

History Log

Seymour School District (124-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/16/2021 3:55:36 PM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	8/16/2021 3:48:01 PM	Melissa Hickey	Status changed to 'CSDE Management Approved'.	S
	8/12/2021 9:25:06 AM	Megan Alubicki Flick	Status changed to 'CSDE Grant Contact Approved'.	S
	8/12/2021 8:39:43 AM	Vonda Tencza	Status changed to 'LEA Superintendent Approved'.	S
	8/12/2021 8:39:30 AM	Vonda Tencza	Status changed to 'Application Completed'.	S
	6/11/2021 10:47:05 AM	Vonda Tencza	Status changed to 'Application Started'.	S
	5/18/2021 9:17:29 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Seymour School District (124-000) 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	\$2,178,622.00	\$0.00	\$0.00	\$2,178,622.00
Total	\$2,178,622.00	\$0.00	\$0.00	\$2,178,622.00

Contacts

Seymour School District (124-000) 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>Vonda Tencza</u>

Program Information

Seymour School District (124-000) 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

Seymour School District (124-000) 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.

Regarding our Safe Reopening Plan, the district held meetings with administration, leadership, the board, and staff to obtain input into our current plan. We invited the community to provide feedback on the plan once it was posted in DRAFT form on the district website, the district FaceBook page, and sent out to staff and families via email. We also

invited feedback via public comment at the June 7, 2021 board of education meeting.

Results of the feedback were positive and in favor of the reopening plan. Most feedback centered around the unknown- parents wanted confirmation in June that their children would not need to wear masks, would not need to be socially distant, would not need a vaccine to return to school and that schools would not shut down again. Clearly these concerns could not be answered in June and sadly many still are not ready to be addressed through state of CT and DPH guidance. We are revising our plan for the August 16. 2021 board meeting to address that masks will be required per CT State guidance through September 30, 2021 and that all students will report to full in-person learning with a few rare medical exemptions. Families are already sharing via email that they are pleased with these steps.

Regarding the ARP ESSER grant input, community input was gathered via a survey that was distributed to the Seymour administrators, staff, parents, and community via Facebook the district website, and email. Results of this input was reviewed and summarized below, and used to identify the use of funds for the grant.

Results of the SPS ARP ESSER Grant Survey were analyzed, and it was evident that questions received substantially positive responses:

§ 83.99% of responses supported the idea that the identified priorities will help our district recover from the COVID-19 pandemic and/or prepare the schools for a future disaster.

§ 97.15% of responses indicated that students would be able to attend schools with improved air quality and, and that students' health needs would be a greater priority.

§ 88.61% of responses supported the fact that the identified priorities were inclusive and important for all students in Seymour.

§ 81.85% of responses agreed that the identified priorities would result in a safe reopening and operation of schools.

In reviewing the narrative responses to Q5, the following themes were most consistently cited:

- § Improved air quality, HVAC, etc. is a major concern and was cited as a clear area of need.
- § Hiring of additional staff: Interventionists, paraprofessionals, support staff, etc.
- § Several references to programming were made as well, citing students who are lacking motivation, as well as students' social-emotional wellness.

Documents

Type	Document Template	Document/Link
ARP Letters of Support	N/A	<ul style="list-style-type: none">  <u>ARP ESSER survey.</u>  <u>reopening draft for community input</u>

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

Seymour School District (124-000) 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.seymourschools.org

ARP ESSER Uses of Funds

Seymour School District (124-000) 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

Seymour School District (124-000) 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): \$435,724.00

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,

Through remediation, Seymour students with disabilities and students who have been chronically absent in 2020-2021 will independently progress toward and meet grade level expectations, as measured by the district's ELA Performance Index for high needs students (increasing from 58.9 to 65) and contribute to the overall Seymour DPI

for ELA of 69.8 in 2020-2021 to 71.6 in 2023-2024 by engaging small groups of students with research based intervention programs and individualized goal-setting and focused feedback.

Needs Assessment

- My district is continuing to use the Needs Assessment from ESSER II.
- My district is updating the Needs Assessment documented in the ESSER II application.

Strategies

What/How	Innovative Strategy?	When	Who	Outcome
What is the strategy? How do you envision its implementation?	Is this an innovative strategy that can be shared?	When will this strategy be implemented?	Who is the person(s) coordinating implementation and monitoring?	Identify the indicators/evidence of progress. How will you know this strategy is impactful?

