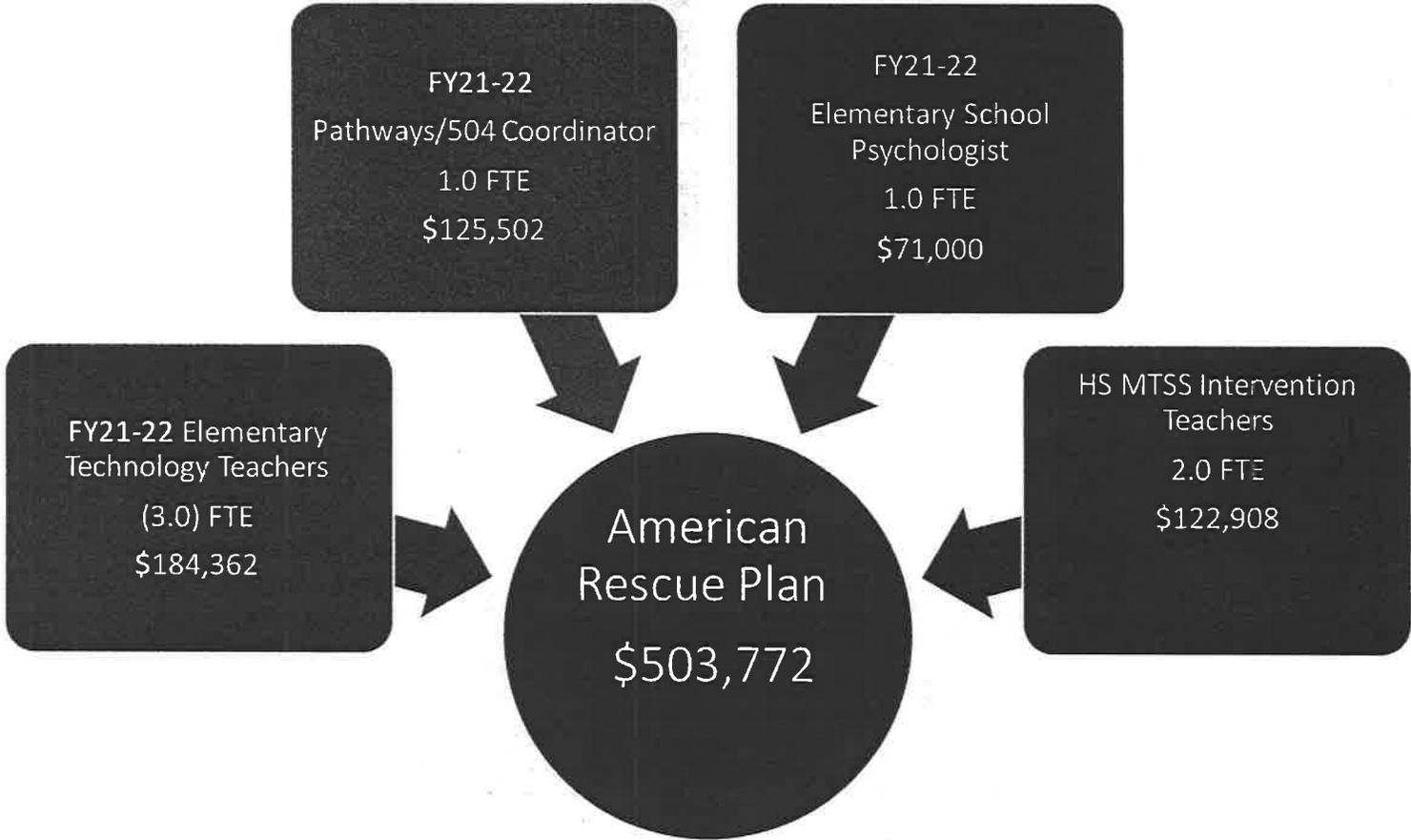
# American Rescue Plan 2021-2022 Operating Budget Offset

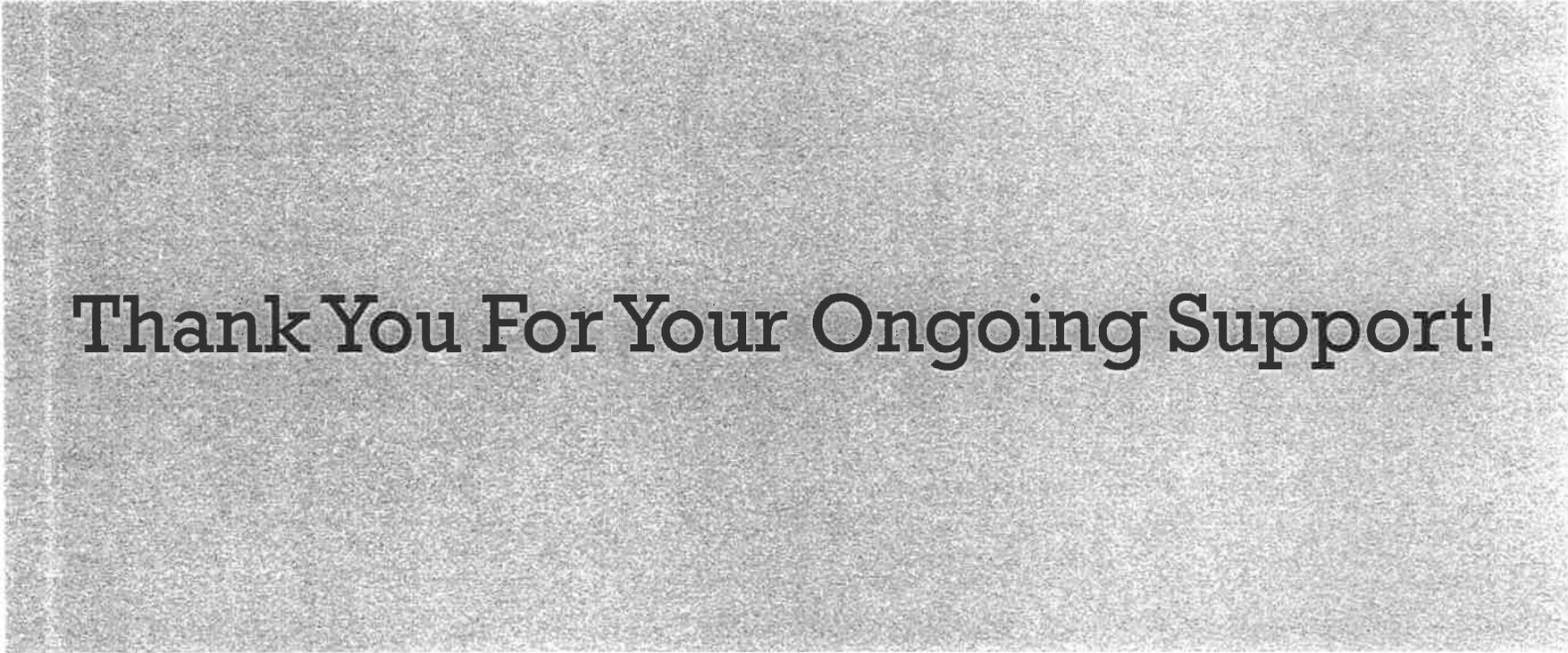


# Adjusted 2021-2022 District Budget Analysis



**American Rescue Plan  
Remaining Allocation (\$968,084):  
Additional Staffing Supports Under Discussion Based on Potential 21-22  
Student and Program Needs**





**Thank You For Your Ongoing Support!**