

Revision Summary

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - Revision Summary

* Please provide a summary of why this revision is being completed?

Revisions were requested to clarify and adjust all budget items to ensure they were in the correct place.

History Log

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/10/2021 12:41:00 PM	Agnes Quinones	Status changed to 'CSDE Grant Contact Approved'.	S
	8/9/2021 9:14:53 AM	Kevin Chavez	Status changed to 'Application Revision Completed'.	S
	8/3/2021 12:35:04 PM	eGMS Administrator	Status changed to 'Application Revision Started'.	S

Allocations

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - Allocations

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	(3) ARP ESSER - HCY II	Total
LEA	\$203,014.00	\$0.00	\$0.00	\$203,014.00
Total	\$203,014.00	\$0.00	\$0.00	\$203,014.00

Contacts

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - Contacts

Required Contacts	
Type	Contact(s)
ARP ESSER Funds Contact [Select at least 1 contact(s)]	<u>Kenneth Henrici</u> <u>Kevin Chavez</u>

Program Information

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - 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

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - 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. Chaplin Elementary School and Central Office sent a survey out to the staff at Chaplin Elementary School looking for input about the needs of the school from the perspective of teachers, support staff, and maintenance/custodial staff. The survey included responses to categories identified by the administration and open-ended responses about the

needs of the students and facilities. Information was sought, pertaining to the same categories, was sent to the families of Chaplin Elementary School through our digital community outreach source as well as putting the same information on the school website. Lastly, discussions were held during board of education meetings about the needs and looking for input from the community as well as members of the board of education. This also allowed for questions to be asked; such questions may have asked about topics not previously considered or gave us additional time to reflect on the needs.

Many of the topics that came up were addressed through ESSER(s) I & II. However, one topic that remained of high importance is the social/emotional welfare of our students. Behaviors charged for our students due to stress at home as well as changes made to the school environment as we met the guidelines established by the CDC and the local health department. After careful consideration of the behavioral and social/emotional learning (SEL) needs of the students at Chaplin Elementary School, there is a substantiated need to hire a full-time Board Certified Behavior Analyst (BCBA). Having a professional (who studies the behavior of children and creates plans to improve or change behaviors that inhibit the children from accessing educational experiences, including socialization with their peers) is . The addition of this position to CES would benefit ALL students and teachers as this person would be share the responsibility for devising and overseeing the social/behavioral tiers of SRBI as well as providing the intensive supports for students who need it.

Concerns about air quality will be addressed by installing an air conditioning system that will help to ventilate the air in the classrooms.

The need for the summer learning program should be expanded to include more students making the transition from Pre-K and Kindergarten to Kindergarten and Grade 1.

Although summer learning will address gaps that students have as a result of the past year and a half of school, it will not be enough to close the gaps completely once new learning of the next grade begins. Therefore, there is a need to offer an extended school day to our students.

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

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

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - 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.

District provided ARP ESSER description of survey and ongoing communications with the educational community, including staff, parents, Board of Education members and the community. No ARP Letters of Support are uploaded. The Safe Reopening Plan URL is provided in eGMS and posted on District website: chaplinschool.org

ARP ESSER Uses of Funds

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - 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
	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.

<p>Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>	<p>Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.</p>	<p>Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.</p>	<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</p>	<p>Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.</p>	<p>Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency, and to purchase PPE.</p>	<p>Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.</p>	<p>Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.</p>

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

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - 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): \$40,603.00

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 1 and is tied to applicable district ESSA Milestone metrics.
EXAMPLE: *By hiring additional staff to support summer learning, extended day, credit recovery and the targeted needs of special populations, the district will increase its District Performance Index in ELA from 67.5 in 2018-19 to 70.2 and in Math from 65.1 in 2018-19 to 68.7 by 2024.*

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

* (Use ESSA Milestone Target) By 2024,

By hiring staff to support summer learning and extended schoolday learning, the district will increase the percentage of students in Grades 3-6 currently scoring at Proficient by 10 percentage points in ELA and Math by

2024. By hiring a Board Certified Behavior Analyst, the school will be able to decrease the number of events and instructional time lost to behaviors that interfere with instruction.

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)
We were fortunate that we were able to maintain in-person learning throughout the 20-21 school year. However, with this, there was an ebb and flow of office referrals for behavior across the grades that affected instructional time. There were some classes with significant amounts of learning time lost in a given day in order to maintain the safety of the remainder of the students. There were numerous occasions that administration could not get to a classroom to offer assistance due to being with another student situation elsewhere in the school building.
- * 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)

A BCBA consultant was originally brought in to work with students with varying disabilities that require specialized training for staff and individualized programs for students. The varying needs of these children require different approaches. A BCBA possesses a skill set that allows them to assess the function of behaviors and create individualized plans to replace inappropriate behaviors. At the same time, there are other children throughout the school who demonstrated increased difficulty with self-regulation and social emotional issues that will benefit from this professional. The BCBA will collaborate in overseeing the social/behavioral side of SRBI, and provide professional learning to classroom teachers and parents. By doing so, the BCBA will assist us in proactively addressing social/behavioral issues at the numerous levels.

