

BRIDGEPORT PUBLIC SCHOOLS ARP ESSER PLAN

American Rescue Plan (ARP) Act 2021
Emergency and Secondary School Emergency
Relief Fund (ESSER)

Reimagining Schools to Transform Students' Lives

A three (3) year plan: 2021 to 2024

July 2021

ARP ESSER PLAN

Reimagining Schools to Transform Students' Lives

The Connecticut guidance on ARP ESSER proclaims:

“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 planning for the safe return to in-person instruction for all students in 2021-22, Bridgeport will optimize this opportunity to think boldly and create transformative programs for students in our public schools.

ARP ESSER PLAN

OVERVIEW

The Bridgeport ARP ESSER plan describes the initiatives the school district will adopt to accomplish the **common goals of:**

- **education renewal,**
- **learning acceleration, and**
- **enrichment for every student.**

Bridgeport will address learning recovery in the academic areas through the implementation of **evidence-based interventions and respond to the academic, social, emotional, and mental health needs of all students.**

ARP ESSER: CSDE REQUIREMENTS

ARP ESSER PRIORITIES

All initiatives are categorized within the **CSDE's table of five (5) ARP ESSER Priorities**.

It is mandated that **at least 20% of the total budget be set aside to address the academic impact of learning loss**, through the implementation of evidence-based interventions; e.g. innovative classroom models, summer learning or enrichment or after school programs.

ARP ESSER	Total Entitlement	\$100,326,498
	20% Set-Aside for Learning Recovery	\$ 20,065,300

ARP ESSER: CSDE PRIORITIES

CSDE: ARP ESSER --- FIVE (5) PRIORITIES

1	Learning Acceleration, Academic Renewal, and Student Enrichment	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.
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.
3	Social, Emotional, and Mental Health of Students & 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.
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.
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).

ARP ESSER: AUTHORIZED USES

ARP ESSER FUNDS: AUTHORIZED USES

The district 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.

The following more specifically describe the types of eligible activities under ARP.

ARP ESSER: Authorized Uses

ARP ESSER: Authorized Uses

- 1 Addressing learning loss among students, 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.
- 2 Coordination of preparedness and response efforts of districts with State and local public health departments and other relevant agencies, to improve coordinated responses to prevent, prepare for, and respond to coronavirus.
- 3 Addressing learning loss among students, 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.
- 4 Coordination of preparedness and response efforts of the district with State and local public health departments and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- 5 Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- 6 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.
- 7 Developing and implementing procedures and systems to improve the preparedness and response efforts of the district.
- 8 Training and professional development for staff on sanitation and minimizing the spread of infectious diseases.
- 9 Purchasing supplies to sanitize and clean the facilities.

ARP ESSER: Authorized Uses

ARP ESSER: AUTHORIZED USES

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| 10 | 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. |
| 11 | Purchasing educational technology (including hardware, software, and connectivity) for all students that aids in regular and substantive educational interaction between students and their classroom instructors, which may include assistive technology or adaptive equipment. |
| 12 | Providing mental health services and supports, including through the implementation of evidence-based full-service community schools. |
| 13 | Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer. |
| 14 | 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. |
| 15 | 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. |
| 16 | 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. |
| 17 | Other activities that are necessary to maintain the operation of and continuity of services in the district. |

ARP ESSER PLAN: CONSULTATION

CONSULTATION

The district is engaged in a process of meaningful consultation with stakeholders, to provide the public with the opportunity to offer input into development of the plan.

In creating the plan, the district is committed to taking such input into account.