

Grant Award Letter

STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

1 Grant Recipient

Bridgeport School District

DUNS Number: 183861178

4 Award Information

Grant Type: FEDERAL

Statute: PL ARP OF 2021, PUBLIC LAW 117-2 N/A AMERICAN RESCUE
PLAN ACT OF 2021

CFDA #:

SDE Project Code: SDE000000000002

Grant Number: 015-000 12060-29636-2021-82079-

2 Grant Title

ARP ESSER Funds

5 Award Period

7/1/2020 - 9/30/2024

3 Education Staff

Program Manager:

Irene Parisi (860) 713-6852

Payment & Expenditure Inquiries:

Jeff Lindgren (860) 713-6624

6 Authorized Funding

Grant Amount: \$100,326,498.00

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Requests for budget revisions for expenditures made between July 1, 2021 and June 30, 2022 must be submitted at least 60 days prior to the expiration of the fiscal year but no later than May 1, 2022. Final budget revisions covering the entire award period must be submitted at least 60 days prior to the expiration of the grant period but no later than July 30, 2024. Budget revisions submitted after this date are accepted at the discretion of the ARP ESSER Funds Program Manager. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7- 396a of the Connecticut General Statutes.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.



This grant has been approved.

6/20/2022

Irene Parisi - CSDE Management Approver

MOE Equity Certification

Bridgeport School District (015-000) 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)]	 <u>MOE Equity Certification - Template</u>	 <u>BPS MOEquity Certification</u>

American Rescue Plan (ARP)

**Local Educational Agency (LEA) Certification of Exception from
Local Maintenance of Equity Requirements**

Please submit this certification to your SEA, which will notify the Department which LEAs in the State are excepted from the local maintenance of equity requirements under Section 2004(c)(2) of the ARP Act due to such certifications for FY 2022.

State of Connecticut

LEA name: Bridgeport Public Schools

On behalf of my LEA, I Michael J. Testani (name),
Superintendent (title), certify that for the 2021-2022 school year, this LEA demonstrates an exceptional or uncontrollable circumstance under Section 2004(c)(2) of the ARP Act. Specifically, this LEA faces one-time implementation challenges due to the enactment of the ARP Act in March 2021 and the impact of the pandemic. Given these unique timing and implementation circumstances and that this LEA will not implement an aggregate reduction in combined State and local per-pupil funding in FY 2022 (i.e., is not facing overall budget reductions), this LEA demonstrates such an exceptional or uncontrollable circumstance under Section 2004(c)(2) of the ARP Act.

By signing this certification, I hereby confirm that I am the authorized representative, with the fiscal and legal authority, to certify on behalf of this school district. In addition, to the best of my knowledge and belief, all the information in this certification is true and correct.



Signature

10/20/21

Date

Program Information

Bridgeport School District (015-000) 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

Bridgeport School District (015-000) 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.

As part of our meaningful consultation with stakeholders, Bridgeport Public Schools utilized a holistic stakeholder engagement process to develop its ARP ESSER plan. To ensure a just and meaningful final plan emerged, BPS

maintained its commitment to reviewing and addressing all valuable input throughout this process.

The district created an online survey to solicit feedback on its posted draft plan. The survey was hosted in four languages and received well over 300 individual responses. A review of the reactions acknowledged interest in providing input during the development of the BPS plan, approved documented strategies, and/or suggested additional improvement areas. This feedback was reviewed to ensure requests were either already enmeshed in the final ESSER- ARP application, and if not, the items were brought up for discussion during board meetings, through leadership engagement and determination made on what additional content should be added to the plan. Additionally, the district developed and held a series of live town halls. Billed as *ARP ESSER Community Forums*, these meetings were held in person at schools around the district to allow additional community members to provide their input. The sessions provided an overview of the ARP ESSER funding stream, cited BPS' high-level needs, and summarized the draft plan contents. Audience members were given the opportunity to provide their valuable feedback, and as necessary, this information was also incorporated into the district's final plan.

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

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

Bridgeport School District (015-000) 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.bridgeportedu.net/domain/3886>

ARP ESSER Uses of Funds

Bridgeport School District (015-000) 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

Bridgeport School District (015-000) 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): \$20,065,300.00

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 June 2024, the district will improve its ELA DPI of 54.3 in 18/19 to 64.2 in 23/24 and Math DPI of 46.4 in 18/19 to 61.1 in 23/24 based on its implementation of the noted strategies.

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)

* 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)

Priority 1 Strategies

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

<p>* Human Resources - Increase full time general education staffing. Add assistant principals and administrator positions to assist with building management and the implementation of technology-based learning associated with learning loss. - FCW Campus: Assistant Principal - Waltersville: Assistant Principal - District: Director, Early Childhood Education - District: Director, Student Activities - District: ELL Instructional Specialist</p>	<input type="checkbox"/>	<p>* Sept. 2021 to June 2024</p>	<p>* Human Resources team-hiring of staff. Superintendent, Executive Leadership & Finance/Grants team - implementation and monitoring.</p>	<p>* Support for high quality, effective instruction, and academic achievement through professional development and instructional supervision as measured by formative assessments, benchmark assessments, and student work.</p>
	<input type="checkbox"/>	<p>* Sept. 2021 to June 2024</p>	<p>* Human Resources team-hiring of staff. Superintendent, Executive Leadership, Principals & Finance/Grants team - implementation and monitoring.</p>	<p>* Accelerated growth in academic achievement in the early grades, through targeted interventions for students, as measured by formative assessments, benchmark assessments, and student work.</p>

<p>* Human Resources - Increase full time general education staffing. Add all-inclusive and differentiation certified teachers as needed (EL, SPED, etc.) to provide academic interventions for all district students. The Elementary Academic Support Instructors (EASI) are 48 teacher positions in Elementary Schools 2 positions/school, Except 1 position/school in Edison, Hall; CSMA, Claytor, Discovery, HHM, MCM, PCM. The EASI teacher is responsible to support the academic, social and emotional needs of Grade K-3 students in the elementary school; provide tier 1-2 academic supports to students across content areas, primarily in literacy and mathematics; work closely with classroom teachers to co-plan, co-teach and assess students; play a pivotal role in developing collaborative relationships with administrators, teachers and parents to create lesson plans with clearly articulated goals and strategies; and be a key member of school-level intervention and data teams.</p>				
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<p>* Human Resources - Increase full-time general education staffing. Provide funding for the engagement of teacher and/or paraprofessional substitutes necessary to allow teachers to attend professional development events or to address COVID-related absences. An allocation model for Building Substitutes will be in place to provide daily support to principals in covering teacher absence, in addition to occasional substitutes. Formula: - One (1) per school, Sept - June - + One (1) if enrollment >500, Oct - June - + One (1) if enrollment >1000, Oct - June</p>	<input type="checkbox"/>	<p>* Sept. 2021 to June 2024</p>	<p>* Human Resources team-hiring of staff. Superintendent, Executive Leadership (CFO), Principals & Finance/Grants team - implementation and monitoring.</p>	<p>* Daily support for covering teacher absence Support for co-teaching and small group instruction as measured by formative assessments, benchmark assessments, and student work.</p>
<p>* Human Resources - Increase full-time general education staffing. Provide funding to engage [temporary staff] Kindergarten Paraprofessionals. In Kindergarten classes, temporary paraprofessional support will be provided in 2021-22, using the formula: 1 substitute paraprofessional per 2 Kindergarten classes.</p>	<input type="checkbox"/>	<p>* Sept. 2021 to June 2024</p>	<p>* Human Resources team-hiring of staff. Superintendent, Executive Leadership (CFO), Principals & Finance/Grants team - implementation and monitoring.</p>	<p>* Improved cognitive and socio-emotional development of kindergarten students as measured by formative assessments, benchmark assessments, and student work.</p>

<p>* Human Resources - Increase full time general education staffing. Provide funding to engage University Interns (Projected #: 50 per school year). University interns will be placed in elementary and high schools to provide academic support. An intern engages in a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Typical activities include: co-teaching, working with an individual or small groups of students.</p>	<input type="checkbox"/>	<p>* Sept. 2021 to June 2024</p>	<p>* Human Resources team-hiring of staff. Superintendent, Executive Leadership (CFO, CAO) Principals & Finance/Grants team - implementation and monitoring.</p>	<p>* Increased capacity to provide small group and individualized instruction, based on the assessment of individual student need as measured by formative assessments, benchmark assessments, and student work.</p>
<p>* Human Resources - Increase full-time general education staffing. Provide stipend and/or salaries to create teacher leaders in Math and Literacy in district buildings. Teacher Leaders (annual stipend paid to a teacher) - Two (2) per school - + Two (2) if enrollment >500 The Teacher Leader is a teacher who, in addition to providing high-quality instruction in their own classroom, magnifies their impact by facilitating grade-</p>	<input type="checkbox"/>	<p>* Sept. 2021 to June 2024</p>	<p>* Human Resources team-hiring of staff. Superintendent, Executive Leadership (CFO, Payroll), Principals & Finance/Grants team - implementation and monitoring.</p>	

level meetings to support a team or sub-team of teachers in developing their ability to deliver explicit, systematic whole and small group instruction that leads to high learning achievements. The Teacher Leader plans and delivers professional development (PD) during and after school in addition to their classroom teaching responsibilities. Ongoing professional learning will be provided throughout the year to prepare and support teachers, helping them to develop and refine teacher leadership competencies needed for success.				* Improved conditions for teaching and learning, through support to teachers for positive learning relationships, classroom routines and expectations, instructional, and assessment practices. Use of evidence-based routines, data-driven decisions, and Science of Reading (SOR) research as measured by formative assessments, benchmark assessments, and student work.
	<input type="checkbox"/>	* Sept. 2021 to June 2024	* Human Resources team-hiring of staff. Superintendent, Executive Leadership (CFO, Payroll), Principals & Finance/Grants team - implementation and monitoring.	* Increased student achievement by supporting new teachers through observing and providing feedback during lessons and delivering professional development according to needs as measured by formative assessments, benchmark assessments, and student work.

* Human Resources - Increase full-time general education staffing. In-School Peer Support (annual stipend paid to a teacher) - One (1) per school - + One (1) if enrollment >500 - + One (1) if enrollment >1000 The In-School Peer Support is a teacher who, in addition to providing high-quality instruction in their own classroom, magnifies their impact by conducting peer observations of novice (non-tenured) faculty and providing timely, actionable feedback with a growth mindset. The teacher plans and delivers targeted professional development (PD) after school for novice educators in addition to their classroom teacher responsibilities. Ongoing PD will be provided throughout the year to help develop and refine teacher leadership competencies needed for success.