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?	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p> <p>* The measurements that will be used: NWEA summer progress monitoring assessments that can be compared to spring NWEA scores to measure growth across the summer. NWEA longitudinal data beginning with the Spring of 2021 extending through Summer of 2023 BCBA Tracking the number of office referrals by teacher. Tracking the number of students referred for observation by the BCBA. Tracking the number minutes of instruction lost.</p> <p>* Principal Kevin J Chavez BCBA Principal Kevin J Chavez Director of Special Education Deirdre Osypuk</p> <p>* Summer Learning- July 5, 2021 - August 5, 2021 School Year 2021-2022 School Year 2022-2023 BCBA School Year 2021-2022 School Year 2022-2023</p> <p>* Grades- incoming grade PK-grade 1 students Summer Learning program 3 hour school day 4 days a week. 1.5 hours ELA instruction; 1.5 hours Math instruction Whole class, small group, & individual lessons focused on standards that the students are not yet proficient (based on NWEA and curriculum assessments) Students in grades K-6 will be offered additional instructional support in ELA and Math through an extended school-</p>

day program to address learning gaps based on current NWEA data as well as school curriculum and assessment. To address and improve learning behaviors within the general education classroom, the BCBA will provide direction, support and continuous monitoring to teachers and students on effective learning behaviors, to include attention to instruction, active engagement and participation, time management and task completion. A BCBA will be able to: - offer professional learning for all teachers and paraprofessionals. - offer hands-on assistance to

classrooms in which a student is experiencing a heightened social/emotional disturbance that would otherwise disrupt the class beyond learning. - assist the staff in proactively addressing social/behavioral issues as well as participate with the PBIS team in order to identify areas of the schoolwide program that can be revised, deleted, or added to in order to have a positive impact on learning.

Priority 2: Family and Community Connections

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

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

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

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

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

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

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

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

Priority 5: Building Safe and Healthy Schools

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

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

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)

CDC recommends a layered approach to reduce exposures to SARS-CoV-2, the virus that causes COVID-19. This approach includes using multiple mitigation strategies, including improvements to building ventilation, to reduce the spread of disease and lower the risk of exposure. A ventilation system upgrade will increase the delivery of clean air and dilute potential contaminants. An HVAC system would be adjusted to increase total airflow to occupied spaces when possible. School doors and windows were opened for maximum outside airflow for 2 hours before and after the building is occupied; running an HVAC system similarly will move more air in the same amount of time.

- * 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)

All classrooms will have the upgrade in order to affect qir quality. This will also help students when the temperature in the classroom reaches heightened temperatures and they must keep their masks on. This will allow students to remain engaged in the learning process throughout the school day.

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?

<ul style="list-style-type: none"> * An HVAC system will increase air quality as we can control the air flow and turn-over in the building. The filtration system will also aid in delivering clean air to the classrooms. 	<ul style="list-style-type: none"> * The system will begin to be installed during the summer of 2021. The plan is to have the project completed by November 2021. 	<ul style="list-style-type: none"> * Head of Maintenance Andrew Barillari Principal Kevin J Chavez Superintendent of Schools Kenneth Henrici
<ul style="list-style-type: none"> * Implementing multiple tools at the same time is consistent with CDC's layered approach and will increase overall effectiveness of ventilation interventions. These ventilation interventions can reduce the risk of exposure to the virus and reduce the spread of disease. We will track attendance and correlate absences with COVID-like symptoms and diagnosed positive cases. We will track the number of students visiting the school nurse with breathing issues. 		

Other Allowable Uses

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - ARP ESSER Funds

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act. In addition, other specific allowable activities can be found on the "ARP ESSER Uses of Funds" page.

