

History Log

Mansfield School District (078-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/10/2021 2:22:13 PM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	11/9/2021 7:42:53 PM	John Frassinelli	Status changed to 'CSDE Management Approved'.	S
	10/14/2021 4:02:00 PM	Louis Tallarita	Status changed to 'CSDE Grant Contact Approved'.	S
	9/27/2021 3:26:33 PM	CATHERINE QUINN	Status changed to 'Application Edits Completed'.	S
	9/22/2021 3:37:07 PM	Louis Tallarita	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/11/2021 3:28:20 PM	Kelly Lyman	Status changed to 'LEA Superintendent Approved'.	S
	8/11/2021 12:32:06 PM	CATHERINE QUINN	Status changed to 'Application Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	5/25/2021 7:17:16 AM	CATHERINE QUINN	Status changed to 'Application Started'.	S
	5/18/2021 9:17:16 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Mansfield School District (078-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	(3) ARP ESSER Supplement	Total
LEA	\$755,311.00	\$0.00	\$0.00	\$755,311.00
Total	\$755,311.00	\$0.00	\$0.00	\$755,311.00

Contacts

Mansfield School District (078-000) 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>Alicia Ducharme</u> <u>CATHERINE QUINN</u> <u>Kelly Lyman</u> <u>CHARMAINE BRADSHAW-HILL</u>

MOE Equity Certification

Mansfield School District (078-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - MOE Equity Certification

Optional Documents

Type	Document Template	Document/Link
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MOE Equity Certification [Upload up to 1 document(s)]	 <u>MOE Equity Certification - Template</u>	
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Program Information

Mansfield School District (078-000) 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

Mansfield School District (078-000) 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
- Youth Services Staff
- 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.

The development of the ARP ESSER Plan intersected with the development of Mansfield's next strategic plan. The ARP plan grew from the needs, desires, and continuous development identified during the creation of the new

strategic plan. It is designed to advance the strategic plan while meeting the needs identified in our ESSER II needs assessment. This work began with a review by the Board and administrative team of our current state, a review of our mission, and the revision of our core beliefs. We then sought input from the general community and parents through a survey and four focus group sessions. Focus group sessions were held with middle school students and the faculty at each school as well.

This initial input was reviewed with the Board of Education and the administrative team separately. From there we began to identify the primary focus areas for our ARP plan. Updates and revisions to this work occurred over several months and were presented three times to the Board of Education in public meetings. In addition, a planning meeting between the administrative team and our Youth Services Bureau allowed us to more completely design the family support elements. The ARP plan was continuously refined using input gathered throughout the process.

A final review of the plan was conducted by the administrative team this summer. This allowed for adjustments based on needs identified by end of year performance data including the Smarter Balanced results. In addition, a committee of community members, parents, Board members, and staff conducted a final review in late July.

Elements of this plan that are a direct result of input received include the addition of reading tutors, the planning teams and extended work year to support the consolidation of our three elementary schools into one new building, the design of the school-based family support teams, and the inclusion of funds to support translation services.

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

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

Mansfield School District (078-000) 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.mansfieldct.gov/CivicAlerts.aspx?AID=811>

ARP ESSER Uses of Funds

Mansfield School District (078-000) 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

<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>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>Providing principals/leaders with resources</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>Addressing unique needs of special populations</p>
<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</p>	<p>Improving preparedness and response</p>
<p>Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.</p>	<p>Training to minimize disease spread</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>Supplies to sanitize and clean and 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>Long-term closure activities</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>	<p>Education technology</p>

<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

Mansfield School District (078-000) 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): \$151,062.00

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,

Students will increase growth, as measured by the Smarter Balance Assessment in ELA from 67.0% in 2018-19 to 79.0% in 2024 and in mathematics from 74.7% in 2018-19 to 83.9% in 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.

