

History Log

Fairfield School District (051-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/19/2021 3:48:25 PM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	10/19/2021 1:13:09 PM	John Frassinelli	Status changed to 'CSDE Management Approved'.	S
	9/28/2021 9:02:47 AM	Lynn Nauss Cipriano	Status changed to 'CSDE Grant Contact Approved'.	S
	9/9/2021 1:07:13 PM	Zakia Parrish	Status changed to 'Application Edits Completed'.	S
	8/26/2021 4:41:18 PM	Lynn Nauss Cipriano	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/13/2021 2:41:27 PM	Michael Cummings	Status changed to 'LEA Superintendent Approved'.	S
	8/12/2021 2:30:39 PM	Shelley Macaluso	Status changed to 'Application Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/12/2021 2:22:45 PM	Zakia Parrish	Status changed to 'LEA Superintendent Returned - Edits Needed'.	S
	8/12/2021 12:43:34 PM	Shelley Macaluso	Status changed to 'Application Completed'.	S
	5/25/2021 11:00:44 AM	Kristen Tozzo	Status changed to 'Application Started'.	S
	5/18/2021 9:17:11 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Fairfield School District (051-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1)	ARP ESSER Funds (2)	ARP ESSER SSA	Total
LEA	\$2,881,317.00	\$0.00	\$0.00	\$2,881,317.00
Total	\$2,881,317.00	\$0.00	\$0.00	\$2,881,317.00

Contacts

Fairfield School District (051-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Contacts

Required Contacts

Type	Contact(s)
ARP ESSER Funds Contact [Select at least 1 contact(s)]	<u>Zakia Parrish</u>

MOE Equity Certification

Fairfield School District (051-000) 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)]	 MOE Equity Certification - Template	

Program Information

Fairfield School District (051-000) 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

Fairfield School District (051-000) 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.

Initial stakeholder input was gathered from the District Leadership Team (DLT) in mid-May. This included all school and district administrators, including special education administration, principals, school leaders and their union

representatives (approximately 60 individuals). ARP ESSER information and guidelines were presented to and discussed with this group to identify prudent and effective use of ARP funds to improve instructional capacity. Input was solicited through a shared Google Doc and identified by grade level bands (PK-5, 6-8, and 9-12). Input from the Leadership Team focused largely on supporting academic alignment (vertical and horizontal), expanded professional development, and additional student supports to address increased social emotional needs and learning acceleration. Further input was solicited from all instructional staff through a series of ThoughtExchange Surveys in late May and through June and July. This work went deeper into some of the previously identified areas for support, including specifics around professional development, social emotional learning, academic alignment, and technology for deeper learning and was used to help frame strategic priorities within the ARP ESSER Priority Goals.

In early June, we hosted a public webinar on YouTube to inform all stakeholders about ARP ESSER and invite them to participate in a ThoughtExchange Survey, where they could provide input on specific uses for ARP ESSER funding, as well as rate the ideas of other in the community. The YouTube webinar was posted for reference, along with the slide presentation, and was also included as part of the ThoughtExchange itself. The ThoughtExchange generated 240 ideas and 5,312 ratings, with 87% of participants representing families/guardians. Voices of stakeholders representing the interests of children with disabilities and English learners were clearly represented in this group, based on the ideas and comments generated.

Social Emotional Learning supports for students received the highest ranking (3.6 out of 5.0), with Academics scoring 3.4, and Equity scoring 3.0. (Note: Strong support for air conditioning in all school buildings reflected unusually high temperatures during the period of the ThoughtExchange, as well as concerns over continued indoor masking. This was not determined to be a prudent use of ARP ESSER funds.) Here are some key thoughts from this work:

Social, Emotional and Mental Health of Students and School Staff:

“Provide our students mental health resources. Rates of anxiety, depression, and suicide among youth is at an all time high. There is currently a stigma around seeking help, especially with males.”

“Invest into district wide Diversity, Equity and Inclusion efforts. Every child deserves to feel safe, loved, welcomed and valued at school.”

“Stronger social emotional program school-wide. Teachers need to be trained on how to address social emotional needs throughout the day, not just in a health lesson.”

Learning Acceleration, Academic Renewal, and Student Enrichment:

“Support differentiation. All kids learn differently and deserve support, whether they're ‘behind’ or ‘ahead’ . With growing class sizes, differentiation is even more important.”

“Students need help re-engaging in school. I'm concerned about learning loss, lack of engagement, lack of interest in learning, and their emotional well being.”

“Bring back STEM and restore our arts curriculum. Children thrive in STEM. Some only thrive in STEM and art. We need our students to be competitive in the world.”

Interestingly, there was very little comment around Family and Community Connections, with those thoughts scoring only 2.6. This suggests community support for focusing our ARP ESSER funding predominantly on Priorities 1 and 3.

The specific input detailed above, along with academic assessment data, school climate survey data, and Developmental Relationships Survey data were utilized in assessing needs, determining appropriate strategies, and allocating ARP ESSER funds based on identified priorities.

In late July, we engaged our Board of Education in discussions around preliminary ARP ESSER plans to incorporate their feedback and input. That draft was posted on the district website along with the ability to provide further comment.

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

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

Fairfield School District (051-000) 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.fairfieldschools.org/arp-esser-30>

ARP ESSER Uses of Funds

Fairfield School District (051-000) 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

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.

Budget Detail Tag

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 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.
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

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

Priority Goals

Fairfield School District (051-000) 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): \$576,263.00

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 providing additional instructional time through schedule modifications and an extended day, the district will increase and/or maintain its District Performance Index in ELA at an index score of 77 and in Math to an index score of 74 by 2024. By providing staff with professional learning in best practices in the following areas -

instructional focus on learning targets and assessments, collaborative feedback, evidence based literacy practices, and data literacy, student achievement and district and school accountability indexes, including subsections, will meet ESSA milestones as articulated in the state plans. By providing a focus on diversity, equity, and inclusion through the hiring of an administrator dedicated to providing systemic supports, and increased diversity in staff hiring, the district will have a three year equity plan with actionable staff training and continuous professional learning.

