

History Log

Redding School District (117-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/31/2021 3:28:41 PM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	8/27/2021 9:51:26 AM	Melissa Hickey	Status changed to 'CSDE Management Approved'.	S
	8/26/2021 11:57:45 AM	Megan Alubicki Flick	Status changed to 'CSDE Grant Contact Approved'.	S
	8/24/2021 1:24:19 PM	Stephanie Pierson Ugol	Status changed to 'Application Edits Completed'.	S
	8/17/2021 9:20:34 AM	Megan Alubicki Flick	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/16/2021 4:39:38 PM	Stephanie Pierson Ugol	Status changed to 'LEA Superintendent Approved'.	S
	8/16/2021 4:39:25 PM	Stephanie Pierson Ugol	Status changed to 'Application Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/13/2021 10:59:43 AM	Thomas McMorran	Status changed to 'Application Started'.	S
	5/18/2021 9:17:28 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Redding School District (117-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1) ARP ESSER Funds	(2) ARP ESSER SSA	(3) ARP ESSER - HCY II	Total
LEA	\$305,701.00	\$0.00	\$0.00	\$305,701.00
Total	\$305,701.00	\$0.00	\$0.00	\$305,701.00

Contacts

Redding School District (117-000) 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>Stephanie Pierson Ugo</u>

Program Information

Redding School District (117-000) 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

Redding School District (117-000) 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.

Parents and staff were given an opportunity to provide feedback and input regarding grant funding in all priority areas through a survey. Additionally, board of education members and parent and community input was gathered over the course of the year through board of education meeting discussions and through public comment. Many responses

indicated a need for additional student support in the form of academic intervention at all levels. Additional input included the need to focus on social and emotional well being of students and staff. Additional input included a need to assess ventilation in some school buildings and provide PPE where needed. The parent input was incorporated into the grant request through the prioritized need for academic support paraeducators, resources to support distancing such as additional tables for cafeterias, and professional development and student support aimed at social and emotional learning, providing inclusive school communities, and technology as needed.

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

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

Redding School District (117-000) 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.er9.org/>

ARP ESSER Uses of Funds

Redding School District (117-000) 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</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

Redding School District (117-000) 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): \$61,140.00

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 1 and is tied to applicable district ESSA Milestone metrics.

EXAMPLE: By hiring additional staff to support summer learning, extended day, credit recovery and the targeted needs of special populations, the district will increase its District Performance Index in ELA from 67.5 in 2018-19 to 70.2 and in Math from 65.1 in 2018-19 to 68.7 by 2024.

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

* (Use ESSA Milestone Target) By 2024,

By June 2024, 80% of students will meet or exceed their individual growth target in reading as measured by the spring NWEA assessment, College Board Assessments and Internal Measures. By June 2024, 80% of students will meet or exceed their individual growth target in math as measured by the spring NWEA assessment, College

Board Assessments and Internal Measures. By June 2024, 100% of students will receive opportunities to gain additional intervention and enrichment with the support of para-educators. As a result, the percent of students who will meet or exceed Smarter Balanced growth targets for 2021-2022 will be 71.4% in ELA and 80.0% in Math. By 2024 these percentages will increase to 78.6% in ELA and 85.0% in Math.

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)

Student performance data from the Smarter Balanced assessment and internal measures inform the need for additional paraeducators to provide intervention in the area of mathematics and study skills and executive functioning at the middle school level. Standardized measures, internal measures, teacher input and parental input all point to a need for additional focus in academic renewal and enrichment in differentiated, intervention.

* 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)

Additional staff members will allow the District to more fully support K-8 populations most disproportionately impacted by Covid-19 as described above. The District will increase the access and availability of information to families by improving website design and content and by providing additional professional development to all staff including front office personnel.

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?
* Employ math para-educators to support needed intervention to students K-8.	<input type="checkbox"/>	* During the days when school is in session for a period up to three years ending in 2024.	* District and building administration as appropriate	* Students will make progress relative to SMART goals, and progress will be in evidence among all subgroups of students.
* Employ a building substitute teacher or additional staff to provide continuity of instruction during teacher absences and during student quarantines as needed.	<input type="checkbox"/>	* During the days when school is in session for a period up to three years ending in 2024.	* District and building administration as appropriate	* Students will make progress relative to SMART goals, and progress will be in evidence among all subgroups of students.
* Employ learning para-educators to support needed intervention to students 5-8.	<input type="checkbox"/>	* During the days when school is in session for a period up to three years ending in 2024.	* District and building administration as appropriate	* Students will make progress relative to SMART goals, and progress will be in evidence among all subgroups of students.