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><input type="checkbox"/></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>* Meeting the Needs of Elementary Students in a New School: In September of 2022, elementary students from Mansfield's three elementary schools will merge into one new building. While the new building will be a state-of-the-art net-zero energy school designed to meet or exceed HVAC guidelines, the effect of the</p>		<p>* Planning Team will meet throughout the 2021-22 school year Additional preparation days for all staff will occur summer of 2022</p>	<p>* Elementary School Principals</p>	

pandemic on student learning has created a heightened urgency to prepare for this consolidation. Time is needed to develop practices and procedures to ensure the needs of every child can be met. This works begins during the 2021-22 school year when schools will be implementing new practices to address student learning needs and address learning loss, while also preparing for the transition to the new school, to accelerate all children toward success. A planning team comprised of staff from each school will meet throughout the 21-22 school year to identify needed

* This strategy is designed to reduce the transition dip that can be experienced when students move to a new school, which is further exacerbated by the learning loss from the pandemic. The impact of this strategy will be measured by comparing the annual growth from 2021-22 to 2022-23 in reading and mathematics using a combination of state assessment data and other district collected end of year data. Outcome: Students in grades 1-4 will maintain the meet or exceed annual growth rates in reading and mathematics from 2022-2023 as measured by State and local assessments.

<p>preparations and support transition activities. Five additional staff days in the summer. of 2022 will further support student transition and allow staff to prepare to meet student needs</p>			
<p>* Building Teacher and Administrator Capacity: Mansfield has clearly articulated learning outcomes in both academic and 21st century skills as well as a definition of learning that directs classroom practices. Continued teacher training and curriculum design work is needed to ensure mastery of these outcomes by all students. Funds will be used to build teacher and administrator capacity for this work. Specific</p>	<p>* School year and summers - present to 2023</p>	<p>* Superintendent and Principals</p>	

<p>professional learning experiences include attending the annual PBL World conference, the annual Edleader21 event, as well as other conferences. Funds will also be used to hire consultants from PBL Works or other professional training organizations to support further development of teacher instructional practices.</p>				<p>* The goal in building teacher capacity is ultimately to improve student achievement. Student performance in Mansfield is measured using a variety of district and state assessments and includes content skills as well as the skills defined in Mansfield's Portrait of the Graduate. Outcome: Teachers will be supported to employ instructional strategies that result in annual improvements in student learning such that: By 2024, 82% of students will reach growth targets on the Smarter Balanced Assessment in reading and 86% will reach growth targets in mathematics in tested grades. In addition, teacher survey results will show that 90% of teachers feel professional learning experiences have contributed to improved learning for students.</p>
<p>* Extended Day Services: Provide before school one-on-one and small group scientifically research-based instruction/tutoring to struggling</p>	<p><input type="checkbox"/></p>	<p>* 2021-2022 and 2022-2023 school year</p>	<p>* Principals District Literacy Specialist</p>	<p>* Outcome: Using end of year performance expectations, 80% of students in grades kindergarten and 1 will meet standard in reading and 75% of students in grade 5 will meet standard In reading.</p>

to be ongoing

learners in grades K, 1, and 5 (middle school entry year) in reading. Instruction will be provided by professional staff who have certification or experience in teaching reading. Students will be identified using district performance assessments as well as State assessments. Staffing has been designed to provide multiple rounds of intervention with adequate staff to include 80-100% of students not meeting grade level expectation.

<p>* Special Education Program Redesign and Implementation: Using results of special services program evaluation (see Priority 3), engage outside consultants to support program development and implementation of middle school program focused on supporting students with mental health and behavioral needs.</p>	<input type="checkbox"/>	<p>* 2022-2023</p>	<p>* Director of Student Support Services and Special Education</p>	<p>* Outcome: 80% of student with IEP goals in the area of behavior or mental health will achieve defined goals.</p>
<p>* Acceleration Networked Improvement Community: Funding for participation in year 2 of CT Center for School Change Acceleration NIC focused on supporting improved student outcomes. This work is focused on</p>	<input type="checkbox"/>	<p>* 2022-2023</p>	<p>* Superintendent</p>	<p>* Outcome: Teachers will be supported to engage students in deep learning experiences that result in attainment of the Portrait of the Graduate skills as defined in the Mansfield Benchmarks and measured by local assessments.</p>

ensuring deep learning experiences that allow for the transfer of skills. These skills include both academic skills and those found in Mansfield's Portrait of the Graduate. It includes building a common understanding of deep learning and the elements of task design that support that work. The work will be directed by the administrative team.