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)

2021 SBA performance fell short of goals at all grades 3-8 (all students, district average in ELA - 73% met goal, Math - 62% met goal.. High needs student results trended downward. Example - grade 8 performance - ELA all - 76%, special education 33%, EL 20%; white - 78%, African-American 36%. A Thought/Exchange survey of community stakeholders, including staff, identified the need for improvement in Academics with a score of 3.4 as a ranked concern. Issues related to equity scored 3.0. The Developmental Relationships Survey conducted in the spring of 2021 indicated 30% of surveyed grade 6-12 students did not have an adult with whom they had a connection. District and school administrators identified specific areas of need including the improvement of instructional planning by increasing staff capacity to collaboratively use formative assessments and data, revising our teacher evaluation system to align to district expectations, and providing more district support of efforts to address equity in the classrooms and schools. Also identified were the need to improve K-5 literacy instruction through teacher, paraprofessional, and administrator professional learning. Revising the middle school schedule to promote longer learning blocks and additional, in-school, student supports is an additional concern.

* 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)

If we increase staff assets in understanding their role in setting, and holding, high expectations for the success of all students to meet academic and skill standards then all students will demonstrate success on district and state

measures. If we build upon staff assets to understand and address students' social/emotional and executive functioning needs, and if we develop staff skills to align formative and summative assessments to the district's Vision of the Graduate and Academic Expectations, and if we develop staff's best practices in analyzing data to identify and teach into students' learning needs, and if we utilize a feedback and evaluation system to support continual professional growth, then learning for all students will improve. If we identify learning needs for paraprofessionals, and focus professional development to those needs, then paraprofessionals will provide students with quality instructional support. If we provide financial support for teachers to engage in action research projects focused on improvement of student learning outcomes then instructional capacity will increase. If we provide students with additional academic time and focused instruction to address identified learning needs then student-learning gaps will be erased. If we develop culminating experiences for students in grades 5, 8, and 12, and those experiences reflect the Academic Expectations and the Vision of the Graduate, we will align expectations vertically and horizontally and we will celebrate student learning progress. If we provide preschool and elementary teachers with training in identifying student literacy needs we will focus professional learning to support remediating those needs.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p>	<p>Is this an innovative strategy that can be shared?</p>	<p>When will this strategy be implemented?</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p>
<p>* Provide extended day learning opportunities for students in grades 6-12</p>	<p><input checked="" type="checkbox"/></p>	<p>* 2021 - 2024</p>	<p>* School and District Administration</p>	<p>* Student academic performance on district and state measures will improve and learning gaps will decrease by 70%.</p>

<p>* Provide professional learning in designing assessments and tasks aligned to curriculum and skill standard and that lead to the fulfillment of the Vision of the Graduate</p>	<input checked="" type="checkbox"/>	<p>* 2021 - 2024</p>	<p>* School and District Administration</p>	<p>* The practice of collaborative review of student progress towards curriculum and skill standards will be embedded in the practice of all teachers. Administrators and self-evaluations will provide evidence of teacher growth in this area.</p>
<p>* Create common assessments/tasks that align learning expectations PK-12 and build culminating experiences for students in grades 5, 8, and 12. Such tasks and experiences will align to the Vision of the Graduate.</p>	<input checked="" type="checkbox"/>	<p>* 2021 - 2024</p>	<p>* School and District Administration</p>	<p>* A bank of formative assessments will be created for each grade and department. The assessments will be aligned vertically and horizontally. Student progress towards achievement of the Vision of the Graduate will be monitored and supports provided as needed.</p>
<p>* Modify the middle school schedule to increase uninterrupted instructional time and review both middle and high school schedules to determine placement of intervention/enrichment periods</p>	<input checked="" type="checkbox"/>	<p>* 2021 - 2023</p>	<p>* School and District Administration</p>	<p>* A revised middle school schedule that provides for longer learning blocks. The implementation of support period in both middle and high school schedules.</p>

<p>* Improve systemic focus on issues of diversity, equity, and inclusion through increased funding to increase staff diversity and through the training of all staff in relevant issues related to the improvement of learning and support district and schools' responsiveness to these issues through the hiring of a dedicated district level administrator.</p>	<input checked="" type="checkbox"/>	<p>* 2021 - 2024</p>	<p>* School and District Administration</p>	<p>* Student, parent, and staff surveys will demonstrate that all students have identified a trusting adult and report a safe and accepting learning and social environment. Incidents of discrimination against any members of the Fairfield Public Schools community decline.</p>
<p>* Align the teacher evaluation process to the instructional expectations of the Fairfield Public Schools.</p>	<input checked="" type="checkbox"/>	<p>* 2022 - 2024</p>	<p>* School and District Administration</p>	<p>* A new teacher evaluation system is in place for the start of the 24-25 school year.</p>
<p>* Improve the instruction and supervision of elementary literacy</p>	<input checked="" type="checkbox"/>	<p>* 2022 - 2024</p>	<p>* School and District Administration</p>	<p>* Students' literacy performance on all measures improves. The number of students who require significant specialized literacy support declines by 50%.</p>

<p>* Increase the ability of key staff personnel to work with, and utilize data, to address school and district needs.</p>	<input checked="" type="checkbox"/>	<p>* 2022 - 2024</p>	<p>* School and District Administration</p>	<p>* Staff report that the collection and use of data is beneficial to their instructional planning. Administrators report that the collection and use of data improves their planning.</p>
<p>* Improve curriculum in language arts, science, social studies at the middle and elementary levels to provide consistent and coherent scopes and sequences across the district.</p>	<input checked="" type="checkbox"/>	<p>* 2021 - 2024</p>	<p>* School and District Administration</p>	<p>* Students will have consistent curriculum expectations through reliable and valid curriculum and outcomes that are horizontally and vertically aligned and connect to teacher professional development and student learning.</p>
<p>* Additional training for paraprofessionals in supporting students the academic, social, emotional and behavioral needs of students</p>	<input checked="" type="checkbox"/>	<p>* 2021 - 2024</p>	<p>* School and District Administration</p>	<p>* Paraprofessionals will be provided additional training districtwide to address areas of student needs</p>

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,

Parent and community workshops will be provided in an effort to increase parent and community involvement and knowledge of social emotional and mental health supports provided to students and staff. By 2024 parent participation in informational workshops will increase by 15% each year beginning with the 2021-22 school year.