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,

ESSA Milestone Target: By 2024, the chronic absenteeism will be maintained at 31.9% and the District Performance Index will be maintained in ELA at 79.3 and math at 77.2. The percentage of parents participating in District-sponsored workshops will increase from less than 25% to at least 75% by 2024 of parent/guardian population by creating additional opportunities for workshops in all content areas (Parent University, Special Education Parent Support, Building Empathy and Upstander/Bystander training, and Executive Functioning home support).

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)

Based on an analysis of multiple parent surveys since the onset of the pandemic in 2020, the District has determined the need for additional parent workshops, training opportunities across all content areas.

* 2. Based on the needs assessment findings, describe how your strategies for priority 2 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

Based on an analysis of board of education meeting public comment and diversity, equity, and inclusion task force meeting discussions including public comment, the district has determined the need for additional parent workshops that specifically aim to include K-12 populations most disproportionately impacted by COVID-19.

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?
* What: parent workshops	<input type="checkbox"/>	* When: During the days when school is in session for a period up to 3 years, ending in 2024.	* Coordination/implementation: District and building administration as appropriate.	* Outcome: The district will ask for feedback from parents at benchmark points during the grant period to assess progress and adjust content and delivery as needed.

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

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

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

SMART Goal

In the space below, provide a S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to priority 3 and is tied to applicable district ESSA Milestone metrics

EXAMPLE: *By hiring additional School Social Workers and School Counselors, the district will decrease its Chronic Absenteeism from 7.5% in 2019-20 to 5.0% by 2024..*

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

* (Use ESSA Milestone Target) By 2024,

By providing additional professional development on bullying, inclusive practices, and addressing school avoidance, the district will maintain or decrease its Chronic Absenteeism rate, currently 3.9% in 2021 to 3.9% or below 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.

* 1. What did your needs assessment reveal as it pertains to priority 3? (use relevant data limit to 250 words)
School climate data for students, staff, and parents indicate a need for additional professional learning in the areas of creating safe and inclusive school environments.

* 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)

Based on an analysis of board of education meeting public comment and diversity, equity, and inclusion task force meeting discussions including public comment, the district has determined the need for additional parent workshops that specifically aim to include K-12 populations most disproportionately impacted by COVID-19.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
<p>What is the strategy? How do you envision its implementation?</p> <p>* What: PD on inclusive school practices</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>* When: During the days when school is in session for a period up to 3 years, ending in 2024.</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Coordination: District and building administration as appropriate.</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* Outcome: School climate survey data will be analyzed as an indicator of progress and then PD will be planned accordingly.</p>

<p>* What: Student anti-bullying assembly</p>	<p><input type="checkbox"/></p>	<p>* When: During the days when school is in session for a period up to 3 years, ending in 2024.</p>	<p>* Coordination: District and building administration as appropriate.</p>	<p>* Outcome: School climate survey data will be analyzed as an indicator of progress and then school assemblies will be planned accordingly.</p>
---	---------------------------------	--	---	---

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 access to technology hardware, software, and targeted professional development, the district will maintain or increase its District Performance Index in ELA, currently 79.3 in 2020-21 to 79.3 or above by 2024 and in Math, currently 77.2 to 77.2 or above 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? <input type="checkbox"/>	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?
* What: Purchase computer hardware and accessories		* When: During the days when school is in session for a period up to 3 years, ending in 2024.	* Coordination: District and building administration as appropriate.	* Outcome: Students will make progress relative to SMART goals identified. Progress will be evident in all sub-groups of students.

<p>* What: Purchase computer software</p>	<input type="checkbox"/>	<p>* When: During the days when school is in session for a period up to 3 years, ending in 2024.</p>	<p>* Coordination: District and building administration as appropriate.</p>	<p>* Outcome: Students will make progress relative to SMART goals identified. Progress will be evident in all sub-groups of students.</p>
<p>* What: Implement professional development and training for staff, students, and families</p>	<input type="checkbox"/>	<p>* When: During the days when school is in session for a period up to 3 years, ending in 2024.</p>	<p>* Coordination: District and building administration as appropriate.</p>	<p>* Outcome: Students will make progress relative to SMART goals identified. Progress will be evident in all sub-groups of students.</p>

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)
Based on a review of the safety and health-related COVID-mitigation strategies used in schools in the 2020 - 2021 school year, the district intends to maintain the same level of PPE use, ventilation system maintenance, and physical barriers in spaces where maintaining recommended distance or mask-wearing is not feasible.
- * 2. Based on the needs assessment findings, describe how your strategies for priority 5 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)
Based on the implementation of learning supports for students with specialized plans, the district intends to maintain the same level of PPE use and physical barriers in spaces where students may have medical or learning conditions that make mask-wearing challenging or not feasible.