<p>* Human Resources - Increase full-time general education staffing. The district will employ Instructional Supervisors to provide support to principals, in designated magnet schools, for teacher evaluation. This type of support will be instrumental in facilitating constructive feedback to teachers for the improvement of instructional practice, as well as completing observations for untenured teachers.</p>	<input type="checkbox"/>	<p>* Sept. 2021 to June 2024</p>	<p>* Human Resources team-hiring of staff. Superintendent, Executive Leadership, Principals & Finance/Grants team - implementation and monitoring.</p>	<p>* Enhancement of teachers' pedagogical skills through reflection and professional growth plans as measured by formative assessments, benchmark assessments, and student work.</p>
<p>* Human Resources - Increase SPED staffing. Additional teacher and paraprofessional staff are needed to address the influx of SPED requests. In order to meet the needs of students with special needs, resource teacher and paraprofessional position allocations, as required, will be in place.</p>	<input type="checkbox"/>	<p>* Sept. 2021 to June 2024</p>	<p>* Human Resources team-hiring of staff. Superintendent, Executive Leadership (CFO and Executive Director, Specialized Instruction), & Finance/Grants team - implementation and monitoring.</p>	<p>* Educational services for learning recovery, in accordance with SPED mandates as measured by formative assessments, benchmark assessments, and student work.</p>

<p>* Human Resources - Increase SPED staffing. Additional Specialized Services staffing is needed to address the influx of SPED requests. In order to meet the needs of students with special needs, as required, speech/language, and psychology services will be in place Programming that is already created is currently funded under another funding stream. At the noted FY it will be absorbed into this funding stream. Programming that is new will be implemented during the noted FY with pre-planning taking place before deployment as necessary.</p>	<input type="checkbox"/>	<p>* July 2023 to June 2024</p>	<p>* Human Resources team-hiring of staff. Superintendent, Executive Leadership (CFO and Director, Psychology Director, Speech Supervisor), & Finance/Grants team - implementation and monitoring.</p>	<p>* Educational services for learning recovery, in accordance with SPED mandates as measured by formative assessments, benchmark assessments, and student work.</p>

<p>* Human Resources - Increase EL staffing. Additional staff will be able to implement during the day pull-out services for EL students to help ensure continued learning. Three (3) ESL teacher positions will be added to meet the needs of an increased number of English language learners.</p>	<input type="checkbox"/>	<p>* Sept. 2021 to June 2024</p>	<p>* Human Resources team-hiring of staff. Superintendent, Executive Leadership (CFO and Director, Bilingual/ESL Education), & Finance/Grants team - implementation and monitoring.</p>	<p>* Academic, linguistic, and cultural instructional supports and scaffolds to enable students to meet federal standards. Effective strategies for English Learners to access the standards-based curriculum, language, and acculturate as measured by formative assessments, benchmark assessments, and student work.</p>
	<input type="checkbox"/>	<p>* Summer 2024</p>	<p>* Human Resources team-hiring of staff. Superintendent, Executive Leadership (CFO and Director of Student Activities, Summer Program Coordinators), & Finance/Grants team - implementation and monitoring.</p>	<p>* Acceleration of learning in the academic and socio-emotional areas. Address the lost instructional, social, and extracurricular time students experienced due to the pandemic as measured by formative assessments, benchmark assessments, and student work.</p>

<p>* Structured and Meaningful Programming - Increase experiential learning supports for all students. Rebrand summer school "summer academies" ensure that resources and transportation are provided. Summer programs will be expanded and new programs offered. -Early Reading Success K-3 -- Expansion -Extended School Year: ESY --- Expanded Sites - NEW: ELL Grade 4-8 Program - Batalla, Columbus, Curiale, Read, Roosevelt, Waltersville - NEW: Transition to HS Program Programming that is already created is currently funded under another funding stream. At the noted FY it will be absorbed into this funding stream. Programming that is new will be implemented during the noted FY with pre-planning taking place before deployment as necessary.</p>				
<p>* Structured and Meaningful Programming - Create shorter, academic-based programming for students. School Year Extended Day Programs will be offered. - ELL Tutoring: Barnum Batalla Columbus Marin</p>	<input type="checkbox"/>	<p>* July 2023 to June 2024</p>		

<p>Batalla, Columbus, Marin, and Roosevelt [2 teachers/school; 2 days/week, 1.5 hours/day, 33 weeks] -- An opportunity for district Multilanguage Learners at our highest ML concentrated schools {Barnum, Batalla, Columbus, Marin, and Roosevelt} to access additional afterschool support {tutoring in their native language(s)} for up to two days a week, 1.5 hours per day for 33 weeks. - Other programs such as: - Fine Arts, Music, & Entertainment (FAME) Academy. A district wide afterschool program for high school students to engage in visual arts, instrumental, vocal and theater instruction. - Blended learning credit recovery programs. - Self-developed and individual school-based programs. - Saturday/HS/Elementary/STEM Academies -- An opportunity for district students to acquire intensive STEM, and STEM related skills that will help them stay engaged in school and to become better prepared 21st century students. Programming will be for up to four hours a day (on Saturdays) for nine Saturdays at one of the</p>			<p>* Human Resources team-hiring of staff. Superintendent, Executive Leadership (CFO and Director of Student Activities, Extended day Program Coordinators), & Finance/Grants team - implementation and monitoring.</p>	<p>* Supplemental, targeted instruction for students who require interventions to accelerate learning and meet academic standards as measured by formative assessments, benchmark assessments, and student work.</p>
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<p>district's most well-equipped locations. -BPS and City of Bridgeport Partnership. Created to itemize and select certified community-based organizations to provide high-quality educational programming for the youth of Bridgeport. Programming that is already created is currently funded under another funding stream. At the noted FY it will be absorbed into this funding stream. Programming that is new will be implemented during the noted FY with pre-planning taking place before deployment as necessary.</p>				
	<input type="checkbox"/>	* Sept. 2021 to June 2024	* Human Resources team-hiring of staff. Superintendent, Executive Leadership (CFO and Director, Bilingual/ESL Education), & Finance/Grants team - implementation and monitoring.	* Provide students with academic, linguistic, and cultural supports aligned to the standards-based curriculum for improved student achievement results as measured by formative assessments, benchmark assessments, and student work.

* Structured and Meaningful Programming - Create English Language Programming The district will establish a WELCOME CENTER at Central HS, which will provide an inviting, supportive environment in which parents can register ELL students in BPS schools. The Bilingual/World Languages Department will relocate to Central HS in order to manage the WELCOME CENTER. - 1 ELL teacher - classroom instruction for students in interrupted formal education - 1 Newcomer Center Liaison Create and implement an afterschool and summer NEWCOMERS programming for all students that require it. The district will create School Year Day Programs - English Language Learners. School year tutoring programs for ELL students will be provided. - High School: Bassick, Central, Harding

<p>* Structured and Meaningful Programming - School Operating Resources Create opportunities for principals to purchase resources to address the needs of their buildings by supplementing teacher choice as well as tangible items for teaching. School Level Allocations -Teacher's Choice E-card Program: increased from \$30 to \$50/teacher.</p>	<input type="checkbox"/>	<p>* Sept. 2021 to June 2024</p>	<p>* Human Resources team-hiring of staff. Superintendent, Executive Leadership (CFO, CAO) Principals & Finance/Grants team - implementation and monitoring.</p>	<p>* Fulfillment of requirements for district curriculum initiatives; e.g., math manipulatives. Enhanced capacity at the school level to meet school-based needs as measured by formative assessments, benchmark assessments, and student work.</p>
<p>* Structured, Meaningful Programming - Curriculum Expansion and Renewal Increase access to high-quality curriculum and digital services. Bridgeport will implement its annual curriculum renewal plan, with an emphasis on academic supports and recovery to accelerate learning for all students. This renewal model incorporates the strategic use of digital resources accessed via student devices and taught in classes with the assistance of Promethean smartboards. In each year, renewal is focused on 1-3 subject areas and a specified cluster of grades. In FY2022, the district will focus on</p>	<input type="checkbox"/>	<p>* Sept 2021 to June 2024</p>	<p>* Human Resources team-hiring of staff. Superintendent, Executive Leadership (CFO, CAO, Executive Directors) Principals & Finance/Grants team - implementation and monitoring.</p>	<p>* Enhancing curriculum by providing updated resources in Science, Literacy, and Mathematics as measured by formative assessments, benchmark assessments, and student work.</p>

<p>FY22, the district will plan for curriculum renewal in the following areas starting in FY23. - Science K-5 - Literacy 9-12 - Math K-1 The district will also purchase subscriptions and services from TechTrep. The organization will provide comprehensive STEM education and entrepreneurship programming in grades 4 - 12. Additionally, the district will purchase subscriptions and services from Footsteps 2 Brilliance. By providing a geofenced, mobile literacy service for BPS pre-K - 3 students, it will allow for the connection of school, home, and the community to ensure student academic success. In addition, supplemental resources will be considered for English language learners, students with disabilities, and other students identified for intensive academic supports. Program that is either already created and is currently funded under another funding stream. At the noted FY will be absorbed into this funding stream. Programming that is new for the noted FY will be implemented during the noted</p>				
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implemented during the noted FY with preplanning taking place before deployment.				
<p>* Professional Development - Teachers Increase opportunities for teachers to learn more about how to spot and address students who need differentiation and remedial ELA and Math delivery. HILL FOR LITERACY A partnership between HILL for Literacy and BPS will be formed to implement a school-wide literacy model in the schools. The partnership will implement a comprehensive literacy plan focused on creating systems to support leadership structures, a multi-tiered assessment and instructional model, grades K-3. Program that is either already created and is currently funded under another funding stream. At the noted FY will be absorbed into this funding stream. Programming that is new for the noted FY will be implemented during the noted FY with preplanning taking place before deployment.</p>	<input type="checkbox"/>	<p>* Sept 2021 - June 2024</p>	<p>* Superintendent, Executive Leadership (CFO, CAO, Executive Directors) Principals & Finance/Grants team - implementation and monitoring.</p>	<p>* School Leadership: professional learning for teachers and administrators --- to implement systems and processes for multi-tiered literacy instruction -- core, supplemental, and intervention curricula at each grade level; as measured by formative assessments, benchmark assessments, and student work.</p>

<p>* Professional Development - Administrators Increased opportunities for administrators to learn more about how to improve leadership outcomes. Partners for Educational Leadership "The Center's core practice is partnering with school districts and other organizations to strengthen their leadership, systems, and improvement strategies in service of improved and more equitable outcomes for students. We do this through coaching, consulting, and capacity building." - The Center for School Change will implement a comprehensive approach to professional development for school administrators, designed to develop and strengthen leadership skills focused on equity and excellence in student outcomes.</p>	<input type="checkbox"/>	<p>* Sept. 2021 to June 2024</p>	<p>* Superintendent, Executive Leadership (CFO, CAO, Executive Directors) Principals & Finance/Grants team - implementation and monitoring.</p>	<p>* Creation of learning-focused partnerships between central office leaders and school leaders to improve instruction in classrooms. Development of leadership behaviors that build a positive school climate, create a structure for instruction-focused interactions with teachers, and establish protocols to monitor and improve the quality of instruction as measured by formative assessments, benchmark assessments, and student work.</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,

By June 2024, the district will improve its Accountability Index from 61.2 in 2018-19 to 73.2 based on its implementation of the noted strategies.