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)

This priority highlights the importance of partnering with parents and community members to support student progress. Parents will be provided information regarding social, emotional and mental health support students receive , which will enable them to reinforce skills being taught to their children in school. This will also allow for increased communication between school staff and families for the benefit of students.

* 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)

School staff continually strive to improve communication with families and strengthen partnerships with parents on behalf of students. Partnering with families and community members to address the social, emotional and mental health needs of students will result in improved outcomes for students. Parents will have a more solid

understanding of school supports provided to students, which will allow them to reinforce skills taught to their children within the home,

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* 6 week parent DBT course</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input checked="" type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* During the school year over the course of a 6 week period of time</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* District mental health staff who has completed advanced DBT training</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* Parents will increase their knowledge and understanding, as evidenced through parent survey results, about the four primary principles of Dialectical Behavior Therapy (DBT), which include Emotional Regulation, Distress Tolerance, Mindfulness and Interpersonal Effectiveness.</p>
<p>* Parent presentations with Dr. Allison Roy around two books by Daniel Siegel (The Whole Brain Child and Brainstorm)</p>	<p><input checked="" type="checkbox"/></p>	<p>* 8 parent presentations scheduled during the school year</p>	<p>* Teacher Leader for School psychologists and School Social Workers</p>	<p>* Parent survey on effective of new learning through presentations</p>

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,

Through the alignment of social, emotional and mental health supports pre-K - grade 12+ for students and staff chronic absenteeism will decrease or remain static at 5.1% by 2024. By 2024 staff and students will have access to consistent social, emotional and mental health supports across levels and across all schools. The Developmental Relationships Survey conducted in the spring of 2021 indicated 30% of surveyed grade 6-12 students did not have an adult with whom they had a connection.

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)

Feedback from teachers through meetings with the Fairfield Education Association along with feedback from members of the District leadership team regarding needs of student and staff social, emotional and mental health needs was collected. Results of student, teacher and parent school climate surveys as well as the Developmental Relationships Survey completed in collaboration with the Fairfield Cares Community Coalition were collected and analyzed.

* 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)

By prioritizing the social, emotional and mental health supports for students and staff, FPS will increase consistency of support for all students across levels and throughout all schools, and will become more responsive to students needs in this area. Additionally, particular focus will be provided to students who were most negatively impacted by COVID-19 and struggled remaining engaged with school during the pandemic. This includes students with disabilities, English learners, homeless and low income students as well as all other student groups most disproportionately impacted by COVID-19 to ensure equitable access to social, emotional and mental health supports available to all.

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>* Identify teacher SEL leaders in all FPS elementary schools to facilitate and support implementation of Second Step Curriculum and Morning Meeting routinely and consistently throughout FPS</p>	<input checked="" type="checkbox"/>	<p>* Throughout each school year</p>	<p>* Elementary Principal, Elementary Program Facilitator and SEL Teacher Leader</p>	<p>* Consistent implementation of Second Step curriculum and morning meeting across all elementary schools, improvement is school climate survey results and anecdotal reporting by staff through Thought Exchange comments</p>
<p>* Materials to implement Gizmo's Pawsome Guide to Mental Health with related activities in grades 3-5</p>	<input checked="" type="checkbox"/>	<p>* By November 1 of each school year</p>	<p>* Elementary Principal, Elementary Program Facilitator and SEL Teacher Leader</p>	<p>* Students in grades 3-5 will become more aware of the importance of activities / strategies to promote mental health and their understanding of mental health - Students will increase their ability to identify coping strategies and how to identify trusted adults</p>

<p>* Year 1 MindUP booster training and Tear 2 additional comprehensive MindUP training in grades pre-k-grade 5</p>	<input checked="" type="checkbox"/>	<p>* Use of mindfulness practices will be incorporated throughout the school year with a timeline for completing each unit for school based team members who have been trained in implementation</p>	<p>* Elementary Principal, Elementary Program Facilitator and SEL Teacher Leader</p>	<p>* Fidelity of implementation of 15 weekly MindUP classroom lessons and routine implementation of daily "brain breaks" at least 3 times daily in classrooms with trained staff</p>
<p>* DBT Universal Classroom Training</p>	<input checked="" type="checkbox"/>	<p>* Middle School and High School Health teachers.</p>	<p>* FPS Health Curriculum Coordinator and HS Director of PPS</p>	<p>* Survey teachers on new learning, perceived benefit on implementation of strategies with students</p>
<p>* QPR train the trainer</p>	<input checked="" type="checkbox"/>		<p>* The special education office will monitor the scheduling and completion of annual district QPR training</p>	<p>* Annual training all staff in QPR- Completion of teacher survey to measure increased awareness of suicide factor and supportive strategies.</p>

* Training will be completed with FPS social workers to become QPR trainers on November 2 year 1 and in year 2 with FPS middle school and high school health teachers at a to date to be determined. Once FPS staff is QPR trained the training of building level staff in QPR will be completed within 60 days and annually thereafter