* Assessment and Reporting
 Practices: Regional effort to align practices across regional high school and three sending PreK-8 districts to our shared regional high school. Work will begin with creating a common



* 2021-2023

* Superintendent

understanding of best assessment and reporting practices and will then focus on supporting individual districts. Training and support will be provided by The Great Schools Partnership. In district training will focus on supporting teacher classroom assessment practices aligned with Mansfield curriculum standards and outcomes. Work will include formative and summative assessment practices, feedback, and reporting including grading practices and annual student progress reports. Refining assessment practices to ensure anti-bias

* Refining assessment practices to ensure anti-bias assessment that supports continuous learning is a significant element of this strategy. In addition, this strategy seeks to revise the grading and reporting process. Further, this work will be focused on building student centered assessment and grading practices which results in improved learning for all. Outcome: Students will engage in student centered assessment and reporting practices to support mastery of defined content and Portrait of the Graduate skills. The effect of this work will be measured in student satisfaction surveys and the number of experiences in such student centered practices as exhibition of learning events and student-led conferences.

<p>assessment that supports continuous learning is a significant element of this strategy. In addition, this strategy seeks to revise the grading and reporting process. Further, this work will be focused on building student centered assessment and grading practices which results in improved learning for all.</p>				
<p>* Enrichment Structure and Field Experiences: Develop and implement enrichment/extra-curricular programming for elementary students in collaboration with community organizations that builds upon the Schoolwide</p>	<input checked="" type="checkbox"/>	<p>* 2020-2024</p>	<p>* Goodwin School Principal</p>	

Enrichment Model and aligns with Mansfield's Portrait of the Graduate. Programming may include developing community partnerships with such private providers as dance, taekwondo, and swimming instruction. Through these partnerships, students will participate in enrichment experiences during the school day offered either in the school or in community settings. This programming will run independently of the classroom teacher and will be designed so that a full grade level participates at the same time. This will allow for expanded staff collaborative time that will be used to review

* This strategy is designed to provide equitable experiences for all students during the school day. These experiences focus on promoting the type of deep learning that is often experienced in afterschool extracurricular programs. Further, these experiences will be designed to advance attainment of Mansfield's Portrait of the Graduate Skills. Outcome: 90% of students in grade K-4 will demonstrate attainment of the skills defined in Mansfield's Portrait of the Graduate (PoG).

<p>used to review performance data, design instruction, and design intervention supports. The program will be developed and implemented in one school initially and then expanded as appropriate. This strategy is designed to provide equitable experiences for all students during the school day. These experiences focus on promoting the type of deep learning that is often experienced in afterschool extracurricular programs. Further, these experiences will be designed to advance attainment of Mansfield's Portrait of the Graduate Skills.</p>				
<p>* Student Ambassadors: Supporting learning</p>	<p><input checked="" type="checkbox"/></p>	<p>* 2020-2021</p>	<p>* Principal New Elementary School</p>	

loss in science and areas of critical thinking, a Student Ambassador program will be developed that supports the transition to the new elementary school. This program will include development and implementation of instructional programs to educate students about the new school's net zero energy system and prepare them to be ambassadors for visitors when the school opens. This program will accelerate learning in NGSS standards as well as through the development of such SEL and Portrait of the Graduate skills as feeling a sense of belonging, self-direction, communication

* This strategy capitalizes on the impending move to a new net-zero energy school. Students will acquire science, SEL, and PoG skills through this work. These skills will be measured through use of district designed assessments in science and PoG skills as well as through surveys designed to measure social and emotional skills. Outcome: 90% of students in grades K-4 will demonstrate mastery of science standards and PoG skills using classroom assessments and 90% of students will express feelings of belonging and self-directedness on district surveys.