<p>* Our first strategy is to utilize our MAP universal screener 3 x a year for K-10 students and use the data to inform small group interventions as well as to have teachers utilize the data for individual instructional planning and feedback. ARP ESSER funds for Lexia reading will target reading interventions and skill deficits identified through our MAP screener</p>	<input type="checkbox"/>	<p>* September, December, and April are the assessment windows. Lexia will be used daily and at home (via chromebook access supported by ARP ESSER funds)</p>	<p>* K-10 math, ELA and science teachers as well as administrators</p>	<p>* data reviewed at building and district level after each assessment, informal measures to track progress, review of Lexia data in ongoing fashion, all used to monitor ELA progress toward DPI and accountability data points</p>

<p>* at Seymour high school and middle school, the ARP ESSER funded new library/media teacher will work with small groups of students who are identified as struggling with ELA and integration of research and technology skills to provide individual goal setting and feedback designed to help students meet grade level expectations</p>	<input type="checkbox"/>	<p>* ongoing September-June during the school day during identified blocks of instruction</p>	<p>* Library/media teacher in support with classroom teachers</p>	<p>* review of lesson plan implementation, feedback from teacher to student, monitoring of achievement of grade level expectations in ELA, CT Core Standards via feedback and assignment rubrics</p>
<p>* in all 4 buildings, funds from ARP ESSER will purchase leveled readers, below-level text, and digital textbooks to support identified high needs learners (ELL, special education) in the area of reading comprehension</p>	<input type="checkbox"/>	<p>* ongoing, September-June</p>	<p>* classroom teachers K-12</p>	<p>* student ELA and reading growth monitored by DRA2, MAP, Smarter Balanced, PSAT, SAT and running records, student progress to gain standards-based learning outcomes based on grade level rubrics</p>

<p>* we identified the largest chronically absent/struggling population at the high school and further analyzed classes that have high course participation by these students, and then identified CAD Labs and Digital Photography Labs that need computer updates/replacements in order to continue to attract, retain, and motivate struggling learners to achieve skills that will promote literacy and mastery of college and career skills.</p>	<p><input type="checkbox"/></p>	<p>* fall, 2021</p>	<p>* IT department, SHS administration, CAD and Digital Photography teachers</p>	<p>* Commensurate courses will retain and grow enrollment, student attendance and engagement will increase, resulting in growth of ELA skills through an interdisciplinary approach.</p>
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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.

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,

Seymour Public Schools will provide equitable educational access to learning for all students and maximize learning by replacing devices damaged through the coronavirus pandemic shutdown and providing current, functioning Chromebooks to 100% of the students and staff, which will provide students uninterrupted learning opportunities at school and at home, result in an increased DPI i ELA from 69.8 to 71.6 in 2023-2024.

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?
* Regarding Chromebook 1:1 implementation, the district employs a thorough device monitoring inventory	<input type="checkbox"/>	* ongoing, device assigned, and updated, and monitored	* IT department	* annually reviewed inventory, student/parent signed Chromebook user agreement forms, parent requests for internet financial support

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>* While more of a plan than a strategy, we secured initial estimates for the project and we will obtain RFPs for this work and then move forward with the selection of a company to complete the HVAC for both buildings.</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>* expected to obtain proposals in 2021 and have work completed in summer of 2022</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p> <p>* Superintendent, Facilities Director, Business Manager, Town Departments</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p> <p>* completion of projects, monitoring of student attendance data and comparison data to previous years (improved air quality impact on nurse visits/student absences)</p>

Other Allowable Uses

Seymour School District (124-000) 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

Seymour School District (124-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$90,000.00
200 - Personal Services > Employee Benefits	\$18,000.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$127,725.00
700 - Property	\$1,942,897.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$2,178,622.00
Allocation	\$2,178,622.00
Remaining	\$0.00

Budget Detail

Seymour School District (124-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$90,000.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	funding for school year 2022-2023 (first year funded through ESSER II) for 1 FTE library/media specialist to be shared between middle and high school, to provide support to struggling students in area of language arts/technology integration, and to provide small group, targeted instruction to our secondary high needs population in literacy and digital media skills needed for success in academic areas.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Addressing learning loss	
LEA / School:	Seymour High School (124-6111)	
Quantity:	1.00	
Cost:	\$90,000.00	Total for 100 - Personal Services > Salaries: \$90,000.00
Line Item Total:	\$90,000.00	Total for all other Objects: \$2,088,622.00
		Total for all Objects: \$2,178,622.00
		Allocation: \$2,178,622.00
		Remaining: \$0.00