<p>* LGBTQ+ workshops/training/consultation</p>	<input checked="" type="checkbox"/>	<p>* Training for FPS school psychs, social workers and school counselors by March 1.</p>	<p>* Teacher Leader for school psychologists and school social workers</p>	<p>* FPS mental health staff will gain knowledge and grow capacity to support students and provider staff and parent consultation to better support students who identify as LGBTQ+.</p>
<p>* Level book study (pre-K/elementary & MS/HS) to study two books by Drs. Daniel J. Siegel and Tina Payne Bryson ECC/Elementary: The Whole Brain Child MS/HS: Brainstorm</p>	<input checked="" type="checkbox"/>	<p>* Eight monthly remote ZOOM meetings by level (pre-K/elementary and MS/HS) on Tuesday afternoons.</p>	<p>* Teacher Leader for school psychologists and school social workers</p>	<p>* Staff survey on effectiveness of new learning through book study</p>
<p>* Executive Functioning staff Presentation by district consultant (Dr. Peg Dawson)</p>	<input checked="" type="checkbox"/>	<p>* By February 1</p>	<p>* Executive Director of Special Education and Special Programs</p>	<p>* Staff survey on effectiveness of new learning through presentation</p>
<p>* Executive Functioning Coaching</p>	<input checked="" type="checkbox"/>	<p>* Ongoing throughout school year</p>	<p>* Executive Director of Special Education and Special Programs and HS Directors of PPS</p>	<p>* Improvement in student pre and post assessments used to identify areas of strength and need</p>

<p>* Miscellaneous materials and supplies - The purchase of miscellaneous supplies will enable staff to participate in and implement SEL and executive skills programming for students, families and staff in FPS.</p>	<p><input checked="" type="checkbox"/></p>	<p>* Ongoing throughout school year</p>	<p>* Executive Director of Special Education and Special Programs</p>	<p>* Necessary supplies and materials were ordered and provided as needed</p>
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Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide

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

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

SMART Goal

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

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

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

* (Use ESSA Milestone Target) By 2024,

By providing laptops as opposed to Chromebooks to all students in grade 12, the district will increase student access to instructional software used in classes which requires greater CPU, RAM and video capabilities, regardless of their socio-economic status. Additionally, it will provide access to Chromebooks to students in grade 2, when the returned grade 12 devices are reimaged. As a result, the district will increase and/or maintain its District Performance Index in ELA at an index score of 77 and in Math to an index score of 74 by 2024.

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)

All students in grades 3-12 have been provided Chromebook as a part of our 1:1 technology initiative. Some of the elective classes taken by high school students in grades 11 and 12 require greater processing performance and speed of processing than what is provided by the Chromebooks issued to all secondary students. The Chromebooks have 4 GB of RAM and a 1.6GHz CPU, while this is sufficient for most core classes in math, English and social studies, it becomes a barrier for some of the courses in business education, family & consumer science, art and technology education. Courses in these latter areas utilize software which requires between 8 and 16 GB of RAM and a 3 GHz CPU. Some families are able to afford purchasing a device with greater processing capabilities for students in these classes; however, that is not the case with all families. Currently, grade 2 students are not provided with a district issued device. The current rates of Fairfield students eligible for free and reduced lunch are 12.3% (1166 out of 9444) and 3.4% (323 out of 9444), respectively. Thus, almost 15.8% of FPS students may not have the financial means to purchase devices if they are not provided for them by the district.

* 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)

Currently, all students in grades 3-12 have been provided Chromebooks, which have limited capacity especially in some of the classes taken at the high school level. While these devices allow students to engage with many instructional resources, they do not provide the amount and speed of processing needed for some of the software utilized in elective courses. At present, students whose families are able to afford a device with greater memory and processing capabilities have an advantage over those who do not have access to these devices. The same device will be provided across all students in grade 12, so that everyone has equitable access to technology regardless of their family's income level. Providing all seniors access to a laptop with higher capabilities will allow us to reimagine and redistribute the Chromebooks grade 12 students currently have to

students in grade 2. This will allow the approximately 660 students who will be in grade 2 in the fall equitable access to devices so that the technology-based resources can be further integrated into the instruction of teachers.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
What is the strategy? How do you envision its implementation? * Distribution of ProBook laptops to all students in grade 12 Reimaging and distribution of ChromeBooks to grade 2 students	Is this an innovative strategy that can be shared? <input type="checkbox"/>	When will this strategy be implemented? * Fall 2021 (upon receipt and imaging of all devices)	Who is the person(s) coordinating implementation and monitoring? * Executive Director of Operations & Processes Director of Information Technology IT Staff	Identify the indicators/evidence of progress. How will you know this strategy is impactful? * Number of tickets submitted to IT help desk due to incompatibility of software and hardware Feedback from members of Tech Steering Committee who are staff in high schools

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)

During a comprehensive district-wide assessment of buildings and the indoor air quality, it was determined that Fairfield Woods Middle School showed the most deficiencies. During the review of this assessment it was determined that while parts of the building have inadequate air movement and cooling, most of the building that houses our youngest middle school population does not. Within one of the three schools, all of which hold grades 6 through 8 students, we have data which supports an issue with air movement and cooling. While two of our three middle schools are mostly air-conditioned, this school has limited air conditioning. One of the sections of the building which is not air-conditioned is the sixth-grade wing where our youngest population is housed. We are intending to improve airflow with the addition of air conditioning in this area of the building.

* 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)

The needs assessment determined that our other two middle schools offered air movement and cooling to greater than 90 percent of the buildings, including cooling and air movements of our youngest middle school population. This proposed project is to engineer and provide bid documents and construction oversight to add cooling and increase air movement to the sixth-grade areas of our third middle school. Engineering would consist of evaluating the building's electrical service along with the ability to handle the new equipment loads. In addition we will look at the roofing structure to evaluate the ability to safely add new equipment. This space is utilized by all sixth-graders coming into the building from current district feeder patterns, including one of two Title I schools in the district.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* Creation of a biddable engineering design that provides for increased air movement and air conditioning, which is needed for the public bid process required by the Town of Fairfield.</p>	<p>Is this an innovative strategy that can be shared?</p> <p><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* As soon as the public bid process, as required by the Town, is completed.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Executive Director of Maintenance & Facilities Manager of Construction, Security and Safety</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* The development of an engineering design will be the evidence of progress. The impact will be the successful identification of a comprehensive bid so that the plan can move to phase II, implementation of the design.</p>

Other Allowable Uses

Fairfield School District (051-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

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

My district is using ARP ESSER Funds for other allowable activities

ARP ESSER Funds Budget

Fairfield School District (051-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$1,601,558.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$643,120.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$99,954.00
600 - Supplies	\$49,800.00
700 - Property	\$486,885.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$2,881,317.00
Allocation	\$2,881,317.00
Remaining	\$0.00