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.

* 1. What did your needs assessment reveal as it pertains to priority 2? (use relevant data limit to 250 words)

Students need increased exposure to school counselors and social workers as they play crucial roles in their academic and home lives. Over the last years, and due to the pandemic, students have shown to have instances of trauma. Because of social distancing, typical parent involvement measures have not been executed. While adjustments to more technology-based interactions have occurred, family engagement levels are not optimal. There needs to be a better bridge between district/family and community agencies to ensure access. Based on the district's class of 2019 college entrance figures (55.6), it is clear that limited students and families are accessing resources and/or support necessary to understand the importance of college, alternative educational paths, and/or employment information. Accurate student/family data collection is complex. This debilitates its analysis; furthermore, the delivery of required and/or recommended services/supports to students based on identified issues is often delayed or not accessed at all. The district currently has resources (counselor,

psychologist, and social worker staffing, Family Resource Centers, Director, Student Counseling and Parent Partnerships, etc., as well as access to external providers); however, the information on how to access and utilize said services are not housed in a centralized location. Due to the increased utilization of Scientific Research-Based Interventions (SRBI) and continued lower academic outcomes, it is clear that meaningful and pertinent professional development - for staff and families to help understand how to provide or access supports for student referral needs (both provided in and outside of the district) is required.


* 2. Based on the needs assessment findings, describe how your strategies for priority 2 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)

Based on the review of data and general conversations, two main themes were developed as focus areas for the district: Human Resources and Expanded Family and Staff Resources/Services

1. Human Resources
 - a. Increase full-time intervention staffing - address the issue of additional structures to support and address SEL-related issues.
2. Expand Family and Staff Resources/Services
 - a. Increase staff professional development - address the disconnect between the services and how to deliver them when necessary.
 - b. Increase and improve engagement with community-based entities - address how to bridge the gap between the available district and community-based organization resources.
 - c. Complete a "systems investment" related to asset mapping - address the availability of and delivery to students and families needed wraparound services.
 - d. Create improved and/or increase enrichment programming - address the interest in early college or alternative educational paths or employment education.
 - e. Improve family engagement instances - address the need to improve training and resources students and family's access.
 - f. Expand Social Emotional Services - address connections to help staff, students, and families focus on SEL issues.

Priority 2 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?
		* Sept. 2021 to June 2024	* Superintendent, Executive Leadership (Director, Social Work, Director, Counseling & Parent Partnerships) & Finance/Grants team - implementation and monitoring.	* Students and families will be provided with referrals to community-based organizations to support students' academic, social and emotional needs. More Tier II and Tier III support will be offered and measured by formative assessments, benchmark assessments, and student work.

<p>* Human Resources - Increase full-time intervention staffing. Add counselors and social workers to create a "district family connections" team to provide intensive social and emotional supports to students and families. Two (2) Family Connection Teams will be formed, each consisting of one social worker and one guidance counselor. The teams will be assigned to visit schools to facilitate making connections between families and community services deemed necessary to support our students.</p>				
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<p>* Expand Family and Staff Resources/Services - Improve family engagement instances Engage community organizations to assist with the implementation of various wrap-around services related to academics, athletics, social, emotional, and mental health supports for the safe, healthy development of youth.</p>	<input type="checkbox"/>	<p>* Sept. 2021 to June 2024</p>	<p>* Superintendent, Executive Leadership (Director, Social Work, Director, Counseling & Parent Partnerships) & Finance/Grants team - implementation and monitoring.</p>	<p>* Increased capacity to support the whole student. Increased Tier II and Tier III support for students identified as struggling socially, emotionally, and/or behaviorally. Progress will be measured by formative assessments, benchmark assessments, and student work.</p>
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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 June 2024, the district will improve its Accountability Index from 61.2 in 2018-19 to 73.2 based on its implementation of the noted strategies.

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)

* 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)

Priority 3 Strategies

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

<p>* Human Resources - Increase full-time auxiliary staff Add additional or provide access to additional counselors. The district will add three (3) Guidance Counselor positions to supplement five (5) Guidance Counselor positions funded in ESSER II and two (2) new positions on the Family Connection Teams in ESSER III, for a total of ten (10) positions.</p>	<input type="checkbox"/>	<p>* Sept. 2021 to June 2024</p>	<p>* Superintendent, Executive Leadership (Director, Counseling & Parent Partnerships) & Finance/Grants team - implementation and monitoring</p>	<p>* Students will develop student success plans to support their academic, social/emotional, and college/careers goals; and receive developmental lessons and monthly themed SEL activities, which will be measured by formative assessments, benchmark assessments, and student work.</p>
<p>* Human Resources - Increase full-time auxiliary staff Add additional or provide access to additional social workers The district will add three (3) Social Worker positions to supplement five (5) Social Worker positions funded in ESSER II and I</p>	<input type="checkbox"/>	<p>* July 2022 to June 2024</p>	<p>* Superintendent, Executive Leadership (Director, Social Work) & Finance/Grants team - implementation and monitoring.</p>	<p>* Increased capacity to support students socially and emotionally, as measured by formative assessments, benchmark assessments, and student work.</p>

<p>ESSER II and two (2) positions on the Family Connection Teams in ESSER III, for a total of ten (10) positions. Programming that is already created is currently funded under another funding stream. At the noted FY it will be absorbed into this funding stream. Programming that is new will be implemented during the noted FY with pre-planning taking place before deployment as necessary.</p>				
<p>* Human Resources - Increase full-time auxiliary staff Add additional or provide access to additional SEL staff members. Restorative Practices Specialist. Selected Elementary Schools (4p). The</p>	<input type="checkbox"/>	<p>* Sept. 2021 to June 2024</p>	<p>* Superintendent, Executive Leadership (Director, Counseling & Parent Partnerships) & Finance/Grants team - implementation and monitoring</p>	<p>* Positive school climates, characterized by mutual respect, a strong commitment to conflict resolution strategies, and reductions in disciplinary situations as measured by benchmark assessments and student attendance.</p>

<p>Restorative Practices Specialist will work directly with students to solve conflicts, discipline, and behavioral situations with a student-centered, restorative approach. This position will collaborate with teachers and administrators to support the creation of a positive climate for students, teachers, and staff. The Restorative Practices Specialist will be firmly rooted in restorative values, passionate about working in a diverse, urban setting, and serve as a resource for students and staff, counselors, community organizers, and entrepreneurs to mobilize and inspire others around the</p>				
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others around the common goal of improved student outcomes. The Restorative Practices Specialist will be on the front lines engaging families with courtesy, dignity, respect, and cultural understanding.				
<ul style="list-style-type: none">* Human Resources - Increase full-time auxiliary staff Add additional or provide access to additional SPED services Create EFFECTIVE SCHOOL SOLUTIONS - BPS has seen an increase in the number of students with severe emotional and behavioral challenges, which has both strained existing clinical resources and led to an increase in	<input checked="" type="checkbox"/>	<ul style="list-style-type: none">* Sept. 2021 to June 2024	<ul style="list-style-type: none">* Superintendent, Executive Leadership (Executive Director, Special Education) & Finance/Grants team - implementation and monitoring	<ul style="list-style-type: none">* Increased capacity to support the whole student. Increased Tier II and Tier III support for students identified as struggling socially, emotionally, and/or behaviorally. Progress will be measured by formative assessments, benchmark assessments, and student work.

out-of-district placements (ODP).
-The return of students to a traditional school setting is adding new urgency, as the return is expected to increase mental health challenges and outplacements.
-The district is focused on strengthening its MTSS continuum. Central to this is a reduction in the flow of students to therapeutic outplacements, as well as the return of students from ODP.
- Effective School Solutions has deep experience in the creation of in-district therapeutic programming that strengthens the MTSS continuum to reduce ODP placements and return students from ODP placements to

placements. - in order to have a measurable impact across the district, the 2021-2022 clinical focus of the partnership will be at six (6) designated sites.

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,

By June 2024, the district will improve its Accountability Index from 61.2 in 2018-19 to 73.2 based on its implementation of the noted strategies.

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 4? (use relevant data limit to 250 words)

* 2. Based on the needs assessment findings, describe how your strategies for priority 4 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)

Priority 4 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?
* Human Resources - Increase Computer Technicians (Temporary Service) Increase full-time and part time IT staff to assist with the set up and deployment of all new hardware and software	<input type="checkbox"/>	* July 2023 to June 2024	* Superintendent, Executive Leadership (CFO and Director, Technology Services) & Finance/Grants team - implementation and monitoring	* Proper condition and supply of technology in schools each year as measured by continuous inventory assessments.

<p>purchases. In order to prepare for the opening of school each year, resources are allocated to provide temporary, supplemental support to the Technology Department. Temporary computer technicians will assist in inventory, set-up, repair and testing of equipment and connectivity. Programming that is already created is currently funded under another funding stream. At the noted FY it will be absorbed into this funding stream. Programming that is new will be implemented during the noted FY with pre-planning taking place before deployment as</p>				
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necessary.					
<p>* Hardware and Software Needs - Technology Renewal (Hardware and Software) Resources are allocated to maintain and upgrade the technology network servicing our public schools and students. Annual technology renewal includes: -Ensuring a 1:1 student-to-device ratio for computer access, with each device operational and up to date. -In classrooms, replacing old or dysfunctional interactive smart boards with new Promethean boards. -Updating access points, servers, and other key equipment crucial to maintaining</p>	<input type="checkbox"/>	<p>* July 2023 to June 2024</p>	<p>* Superintendent, Executive Leadership (CFO and Director, Technology Services) & Finance/Grants team - implementation and monitoring</p>	<p>* Maintenance of continuous operation of the technology network and infrastructure, consisting of devices and connectivity as measured by ongoing inventory processes.</p>	

<p>continuity in technological access. Programming that is already created is currently funded under another funding stream. At the noted FY it will be absorbed into this funding stream. Programming that is new will be implemented during the noted FY with pre-planning taking place before deployment as necessary.</p>				
<p>* Professional Development - Teacher & Administrator Education Increase opportunities for teachers to learn how to utilize new technology (hardware and software). Increase opportunities for teachers to learn how to implement project-based</p>	<input type="checkbox"/>	<p>* July 2023 to June 2024</p>	<p>* Superintendent, Executive Leadership (CFO and Director, Technology Services) & Finance/Grants team - implementation and monitoring</p>	<p>* Improved skill for teachers in the delivery of technology-based instruction, through professional development opportunities as measured by formative assessments, benchmark assessments, and student work.</p>

<p>learning and its tools and increase opportunities for teachers to learn how to implement a new technology-based curriculum. Opportunities will be offered for teachers to participate in professional development sessions focused on effective use of technology in delivering classroom lessons, across the curriculum areas. Programming that is already created is currently funded under another funding stream. At the noted FY it will be absorbed into this funding stream. Programming that is new will be implemented during the noted FY with pre-planning taking place before</p>				
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deployment as necessary.				
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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)

In order to properly engage students in coming back to campus, the district must ensure that all buildings on campus are clean, safe, and healthy locations at which they can thrive, heal, learn and grow academically and emotionally. As we continue to address the needs of students and staff during the pandemic, the need for enhanced cleaning and sanitization protocols and the retention of necessary Personal Protective Equipment (PPE) is required. Additionally, due to the age of several district buildings, several elements related to supplying viable spaces such as air quality/circulation, door and window replacements (safety and health issues), environmental services, custodial equipment, and supplies will need to be addressed.

