

History Log

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

| Attention Needed | Date | User | Status (S)/Comment (C) | S/C |
|------------------|------------------------------|------------------|---|-----|
| | 10/29/2021 12:05:11 PM | Jeff Lindgren | Status changed to 'CSDE Fiscal Approved'. | S |
| | 10/29/2021 12:03:20 PM | John Frassinelli | Status changed to 'CSDE Management Approved'. | S |
| | 10/20/2021 4:14:50 PM | Agnes Quinones | Status changed to 'CSDE Grant Contact Approved'. | S |
| | 9/21/2021 6:46:27 PM | Scott Fellows | Status changed to 'Application Edits Completed'. | S |
| | 9/21/2021 4:21:18 PM | Agnes Quinones | Status changed to 'CSDE Grant Contact Returned - Edits Needed'. | S |
| | 9/10/2021 7:38:25 PM | Scott Fellows | Status changed to 'Application Edits Completed'. | S |
| | 9/10/2021 3:22:06 PM | Agnes Quinones | Status changed to 'CSDE Grant Contact Returned - Edits Needed'. | S |

| Attention Needed | Date | User | Status (S)/Comment (C) | S/C |
|------------------|----------------------------|-----------------------|--|-----|
| | 8/12/2021 5:56:23 PM | Lisa Carter | Status changed to 'LEA Superintendent Approved'. | S |
| | 8/12/2021 5:49:51 PM | Scott Fellows | Status changed to 'Application Completed'. | S |
| | 8/10/2021 8:02:45 AM | Scott Fellows | Status changed to 'Application Started'. | S |
| | 5/18/2021 9:17:29 AM | eGMS Administrator | Status changed to 'Not Started'. | S |

Allocations

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

| (1) | ARP ESSER Funds | (2) | ARP ESSER SSA | Total |
|--------------|--------------------|-----|--------------------|--------------------|
| LEA | \$49,697.00 | | \$20,144.00 | \$69,841.00 |
| Total | \$49,697.00 | | \$20,144.00 | \$69,841.00 |

Contacts

Salisbury School District (122-000) 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>Jill Pace</u> <u>Scott Fellows</u> |

MOE Equity Certification

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - MOE Equity Certification

| Optional Documents | | |
|---|---|---------------|
| Type | Document Template | Document/Link |
| MOE Equity Certification [Upload up to 1 document(s)] |  MOE Equity Certification - Template | |

Program Information

Salisbury School District (122-000) 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

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

LEAs must engage in meaningful consultation with stakeholders when creating their LEA ARP ESSER Plan. Stakeholders with whom the LEA should consult include, but are not limited to the following.

Check all that apply:

- students
- families/legal guardians
- school and district administrators (including special education administrators)
- teachers, principals, school leaders, other educators, school staff, and their unions
- Tribes (if applicable) - To the extent present in or served by the LEA
- civil rights organizations (including disability rights organizations) - To the extent present in or served by the LEA
- stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students - To the extent present in or served by the LEA
- Boards of Education
- Other (Please list)

* Provide a description of how the LEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the LEA took such input into account.

As with all schools in Region 1, Salisbury Central School opened their June 2021 Board of Education meeting to a discussion of the plans for ARP ESSER and received limited advice. Prior to the meeting, the Principal's plans were shared with her faculty and Leadership Team and adjustments were made based on that feedback. Following the

meeting, a survey was sent to all families in the community to ensure that they could provide feedback. The vast majority of respondents (>80%) agreed that the priorities established by school personnel were appropriate to allow for continuity of education for the students at Salisbury Central School.

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

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

Salisbury School District (122-000) 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.**

www.salisburycentral.org (Salisbury Central School website) www.region1schools.org (Regional website)

ARP ESSER Uses of Funds

Salisbury School District (122-000) 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

Salisbury School District (122-000) 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): \$9,939.00

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 2024, through the implementation of the programs described below and to be funded by this grant, Salisbury Central School's DPI will increase from about 60 (across grade levels) in ELA and around 40 (across grade levels)

in Math to 79 in ELA and 74.1 in Math, our 2023-2024 ESSA Milestones. Current values were obtained from EdSight Secure.