Budget Detail

Fairfield School District (051-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$1,601,558.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>Diversity, Equity and Inclusion administrator (for three years) - The diversity administrator will oversee the diversity professional development. A new diversity, equity, and inclusion administrator will not be the "expert" in all areas of which we intend to engage (e.g.: opportunity gaps among race and high needs populations, implicit bias, race and education, equity, hiring and advancement, systematic racism, etc.).</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Providing principals/leaders with r...	
LEA / School:	Fairfield School District (051-000)	
Quantity:	3.00	<p>After school supports at the five secondary schools for three years (21-22 through 23-24)</p> <p>42 teachers (\$50/hr) and 20 paraprofessionals (\$26.28/hr) for one hour a day, twice a week for 30 weeks at total of \$472,608 over three years</p>
Cost:	\$160,000.00	
Line Item Total:	\$480,000.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

LEA / School:	Fairfield School District (051-000)	
Quantity:	3.00	
Cost:	\$157,536.00	
Line Item Total:	\$472,608.00	
Object:	100 - Personal Services > Salaries	<p>SEL EF Coach (0.5 FTE) - This is to cover the cost of a 0.5 special education teacher salary over two years who will be assigned as an EF coach half-time to consult and train middle school and high school staff on the work completed under the training of Pag Dawson. The EF coach will assist general education and special education staff in assessing students executive skills, developing plans to address students' areas of need and to monitor student growth over time.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Mental health services	
LEA / School:	Fairfield School District (051-000)	
Quantity:	1.00	
Cost:	\$90,000.00	
Line Item Total:	\$90,000.00	
Object:	100 - Personal Services > Salaries	<p>State residency program Participant salary over two years (22-23 & 23-24) for total of \$80,000. Fairfield pays the salaries directly. There is a three year commitment required by the participants to teach in Fairfield upon certification.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of		

Funds:	Addressing learning loss	
LEA / School:	Fairfield School District (051-000)	
Quantity:	2.00	
Cost:	\$40,000.00	
Line Item Total:	\$80,000.00	
Object:	100 - Personal Services > Salaries	5 site supervisors for after school program at each of the five secondary schools; \$4000/site for 5 sites at total of \$60,000 over three years.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Fairfield School District (051-000)	
Quantity:	3.00	
Cost:	\$20,000.00	
Line Item Total:	\$60,000.00	
Object:	100 - Personal Services > Salaries	SEL Teacher SEL Leader at each elementary school (11 total) - This area includes stipends for 1 SEL Teacher Leader at each of our 11 eleven elementary schools to collaborate with building administration and teacher colleagues on consistent
Purpose:	01 - Public School Activities	
ARP ESSER	3: Social, Emotional, and Mental He...	

Priority:		implementation of Second Step curriculum and morning meetings across grades levels in each elementary school.
Uses of Funds:	Mental health services	
LEA / School:	Fairfield School District (051-000)	
Quantity:	1.00	
Cost:	\$49,500.00	
Line Item Total:	\$49,500.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Fairfield School District (051-000)	TEVAL revision in 22-23 and 23-24 Elementary school: 22 staff at \$45/hr for 20 hours, two year total \$39,600
Quantity:	2.00	
Cost:	\$19,800.00	
Line Item Total:	\$39,600.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
Object:	100 - Personal Services > Salaries	Paraprofessional training - 3 half-day professional development days
Purpose:	01 - Public School Activities	

ARP ESSER Priority:	1: Learning Acceleration, Academic ...	<p>All 215 FPS paras will be offered the opportunity to participate in these three half day PD sessions. Training topics will be based on student needs and include behavior management strategies for students with behavioral challenges, and supporting students academic growth and executive functioning skills in general education settings.</p>
Uses of Funds:	Addressing learning loss	
LEA / School:	Fairfield School District (051-000)	
Quantity:	1.00	
Cost:	\$36,000.00	
Line Item Total:	\$36,000.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Fairfield School District (051-000)	<p>Capstone learning experiences in grades 5, 8 and 12 Summer 2023 writing - for 15 hours each at \$45/hour (41 teachers * \$45/hr *15 hours = \$27,675) 3 teachers per core (ELA, Math, Science, Social Studies, WLang) 2 teachers per UA (Art, Music, PE, Health, TechEd, FCS, BusEd) 6 teachers each in grades 5 and 8</p>
Quantity:	1.00	
Cost:	\$27,675.00	
Line Item Total:	\$27,675.00	
Object:	100 - Personal Services > Salaries	

Capstone learning experiences in grades 5, 8 and 12

Purpose:	01 - Public School Activities	<p>Summer 2024 revision with same staffing allocation as Summer 2023 - 15 hours each at \$45/hour (41 teachers * \$45/hr *15 hours = \$27,675)</p> <p>3 teachers per core (ELA, Math, Science, Social Studies, WLang)</p> <p>2 teachers per UA (Art, Music, PE, Health, TechEd, FCS, BusEd)</p> <p>6 teachers each in grades 5 and 8</p>
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Fairfield School District (051-000)	
Quantity:	1.00	
Cost:	\$27,675.00	
Line Item Total:	\$27,675.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	<p>Curriculum writing for middle school during summer of 22-23 (60 hours for WLAng, Math, English, Science and Social Studies at \$45/hr)</p>
LEA / School:	Fairfield School District (051-000)	
Quantity:	2.00	
Cost:	\$13,500.00	
Line Item Total:	\$27,000.00	

Object:	100 - Personal Services > Salaries	Data literacy training STAR for 22-23 and 23-24 Middle school: 24 staff at \$45/hr for 12 hours, two year total \$25,920	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Providing principals/leaders with r...		
LEA / School:	Fairfield School District (051-000)		
Quantity:	2.00		
Cost:	\$12,960.00		
Line Item Total:	\$25,920.00		
Object:	100 - Personal Services > Salaries		Assessment literacy work: Summer 2022 - 5 teachers per core (ELA, Math, Science, Social Studies, WLang) and 6 teachers each in grades 5 and 8 for 15 hours each at \$45/hour.
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Fairfield School District (051-000)		
Quantity:	1.00		
Cost:	\$24,975.00		
Line Item Total:	\$24,975.00		