* 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)

Based on the review of the space, health/safety assessment completed at each school, one central theme emerged: General Safe and Healthy Schools 1. Facility Repairs, Improvements, and Sanitization - address essential repairs and improvements to ensure the healthy operation of schools and Personal Protective Equipment (PPE) - provide necessary PPE for the on-campus students, staff, and visitors to help address social distancing and COVID-19 health-related protocols.

Priority 5 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?
* Safe and Healthy Schools - Facility Repairs, Improvements and Sanitization The Facilities Department will undertake essential school facility repairs and improvements, including, but not limited to, inspection, testing, maintenance, repair, replacement	<input type="checkbox"/>	* July 2023 to June 2024	* Superintendent, Executive Leadership (Executive Director, Building Operations & Maintenance) & Finance/Grants team - implementation and monitoring	* Essential repairs, improvements, and modernization of school facilities, that will ensure safe environments with proper ventilation for school operations as measured consistent inventory evaluations.

repair, replacement and upgrade projects. Examples of major projects are: HVAC assessment, HVAC replacement, door/hardware replacement, window replacement, environmental services, custodial equipment and supplies to optimize sanitization protocols etc. Additionally, staff will be hired (FY22) to complete minor maintenance and cleaning work in schools as needed. Programming that is already created is currently funded under another funding stream. At the noted FY it will be absorbed into this funding stream. Programming that is new will be implemented during the noted FY with				
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pre-planning taking place before deployment as necessary.				
* Safe and Healthy Schools - Personal Protective Equipment (PPE) Programming that is already created is currently funded under another funding stream. At the noted FY it will be absorbed into this funding stream. Programming that is new will be implemented during the noted FY with pre-planning taking place before deployment as necessary.	<input type="checkbox"/>	* July 2023 to June 2024	* Superintendent, Executive Leadership (CFO and Executive Director, Building Operations & Maintenance) & Finance/Grants team - implementation and monitoring	* Safe and healthy environments to support the well-being of all occupants of school buildings as measured by ongoing inventory evaluations.
	<input type="checkbox"/>	* July 2023 to June 2024		* Educational services for learning recovery, in accordance with SPED mandates as measured by formative assessments, benchmark assessments, and student work.

* Human Resources - Increase SPED staffing. Additional Specialized Services staffing is needed to address the influx of SPED requests. In order to meet the needs of students with special needs, as required, increased nursing services (additional 182 days) will be in place. Programming that is already created is currently funded under another funding stream. At the noted FY it will be absorbed into this funding stream. Programming that is new will be implemented during the noted FY with pre-planning taking place before deployment as necessary.

* Human Resources team- hiring of staff. Superintendent, Executive Leadership (CFO and Nursing Supervisor), & Finance/Grants team - implementation and monitoring.

Other Allowable Uses

Bridgeport School District (015-000) 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

Description

* Structured and Meaningful Programming - School Operating Resources between July 2023 to June 2024 Create opportunities for principals to purchase resources to address the needs of their buildings by supplementing their operating allocations, teacher choice, and tangible items for teaching. School Level Allocations -School operating budget allocation: increased from \$25 to \$30/student to allow for the retention of student programmatic supplies - Resources will also be applied to support district utilization of Xerox XPS services Outcomes include enhanced capacity at the school level to meet school-based needs as measured by formative assessments, benchmark assessments, and student work. Responsible parties include the Human Resources team - hiring of staff. Superintendent, Executive Leadership (CFO, CAO) Principals & Finance/Grants team - implementation and monitoring. Program that is either already created and is currently funded under another funding stream. At the noted FY will be absorbed into this funding stream. Programming that is new for the noted FY will be implemented during the noted FY with preplanning taking place before deployment.

* Human Resources - Increase administrative staff between Sept. 2021 and June 2024 Establish new positions in the Payroll and Data Management Offices (three years) to assist with the management of grant implementation, inclusive of fiscal transactions (payroll) and (data) reporting. - District: Payroll Clerk - District: Supervisor, Information Systems and State Reporting Outcomes include on-time payment of staff and generation of data retrieval and analysis related to ESSER services resulting in better teacher, staff, and student engagement in services provided by the grant. Responsible parties include the Human Resources team- hiring of staff. Superintendent, Executive Leadership, & Finance/Grants team - implementation and monitoring.

ARP ESSER Funds Budget

Bridgeport School District (015-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$18,371,635.00
200 - Personal Services > Employee Benefits	\$6,002,937.00
300 - Purchased Professional and Technical Services	\$2,270,872.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$48,619,711.00
600 - Supplies	\$20,061,343.00
700 - Property	\$5,000,000.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$100,326,498.00
Allocation	\$100,326,498.00
Remaining	\$0.00

Budget Detail

Bridgeport School District (015-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$18,371,635.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	ACADEMIC POSITIONS *SUPP* FY22 --- \$385,160 5 FTE Bilingual/ESL/Native Language Support @ the following schools: PCM/Dunbar Cross/Hooker BMA/TISDALE BLACKHAM Central HS FY23 --- \$3,271,794 6 FTE Bilingual/ESL/Native Language Support--- \$498,642 @ the following schools: PCM/Dunbar Cross/Hooker BMA/TISDALE BLACKHAM BASSICK HS Central HS 36 FTE Elementary Academic Support Instructors K-3--- \$2,773,152 @ the following schools: Barnum Batalla
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$7,182,188.00	
Line Item Total:	\$7,182,188.00	

Beardsley
Black Rock
Blackham
Bryant
Claytor
Columbus
Cross
CSMA
Curiale
Discovery
Dunbar
Edison
Hall
Hallen
HHM
Hooker
Johnson
Madison
Marin
MCM
PCM
Read
Roosevelt
Tisdale
Waltersville
Winthrop

FY24 --- \$3,525,234

6 FTE Bilingual/ESL/Native Language Support--- \$533,382

@ the following schools:

PCM/Dunbar

Cross/Hooker

BMA/TISDALE

BLACKHAM

BASSICK HS
Central HS

36 FTE Elementary Academic Support Instructors K-3 ---
\$2,991,852

@ the following schools:

Barnum

Batalla

Beardsley

Black Rock

Blackham

Bryant

Claytor

Columbus

Cross

CSMA

Curiale

Discovery

Dunbar

Edison

Hall

Hallen

HHM

Hooker

Johnson

Madison

Marin

MCM

PCM

Read

Roosevelt

Tisdale

Waltersville

Winthrop

Object:	100 - Personal Services > Salaries	SCHOOL-BASED SUPPLEMENTAL SOCIAL, EMOTIONAL AND MENTAL HEALTH SUPPORTS *SUPP* FY22 --- \$177,794 1 FTE Social Worker --- \$88,897 @ Dunbar 1 FTE Counselor--- \$88,897 @ Claytor FY23 --- \$200,744 1 FTE Social Worker --- \$88,897 @ Dunbar FTE Counselor--- \$88,897 @ Claytor .5 FTE Restorative Practices Specialist --- \$22,950 Traveler (districtwide) FY24 --- \$2,266,441 11.5 FTE Social Workers --- \$1,137,564 @ the following schools Johnson BARNUM CSA/Read Johnson Hallen/Skane Cross Dunbar 11 FTE Counselors --- \$1,105,468 @ the following schools Black Rock
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Mental health services	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$2,644,979.00	
Line Item Total:	\$2,644,979.00	

		<p>Central Hallen Hall Beardsley/Bryant Cross/Dunbar Marin Claytor</p> <p>.5 FTE Restorative Practices Specialist --- \$23,409 Traveler (districtwide)</p>
Object:	100 - Personal Services > Salaries	<p>DISTRICT STUDENT SUCCESS TEAMS *SUPP*</p> <p>[Counselors and social workers working in assigned schools with connecting families of struggling students to community resources, in order to promote positive behavior and academic achievement]</p> <p>FY22 --- \$888,970 5 FTE Social Workers --- \$444,485 @ the following schools: Johnson Batalla Madison Cross</p> <p>5 FTE Guidance Counselors --- \$444,485 @ the following schools: Marin BASSICK HS</p> <p>FY23 --- \$936,619 5 FTE Social Workers --- \$453,137 @ the following schools:</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	2: Family and Community Connections	
Uses of Funds:	Mental health services	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$1,825,589.00	
Line Item Total:	\$1,825,589.00	

		Johnson Batalla Madison Cross 5 FTE Guidance Counselors --- \$483,482 @ the following schools: Marin BASSICK HS
Object:	100 - Personal Services > Salaries	ACADEMIC SUPPORT *NEW* FY22 --- \$333,840 3 FTE Assistant Principals - provide supervision/teacher support @ the following schools: Multicultural Magnet-High Horizons Park City Magnet-Discovery DUNBAR FY23 --- \$481,044 3 FTE Assistant Principals - provide supervision/teacher support --- \$343,050 @ the following schools: Multicultural Magnet-High Horizons Park City Magnet-Discovery DUNBAR 3 FTE Bilingual Program Assistants --- \$137,994 @ the following schools: BARNUM DUNBAR MARIN
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$1,661,831.00	
Line Item Total:	\$1,661,831.00	