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>* Implement a regional summer school program housed at Saisbury Central school and open to students from all 6 elementary schools.</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>* Summer 2021</p> | <p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Assistant Superintendents: Jill Pace, Scott Fellows On-site administrators: Eve Davis, Rebecca Gaschel-Clark</p> | <p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p> <p>* Positive start to the school year with students needing limited amounts of push in review for the beginning of the school year.</p> |
| <p>* Continue to run "beyond the bell" after school homework club.</p> | <p><input type="checkbox"/></p> | <p>* School Year 2021-2022</p> | <p>* Principal: Stephanie Magyar</p> | <p>* Students understanding (and learning) will improve based on in-class test scores and performance on both SBAC and FastBridge.</p> |

Priority 2: Family and Community Connections

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

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

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

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

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

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

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

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

Priority 5: Building Safe and Healthy Schools

Ensuring our school buildings are safe and healthy environments that enable all of our students to excel remains an important aspect of recovering from COVID-19. Resources may be used consistent with federal relief funding

allowable uses as a means to continue facility repairs and improvements, such as improving ventilation and providing more space for distancing. Resources should continue to be allocated to support the physical health and safety of our students and staff (e.g., to ensure adequate personal protective equipment).

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

No SMART Goal required for this priority area

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

Strategies

| What/How | Innovative Strategy? | When | Who | Outcome |
|--|---|---|--|--|
| <p>What is the strategy? How do you envision its implementation?</p> <p>* Employ an additional custodian until December 2021 to facilitate cleaning of building.</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>* September-December 2021</p> | <p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Principal: Stephanie Magyar Asst. Principal: John Conklin</p> | <p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* Building cleanliness as judged by faculty and administration</p> |
| <p>* Purchase PPE and sanitizing supplies.</p> | <p><input type="checkbox"/></p> | <p>* School year 2021-2022.</p> | <p>* Principal: Stephanie Magyar Asst. Principal: John Conklin</p> | <p>* Spending on sanitizing supplies and equipment.</p> |

Other Allowable Uses

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

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My district is using ARP ESSER Funds for other allowable activities

ARP ESSER Funds Budget

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

| Object | Total |
|---|--------------------|
| 100 - Personal Services > Salaries | \$42,058.00 |
| 200 - Personal Services > Employee Benefits | \$7,639.00 |
| 300 - Purchased Professional and Technical Services | \$0.00 |
| 400 - Purchased Property Services | \$0.00 |
| 500 - Other Purchased Services | \$0.00 |
| 600 - Supplies | \$0.00 |
| 700 - Property | \$0.00 |
| 800 - Debt Service and Miscellaneous | \$0.00 |
| 917 - Indirect Costs | \$0.00 |
| Total | \$49,697.00 |
| Allocation | \$49,697.00 |
| Remaining | \$0.00 |

Budget Detail

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$42,058.00 ▼

| Budget Detail | | Narrative Description |
|----------------------------|--|---|
| Object: | 100 - Personal Services > Salaries | Custodial salary for 26 weeks. Custodial salary range is \$22.00-25.00 per hour per contract. |
| Purpose: | 01 - Public School Activities | |
| ARP ESSER Priority: | 5: Building Safe and Healthy School... | |
| Uses of Funds: | Health and safety of students, staf... | |
| LEA / School: | Salisbury Central School (122-0111) | |
| Quantity: | 1.00 | |
| Cost: | \$30,037.00 | |
| Line Item Total: | \$30,037.00 | |
| Object: | 100 - Personal Services > Salaries | |
| Purpose: | 01 - Public School Activities | |
| ARP ESSER Priority: | 1: Learning Acceleration, Academic ... | Stipends to support after school study hall for remediating learning loss for 2 years. The stipend of these positions is generally \$37 per hour based on the Teacher's Contract or approximately \$20 per hour if the tutor is a non-certified staff member. |
| Uses of Funds: | Addressing learning loss | |

| | |
|-------------------------|-------------------------------------|
| LEA / School: | Salisbury Central School (122-0111) |
| Quantity: | 1.00 |
| Cost: | \$9,309.30 |
| Line Item Total: | \$9,309.30 |