<p>communication, and critical thinking. An educator with experience in STEM and gifted education will be contracted for this work.</p>		<input type="checkbox"/>		<p>* 2020-2023</p>		<p>* Principals District Math & Science Specialist</p>		<p>* Outcome: 75% of students in grades 3 and 4 will obtain mastery on the Smarter Balanced assessment.</p>	
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* Supporting Mathematics Instruction in the Elementary School: Intervention and acceleration programs designed to address lagging mathematics performance will be implemented across all three elementary schools. Funds will be used for professional development in effective intervention strategies, materials and other resources, and software programs that can be used at school or home. This work will be directed by the district Math and Science Specialist and may include training in such programs as Math Recovery

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,

The percentage of parents responding favorably to survey questions regarding knowing who to reach out to at the school with questions or concerns, feeling a sense of belonging to the school, and feeling supported by the school will reach 90% by 2024.

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.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome

<p>What is the strategy? How do you envision its implementation?</p>	<p>* Family Partners - Incubator Teams: During our School-at Home period in 2020, each school created a CARES team comprised of special services, related arts, and general education staff. These teams regularly reached out to families to ensure the needs of the whole child were met. Teams continued during the 2020-21 school year and were enhanced by support from the Youth Services Bureau. The needs assessment conducted for allocation of ESSER funds identified this as an</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>* 2021-2022</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>* Principals and Director of Student Support Services and Special Education</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p>	<p>* Outcome: 90% of families will respond favorably to survey questions focused on feeling supported by the school and having the needs of their child met by school staff.</p>
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on-going need along with the need to expand our community partnerships to provide wrap around family supports. Incubator teams at each school composed of certified and non-certified staff, members of Mansfield Youth Services, and parents will focus on a more detailed needs assessment, outreach to build partnerships within the community, and the development of innovative practices to engage and support families.

<p>* Family Engagement Implementation: Supplies and other fees necessary to implement family engagement and support programs developed by Family Partnership Teams (CARE Team?)</p>	<input type="checkbox"/>	<p>* 2022-2024</p>	<p>* Principals and Family Partnership Team Leads</p>	<p>* Outcome: 90% of families will respond favorably to survey questions focused on feeling supported by the school and having the needs of their child met by school staff.</p>
<p>* Translation Services: Use outside professional translations services to translate core documents, district communications, and other written materials into multiple languages to better meet the needs of all families.</p>	<input type="checkbox"/>	<p>* 2021-2024</p>	<p>* Office of the Director of Special Services</p>	<p>* Outcome: 90% of families will respond favorably to survey questions focused on feeling a sense of belonging to the school.</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,

Responses to questions on student and staff surveys regarding feeling supported and a sense of belonging will reach 90% favorable 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.

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>* Staff Wellness Experiences: Partner with Mansfield Wellness Coordinator, employee assistance program providers, and others to develop and implement programs designed to support staff wellness. These efforts will build on the existing Wellness program and will be further supported by school-based CARES teams.</p>	<input type="checkbox"/>	<p>* 2021-2023</p>	<p>* Principals</p>	<p>* 90% of staff will respond favorably to survey questions focused on feeling supported in their work and feeling a sense of belonging to their school.</p>

<p>* Student Support Services Program Evaluation: Hire outside agency to conduct comprehensive evaluation of special services and special education programs with a focus on better supporting students with mental health and behavioral disorders.</p>	<p><input type="checkbox"/></p>	<p>* 2021-2022</p>	<p>* Director of Student Support Services and Special Education</p>	<p>* This strategy is intended to support a redesign of the range of student support services as we transition from three elementary schools to a single new school as well as a redesign of student support services at the middle school. Outcome: Student support services programs will be redesigned to meet the behavioral and mental health needs of students along the continuum of Tier 1 instruction to special education programs.</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,

Using technology tools and targeted supports to students, the district Accountability Index will increase from 79.1 in 2018-19 to 81.8 in 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.

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><input type="checkbox"/></p>	<p>When will this strategy be implemented?</p> <p>* 2021-2023</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Director of Information Technology, Curriculum Consultants, and Principals</p>	<p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p> <p>* Outcome" 100% of students and staff will report having access to the technology devices, connectivity, and applications needed to support their learning and work.</p>
<p>* Technology Needs: During the Pandemic, we implemented a one-to-one student technology device program for use at home and at school. This initiative was effective not only to support students</p>				

remotely, but also proved very effective at addressing equity (providing all students with access), extending the learning day (resource at home and school), integrating online resources, and creating more opportunities for student centered learning. We found that a critical component is providing students with vetted and effective online resources, some of which are freely available, but many of which require subscriptions for student access. We will use these funds to support student access to online resources through subscriptions to online content, as well as when

required, technology tools to access these resources. This will build on the progress already achieved during the initial roll out of one-to-one student technology devices. Input from our existing team of the Director of Information Technology, Curriculum Consultants, Principals, and classroom teachers will inform this work.