Total:		
Object:	100 - Personal Services > Salaries	<p>Assessment literacy work Summer 2023 - for 15 hours each at \$45/hour (33 teachers * \$45/hr * 15hrs = \$22,275) 3 teachers per UA (Art, Music, PE, Health, TechEd, FCS, BusEd) 6 teachers each in grades 4 and 7</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Fairfield School District (051-000)	
Quantity:	1.00	
Cost:	\$22,275.00	
Line Item Total:	\$22,275.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	<p>TEVAL revision in 22-23 and 23-24 High school: 12 staff at \$45/hr for 20 hours, two year total \$21,600</p>
Uses of Funds:	Addressing learning loss	
LEA / School:	Fairfield School District (051-000)	
Quantity:	2.00	
Cost:	\$10,800.00	

Line Item Total:	\$21,600.00		
Object:	100 - Personal Services > Salaries	<p>TEVAL revision in 22-23 and 23-24 Middle school: 12 staff at \$45/hr for 20 hours, two year total \$21,600</p>	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Fairfield School District (051-000)		
Quantity:	2.00		
Cost:	\$10,800.00		
Line Item Total:	\$21,600.00		
Object:	100 - Personal Services > Salaries		<p>Assessment literacy work: Summer 2024 - 6 teachers each in grades K, 1, 2, 3 and 6 for 15 hours each at \$45/hour</p>
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Fairfield School District (051-000)		
Quantity:	1.00		

Cost:	\$20,250.00		
Line Item Total:	\$20,250.00		
Object:	100 - Personal Services > Salaries	TEVAL revision in 22-23 and 23-24 Additional staff (FEA reps, non-classroom certified staff): 10 staff at \$45/hr for 20 hours, two year total \$18,000	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Fairfield School District (051-000)		
Quantity:	2.00		
Cost:	\$9,000.00		
Line Item Total:	\$18,000.00		
Object:	100 - Personal Services > Salaries		State residency program - Mentor stipend over two years (22-23 & 23-24) for total of \$12,000. FPS has to pay for the mentor stipend. The purchased program is for support in hiring and training/certifying the resident teacher.
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Fairfield School District (051-000)		

Quantity:	2.00		
Cost:	\$6,000.00		
Line Item Total:	\$12,000.00		
Object:	100 - Personal Services > Salaries	Data literacy training STAR for 22-23 and 23-24 Elementary schools: 11 staff at \$45/hr for 12 hours, two year total \$11,880	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Providing principals/leaders with r...		
LEA / School:	Fairfield School District (051-000)		
Quantity:	2.00		
Cost:	\$5,940.00		
Line Item Total:	\$11,880.00		
Object:	100 - Personal Services > Salaries		Data literacy training STAR for 22-23 and 23-24 Curriculum liaisons: 10 staff at \$45/hr for 12 hours, two year total \$10,800
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Providing principals/leaders with r...		
LEA / School:	Fairfield School District (051-000)		

School:	
Quantity:	2.00
Cost:	\$5,400.00
Line Item Total:	\$10,800.00
Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Providing principals/leaders with r...
LEA / School:	Fairfield School District (051-000)
Quantity:	2.00
Cost:	\$5,400.00
Line Item Total:	\$10,800.00
Object:	100 - Personal Services > Salaries
Purpose:	01 - Public School Activities
ARP ESSER Priority:	2: Family and Community Connections
Uses of Funds:	Addressing learning loss

Data literacy training STAR for 22-23 and 23-24
 High school: 10 staff at \$45/hr for 12 hours, two year total
 \$10,800

Family and Community Connections
 Dr. Alison Roy (Parent Presentation Series)

LEA / School:	Fairfield School District (051-000)	
Quantity:	1.00	
Cost:	\$6,000.00	
Line Item Total:	\$6,000.00	
Object:	100 - Personal Services > Salaries	TEVAL revision in 22-23 and 23-24 Curriculum liaisons: 3 staff at \$45/hr for 20 hours, two year total \$5,400
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Fairfield School District (051-000)	
Quantity:	2.00	
Cost:	\$2,700.00	
Line Item Total:	\$5,400.00	
Total for 100 - Personal Services > Salaries:		\$1,601,558.00
Total for all other Objects:		\$1,279,759.00
Total for all Objects:		\$2,881,317.00
Allocation:		\$2,881,317.00

Remaining:

\$0.00

Budget Detail

Fairfield School District (051-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$643,120.00 ▼

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	<p>Literacy HOW training - Literacy data scan (district) - 25K for the instrument, data analysis, and literacy improvement plan recommendations for district goal setting (Fall 2022);. Literacy Coach Training - 7 sessions per year over two years - 14K; Structured Literacy Professional Development for K-2 teachers including two cohorts per year for two years - each cohort participates in on half year of training TBD Sept - January and February - June 2022-2024 (40K per year)</p> <p>Engineering services to design and oversee bid documents along with CA services - The anticipated cost for the AC project is \$3,864,978. The current plan is to bond the remaining cost of this project through the Town's capital funding request process.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Fairfield School District (051-000)	
Quantity:	1.00	
Cost:	\$121,000.00	
Line Item Total:	\$121,000.00	
Object:	300 - Purchased Professional and Technical Services	
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:	Fairfield School District (051-000)
Quantity:	1.00
Cost:	\$116,320.00
Line Item Total:	\$116,320.00
Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing learning loss
LEA / School:	Fairfield School District (051-000)
Quantity:	1.00
Cost:	\$114,000.00
Line Item Total:	\$114,000.00
Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
	Revision Learning TEVAL work - Phase 1 - Designing an Instructional Framework: Phase II - Vetting the Instructional Framework and Building Capacity; Phase III - Building Capacity to Leverage the Framework and Adding Layers of Support. 2021-2022 - 8 days for 18K including convening a steering committee and drafting the instructional framework. Year 2 - 28 days including feedback seminars for administrators, PDEC redesign; administrator workshops; Year 3 - 35 days for calibration; instructional coaching, and full implementation of evaluations
	CREC equity training; The diversity administrator will oversee the diversity professional development. A new diversity, equity, and inclusion administrator will not be the "expert" in all areas of which we intend to engage (e.g.: opportunity gaps among

ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing learning loss
LEA / School:	Fairfield School District (051-000)
Quantity:	1.00
Cost:	\$101,800.00
Line Item Total:	\$101,800.00

race and high needs populations, implicit bias, race and education, equity, hiring and advancement, systematic racism, etc.). The 101K for the equity training is for staff development through CREC on equity leadership, consulting on building specific challenges. This would be a three year commitment with long term planning that the DEI administrator would oversee.