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>* What: Purchase PPE and physical barriers</p>	<input type="checkbox"/>	<p>* When: During the days when school is in session for a period up to 3 years, ending in 2024.</p>	<p>* Coordination: District and building administration as appropriate.</p>	<p>* Outcome: Students will make progress relative to SMART goals identified. Progress will be evident in all sub-groups of students.</p>
---	--------------------------	--	---	---

Other Allowable Uses

Redding School District (117-000) 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

Redding School District (117-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$153,600.00
200 - Personal Services > Employee Benefits	\$44,000.00
300 - Purchased Professional and Technical Services	\$24,600.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$22,751.00
700 - Property	\$60,750.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$305,701.00
Allocation	\$305,701.00
Remaining	\$0.00

Budget Detail

Redding School District (117-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$153,600.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	2 math paraeducators will provide support to students in need of intervention or enrichment (for 2 years)
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Redding School District (117-000)	
Quantity:	1.00	1 Building substitute teacher will provide continuity of instruction and provide intervention and enrichment support to students. (for 2 years)
Cost:	\$80,000.00	
Line Item Total:	\$80,000.00	
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:	Redding School District (117-000)	
Quantity:	1.00	
Cost:	\$40,000.00	
Line Item Total:	\$40,000.00	
Object:	100 - Personal Services > Salaries	1 Paraeducator will support students with executive functioning and organizational skills at the middle level. (1 year)
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Redding School District (117-000)	
Quantity:	1.00	
Cost:	\$20,000.00	
Line Item Total:	\$20,000.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	1 part-time paraeducator - learning lab benefits
Uses of		

Funds:	Addressing learning loss		
LEA / School:	Redding School District (117-000)		
Quantity:	1.00		
Cost:	\$11,000.00		
Line Item Total:	\$11,000.00		
Object:	100 - Personal Services > Salaries	Provide extracurricular gardening experiences for elementary students. Funding will pay teacher stipend.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	3: Social, Emotional, and Mental He...		
Uses of Funds:	Mental health services		
LEA / School:	Redding School District (117-000)		
Quantity:	1.00		
Cost:	\$2,600.00		
Line Item Total:	\$2,600.00		
Total for 100 - Personal Services > Salaries:			\$153,600.00
Total for all other Objects:			\$152,101.00
Total for all Objects:		\$305,701.00	

Allocation: \$305,701.00

Remaining: \$0.00

Budget Detail

Redding School District (117-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$44,000.00 ▼

Budget Detail		Narrative Description	
Object:	200 - Personal Services > Employee Benefits	Benefits for math paraeducators	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Redding School District (117-000)		
Quantity:	1.00		
Cost:	\$44,000.00		
Line Item Total:	\$44,000.00		
Total for 200 - Personal Services > Employee Benefits:			\$44,000.00
Total for all other Objects:			\$261,701.00
Total for all Objects:		\$305,701.00	
Allocation:		\$305,701.00	

Remaining:

\$0.00

Budget Detail

Redding School District (117-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$24,600.00 ▼

Budget Detail		Narrative Description	
Object:	300 - Purchased Professional and Technical Services	Provide professional learning for staff regarding Social Thinking (Michelle Garcia Winner) and Dialectical Behavior Therapy (DBT).	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	3: Social, Emotional, and Mental He...		
Uses of Funds:	Providing principals/leaders with r...		
LEA / School:	Redding School District (117-000)		
Quantity:	1.00		
Cost:	\$8,600.00		
Line Item Total:	\$8,600.00		
Object:	300 - Purchased Professional and Technical Services		Purchase alternative student seating/stand up desks, additional recess activities, and new signage to promote health and safety of students, staff and educators.
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	3: Social, Emotional, and Mental He...		

Uses of Funds:	Health and safety of students, staf...
LEA / School:	Redding School District (117-000)
Quantity:	1.00
Cost:	\$8,000.00
Line Item Total:	\$8,000.00
Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
ARP ESSER Priority:	3: Social, Emotional, and Mental He...
Uses of Funds:	Providing principals/leaders with r...
LEA / School:	Redding School District (117-000)
Quantity:	1.00
Cost:	\$5,000.00
Line Item Total:	\$5,000.00
Object:	300 - Purchased Professional and Technical Services
Purpose:	01 - Public School Activities
	Provide professional learning for staff regarding inclusive practices.
	Parent workshops will provide learning opportunities to address the unique needs of special populations for parents of students in special education and general education.