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.

Other Allowable Uses

Mansfield School District (078-000) 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

Mansfield School District (078-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$399,000.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$234,000.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$62,000.00
600 - Supplies	\$60,311.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$755,311.00
Allocation	\$755,311.00
Remaining	\$0.00

Budget Detail

Mansfield School District (078-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$399,000.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	<p>Extended Day Services:</p> <p>Additional tutors will be hired to support struggling readers. One tutor will be assigned to each school and work 15 hours per week with a focus on serving students before and after school.</p> <p>4 Tutors \$30,000 per year x 2 years = \$240,000</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Mansfield School District (078-000)	
Quantity:	4.00	<p>Meeting the needs of Elementary Students in a new school:</p> <p>Funds will be used to extend the 2022-23 work year of certified staff in order to prepare for the transition of all elementary students to a single new school (opening Fall 2022).</p> <p>Stipends for 60 certified staff for 5 additional days work at \$400 per day.</p>
Cost:	\$60,000.00	
Line Item Total:	\$240,000.00	
Object:	100 - Personal Services > Salaries	<p>Meeting the needs of Elementary Students in a new school:</p> <p>Funds will be used to extend the 2022-23 work year of certified staff in order to prepare for the transition of all elementary students to a single new school (opening Fall 2022).</p> <p>Stipends for 60 certified staff for 5 additional days work at \$400 per day.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

LEA / School:	Mansfield School District (078-000)	
Quantity:	60.00	
Cost:	\$2,000.00	
Line Item Total:	\$120,000.00	
Object:	100 - Personal Services > Salaries	<p>Incubator Teams - Family Partners:</p> <p>A school team will be developed at each school to identify family support needs and plan for on-going wrap around support services. Funds will provide a stipended to staff for this work.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	2: Family and Community Connections	
Uses of Funds:	Providing principals/leaders with r...	
LEA / School:	Mansfield School District (078-000)	
Quantity:	10.00	
Cost:	\$1,500.00	
Line Item Total:	\$15,000.00	
Object:	100 - Personal Services > Salaries	<p>Funds will be used to extend the 2022-23 work year of non-certified staff in order to prepare for the transition of all elementary students to a single new school (opening Fall 2022).</p> <p>Stipends for 40 non-certified staff for 2 days of work - \$125 per day = \$10,000.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of		

Funds:	Addressing learning loss	
LEA / School:	Mansfield School District (078-000)	
Quantity:	40.00	
Cost:	\$250.00	
Line Item Total:	\$10,000.00	
Object:	100 - Personal Services > Salaries	<p>Funds will be used to support preparation throughout the 2021-22 school year for the transition of all students to a new school in the Fall of 2022.</p> <p>Stipends for 10 member Planning Team @ \$1,000/each = \$10,000</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Mansfield School District (078-000)	
Quantity:	10.00	
Cost:	\$1,000.00	
Line Item Total:	\$10,000.00	
Object:	100 - Personal Services > Salaries	<p>A school team will be developed at each school to identify family support needs and plan for on-going wrap around support services. Funds will provide a stipend for a leader for each team.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	

Budget Detail

Mansfield School District (078-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$234,000.00 ▼

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	<p>Advancing Teacher Skill:</p> <p>A variety of professional learning experiences will be sought to improve teacher capacity to meet the learning needs of students.</p> <p>PBL World (or other national training programs) registration, airfare, hotel, travel expenses - 20 X \$2,000/each - \$40,000.</p> <p>Funds for Consultants or other aligned professional learning experiences - \$20,000.</p> <p>Acceleration Networked Improvement Community:</p> <p>Administrators will participate in a full year professional learning experience designed to support planning and implementation of strategies to advance deep learning for all students.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Mansfield School District (078-000)	
Quantity:	1.00	
Cost:	\$60,000.00	
Line Item Total:	\$60,000.00	
Object:	300 - Purchased Professional and Technical Services	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	