		<p>FY24 --- \$846,947 4 FTE Assistant Principals - provide supervision/teacher support --- \$470,024 @ the following schools: Multicultural Magnet-High Horizons Park City Magnet-Discovery DUNBAR MADISON-HOOKER</p> <p>1 FTE Assistant Principal - provide academic support/school management --- \$117,506 @ Waltersville</p> <p>1 FTE District Director - Early Childhood Education --- \$158,920 1 FTE District Instructional Specialist - District Bilingual/ESL Office --- \$100,497</p>
Object:	100 - Personal Services > Salaries	<p>STIPENDS *SUPP*</p> <p>FY22 --- \$28,000 28 Teacher Leader DIBELS Assessment Experts: Per School - Annual Stipend @ 1,000 @ the following schools: Barnum Beardsley Black Rock Bryant Columbus Edison Luis Munoz Marin Hall</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:		

	\$1,204,000.00	Hallen
		Thomas Hooker
		Cesar Batalla
		Park City Magnet
		Madison
		Classical Studies Academy
		Jettie Tisdale
		Read
		Roosevelt
		Waltersville
		Claytor Magnet Academy
		Geraldine Johnson
		John Winthrop
		Discovery Int. Magnet
		Wilbur Cross
		Blackham
		Paul L. Dunbar
		James Curiale
		High Horizons Magnet
		Multi-Cultural Magnet
		 FY23 --- \$28,000
		28 DIBELS Assessment Experts- Annual Stipend @ 1,000
		@ the following schools:
		Barnum
		Beardsley
		Black Rock
		Bryant
		Columbus
		Edison
		Luis Munoz Marin
		Hall
		Hallen
		Thomas Hooker
Line Item Total:	\$1,204,000.00	

Cesar Batalla
Park City Magnet
Madison
Classical Studies Academy
Jettie Tisdale
Read
Roosevelt
Waltersville
Claytor Magnet Academy
Geraldine Johnson
John Winthrop
Discovery Int. Magnet
Wilbur Cross
Blackham
Paul L. Dunbar
James Curiale
High Horizons Magnet
Multi-Cultural Magnet

FY24 --- \$1,148,000

206 School-based Teacher Leaders - Annual Stipend @ \$5,000
--- \$1,030,000

45 In-School Peer Support Program - Annual Stipend @ \$2,000
--- \$90,000

28 DIBELS Assessment Experts - Annual Stipend @ \$1,000 ---
\$28,000

@ the following schools:

Barnum

Beardsley

Black Rock

Bryant

Columbus

Edison

Luis Munoz Marin

		Hall Hallen Thomas Hooker Cesar Batalla Park City Magnet Madison Classical Studies Academy Jettie Tisdale Read Roosevelt Waltersville Claytor Magnet Academy Geraldine Johnson John Winthrop Discovery Int. Magnet Wilbur Cross Blackham Paul L. Dunbar James Curiale High Horizons Magnet Multi-Cultural Magnet FCW - Aerospace FWC - Information Technology Bridgeport Military Academy FWC - Biotechnology Bassick Central Harding
Object:	100 - Personal Services > Salaries	SPED INTERVENTION *SUPP* FY24 --- \$1,075,716 6 FTE SPED Para Support --- \$271,740
Purpose:	01 - Public School Activities	
ARP ESSER	1: Learning Acceleration, Academic ...	

Priority:		8 SPED/Resource Teacher Support --- \$803,976
Uses of Funds:	Addressing learning loss	@ the following schools: Barnum BASSICK HS CSMA HHM MARIN Park City Magnet Traveler: Winthrop-Tisdale Traveler: Columbus-Roosevelt
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$1,075,716.00	
Line Item Total:	\$1,075,716.00	
Object:	100 - Personal Services > Salaries	EXTENDED DAY ACTIVITIES *SUPP*
Purpose:	01 - Public School Activities	FY24 --- \$787,938
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	HS Academy - After School Instruction - 30 Hourly Teachers --- \$294,525 PD 30 Hourly Teachers --- \$2,880 @ the following schools: Central Bassick Harding Fairchild Wheeler InfoTech, Biotech & Aero
Uses of Funds:	Addressing learning loss	Elementary Students - Intensive Learning Academies (After School) Instruction - 88 Hourly Teachers --- \$426,888 PD 86 Hourly Teachers --- \$8,448 @ the following schools: Barnum Beardsley Black Rock
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$787,938.00	
Line Item Total:	\$787,938.00	

Bryant
Columbus
Edison
Luis Munoz Marin
Hall
Hallen
Thomas Hooker
Cesar Batalla
Park City Magnet
Madison
Classical Studies Academy
Jettie Tisdale
Read
Roosevelt
Waltersville
Claytor Magnet Academy
Geraldine Johnson
John Winthrop
Discovery Int. Magnet
Wilbur Cross
Blackham
Paul L. Dunbar
James Curiale
High Horizons Magnet
Multi-Cultural Magnet

Saturday STEM academy [An opportunity for district students to acquire intensive STEM, and STEM related skills that will help them stay engaged in school and to become better prepared 21st century students. Programming will be for up to four hours a day (on Saturdays) for nine Saturdays at one of the district's most well-equipped locations - Fairchild Wheeler Campus.]
Instruction STEM Activities - 10 Hourly Teachers --- \$13,860

		Planning - 10 Hourly Teachers --- \$6,930 Management - 1 Hourly Teacher --- \$3,465 Pre-Planning - 1 Hourly Teacher --- \$1,540 In-Program Planning - 1 Hourly Teacher --- \$5,544 PD - 10 Hourly Teachers --- \$4,800 Elementary ELL Extend Day [An opportunity for district Multilanguage Learners at our highest ML concentrated schools {Barnum, Batalla, Columbus, Marin and Roosevelt} to access additional afterschool support {tutoring in their native language(s)} for up to two days a week, 1.5 hours per day for 33 weeks. ELL Tutoring - 5 Hourly Teachers --- \$19,058
Object:	100 - Personal Services > Salaries	CUSTODIAL and SECURITY for EXTENDED DAY ACTIVITIES *SUPP* FY24 --- \$428,303 Saturday STEM academy Custodial - 1 Hourly Custodian --- \$2,253 Security - 1 Hourly Guard --- \$1,415 Elementary ELL Extend Day Custodial - 5 Hourly Custodians --- \$30,977 Security - 5 Hourly Guards --- \$19,454 Additional TBD extended day custodial/security expenses --- \$336,378 Fine Arts, Music, & Entertainment (FAME) Academy Custodial - 1 Hourly Custodian --- \$23,235 Security - 1 Hourly Guard --- \$14,591
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Health and safety of students, staf...	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$428,303.00	
Line Item Total:	\$428,303.00	

Object:	100 - Personal Services > Salaries	ADMINISTRATION - Other *NEW*
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	Other	FY22 --- \$122,000 1 FTE - Payroll Clerk --- \$60,000 1 FTE - Data Management - Supervisor, Info Systems State Reporting --- \$62,000
Uses of Funds:	Other ARP ESSER eligible activities	FY23 --- \$124,440 1 FTE - Payroll Clerk --- \$61,200 1 FTE - Data Management - Supervisor, Info Systems State Reporting --- \$63,240
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	FY24 --- \$168,392 1 FTE - Payroll Clerk --- \$62,424 1 FTE - Accounting Specialist - Business/Grants Functions - ESSER orders --- \$41,463 1 FTE - Data Management - Supervisor, Info Systems State Reporting --- \$64,505
Cost:	\$414,832.00	
Line Item Total:	\$414,832.00	
Object:	100 - Personal Services > Salaries	SUMMER PROGRAMS *SUPP*
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	FY24 --- \$235,670
Uses of Funds:	Summer learning	Early Reading Success Gr. K-3 Expansion - 42 hourly teachers for 19 days --- \$122,892 PD - 40 hourly teachers for 2 days --- \$7,680 TR Leader - 2 hourly teachers for 23 days --- \$8,855 @ the following schools: Batalla Beardsley Black Rock Blackham Bryant
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$235,670.00	

Line Item Total:	\$235,670.00	<p>Claytor Magnet Academy Columbus Curiale Discovery Magnet Hallen Hooker Johnson Madison Marin Park City Magnet Roosevelt Tisdale Waltersville Winthrop</p> <p>English Language Learners Gr. 4-8 Instruction - 12 hourly teachers for 19 days --- \$30,723 @ the following schools: Batalla Marin</p> <p>Transition to High School Instruction - 20 hourly teachers for 15 days --- \$46,200 PD - 20 hourly teachers --- \$4,320 Stipends - 3 Summer Coordinators (K-3, ELL 4-8 and Trans to HS) --- \$15,000 @ the following schools: Batalla Columbus Curiale Read Roosevelt Waltersville</p>
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Object:	100 - Personal Services > Salaries	SYSTEMS OPERATOR (SYSOP) STIPENDS *SUPP* FY22 --- \$72,500 38 Schools - Annual Stipend FY23 --- \$72,500 38 Schools - Annual Stipend FY24 --- \$72,500 38 Schools - Annual Stipend @ the following schools: Barnum Beardsley Black Rock Bryant Columbus Edison Luis Munoz Marin Hall Hallen Thomas Hooker Cesar Batalla Park City Magnet Madison Classical Studies Academy Jettie Tisdale Read Roosevelt Waltersville Claytor Magnet Academy Geraldine Johnson John Winthrop
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Education technology	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$217,500.00	
Line Item Total:	\$217,500.00	

		Discovery Int. Magnet Wilbur Cross Blackham Paul L. Dunbar James Curiale Skane High Horizons Magnet Multi-Cultural Magnet Aquaculture Bridgeport Learning Center FCW - Aerospace FWC - Information Technology Bridgeport Military Academy FWC - Biotechnology Bassick Central Harding
Object:	100 - Personal Services > Salaries	BILINGUAL/ELL INTERVENTION *SUPP* FY24 --- \$180,180 4 Bilingual/ELL Intervention Hourly Tutors --- \$96,096 3 ELL HS Academic Lab Hourly Tutors --- \$84,084 @ the following schools: Bassick HS Central HS Harding HS
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$180,180.00	
Line Item	\$180,180.00	

Total:		
Object:	100 - Personal Services > Salaries	ADMINISTRATION - Newcomer Arrival Center Liaison *NEW*
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	[Newcomer Arrival Center Liaison - Provides a myriad of services to students, families, and staff at the BPS Newcomer Arrival Center. The Liaison serves as a "bridge" between the schools and families providing items such as initial interpretation and orientation to families of newcomers on information about the BPS educational system, structures, expectations, and legal requirements as it pertains to education]
Uses of Funds:	Administration	
LEA / School:	Bridgeport School District (015-000)	FY22--- \$55,000 1 FTE - Newcomer Arrival Center Liaison
Quantity:	1.00	FY23--- \$56,100 1 FTE - Newcomer Arrival Center Liaison
Cost:	\$168,322.00	FY24--- \$57,222 1 FTE - Newcomer Arrival Center Liaison
Line Item Total:	\$168,322.00	
Object:	100 - Personal Services > Salaries	Fine Arts, Music, & Entertainment (FAME) Academy *SUPP*
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	[A district-wide, after-school comprehensive arts program for high school students. Students will engage in visual arts, instrumental, vocal, and theatre instruction that will be showcased at various performances/presentations throughout the school year]
Uses of Funds:	Addressing learning loss	
LEA / School:	Bridgeport School District (015-000)	FY24 --- \$118,629 1 Coordinator Hourly Teacher --- \$14,014 7 Hourly Teachers --- \$98,098