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: | Salisbury Central School (122-0111) |
| Quantity: | 1.00 |
| Cost: | \$2,711.70 |
| Line Item Total: | \$2,711.70 |

Salaries for the summer school program (the remainder is under the State Set-Aside). To encourage adequate participation of adults in the summer learning program, we paid each person \$37/hour for 19 days of 3-hours per day. There were approximately 23 people involved in the summer school program. Salisbury's share of the costs was based on its proportion of students who attended the summer learning program, which was open to 5 of the schools in our Region.

| | |
|---|-------------|
| Total for 100 - Personal Services > Salaries: | \$42,058.00 |
| Total for all other Objects: | \$7,639.00 |
| Total for all Objects: | \$49,697.00 |
| Allocation: | \$49,697.00 |

Remaining:

\$0.00

Budget Detail

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$7,639.00 ▼

| Budget Detail | | Narrative Description | |
|--|---|--------------------------------------|-------------|
| Object: | 200 - Personal Services > Employee Benefits | Benefits for the custodial position. | |
| Purpose: | 01 - Public School Activities | | |
| ARP ESSER Priority: | 5: Building Safe and Healthy School... | | |
| Uses of Funds: | Health and safety of students, staf... | | |
| LEA / School: | Salisbury Central School (122-0111) | | |
| Quantity: | 1.00 | | |
| Cost: | \$7,639.00 | | |
| Line Item Total: | \$7,639.00 | | |
| Total for 200 - Personal Services > Employee Benefits: | | | \$7,639.00 |
| Total for all other Objects: | | | \$42,058.00 |
| Total for all Objects: | | \$49,697.00 | |
| Allocation: | | \$49,697.00 | |

Remaining:

\$0.00

ARP ESSER Funds Budget Overview

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$49,697.00 ▼

| Object | Purpose | 01 - Public School Activities | Total |
|---|-------------------|-------------------------------|-----------|
| 100 - Personal Services > Salaries | | 42,058.00 | 42,058.00 |
| 200 - Personal Services > Employee Benefits | | 7,639.00 | 7,639.00 |
| Total | | 49,697.00 | 49,697.00 |
| | Allocation | | 49,697.00 |
| | Remaining | | 0.00 |

Related Documents

Salisbury School District (122-000) 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

Salisbury School District (122-000) 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."

Program Information

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER State Set-Aside

Program Information

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Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER State Set-Aside

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- 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
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- Other (Please list)

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

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER State Set-Aside

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

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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.**

www.salisburycentralschool.org (School website) www.region1schools.org (Region website)

ARP ESSER Uses of Funds

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER State Set-Aside

Instructions:

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act and for the specific areas described below. Helpful information may be found in [ESSER Uses of Funds FAQ](#)

LEAs will indicate Uses of Funds in the ARP ESSER Budget by selecting a budget tag for each budget detail from the Uses of Funds tag group drop down. The drop down list will have a shortened version of each use. Please refer to the descriptions below for the tag for each use of funds.

| Uses of ARP ESSER Funds | Budget Detail Tag |
|--|--------------------------|
| <p>Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by: (A)Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; (B) Implementing evidence-based activities to meet the comprehensive needs of students; (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; (D) Tracking student attendance and improving student engagement in distance education; (E) Tracking student academic progress with evaluating and comparing to pre-pandemic grades and progress to identify students that experienced learning loss.</p> | 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> |

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

Priority Goals

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER State Set-Aside

[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): \$4,028.80

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 2024, through the implementation of the programs described below and to be funded by this grant, Salisbury Central School's DPI will increase from about 60 (across grade levels) in ELA and around 40 (across grade levels)

in Math to 79 in ELA and 74.1 in Math, our 2023-2024 ESSA Milestones. Current values were obtained from EdSight Secure.