School Equity teams (17 schools and approximately 5 individuals per school) will be involved in equity training through CREC (five sessions - Sessions 1-4 are full and half days; Session 5 is 3 full days). Additional Faculty development sessions on Tuesday afternoon meeting times (TBD throughout the year); Family and community engagement group conversations are slated for 2 ninety minute sessions; District Leadership team - 4 sessions in Year 1. Years 2 & 3 will be determined as a result of year's one work.

Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
ARP ESSER Priority:	3: Social, Emotional, and Mental He...
Uses of Funds:	Mental health services
LEA / School:	Fairfield School District (051-000)
Quantity:	1.00
Cost:	\$35,000.00
Line Item	\$35,000.00

SEL
Cognitive Behavioral Consultants (Universal DBT) - Universal DBT training includes a opening Kick -Off presentation by our lead DBT consultant for 90 minutes on Universal Classroom DBT for approximately 30 middle school and high school health teachers. After the kick off health teachers will attend four full days of remote trainings on the Foundations of Universal Classroom DBT skills and Instruction. Once the four day training is completed a follow up two hour consultation will occur to address implementation obstacles and solutions.

Total:			
Object:	300 - Purchased Professional and Technical Services	<p>SEL Steen Consulting (QPR Training) - The 22 FPS social workers will receive a full day in-person training to become QPR Gatekeeper trainers so they will be able to train all FPS staff in QPR.</p>	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	3: Social, Emotional, and Mental He...		
Uses of Funds:	Mental health services		
LEA / School:	Fairfield School District (051-000)		
Quantity:	1.00		
Cost:	\$32,000.00		
Line Item Total:	\$32,000.00		
Object:	300 - Purchased Professional and Technical Services		<p>SEL MindUp Training (MindUP) - During the 2019-20 school year elementary school staff received training and materials in the implementation of MindUp curriculum. Training was interrupted due to the school closure in March 2019 due to COVID-19. This training is intended as a refresher and year 2 training for school based teams in grades preK-5. Each school based team consists of approximately ten staff. This mindfulness curriculum aligns with the work of DBT in MS and HS and aligns well with the CASEL SEL Framework. The number of training days is yet to be determined and will be provided by the MindUp training staff.</p>
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	3: Social, Emotional, and Mental He...		
Uses of Funds:	Mental health services		
LEA / School:	Fairfield School District (051-000)		
Quantity:	1.00		

Cost:	\$25,000.00	<p>State residency program fee over two years (22-23 & 23-24) for total of \$20,000. This is an 18-month program with a \$10,000 is the fee, per participant, for the full program.</p>
Line Item Total:	\$25,000.00	
Object:	300 - Purchased Professional and Technical Services	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Fairfield School District (051-000)	
Quantity:	2.00	
Cost:	\$10,000.00	
Line Item Total:	\$20,000.00	
Object:	300 - Purchased Professional and Technical Services	<p>Elementary principal coaching over two years (22-23 & 23-24) for total of \$20,000; Hiring an experienced elementary consultant to coach new principals to the district. Coaching will begin with two principals on school improvement planning and execution, teacher evaluation, and literacy improvement.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Providing principals/leaders with r...	

LEA / School:	Fairfield School District (051-000)	
Quantity:	2.00	
Cost:	\$10,000.00	
Line Item Total:	\$20,000.00	
Object:	300 - Purchased Professional and Technical Services	Family and Community Connections District DBT staff (6 week Parent DBT Course) - FPS DBT-trained staff will conduct a 6 week course for parents.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	2: Family and Community Connections	
Uses of Funds:	Mental health services	
LEA / School:	Fairfield School District (051-000)	
Quantity:	1.00	
Cost:	\$18,000.00	
Line Item Total:	\$18,000.00	
Object:	300 - Purchased Professional and Technical Services	Teacher action research projects (10 \$1000 projects funded during the 21-22 SY) - Current FPS teachers would propose a question on instruction and/or student learning for which they would like to engage in further research. Teachers may work in teams or they may work with an administrator on a department or school-based question. We would solicit applications and
Purpose:	01 - Public School Activities	
ARP ESSER	1: Learning Acceleration, Academic ...	

then select recipients. Recipients would be required to have a midyear check in on progress and then present at the end of the year to colleagues. The district would use their findings to pursue next action steps.

Data literacy training for 24 middle school staff for 12 hours, for two years (22-23 and 23-24); Delivery method TBD

Priority:	
Uses of Funds:	Addressing learning loss
LEA / School:	Fairfield School District (051-000)
Quantity:	10.00
Cost:	\$1,000.00
Line Item Total:	\$10,000.00
Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing learning loss
LEA / School:	Fairfield School District (051-000)
Quantity:	1.00
Cost:	\$10,000.00
Line Item Total:	\$10,000.00
Object:	300 - Purchased Professional and Technical Services

SEL
LGBTQ+ training/consultation - Up to 75 participants will be

Purpose: 01 - Public School Activities

**ARP
ESSER
Priority:** 3: Social, Emotional, and Mental He...

**Uses of
Funds:** Mental health services

**LEA /
School:** Fairfield School District (051-000)

Quantity: 1.00

Cost: \$10,000.00

**Line Item
Total:** \$10,000.00

trained (preferably in-person)' Year 1 would include a larger work shop focused on supporting students who identify as LGBTQ+ from a therapeutic perspective and best practices for school districts in establishing policies and practices that are non-discriminatory. Year 2 would include consultation with all school stakeholders on understanding and analyzing the unique needs of this population. Consultation will also continue on individual case reviews.