Quantity:	1.00	7 ECE Training Hourly Teachers --- \$2,695 1 Student Intern --- \$3,822
Cost:	\$118,629.00	
Line Item Total:	\$118,629.00	Located at Harding HS
Object:	100 - Personal Services > Salaries	CURRICULUM PD *SUPP*
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	[Various sessions ranging from academics, to mentoring, to social and emotional engagement and beyond. with the sole focus on providing expanded knowledge to teachers and administrators to increase learning acceleration and reduce learning loss]
Uses of Funds:	Addressing learning loss	
LEA / School:	Bridgeport School District (015-000)	FY24 --- \$105,600
Quantity:	1.00	80 Hourly Teachers --- \$76,800 Summer 20 Hourly Teachers --- \$28,800
Cost:	\$105,600.00	
Line Item Total:	\$105,600.00	
Object:	100 - Personal Services > Salaries	FAMILY AND COMMUNITY ENGAGEMENT *SUPP*
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	2: Family and Community Connections	[Provides support by building positive climates in district buildings through the development and improvement of relationships with students, teachers, administrative staff, external stakeholders and community organizations]
Uses of Funds:	Mental health services	
LEA /	Bridgeport School District (015-000)	FY22--- \$27,820 1 .25 FTE District Coordinator

School:		FY23--- \$28,588 1 .25 FTE District Coordinator
Quantity:	1.00	
Cost:	\$85,785.00	FY24--- \$29,377 1 .25 FTE District Coordinator
Line Item Total:	\$85,785.00	
Object:	100 - Personal Services > Salaries	MAINTAINER I *SUPP*
Purpose:	01 - Public School Activities	[Position completes minor maintenance and cleaning work in schools as needed]
ARP ESSER Priority:	5: Building Safe and Healthy School...	FY22--- \$34,573
Uses of Funds:	Health and safety of students, staf...	1 FTE District Maintainer
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$34,573.00	
Line Item Total:	\$34,573.00	
Total for 100 - Personal Services > Salaries:		\$18,371,635.00
Total for all other Objects:		\$81,954,863.00
Total for all Objects:		\$100,326,498.00
Allocation:		\$100,326,498.00
Remaining:		\$0.00

Budget Detail

Bridgeport School District (015-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$6,002,937.00 ▼

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	ACADEMIC POSITIONS: FY22 --- \$157,452 5 FTE Bilingual/ESL/Native Language Support Medicare --- \$5,585 Health --- \$151,867 @ the following schools: PCM/Dunbar Cross/Hooker BMA/TISDALE BLACKHAM Central HS
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$3,051,187.00	
Line Item Total:	\$3,051,187.00	FY23 --- \$1,404,323 6 FTE Bilingual/ESL/Native Language Support Medicare --- \$7,230 Health --- \$193,840 @ the following schools: PCM/Dunbar Cross/Hooker BMA/TISDALE BLACKHAM BASSICK HS Central HS

36 FTE Elementary Academic Support Instructors K-3

Medicare --- \$40,211

Health --- \$1,163,042

@ the following schools:

Barnum

Batalla

Beardsley

Black Rock

Blackham

Bryant

Claytor

Columbus

Cross

CSMA

Curiale

Discovery

Dunbar

Edison

Hall

Hallen

HHM

Hooker

Johnson

Madison

Marin

MCM

PCM

Read

Roosevelt

Tisdale

Waltersville

Winthrop

FY24 --- \$1,488,412

6 FTE Bilingual/ESL/Native Language Support

Medicare --- \$7,734

Health --- \$205,472

@ the following schools:

PCM/Dunbar

Cross/Hooker

BMA/TISDALE

BLACKHAM

BASSICK HS

Central HS

36 FTE Elementary Academic Support Instructors K-3

Medicare --- \$43,382

Health --- \$1,232,824

@ the following schools:

Barnum

Batalla

Beardsley

Black Rock

Blackham

Bryant

Claytor

Columbus

Cross

CSMA

Curiale

Discovery

Dunbar

Edison

Hall

Hallen

HHM

		Hooker Johnson Madison Marin MCM PCM Read Roosevelt Tisdale Waltersville Winthrop
Object:	200 - Personal Services > Employee Benefits	SCHOOL-BASED SUPPLEMENTAL SOCIAL, EMOTIONAL AND MENTAL HEALTH SUPPORTS FY22 --- \$62,035 Social Worker Medicare --- \$1,289 Social Worker Health --- \$30,373 @ Dunbar Guidance Counselor Medicare --- \$1,289 Guidance Counselor Health --- \$30,373 @ Claytor FY23 --- \$85,039 Social Worker Medicare --- \$1,289 Social Worker Health --- \$32,196 @ Dunbar Guidance Counselor Medicare --- \$1,289 Guidance Counselor Health --- \$32,196 @ Claytor Restorative Practices Specialists Medicare --- \$333 Restorative Practices Specialists MERF --- \$2,297 Restorative Practices Specialists Health --- \$15,439 Traveler (districtwide)
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Mental health services	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$967,490.00	
Line Item Total:	\$967,490.00	

		<p>FY24 --- \$819,400 Social Worker Medicare --- \$16,495 Social Worker Health --- \$393,819 @ the following schools Johnson BARNUM CSA/Read Johnson Hallen/Skane Cross Dunbar</p> <p>Guidance Counselor Medicare --- \$16,029 Guidance Counselor Health --- \$376,696 @ the following schools Black Rock Central Hallen Hall Beardsley/Bryant Cross/Dunbar Marin Claytor</p> <p>Restorative Practices Specialists Medicare --- \$339 Restorative Practices Specialists MERF --- \$2,343 Restorative Practices Specialists Health --- \$13,406 Traveler (districtwide)</p>
Object:	200 - Personal Services > Employee Benefits	DISTRICT STUDENT SUCCESS TEAMS
		FY22 --- \$316,625

Purpose:	01 - Public School Activities	Social Workers and Guidance Counselor Medicare --- \$12,890 Social Workers and Guidance Counselor Health --- \$303,735
ARP ESSER Priority:	2: Family and Community Connections	FY23 --- \$336,648 Social Workers and Guidance Counselor Medicare --- \$13,581 Social Workers and Guidance Counselor Health --- \$323,067
Uses of Funds:	Mental health services	
LEA / School:	Bridgeport School District (015-000)	@ the following schools: Johnson Batalla Madison Cross Marin BASSICK HS
Quantity:	1.00	
Cost:	\$653,273.00	
Line Item Total:	\$653,273.00	
Object:	200 - Personal Services > Employee Benefits	
Purpose:	01 - Public School Activities	ACADEMIC SUPPORT
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	FY22 --- \$86.674 Assistant Principals Medicare --- \$4,841 Assistant Principals Health --- \$81,833 @ the following schools: Multicultural Magnet-High Horizons Park City Magnet-Discovery DUNBAR
Uses of Funds:	Addressing learning loss	
LEA / School:	Bridgeport School District (015-000)	FY23 --- \$195,187 Assistant Principals and Bilingual Program Assistants Medicare --- \$6,593 MERF --- \$22,353 Health --- \$166,241 @ the following schools: Multicultural Magnet-High Horizons
Quantity:	1.00	
Cost:	\$507,991.00	
Line Item	\$507,991.00	

Total:		Park City Magnet-Discovery DUNBAR BARNUM MARIN FY24 --- \$225,028 Assistant Principals, District Director - Early Childhood Education and Instructional Specialists Medicare --- \$11,178 Health --- \$213,850 @ the following schools: Multicultural Magnet-High Horizons Park City Magnet-Discovery DUNBAR MADISON-HOOKER Waltersville
Object:	200 - Personal Services > Employee Benefits	SPED INTERVENTION
Purpose:	01 - Public School Activities	FY24 --- \$343,961
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	SPED Para Support Medicare --- \$3,940 SPED Para Support MERF --- \$54,402 SPED/Resource Teacher Support Medicare --- \$11,658 SPED/Resource Teacher Support Health --- \$273,961
Uses of Funds:	Addressing learning loss	@ the following schools:
LEA / School:	Bridgeport School District (015-000)	Barnum
Quantity:	1.00	BASSICK HS
Cost:	\$343,961.00	CSMA
Line Item	\$343,961.00	HHM
		MARIN
		Park City Magnet

Total:		Traveler: Winthrop-Tisdale Traveler: Columbus-Roosevelt
Object:	200 - Personal Services > Employee Benefits	DISTRICT ADMINISTRATION - Other
Purpose:	01 - Public School Activities	FY22 --- \$73,401
ARP ESSER Priority:	Other	Payroll Clerk and Data Management - Supervisor Medicare --- \$1,769 MERF --- \$24,424 Health --- \$47,208
Uses of Funds:	Other ARP ESSER eligible activities	FY23 --- \$76,582
LEA / School:	Bridgeport School District (015-000)	Payroll Clerk and Data Management - Supervisor Medicare --- \$1,804 MERF --- \$24,913 Health --- \$50,585
Quantity:	1.00	FY24 --- \$117,840
Cost:	\$268,543.00	Payroll Clerk, Data Management - Supervisor and Accounting Specialist Medicare --- \$2,442 MERF --- \$34,968 Health --- \$80,430
Line Item Total:	\$268,543.00	
Object:	200 - Personal Services > Employee Benefits	DISTRICT ADMINISTRATION - Newcomer Arrival Center Liaison (1 FTE)
Purpose:	01 - Public School Activities	FY22 --- \$35,413
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	Medicare --- \$798

Uses of Funds:	Administration	MERF --- \$11,011 Health --- \$23,604
LEA / School:	Bridgeport School District (015-000)	FY23 --- \$37,336
Quantity:	1.00	Medicare --- \$813 MERF --- \$11,231 Health --- \$25,292
Cost:	\$111,845.00	
Line Item Total:	\$111,845.00	FY24 --- \$39,096 Medicare --- \$830 MERF --- \$11,456 Health --- \$26,810
Object:	200 - Personal Services > Employee Benefits	DISTRICT MAINTAINER I
Purpose:	01 - Public School Activities	FY22 - 36552
ARP ESSER Priority:	5: Building Safe and Healthy School...	Medicare --- \$501 MERF --- \$6,921 Health --- \$29,130
Uses of Funds:	Health and safety of students, staf...	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$36,552.00	
Line Item Total:	\$36,552.00	