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>* Implement a regional summer school program housed at Salisbury Central School and open to students from all 6 elementary schools.</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>* summer 2021</p> | <p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Assistant Superintendents: Jill Pace, Scott Fellows On-site administrators: Eve Davis, Rebecca Gaschel-Clark</p> | <p>Identify the indicators/evidence of progress. How will you know this strategy is impactful?</p> <p>* Positive start to the school year with students needing limited amounts of push in review for the beginning of the school year.</p> |
| <p>* Continue to run "beyond the bell" after school homework club.</p> | <p><input type="checkbox"/></p> | <p>* school years 2021-2022, 2022-2023</p> | <p>* Principal: Stephanie Magyar Asst. Principal: John Conklin</p> | <p>* Student success on CBMs and standardized tests will continue to show that students are learning at high levels.</p> |

Priority 2: Family and Community Connections

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

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

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

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

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

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

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

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

Priority 5: Building Safe and Healthy Schools

Ensuring our school buildings are safe and healthy environments that enable all of our students to excel remains an important aspect of recovering from COVID-19. Resources may be used consistent with federal relief funding

allowable uses as a means to continue facility repairs and improvements, such as improving ventilation and providing more space for distancing. Resources should continue to be allocated to support the physical health and safety of our students and staff (e.g., to ensure adequate personal protective equipment).

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

No SMART Goal required for this priority area

My district is continuing to use the Needs Assessment from ESSER II.

My district is updating the Needs Assessment documented in the ESSER II application.

Strategies

| What/How | Innovative Strategy? | When | Who | Outcome |
|--|---|--|--|--|
| <p>What is the strategy? How do you envision its implementation?</p> <p>* Employ an additional custodian until December 2021 to facilitate cleaning of building.</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>* July-December 2021</p> | <p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Principal: Stephanie Magyar Asst. Principal: John Conklin</p> | <p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* Building cleanliness as judged by faculty and administration</p> |

Other Allowable Uses

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER State Set-Aside

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 State Set-Aside Budget

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER State Set-Aside

| Object | Total |
|---|--------------------|
| 100 - Personal Services > Salaries | \$19,575.95 |
| 200 - Personal Services > Employee Benefits | \$0.00 |
| 300 - Purchased Professional and Technical Services | \$0.00 |
| 400 - Purchased Property Services | \$0.00 |
| 500 - Other Purchased Services | \$0.00 |
| 600 - Supplies | \$568.05 |
| 700 - Property | \$0.00 |
| 800 - Debt Service and Miscellaneous | \$0.00 |
| 917 - Indirect Costs | \$0.00 |
| Total | \$20,144.00 |
| Allocation | \$20,144.00 |
| Remaining | \$0.00 |

Budget Detail

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER State Set-Aside

100 - Personal Services > Salaries - \$19,575.95 ▼

| Budget Detail | | Narrative Description | |
|---|--|---|-------------|
| Object: | 100 - Personal Services > Salaries | <p>Cost of salaries for the summer learning program. As noted in the ARP ESSER Budget, to encourage adult participation in the summer learning program, individuals were paid \$37/hour for 19 days at 3 hours per day. Additionally, two coordinators were paid \$42/hour for 4 hours per day for 19 days and 3 additional planning days (working with the Assistant Superintendent, who was not compensated).</p> | |
| Purpose: | 01 - Public School Activities | | |
| ARP ESSER Priority: | 1: Learning Acceleration, Academic ... | | |
| Uses of Funds: | Summer learning | | |
| LEA / School: | Salisbury School District (122-000) | | |
| Quantity: | 1.00 | | |
| Cost: | \$19,575.95 | | |
| Line Item Total: | \$19,575.95 | | |
| Total for 100 - Personal Services > Salaries: | | | \$19,575.95 |
| Total for all other Objects: | | | \$568.05 |
| Total for all Objects: | | \$20,144.00 | |
| Allocation: | | \$20,144.00 | |
| Remaining: | | \$0.00 | |

Budget Detail

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER State Set-Aside

600 - Supplies - \$568.05 ▼

| Budget Detail | | Narrative Description | |
|-------------------------------------|--|--|-------------|
| Object: | 600 - Supplies | Supplies for the Regional Summer Learning Program held at Salisbury Central School. Supplies included paper, chlak, pencils, materials for crafts (our summer program included both academic and social-emotional activities, as recommended by the Connecticut Center for School Change. All of these funds were spent on consumable supplies: markers, chart paper, string, etc. | |
| Purpose: | 01 - Public School Activities | | |
| ARP ESSER Priority: | 1: Learning Acceleration, Academic ... | | |
| Uses of Funds: | Summer learning | | |
| LEA / School: | Salisbury Central School (122-0111) | | |
| Quantity: | 1.00 | | |
| Cost: | \$568.05 | | |
| Line Item Total: | \$568.05 | | |
| Total for 600 - Supplies: | | | \$568.05 |
| Total for all other Objects: | | | \$19,575.95 |
| Total for all Objects: | | \$20,144.00 | |
| Allocation: | | \$20,144.00 | |
| Remaining: | | \$0.00 | |