Object: 300 - Purchased Professional and Technical Services

Purpose: 01 - Public School Activities

**ARP
ESSER
Priority:** 3: Social, Emotional, and Mental He...

**Uses of
Funds:** Mental health services

**LEA /
School:** Fairfield School District (051-000)

Quantity: 1.00

Cost: \$5,000.00

Line Item \$5,000.00

SEL

Cassie Yackley, LLC (Dr. Alison Roy) - Dr. Allison Roy from Cassie Yackley, LLC is the one presenter for the FPS staff book study. The opportunity to participate in book study groups will be offered to all FPS staff. Preschool/Elementary and MS/HS staff will each have the opportunity to read a book by Daniel Siegle with eight monthly ZOOM meeting to discuss the Siegle book to be facilitated by Dr. Roy. Each book study will consist of four Zoom meetings The Preschool/Elementary staff will read The Whole Brain Child and MS/HS staff will read Brainstorm.

Budget Detail

Fairfield School District (051-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

500 - Other Purchased Services - \$99,954.00 ▼

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Bus transportation for after school program at the five secondary schools for three years (21-22 through 23-24) - each bus costs \$6663.60/school for total of \$99,954 for all three years
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Fairfield School District (051-000)	
Quantity:	3.00	
Cost:	\$33,318.00	
Line Item Total:	\$99,954.00	
Total for 500 - Other Purchased Services:		\$99,954.00
Total for all other Objects:		\$2,781,363.00
Total for all Objects:		\$2,881,317.00
Allocation:		\$2,881,317.00
Remaining:		\$0.00

Budget Detail

Fairfield School District (051-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - \$49,800.00 ▼

Budget Detail		Narrative Description
Object:	600 - Supplies	<p>SEL: miscellaneous supplies (\$30,000) Books for book study (\$7200) and Gizmo kits (\$6,000) - Other miscellaneous supplies may be the purchase of additional MindUp materials, DBT Skills in Schools books for staff, additional Second Step kits for teachers along with books for our book studies and Gizmo kits. this also includes purchase of Executive Skills Coaching books and other materials to address student needs in this area.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of Funds:	Providing principals/leaders with r...	
LEA / School:	Fairfield School District (051-000)	
Quantity:	1.00	<p>State residency program supplies over two years (22-23 & 23-24) for total of \$6,600 which will be used to cover the costs of books/other materials for the resident's coursework.</p>
Cost:	\$43,200.00	
Line Item Total:	\$43,200.00	
Object:	600 - Supplies	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

LEA / School: Fairfield School District (051-000)

Quantity: 2.00

Cost: \$3,300.00

Line Item Total: \$6,600.00

Total for 600 - Supplies: \$49,800.00

Total for all other Objects: \$2,831,517.00

Total for all Objects: \$2,881,317.00

Allocation: \$2,881,317.00

Remaining: \$0.00

Budget Detail

Fairfield School District (051-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

700 - Property - \$486,885.00 ▾

Budget Detail		Narrative Description	
Object:	700 - Property	Purchase a ProBook 450 G8 laptop for all students in grade 12 at \$679/unit for total of \$485,485	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...		
Uses of Funds:	Education technology		
LEA / School:	Fairfield School District (051-000)		
Quantity:	715.00		
Cost:	\$679.00		
Line Item Total:	\$485,485.00		
Object:	700 - Property		State residency program devices over two years (22-23 & 23-24) for total of \$1,400 which will be used to cover the purchase of two laptops, one for each participant.
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		

LEA / School: Fairfield School District (051-000)

Quantity: 2.00

Cost: \$700.00

Line Item Total: \$1,400.00

Total for 700 - Property: \$486,885.00

Total for all other Objects: \$2,394,432.00

Total for all Objects: \$2,881,317.00

Allocation: \$2,881,317.00

Remaining: \$0.00

ARP ESSER Funds Budget Overview

Fairfield School District (051-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$2,881,317.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		1,601,558.00	1,601,558.00
300 - Purchased Professional and Technical Services		643,120.00	643,120.00
500 - Other Purchased Services		99,954.00	99,954.00
600 - Supplies		49,800.00	49,800.00
700 - Property		486,885.00	486,885.00
Total		2,881,317.00	2,881,317.00
		Allocation	2,881,317.00
		Remaining	0.00

Related Documents

Fairfield School District (051-000) 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

Fairfield School District (051-000) 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."

CSDE Application Review Status Checklist

Fairfield School District (051-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - 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:	OK	Lynn Nauss Cipriano	8/26/2021 4:40:51 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:	OK	Lynn Nauss Cipriano	8/26/2021 4:40:51 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	OK	Lynn Nauss Cipriano	8/26/2021 4:40:51 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	OK	Lynn Nauss Cipriano	8/26/2021 4:40:51 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	OK	Lynn Nauss Cipriano	9/23/2021 1:18:03 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.			

-	6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide	OK ▼	Lynn Nauss Cipriano	9/23/2021 1:18:04 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.				
-	7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	OK ▼	Lynn Nauss Cipriano	9/23/2021 1:18:04 PM
1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
2. Strategies address needs through an equity-focused lens.				
-	8. Other Allowable Activities	Not Applicable ▼	Lynn Nauss Cipriano	8/26/2021 4:40:51 PM
1. Activities described are allowable.				
2. Description fully explains activity.				
-	9. ARP ESSER Funds Budget	OK ▼	Lynn Nauss Cipriano	9/23/2021 1:18:04 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.				
-	10. Assurances	OK ▼	Lynn Nauss Cipriano	8/26/2021 4:40:51 PM
1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.				
-	11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable ▼	Lynn Nauss Cipriano	8/26/2021 4:40:51 PM
1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
2. Strategies address needs through an equity-focused lens.				