Uses of Funds:	Providing principals/leaders with r...
LEA / School:	Mansfield School District (078-000)
Quantity:	1.00
Cost:	\$42,000.00
Line Item Total:	\$42,000.00
Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
ARP ESSER Priority:	3: Social, Emotional, and Mental He...
Uses of Funds:	Addressing unique needs of special ...
LEA / School:	Mansfield School District (078-000)
Quantity:	1.00
Cost:	\$40,000.00
Line Item Total:	\$40,000.00
Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities

Student Support Services Program Evaluation:
 An outside agency will be contracted to conduct a complete audit and review of special services and special education programs including intervention programs.

Student Ambassadors:
 The consultant will provide instruction to students designed to

address NGSS skill and Mansfield's Portrait of the Graduate Skills.

Assessment & Reporting Practices:
 Working collaboratively with neighboring school districts, staff will be supported by a professional consulting firm to revise, develop, and rethink assessment and reporting practices in order to better support student learning needs.

ARP ESSER Priority:	1: Learning Acceleration, Academic ...
Uses of Funds:	Addressing learning loss
LEA / School:	Mansfield School District (078-000)
Quantity:	1.00
Cost:	\$30,000.00
Line Item Total:	\$30,000.00
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:	Mansfield School District (078-000)
Quantity:	1.00
Cost:	\$30,000.00
Line Item Total:	\$30,000.00

Object:	300 - Purchased Professional and Technical Services	<p>Special Education Program Redesign & Implementation:</p> <p>With the support of an outside agency, newly designed special education programming will be implemented to better meet the needs of struggling learners, especially those with behavioral and mental health needs.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing unique needs of special ...	
LEA / School:	Mansfield School District (078-000)	
Quantity:	1.00	
Cost:	\$20,000.00	
Line Item Total:	\$20,000.00	
Object:	300 - Purchased Professional and Technical Services	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	<p>Staff Wellness Experiences:</p> <p>Funds will be used to engage community partners in providing wellness programs to staff.</p>
Uses of Funds:	Addressing unique needs of special ...	
LEA / School:	Mansfield School District (078-000)	
Quantity:	2.00	
Cost:		

	\$6,000.00	
Line Item Total:	\$12,000.00	
Total for 300 - Purchased Professional and Technical Services:		
		\$234,000.00
Total for all other Objects:		
		\$521,311.00
Total for all Objects:		
		\$755,311.00
Allocation:		
		\$755,311.00
Remaining:		
		\$0.00

Budget Detail

Mansfield School District (078-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

500 - Other Purchased Services - \$62,000.00 ▼

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	<p>Enrichment Structure & Field Experiences:</p> <p>Students will be provided with enriching experiences provided by community partners. Funds will allow for collaboration with our community partners.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Mansfield School District (078-000)	
Quantity:	10.00	
Cost:	\$3,000.00	
Line Item Total:	\$30,000.00	
Object:	500 - Other Purchased Services	<p>Math Intervention & Acceleration Training:</p> <p>Funds will support professional learning experiences for teachers in order to better support students' acceleration in mathematics.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	

LEA / School:	Mansfield School District (078-000)	
Quantity:	10.00	
Cost:	\$1,000.00	
Line Item Total:	\$10,000.00	
Object:	500 - Other Purchased Services	<p>Translation Services: Fees paid for professional translation services.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	2: Family and Community Connections	
Uses of Funds:	Addressing unique needs of special ...	
LEA / School:	Mansfield School District (078-000)	
Quantity:	1.00	
Cost:	\$10,000.00	
Line Item Total:	\$10,000.00	
Object:	500 - Other Purchased Services	<p>Transportation Costs for Enrichment & Field Experiences: 3 years @ \$3000/year - \$9,000</p> <p>Students will be provided with enriching experiences provided by community partners. Funds will allow for student transportation to community sites.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of		