ARP ESSER State Set-Aside Budget Overview

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER State Set-Aside

Filter by Location: All - \$20,144.00 ▼

| Object | Purpose | 01 - Public School Activities | Total |
|------------------------------------|-------------------|-------------------------------|-----------|
| 100 - Personal Services > Salaries | | 19,575.95 | 19,575.95 |
| 600 - Supplies | | 568.05 | 568.05 |
| Total | | 20,144.00 | 20,144.00 |
| | Allocation | | 20,144.00 |
| | Remaining | | 0.00 |

Related Documents

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER State Set-Aside

| Optional Documents | | |
|---------------------|-------------------|---------------|
| Type | Document Template | Document/Link |
| Other Documentation | N/A | |

Assurances

Salisbury School District (122-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER State Set-Aside

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

CSDE Application Review Status Checklist

Salisbury School District (122-000) 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 ▼ | Agnes Quinones | 9/13/2021 4:30:23 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 ▼ | Agnes Quinones | 9/13/2021 4:30:23 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 ▼ | Agnes Quinones | 10/20/2021 4:11:25 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 | Not Applicable ▼ | Agnes Quinones | 9/21/2021 4:00:55 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 | Not Applicable ▼ | Agnes Quinones | 9/21/2021 4:00:55 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 | Not Applicable ▼ | Agnes Quinones | 9/21/2021 4:00:55 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.) | OK ▼ | Agnes Quinones | 9/21/2021 4:17:57 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 ▼ | Agnes Quinones | 10/20/2021 4:14:42 PM |
| | 1. Activities described are allowable. | | | |
| | 2. Description fully explains activity. | | | |
| <input type="checkbox"/> | 9. ARP ESSER Funds Budget | OK ▼ | Agnes Quinones | 9/21/2021 4:00:55 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 ▼ | Agnes Quinones | 9/21/2021 4:17:57 PM |
| | 1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS. | | | |
| <input type="checkbox"/> | 11. State Set-Aside Stakeholder Engagement: | OK ▼ | Agnes Quinones | 9/21/2021 4:17:57 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"/> | 12. State Set-Aside Safe Return to In-Person Instruction and Continuity of Services Plan | OK ▼ | Agnes Quinones | 9/21/2021 4:17:57 PM |
| | 1. Public comment was taken into account. | | | |
| | 2. URL provided to website where plan is publicly posted. | | | |
| <input type="checkbox"/> | 13. State Set-Aside Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment | OK ▼ | Agnes Quinones | 10/20/2021 4:11:25 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"/> | 14. State Set-Aside Priority 2: Family and Community Connections | Not Applicable ▼ | Agnes Quinones | 9/21/2021 4:17:57 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"/> | 15. State Set-Aside Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff | Not Applicable ▼ | Agnes Quinones | 9/21/2021 4:17:57 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"/> | 16. State Set-Aside Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide | Not Applicable ▼ | Agnes Quinones | 9/21/2021 4:17:57 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"/> | 17. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.) | OK ▼ | Agnes Quinones | 9/21/2021 4:20:25 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"/> | 18. State Set Aside Other Allowable Activities | Not Applicable ▼ | Agnes Quinones | 9/21/2021 4:20:25 PM |
| | 1. Activities described are allowable. | | | |
| | 2. Description fully explains activity. | | | |
| <input type="checkbox"/> | 19. State-Set Aside Budget | OK ▼ | Agnes Quinones | 9/21/2021 4:17:58 PM |
| | 1. Selection of "Priority Goals" budget tags align with strategies for "Priority Goals" and/or "Other Allowable Uses." Edit | | | |
| | 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. | | | |