- My district is using ARP ESSER Funds for other allowable activities

ARP ESSER Funds Budget

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - ARP ESSER Funds

Purpose	Total
01 - Public School Activities	\$203,014.00
Total	\$203,014.00
Allocation	\$203,014.00
Remaining	\$0.00

Budget Detail

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds

01 - Public School Activities - \$203,014.00 ▾

Budget Detail		Narrative Description
Purpose:	01 - Public School Activities	Hire a Board Certified Behavior Analyst
Object:	100 - Personal Services > Salaries	2021-2022 and 2022-2023 at a total cost of \$136,000
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Mental health services	
LEA / School:	Chaplin School District (024-000)	
Quantity:	1.00	
Cost:	\$136,000.00	
Line Item Total:	\$136,000.00	
Purpose:	01 - Public School Activities	Extended School day Teachers will provide academic support during an extended school day during the 2021-2022 and 2022-2023 school years.
Object:	100 - Personal Services > Salaries	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Summer learning	

LEA / School:	Chaplin School District (024-000)	
Quantity:	1.00	
Cost:	\$13,117.00	
Line Item Total:	\$13,117.00	
Purpose:	01 - Public School Activities	Extend Summer learning to our neediest Pre-K and Kindergarten students Summer 2021 1 Special Education teacher \$2501.71 3 paraprofessionals \$3494.52
Object:	100 - Personal Services > Salaries	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Summer learning	
LEA / School:	Chaplin School District (024-000)	
Quantity:	1.00	
Cost:	\$5,997.00	
Line Item Total:	\$5,997.00	
Purpose:	01 - Public School Activities	Extend summer learning to our neediest Pre-K and Kindergarten students by providing transportation at a cost of \$2900
Object:	500 - Other Purchased Services	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of		

Funds:	Summer learning
LEA / School:	Chaplin School District (024-000)
Quantity:	1.00
Cost:	\$2,900.00
Line Item Total:	\$2,900.00
Purpose:	01 - Public School Activities
Object:	700 - Property
ARP ESSER Priority:	5: Building Safe and Healthy School...
Uses of Funds:	Improve air quality
LEA / School:	Chaplin School District (024-000)
Quantity:	1.00
Cost:	\$45,000.00
Line Item Total:	\$45,000.00
Total for 01 - Public School Activities:	\$203,014.00
Total for all other Purposes:	\$0.00
Total for all Purposes:	\$203,014.00

Allocation:	\$203,014.00
Remaining:	\$0.00

ARP ESSER Funds Budget Overview

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - ARP ESSER Funds

Filter by Location: All - \$203,014.00 ▾

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		155,114.00	155,114.00
500 - Other Purchased Services		2,900.00	2,900.00
700 - Property		45,000.00	45,000.00
Total		203,014.00	203,014.00
	Allocation		203,014.00
	Remaining		0.00

ARP ESSER Funds Budget Overview Plus/Minus

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - ARP ESSER Funds

Filter by Location: All - \$203,014.00 ▾

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		155,114.00	155,114.00
500 - Other Purchased Services		2,900.00	2,900.00
700 - Property		45,000.00	45,000.00
Total		203,014.00	203,014.00
	Allocation	203,014.00	
	Remaining	0.00	

Related Documents

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - ARP ESSER Funds

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

Assurances

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - ARP ESSER Funds

- * Certified ARP ESSER Assurances on file in LEA Document Library in eGMS."

ARP ESSER HCY II Intent to Participate

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - ARP ESSER HCY II Intent to Participate

Your HCYII allocation is:

Important Note for Districts with less than \$5000 HCY II allocation.

After you have completed this page, your allocation will be loaded if you are joining a consortium. If you are declining the funds, the allocation will be removed.

The US Department of Education has established a formula for awarding ARP Homeless II funds to eligible LEAs based upon each LEA's proportional share of:

- allocations under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) for the most recent fiscal year; and
- the number of homeless children and youth identified in an LEA relative to all LEAs in the State, using the greater of the number of homeless children and youth in either the 2018-19 or 2019-20 school year.

Under this formula, an LEA must have an allocation of at least \$5,000 to be eligible to receive a ARP Homeless II allocation on its own. If an LEA's allocation is less than \$5,000, the LEA must join a consortium of LEAs in which the sum of its members' allocations meets the \$5,000 threshold. This \$5,000 minimum is intended to enable and LEA to have sufficient ARP Homeless II funds to address the needs of homeless children and youth. For the purpose of ARP Homeless II funds, a consortium means a grantee that consists of more than one LEA. Only CT LEAs may serve as the fiscal agent for a consortium."

* Consortia Intent to Participate ARP HCY II Budget Options (Select One.)

- 1. My district/school will NOT participate in a consortium and declines ARP-HCY II funds.
- 2. My district/school will participate in a consortium (with a combined amount over \$5000) and elects to act as the fiscal agent for ARP HCY II for the following LEA members: (Enter the organization numbers and names of all consortium members that you will act on behalf of as the fiscal agent.)

- 3. My district/school will participate as a member in a consortium (with a combined amount over \$5000) with the following LEA serving as the fiscal agent for ARP HCY II funds: (Enter the organization number and name of the lead LEA that will act as the fiscal agent.)
- 4. Not applicable. My district/school ARP HCY II allocation I is greater than \$5,000 and will serve as its own fiscal agent for ARP HCY II funds without a consortium.