Funds:	Addressing learning loss	
LEA / School:	Mansfield School District (078-000)	
Quantity:	3.00	
Cost:	\$3,000.00	
Line Item Total:	\$9,000.00	
Object:	500 - Other Purchased Services	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	2: Family and Community Connections	
Uses of Funds:	Providing principals/leaders with r...	
LEA / School:	Mansfield School District (078-000)	
Quantity:	1.00	
Cost:	\$3,000.00	
Line Item Total:	\$3,000.00	
Total for 500 - Other Purchased Services:		\$62,000.00
Total for all other Objects:		\$693,311.00
Total for all Objects:		\$755,311.00

Family Engagement Implementation:
Professional Training and Learning Experiences for CARES Team Member.
Funds will allow professional learning experiences for school based teams designed to develop support programs for families.

Allocation:

\$755,311.00

Remaining:

\$0.00

Budget Detail

Mansfield School District (078-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - \$60,311.00 ▼

Budget Detail		Narrative Description	
Object:	600 - Supplies	A variety of software tools will be purchased to support learning at school and home.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...		
Uses of Funds:	Education technology		
LEA / School:	Mansfield School District (078-000)		
Quantity:	1.00		
Cost:	\$25,000.00		
Line Item Total:	\$25,000.00		
Object:	600 - Supplies		Funds will support the purchase of instructional materials and software to support math acceleration.
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		

LEA / School:	Mansfield School District (078-000)	
Quantity:	1.00	
Cost:	\$19,311.00	
Line Item Total:	\$19,311.00	
Object:	600 - Supplies	<p>Family Engagement Implementation:</p> <p>Funds will be used to purchase supplies and other materials to support Family Partnership programs.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	2: Family and Community Connections	
Uses of Funds:	Providing principals/leaders with r...	
LEA / School:	Mansfield School District (078-000)	
Quantity:	1.00	
Cost:	\$8,000.00	
Line Item Total:	\$8,000.00	
Object:	600 - Supplies	<p>Staff Wellness Experiences:</p> <p>Funds will be used to purchase supplies, materials, and food for staff wellness experiences.</p> <p>\$1,000/school x 4 schools x 2 years = \$8,000</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	3: Social, Emotional, and Mental He...	
Uses of		

Funds:	Addressing unique needs of special ...		
LEA / School:	Mansfield School District (078-000)		
Quantity:		2.00	
Cost:		\$4,000.00	
Line Item Total:		\$8,000.00	
Total for 600 - Supplies:			\$60,311.00
Total for all other Objects:			\$695,000.00
Total for all Objects:			\$755,311.00
Allocation:			\$755,311.00
Remaining:			\$0.00

ARP ESSER Funds Budget Overview

Mansfield School District (078-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$755,311.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		399,000.00	399,000.00
300 - Purchased Professional and Technical Services		234,000.00	234,000.00
500 - Other Purchased Services		62,000.00	62,000.00
600 - Supplies		60,311.00	60,311.00
Total		755,311.00	755,311.00
	Allocation		755,311.00
	Remaining		0.00

Related Documents

Mansfield School District (078-000) 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

Mansfield School District (078-000) 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

Mansfield School District (078-000) 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 ▼	Louis Tallarita	9/22/2021 3:35:20 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 ▼	Louis Tallarita	9/22/2021 3:35:20 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 ▼	Louis Tallarita	10/14/2021 4:00:35 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 ▼	Louis Tallarita	10/14/2021 4:00:35 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 ▼	Louis Tallarita	10/14/2021 4:00:35 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 type="checkbox"/>	6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide	OK	Louis Tallarita	10/14/2021 4:00:35 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 type="checkbox"/>	7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable	Louis Tallarita	9/22/2021 3:34:06 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			
<input type="checkbox"/>	8. Other Allowable Activities	Not Applicable	Louis Tallarita	9/22/2021 3:34:06 PM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input type="checkbox"/>	9. ARP ESSER Funds Budget	OK	Louis Tallarita	9/22/2021 3:34:06 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 type="checkbox"/>	10. Assurances	OK	Louis Tallarita	9/22/2021 3:34:06 PM
	1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.			
<input type="checkbox"/>	11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	Not Applicable	Louis Tallarita	9/22/2021 3:34:06 PM
	1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).			
	2. Strategies address needs through an equity-focused lens.			