Object:	200 - Personal Services > Employee Benefits	DISTRICT FAMILY AND COMMUNITY ENGAGEMENT - Coordinator
Purpose:	01 - Public School Activities	FY22 --- \$5,998
ARP ESSER Priority:	2: Family and Community Connections	Medicare --- \$403 Health --- \$5,595
Uses of Funds:	Mental health services	FY23 --- \$6,534
LEA / School:	Bridgeport School District (015-000)	Medicare --- \$415 Health --- \$6,119
Quantity:	1.00	FY24 --- \$6,912
Cost:	\$19,444.00	Medicare --- \$426 Health --- \$6,486
Line Item Total:	\$19,444.00	
Object:	200 - Personal Services > Employee Benefits	STIPENDS
Purpose:	01 - Public School Activities	FY22--- \$406 DIBELS Expert Medicare
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	FY23 --- \$406 DIBELS Expert Medicare
Uses of Funds:	Addressing learning loss	@ the following schools: Barnum Beardsley Black Rock Bryant Columbus Edison
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:		

	\$17,461.00	Luis Munoz Marin
		Hall
		Hallen
		Thomas Hooker
		Cesar Batalla
		Park City Magnet
		Madison
		Classical Studies Academy
		Jettie Tisdale
		Read
		Roosevelt
		Waltersville
		Claytor Magnet Academy
		Geraldine Johnson
		John Winthrop
		Discovery Int. Magnet
		Wilbur Cross
		Blackham
		Paul L. Dunbar
		James Curiale
		High Horizons Magnet
		Multi-Cultural Magnet
		 FY24 --- \$16,649
		Teacher Leader Medicare --- \$14,937
		Peer Observer Medicare --- \$1,306
		DIBELS Expert Medicare --- \$406
		 @ the following schools:
		Barnum
		Beardsley
		Black Rock
		Bryant
		Columbus
Line Item Total:	\$17,461.00	

		Edison Luis Munoz Marin Hall Hallen Thomas Hooker Cesar Batalla Park City Magnet Madison Classical Studies Academy Jettie Tisdale Read Roosevelt Waltersville Claytor Magnet Academy Geraldine Johnson John Winthrop Discovery Int. Magnet Wilbur Cross Blackham Paul L. Dunbar James Curiale High Horizons Magnet Multi-Cultural Magnet FCW - Aerospace FWC - Information Technology Bridgeport Military Academy FWC - Biotechnology Bassick Central Harding
Object:	200 - Personal Services > Employee Benefits	EXTENDED DAY ACTIVITIES
		FY24 --- \$11,425

Purpose:	01 - Public School Activities	HS Virtual Academy - After School -Medicare --- \$4,312
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	@ the following schools: Central Bassick Harding Fairchild Wheeler InfoTech, Biotech & Aero
Uses of Funds:	Addressing learning loss	
LEA / School:	Bridgeport School District (015-000)	Elementary Students - Intensive Learning Academies (After School) -Medicare --- \$6,312
Quantity:	1.00	@ the following schools:
Cost:	\$11,425.00	Barnum Beardsley Black Rock Bryant Columbus Edison Luis Munoz Marin Hall Hallen Thomas Hooker Cesar Batalla Park City Magnet Madison Classical Studies Academy Jettie Tisdale Read Roosevelt Waltersville Claytor Magnet Academy Geraldine Johnson John Winthrop Discovery Int. Magnet Wilbur Cross
Line Item Total:	\$11,425.00	

		<p>Blackham Paul L. Dunbar James Curiale High Horizons Magnet Multi-Cultural Magnet</p> <p>Saturday STEM academy -Medicare --- \$524 @Fairchild Wheeler Campus</p> <p>Elementary ELL Extend Day-Medicare --- \$277 at the following schools: Barnum Batalla Columbus Marin Roosevelt</p>
Object:	200 - Personal Services > Employee Benefits	<p>SUMMER PROGRAMS</p> <p>FY24 --- \$3,417</p> <p>ERS Gr. K-3 -Medicare --- \$2,022 @ the following schools: Batalla Beardsley Black Rock Blackham Bryant Claytor Magnet Academy Columbus Curiale Discovery Magnet Hallen Hooker</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Summer learning	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$3,417.00	
Line Item	\$3,417.00	

Total:		<p>Johnson Madison Marin Park City Magnet Roosevelt Tisdale Waltersville Winthrop</p> <p>ELL Gr. 4-8-Medicare --- \$445 @ the following schools: Batalla Marin</p> <p>Transition to HS -Medicare --- \$950 @ the following schools: Batalla Columbus Curiale Read Roosevelt Waltersville</p>
Object:	200 - Personal Services > Employee Benefits	SYSTEMS OPERATOR (SYSOP) STIPENDS
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Education technology	
LEA /	Bridgeport School District (015-000)	
		<p>FY22--- \$1,051 Medicare</p> <p>FY23--- \$1,051 Medicare</p> <p>FY24--- \$1,051 Medicare</p>

School:		@ the following schools:
Quantity:	1.00	Barnum
Cost:	\$3,153.00	Beardsley
Line Item Total:	\$3,153.00	Black Rock
		Bryant
		Columbus
		Edison
		Luis Munoz Marin
		Hall
		Hallen
		Thomas Hooker
		Cesar Batalla
		Park City Magnet
		Madison
		Classical Studies Academy
		Jettie Tisdale
		Read
		Roosevelt
		Waltersville
		Claytor Magnet Academy
		Geraldine Johnson
		John Winthrop
		Discovery Int. Magnet
		Wilbur Cross
		Blackham
		Paul L. Dunbar
		James Curiale
		Skane
		High Horizons Magnet
		Multi-Cultural Magnet
		Aquaculture
		Bridgeport Learning Center
		FCW - Aerospace
		FWC - Information Technology

		Bridgeport Military Academy FWC - Biotechnology Bassick Central Harding
Object:	200 - Personal Services > Employee Benefits	BILINGUAL/ELL INTERVENTION FY24 --- \$2,612 Bilingual/ELL Intervention Hourly Tutors - Medicare --- \$1,393 ELL HS Academic Lab Hourly Tutors - Medicare --- \$1,219 @ the following schools: Bassick HS Central HS Harding HS
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$2,612.00	
Line Item Total:	\$2,612.00	
Object:	200 - Personal Services > Employee Benefits	FAME ACADEMY FY24--- \$1,720 Coordinator, Teachers, and Intern - Medicare Located at Harding HS
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$1,720.00	
Line Item Total:	\$1,720.00	
Object:	200 - Personal Services > Employee Benefits	CURRICULUM PD FY24--- \$1,531 Teachers - Medicare
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$1,531.00	
Line Item Total:	\$1,531.00	
Object:	200 - Personal Services > Employee Benefits	
Purpose:	01 - Public School Activities	
ARP ESSER	5: Building Safe and Healthy School...	CUSTODIAL AND SECURITY FY24 --- \$1,332 Extended Day Activities-Medicare --- \$784 FAME Academy-Medicare --- \$548

Priority:		
Uses of Funds:	Health and safety of students, staf...	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$1,332.00	
Line Item Total:	\$1,332.00	
Total for 200 - Personal Services > Employee Benefits:		\$6,002,937.00
Total for all other Objects:		\$94,323,561.00
Total for all Objects:		\$100,326,498.00
Allocation:		\$100,326,498.00
Remaining:		\$0.00

Budget Detail

Bridgeport School District (015-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$2,270,872.00 ▼

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	<p>HIGH-QUALITY CURRICULUM - Hill for Literacy</p> <p>[Literacy Digital Services plus PD used to guide educators at all levels through the process developing students' language and literacy skills.]</p> <p>FY22 --- \$500,872 FY23 --- \$510,000 FY24 --- \$510,000</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Education technology	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$1,520,872.00	
Line Item Total:	\$1,520,872.00	
Object:	300 - Purchased Professional and Technical Services	<p>PROFESSIONAL DEVELOPMENT - Partners for Educational Leadership</p> <p>[PD services for school administrators that utilizes a system-wide, integrated approach focused on improving instructional practice and developing leadership aimed at improving teaching and learning, to reduce achievement gaps, and to promote</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	

Uses of Funds:	Providing principals/leaders with r...	equity in schools.]
LEA / School:	Bridgeport School District (015-000)	FY22 --- \$240,000 FY23 --- \$250,000 FY24 --- \$260,000
Quantity:	1.00	
Cost:	\$750,000.00	
Line Item Total:	\$750,000.00	
Total for 300 - Purchased Professional and Technical Services:		\$2,270,872.00
Total for all other Objects:		\$98,055,626.00
Total for all Objects:		\$100,326,498.00
Allocation:		\$100,326,498.00
Remaining:		\$0.00

Budget Detail

Bridgeport School District (015-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

500 - Other Purchased Services - \$48,619,711.00 ▼

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	<p>SCHOOL FACILITIES</p> <p>[Inspection, testing, maintenance, repair, replacement and enhancement projects to improve the indoor air quality. Projects include purchase/upgrade of mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purification, and other air cleanings; fans, control systems, window/door repair replacement.]</p> <p>FY24 --- \$15,000,000</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Improve air quality	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$15,000,000.00	
Line Item Total:	\$15,000,000.00	
Object:	500 - Other Purchased Services	<p>STUDENT ENRICHMENT</p> <p>STEM TechTREP</p> <p>[Provider of comprehensive STEM and CTE education experiences through a diverse selection of online personalized, project-based, and self-paced STEM experiences with</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

LEA / School:	Bridgeport School District (015-000)	unlimited access to built-in lesson plans and curriculum]
Quantity:	1.00	FY22 --- \$4,839,000 FY23 --- \$1,453,000 FY24 --- \$1,453,000
Cost:	\$13,745,000.00	
Line Item Total:	\$13,745,000.00	<p>COMMUNITY ENGAGEMENT Youth Educational Programming (YEP Subcontracts)</p> <p>[City and BOE partnership which funds ten community-based organizations aimed at either creating innovative (new programs such as truant or disengaged student programming) or expansion (expand youth programs such as mentoring, experiential or afterschool programming) providing educational and youth programs in Bridgeport-to-Bridgeport Public School students.]</p> <p>FY22 ---- \$2,000,000 FY23 ---- \$2,000,000 FY24 ---- \$2,000,000</p>
Object:	500 - Other Purchased Services	SUBSTITUTE STAFFING
Purpose:	01 - Public School Activities	FY22 --- \$1,285,897
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	DELTA-T: SUB PARAS -Instructional Support
Uses of Funds:	Addressing learning loss	FY23 --- \$1,319,637
LEA / School:	Bridgeport School District (015-000)	DELTA-T: SUB PARAS -Instructional Support
		FY24 --- \$3,950,180