If Option 2 selected, enter the organization (district) number(s) and name(s) of all consortium members that you agree to act on behalf of as the fiscal agent for these funds.

District Number	District Name

If Option 3 selected, enter the number and name of the organization (district) that you have selected to act as the fiscal agent for these funds.

Fiscal Agent District Number	Fiscal Agent District Name

CSDE Application Review Status Checklist

Chaplin School District (024-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 1 - CSDE Application Review Status Checklist

This checklist is a means of communication between the CSDE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the CSDE will review the application and mark each section as 'OK' or 'Attention Needed'.
- If the application is marked as 'Attention Needed', it will be returned to the LEA with a status of 'Returned - Revisions Needed' and will require modifications. The LEA will review the checklist for specific written feedback, explanations, and comments that identify areas that need to be addressed in order to move the application to Approved status.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the CSDE determines that the item has been corrected, 'Attention Needed' will be changed to 'OK' by the CSDE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of 'Returned - Revisions Needed'.
- An application will move to Approved status once all comments and concerns in the application have been addressed.

Checklist Description ([Collapse All](#) [Expand All](#))

<input type="checkbox"/> 1. Stakeholder Engagement:	<input type="button" value="OK"/>	Agnes Quinones	7/28/2021 1:46:17 PM
1. Stakeholders with whom the LEA consulted are checked. 2. Description provided of how the LEA afforded the public an opportunity for input. 3. Summary of input provided. 4. How input was taken into account provided.			
<input type="checkbox"/> 2. Safe Return to In-Person Instruction and Continuity of Services Plan:	<input type="button" value="OK"/>	Agnes Quinones	7/28/2021 1:46:17 PM
1. Public comment was taken into account. 2. URL provided to website where plan is publicly posted.			
<input type="checkbox"/> 3. Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment	<input type="button" value="OK"/>	Agnes Quinones	8/10/2021 12:40:19 PM
1. SMART goal provided is aligned to Priority 1 and tied to applicable district ESSA Milestone targets. 2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment). 3. Strategies for Priority 1 address the identified needs through an equity-focused lens.			
<input type="checkbox"/> 4. Priority 2: Family and Community Connections	<input type="button" value="Not Applicable"/>	Agnes Quinones	8/10/2021 12:40:19 PM
1. SMART goal provided is aligned to Priority 2 and tied to applicable district ESSA Milestone targets. 2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment). 3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			
<input type="checkbox"/> 5. Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff	<input type="button" value="Not Applicable"/>	Agnes Quinones	8/10/2021 12:40:19 PM
1. SMART goal provided is aligned to Priority 3 and tied to applicable district ESSA Milestone targets. 2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment). 3. Strategies for Priority 3 address the identified needs through an equity-focused lens.			

<input checked="" type="checkbox"/>	6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide	Not Applicable	Agnes Quinones	8/10/2021 12:40:19 PM
	1. SMART goal provided is aligned to Priority 4 and tied to applicable district ESSA Milestone targets.			
	2. Needs Assessment summary results are provided (if updating ESSER II Needs Assessment).			
	3. Strategies for Priority 4 address the identified needs through an equity-focused lens.			
<input checked="" type="checkbox"/>	7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable	Agnes Quinones	8/10/2021 12:40:19 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			
<input checked="" type="checkbox"/>	8. Other Allowable Activities	Not Applicable	Agnes Quinones	8/10/2021 12:40:19 PM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input checked="" type="checkbox"/>	9. ARP ESSER Funds Budget	OK	Agnes Quinones	8/9/2021 2:44:37 PM
	1. Selection of "Priority Goals" budget tags align with strategies for "Priority Goals" and/or "Other Allowable Uses."			
	2. "Uses of Funds"" budget tags are selected appropriately.			
	3. Budget details align and support data for selected "Priority Goals" and/or "Other Allowable Uses."			
	4. Budget detail costs are allowable and narratives adequately describe budgeted costs.			
<input checked="" type="checkbox"/>	10. Assurances	OK	Agnes Quinones	7/28/2021 1:51:10 PM
	1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.			
<input checked="" type="checkbox"/>	11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable	Agnes Quinones	8/10/2021 12:40:19 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			
<input checked="" type="checkbox"/>	12. HCY II	Not Applicable	Agnes Quinones	8/10/2021 12:40:19 PM
	1. Description fully explains how ARP HCY fund will be used and aligned with ARP ESSER Goals.			
	2. Uses of Funds"" budget tags are selected appropriately			
	3. Budget detail costs are allowable and include described budgeted costs.			