ARP ESSER Priority:	2: Family and Community Connections
Uses of Funds:	Addressing unique needs of special ...
LEA / School:	Redding School District (117-000)
Quantity:	1.00
Cost:	\$3,000.00
Line Item Total:	\$3,000.00

Total for 300 - Purchased Professional and Technical Services:	\$24,600.00
Total for all other Objects:	\$281,101.00
Total for all Objects:	\$305,701.00
Allocation:	\$305,701.00
Remaining:	\$0.00

Budget Detail

Redding School District (117-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - \$22,751.00 ▼

Budget Detail		Narrative Description
Object:	600 - Supplies	Educational software such as Screencastify, Grade Transfer, Peardeck, and Ed Puzzle will enhance student learning and support enrichment and intervention.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Redding School District (117-000)	
Quantity:	1.00	
Cost:	\$11,576.00	
Line Item Total:	\$11,576.00	
Object:	600 - Supplies	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	Chromebook covers
Uses of Funds:	Education technology	

LEA / Redding School District (117-000)
School:

Quantity: 1.00

Cost: \$11,175.00

Line Item Total: \$11,175.00

Total for 600 - Supplies: \$22,751.00

Total for all other Objects: \$282,950.00

Total for all Objects: \$305,701.00

Allocation: \$305,701.00

Remaining: \$0.00

Budget Detail

Redding School District (117-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

700 - Property - \$60,750.00 ▼

Budget Detail		Narrative Description
Object:	700 - Property	Purchase 100 Chromebooks, 20 iPads, and 10 Promethean boards to enhance learning.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Education technology	
LEA / School:	Redding School District (117-000)	Purchase physical barriers for eating areas, extra tables for lunch, walkie talkies to enhance health and safety communication, and stickers for tables to maintain safe distance.
Quantity:	1.00	
Cost:	\$45,000.00	
Line Item Total:	\$45,000.00	
Object:	700 - Property	Purchase physical barriers for eating areas, extra tables for lunch, walkie talkies to enhance health and safety communication, and stickers for tables to maintain safe distance.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Facility repairs/improvement to min...	

LEA / School:	Redding School District (117-000)	
Quantity:	1.00	
Cost:	\$12,000.00	
Line Item Total:	\$12,000.00	
Object:	700 - Property	Chromebook chargers will allow devices to be taken from carts and used at home as needed during any health-directed remote learning.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	4: Strategic Use of Technology, Sta...	
Uses of Funds:	Education technology	
LEA / School:	Redding School District (117-000)	
Quantity:	1.00	
Cost:	\$3,750.00	
Line Item Total:	\$3,750.00	
Total for 700 - Property:		\$60,750.00
Total for all other Objects:		\$244,951.00
Total for all Objects:		\$305,701.00
Allocation:		\$305,701.00

Remaining:

\$0.00

ARP ESSER Funds Budget Overview

Redding School District (117-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$305,701.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		153,600.00	153,600.00
200 - Personal Services > Employee Benefits		44,000.00	44,000.00
300 - Purchased Professional and Technical Services		24,600.00	24,600.00
600 - Supplies		22,751.00	22,751.00
700 - Property		60,750.00	60,750.00
Total		305,701.00	305,701.00
	Allocation		305,701.00
	Remaining		0.00

Related Documents

Redding School District (117-000) 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

Redding School District (117-000) 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."

ARP ESSER HCY II Intent to Participate

Redding School District (117-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER HCY II Intent to Participate

Your HCYII allocation is:

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

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

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

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

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

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

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

3. My district/school will participate as a member in a consortium (with a combined amount over \$5000) with the following LEA serving as the fiscal agent for ARP HCY II funds: (Enter the organization number and name of the lead LEA that will act as the fiscal agent.)

4. Not applicable. My district/school ARP HCY II allocation I is greater than \$5,000 and will serve as its own fiscal agent for ARP HCY II funds without a consortium.

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

District Number	District Name

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

Fiscal Agent District Number	Fiscal Agent District Name

CSDE Application Review Status Checklist

Redding School District (117-000) 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	Megan Alubicki Flick	8/17/2021 9:20:17 AM
	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	Megan Alubicki Flick	8/17/2021 9:20:17 AM
	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	Megan Alubicki Flick	8/26/2021 11:57:32 AM
	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	Megan Alubicki Flick	8/26/2021 11:57:32 AM
	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	Megan Alubicki Flick	8/26/2021 11:57:32 AM
	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	Megan Alubicki Flick	8/17/2021 9:20:19 AM
	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	Megan Alubicki Flick	8/17/2021 9:20:19 AM
	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	Megan Alubicki Flick	8/17/2021 9:20:19 AM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input type="checkbox"/>	9. ARP ESSER Funds Budget	OK	Megan Alubicki Flick	8/26/2021 11:57:32 AM
	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	Megan Alubicki Flick	8/17/2021 9:20:20 AM
	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	Megan Alubicki Flick	8/17/2021 9:20:20 AM
	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"/>	12. HCY II	Not Applicable	Megan Alubicki Flick	8/17/2021 9:20:20 AM
	1. Description fully explains how ARP HCY fund will be used and aligned with ARP ESSER Goals.			
	2. Uses of Funds" budget tags are selected appropriately			
	3. Budget detail costs are allowable and include described budgeted costs.			