Quantity:	1.00	KES Instructional Support --- \$2,217,306
Cost:	\$6,555,714.00	KES Teachers Coverage --- \$163,488
Line Item Total:	\$6,555,714.00	DELTA-T: SUB PARAS -Instructional Support --- \$1,360,450
		DELTA-T: SPED ASD CLASSES --- \$208,936
Object:	500 - Other Purchased Services	CONTRACTED SPED SUPPORT - Effective School Solutions
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	[Provides student mental health services implement culturally inclusive mental health and behavioral support programs that have been proven to improve care, strengthen academics, address trauma, and maintain students in-district, we believe that every child can reach their greatest potential. Reducing Student Outplacements.]
Uses of Funds:	Mental health services	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	FY22 --- \$1,959,250
Cost:	\$5,877,750.00	FY23 --- \$1,959,250
Line Item Total:	\$5,877,750.00	FY24 --- \$1,959,250
Object:	500 - Other Purchased Services	SCHOOL FACILITIES
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	[School facility repairs and improvements to reduce risk of virus transmission and exposure to environmental hazards, and to support student health needs]
Uses of Funds:	Facility repairs/improvement to min...	
LEA /	Bridgeport School District (015-000)	FY24 --- \$3,703,055

School:		
Quantity:	1.00	
Cost:	\$3,665,055.00	
Line Item Total:	\$3,665,055.00	
Object:	500 - Other Purchased Services	COMMUNITY ORGANIZATION PARTNERSHIPS - Caribe Youth [Services to supplement academic, socio-emotional, and athletic services for students] FY22 --- \$572,689 FY23 --- \$596,193 FY24 --- \$621,645
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	2: Family and Community Connections	
Uses of Funds:	Mental health services	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$1,790,527.00	
Line Item Total:	\$1,790,527.00	
Object:	500 - Other Purchased Services	CONTRACTED SPED SUPPORT [Compensatory and mandated services to address learning needs in accordance with IEPs] FY24 --- \$800,000 Contracted psychologists: 3 --- \$300,000
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Addressing learning loss	

LEA / School:	Bridgeport School District (015-000)	Contracted SPEECH services Summer and School Year--- \$500,000
Quantity:	1.00	
Cost:	\$800,000.00	
Line Item Total:	\$800,000.00	
Object:	500 - Other Purchased Services	UNIVERSITY INTERNSHIPS FY24--- \$530,600 University of Bridgeport, Fairfield University and Sacred Heart University to provide at least 40 Interns for teacher support
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$530,600.00	
Line Item Total:	\$530,600.00	
Object:	500 - Other Purchased Services	
Purpose:	01 - Public School Activities	CONTRACTED NURSING SERVICES FY24--- \$190,145 3 Nurses x 182 days
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of		

Funds:	Addressing unique needs of special ...	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$190,145.00	
Line Item Total:	\$190,145.00	
Object:	500 - Other Purchased Services	TRANSPORTATION SUMMER ERS/ESY PROGRAMS FY24 --- \$150,000
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Summer learning	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$150,000.00	
Line Item Total:	\$150,000.00	
Object:	500 - Other Purchased Services	
Purpose:	01 - Public School Activities	
ARP ESSER	4: Strategic Use of Technology, Sta...	CONTRACTED TEMP TECH/DATA WORKER [Opening of school tasks related to computers in instruction as well as laptop testing, equipment movement etc.]

Priority:		FY24 --- \$67,200
Uses of Funds:	Education technology	FY25 - Summer 2024 --- \$67,200
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$134,400.00	
Line Item Total:	\$134,400.00	
Object:	500 - Other Purchased Services	COPIER/PRINTER NETWORK SUPPORT - Xerox XPS
Purpose:	01 - Public School Activities	[Paper + copier costs --- duplication of essential packets - instruction/PD]
ARP ESSER Priority:	Other	FY24 --- \$100,000
Uses of Funds:	Other ARP ESSER eligible activities	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$100,000.00	
Line Item Total:	\$100,000.00	
Object:	500 - Other Purchased Services	FAME ACADEMY
Purpose:	01 - Public School Activities	FY24 --- \$80,520

ARP ESSER Priority:	1: Learning Acceleration, Academic ...	Transportation - 182 days x \$360 --- \$65,520 ECE Credits - 100 x \$150 --- \$15,000
Uses of Funds:	Addressing learning loss	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$80,520.00	
Line Item Total:	\$80,520.00	
Total for 500 - Other Purchased Services:		\$48,619,711.00
Total for all other Objects:		\$51,706,787.00
Total for all Objects:		\$100,326,498.00
Allocation:		\$100,326,498.00
Remaining:		\$0.00

Budget Detail

Bridgeport School District (015-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - \$20,061,343.00 ▼

Budget Detail		Narrative Description
Object:	600 - Supplies	<p>HIGH-QUALITY CURRICULUM</p> <p>[Multiyear purchase of various circular to help addresses the needs of all learners. Purchases include digital services were available]</p> <p>FY22 - FY24 --- \$802,0454</p> <p>Literacy --- \$2,598,469 Early Childhood FOOTSTEPS 2BRILLIANCE --- \$995,059 Computer Science Pathway --- \$236,960 Mathematics --- \$300,000 Social Studies - \$350,000 Science Elementary 6-7-8 --- \$458,036 ELL/World Languages New course materials with digital editions --- \$300,000 Art/Music --- \$294,426 SPED/Instructional Materials, Includes: Speech --- \$250,000 Extended Day --- \$70,000 Administrators Resources - \$5,000 Science Elementary K-5 --- \$2,162,504</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Education technology	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$8,020,454.00	
Line Item Total:	\$8,020,454.00	
Object:	600 - Supplies	<p>TECHNOLOGY RENEWAL</p> <p>FY24 --- \$5,179,460</p>
Purpose:	01 - Public School Activities	
ARP		

ESSER Priority:	4: Strategic Use of Technology, Sta...	Access points, servers, other network support equipment --- \$4,179,460 Other technological needs such as replenishment of various devices and items e.g., headphones, device covers, cameras etc, --- \$1,000,000
Uses of Funds:	Education technology	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$5,179,460.00	
Line Item Total:	\$5,179,460.00	
Object:	600 - Supplies	SCHOOL FACILITIES: [School facility repairs and improvements to reduce risk of virus transmission and exposure to environmental hazards, and to support student health needs.] FY24 --- \$3,665,055
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Facility repairs/improvement to min...	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$3,665,055.00	
Line Item Total:	\$3,665,055.00	SUPPLIES FOR SAFE SCHOOL OPERATIONS
Object:	600 - Supplies	
Purpose:	01 - Public School Activities	

ARP ESSER Priority:	5: Building Safe and Healthy School...	FY24 --- \$2,859,599
Uses of Funds:	Supplies to sanitize and clean	Additional PPE as required (face masks, gloves, wipes sanitizer etc.) --- \$500,000 Purchasing school facilities supplies to sanitize and clean the facilities --- \$2,359,599
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$2,859,599.00	
Line Item Total:	\$2,859,599.00	
Object:	600 - Supplies	ACADEMIC RENEWAL AND STUDENT ENRICHMENT
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	Other	[Expanded resources for Administrators to address the needs of their individual schools --- up to \$35 per pupil. Items may include base items such as elements to create or expand a Makerspace inclusive of furniture, storage, and equipment, and miscellaneous accruals to design a reasonable space to allow students to freely ideate and create]
Uses of Funds:	Other ARP ESSER eligible activities	
LEA / School:	Bridgeport School District (015-000)	FY24 --- \$308,235
Quantity:	1.00	
Cost:	\$308,235.00	
Line Item Total:	\$308,235.00	
Object:	600 - Supplies	ACADEMIC RENEWAL AND STUDENT ENRICHMENT

Purpose:	01 - Public School Activities	<p>[Base resources for each district teacher to address the needs of their individual classrooms ---\$30 per teacher. Items may include academic resources related to STREAM inclusive of Makerspace supplies and content, Social and Emotional Learning focused materials as well as Adaptive and Inclusive products related to academics and SEL to assist with differentiation.]</p> <p>FY24--- \$28,540</p>	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Providing principals/leaders with r...		
LEA / School:	Bridgeport School District (015-000)		
Quantity:	1.00		
Cost:	\$28,540.00		
Line Item Total:	\$28,540.00		
		Total for 600 - Supplies:	\$20,061,343.00
		Total for all other Objects:	\$80,265,155.00
		Total for all Objects:	\$100,326,498.00
		Allocation:	\$100,326,498.00
		Remaining:	\$0.00

Budget Detail

Bridgeport School District (015-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

700 - Property - \$5,000,000.00 ▼

Budget Detail		Narrative Description
Object:	700 - Property	<p>TECHNOLOGY RENEWAL</p> <p>[Replacement districtwide of outdated, end-of-life cycle equipment with new models, which we expect to have a life cycle of three to seven years, depending upon the type of equipment. The district's goal is to maintain a functioning inventory of devices and operational networks at all times so that students benefit consistently from the one student to one device ratio.]</p> <p>FY24 --- \$5,000,000</p> <p>Computer Devices --- \$3,000,000 Interactive Boards --- 2,000,000</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Education technology	
LEA / School:	Bridgeport School District (015-000)	
Quantity:	1.00	
Cost:	\$5,000,000.00	
Line Item Total:	\$5,000,000.00	
Total for 700 - Property:		\$5,000,000.00
Total for all other Objects:		\$95,326,498.00
Total for all Objects:		\$100,326,498.00
Allocation:		\$100,326,498.00
Remaining:		\$0.00

ARP ESSER Funds Budget Overview

Bridgeport School District (015-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$100,326,498.00 ▼

Purpose	01 - Public School Activities	Total
Object		
100 - Personal Services > Salaries	18,371,635.00	18,371,635.00
200 - Personal Services > Employee Benefits	6,002,937.00	6,002,937.00
300 - Purchased Professional and Technical Services	2,270,872.00	2,270,872.00
500 - Other Purchased Services	48,619,711.00	48,619,711.00
600 - Supplies	20,061,343.00	20,061,343.00
700 - Property	5,000,000.00	5,000,000.00
Total	100,326,498.00	100,326,498.00
	Allocation	100,326,498.00
	Remaining	0.00

Related Documents

Bridgeport School District (015-000) 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	

Assurances

Bridgeport School District (015-000) 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."