Budget Detail

Seymour School District (124-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$18,000.00 ▼

Budget Detail		Narrative Description	
Object:	200 - Personal Services > Employee Benefits	Benefits for 1 library/media specialist.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Seymour High School (124-6111)		
Quantity:	1.00		
Cost:	\$18,000.00		
Line Item Total:	\$18,000.00		
Total for 200 - Personal Services > Employee Benefits:			\$18,000.00
Total for all other Objects:			\$2,160,622.00
Total for all Objects:		\$2,178,622.00	
Allocation:		\$2,178,622.00	

Remaining:

\$0.00

Budget Detail

Seymour School District (124-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - \$127,725.00 ▼

Budget Detail		Narrative Description	
Object:	600 - Supplies	<p>Various reading books and materials to be used with chronically absent and high needs identified struggling readers/ELA students including: 18,000 for high school Digital textbook resources and replacement textbooks for losses during pandemic 27,000 for lexia reading intervention for K-5 at CLS, K-5 at BES, and 6-8 at SMS 82,725 for Columbia College Reading and Writing Project Classroom Libraries and below benchmark libraries for K-8 classroom teachers</p>	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		
LEA / School:	Seymour School District (124-000)		
Quantity:	1.00		
Cost:	\$127,725.00		
Line Item Total:	\$127,725.00		
Total for 600 - Supplies:			\$127,725.00
Total for all other Objects:			\$2,050,897.00
Total for all Objects:		\$2,178,622.00	
Allocation:		\$2,178,622.00	
Remaining:		\$0.00	

Budget Detail

Seymour School District (124-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

700 - Property - \$1,942,897.00 ▼

Budget Detail		Narrative Description
Object:	700 - Property	<p>Update and add HVAC to improve air quality at Bungay Elementary School and Seymour High School, to improve air quality, ventilation and air conditioning.</p>
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	5: Building Safe and Healthy School...	
Uses of Funds:	Improve air quality	
LEA / School:	Seymour School District (124-000)	
Quantity:	1.00	
Cost:	\$1,742,897.00	
Line Item Total:	\$1,742,897.00	
Object:	700 - Property	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	<p>120,000 for updated CAD Lab and Digital Photography Lab computers to target classes with large populations of high needs and struggling learners</p> <p>80,000 for replacement and purchase of Chromebooks due to loss and damage during the coronavirus pandemic for student and staff use</p>
Uses of Funds:	Education technology	

LEA / School: Seymour School District (124-000)

Quantity: 1.00

Cost: \$200,000.00

Line Item Total: \$200,000.00

Total for 700 - Property: \$1,942,897.00

Total for all other Objects: \$235,725.00

Total for all Objects: \$2,178,622.00

Allocation: \$2,178,622.00

Remaining: \$0.00

ARP ESSER Funds Budget Overview

Seymour School District (124-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$2,178,622.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		90,000.00	90,000.00
200 - Personal Services > Employee Benefits		18,000.00	18,000.00
600 - Supplies		127,725.00	127,725.00
700 - Property		1,942,897.00	1,942,897.00
Total		2,178,622.00	2,178,622.00
	Allocation		2,178,622.00
	Remaining		0.00

Related Documents

Seymour School District (124-000) 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	 ARP ESSER survey  reopening draft for community input

Assurances

Seymour School District (124-000) 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

Seymour School District (124-000) 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

Seymour School District (124-000) 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	8/12/2021 9:24:05 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	8/12/2021 9:24:05 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	8/12/2021 9:24:05 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	Not Applicable	Megan Alubicki Flick	8/12/2021 9:24:05 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	Not Applicable	Megan Alubicki Flick	8/12/2021 9:24:05 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	8/12/2021 9:24:05 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.)	OK	Megan Alubicki Flick	8/12/2021 9:24:05 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	8/12/2021 9:24:05 AM
	1. Activities described are allowable.			
	2. Description fully explains activity.			
<input type="checkbox"/>	9. ARP ESSER Funds Budget	OK	Megan Alubicki Flick	8/12/2021 9:24:05 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	8/12/2021 9:24:05 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	8/12/2021 9:24:05 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	8/12/2021 9:24:05 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.			