

History Log

Sharon School District (125-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/20/2021 2:23:10 PM	Jeff Lindgren	Status changed to 'CSDE Fiscal Approved'.	S
	10/20/2021 2:19:58 PM	Keith Norton	Status changed to 'CSDE Management Approved'.	S
	10/5/2021 11:10:01 AM	Jessica Cabanillas	Status changed to 'CSDE Grant Contact Approved'.	S
	10/4/2021 5:35:28 PM	Scott Fellows	Status changed to 'Application Edits Completed'.	S
	10/4/2021 3:41:32 PM	Jessica Cabanillas	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S
	8/24/2021 7:13:21 PM	Scott Fellows	Status changed to 'Application Edits Completed'.	S
	8/24/2021 10:37:50 AM	Jessica Cabanillas	Status changed to 'CSDE Grant Contact Returned - Edits Needed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/12/2021 4:21:47 PM	Lisa Carter	Status changed to 'LEA Superintendent Approved'.	S
	8/12/2021 12:48:00 PM	Scott Fellows	Status changed to 'Application Completed'.	S
	8/11/2021 2:39:51 PM	Lisa Carter	Status changed to 'LEA Superintendent Returned - Edits Needed'.	S
	8/3/2021 10:09:55 AM	Scott Fellows	Status changed to 'Application Completed'.	S
	5/24/2021 6:45:51 PM	Jill Pace	Status changed to 'Application Started'.	S
	5/18/2021 9:17:30 AM	eGMS Administrator	Status changed to 'Not Started'.	S

Allocations

Sharon School District (125-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - Allocations

	(1)	ARP ESSER Funds	(2)	ARP ESSER SSA	Total
LEA		\$499,636.00		\$0.00	\$499,636.00
Total		\$499,636.00		\$0.00	\$499,636.00

Contacts

Sharon School District (125-000) 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

Sharon School District (125-000) 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

Sharon School District (125-000) 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

Sharon School District (125-000) 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.

The LEA has been discussing the need to upgrade the ventilation system (to include UV light) for several years, both in school board meetings and meetings with the Boards of Selectmen and Finance in town. The project was brought to the town meeting and approved by the BOF to be part of the non-recurring capital account. With the ESSER funds

appropriate to building projects, it has been decided to retain the funds in the capital non-recurring account (available for future emergencies or building needs). Additionally, in all Region 1 schools, time was provided at the June Board of Education meetings (and advertised as such). Finally, a survey was sent to all families in town (from both the Sharon administration and the Regional High School administration) soliciting feedback on the plans for the use of the ESSER grant. The survey found that 87% or more of families believed that the proposed use of funds were appropriate and a good use of funds. Finally, the suggestions that were provided through the survey typically mimicked the proposed uses.

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

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

Sharon School District (125-000) 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.region1schools.org www.sharoncenteraschool.org

ARP ESSER Uses of Funds

Sharon School District (125-000) 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

Sharon School District (125-000) 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): \$99,927.00

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, students' math and ELA DPI scores will be within 10% of the ESSA milestones (71.6 for ELA and 68.0 for Math). We will use both formative assessments and curriculum-based measures to monitor our progress toward this goal.

Needs Assessment

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

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

* 1. What did your needs assessment reveal as it pertains to priority 1? (use relevant data and limit to 250 words)

Although our needs assessment for ESSER II revealed the need for all available grant money be used for building infrastructure (e.g., the ventilation system), and we anticipated allocating all of the ARP ESSER monies to the same project, we did discover that our students academic performance, as measured by classroom-based grades and the recently released SBAC growth results, suggest a need to focus on learning recovery as we start the 2021-2022 school year. Our growth rate for students in the lowest levels of Level 1 and Level 2 are all less than 80% and in mathematics, the percentage of students reaching target (particularly in mathematics is less than 70%. This suggests the need for us to focus our ARP ESSER grant on Priority 1.

* 2. Based on the needs assessment findings, describe how your strategies for priority 1 address those needs through an equity-focused lens. Access must be focused on our K-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted. (limit to 250 words)

We provided a free regional summer learning program (that was held at Salisbury Central School) that included, as recommended by the Connecticut Center for School change, some academic work (focused tutoring) and some opportunity for enrichment and play. For the first time, we also provided transportation to the location in Salisbury (from Sharon) so that all students would be able to access the summer learning program. Additionally, our pupil services department held a regional summer program (also at Salisbury Central School to minimize building usage) and transported students to the Salisbury location.

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>* Provide free summer learning program (with transportation) to all families in the district and transportation to day care or summer camps.</p>	<input type="checkbox"/>	<p>* Summer 2021 (4 week program) Summer 2022 (if provided)</p>	<p>* Jill Pace</p>	<p>* Student, parent, staff surveys were sent to all participants. The overwhelming response was that all constituents felt that students would be well-prepared to resume in-person learning in the fall.</p>
<p>* Hire a counselor or teaching assistant to assist students with transition difficulties as they return to more "normal" in-person learning to maximize attention, engagement and task completion in math and ELA.</p>	<input type="checkbox"/>	<p>* 2021-2022, 2022-2023 school years.</p>	<p>* Principal: Dr. Karen Manning</p>	<p>* Student disregulation will decline as a result of the availability of the additional individual on staff with a mental health background, reducing the time that students are not in class.</p>

<p>* Purchase copies of "Zones of Regulation" to assist teachers to support social-emotional learning of students during the first year of return to school. Training and materials will support student self regulation and establish positive learning behaviors to increase learning.</p>	<input type="checkbox"/>	<p>* 2021-2022 school year</p>	<p>* Principal: Dr. Karen Manning</p>	<p>* Additional support for teachers in working with students social-emotional-behavioral concerns will allow teachers to have fewer in-class disruptions. A reduction in the number of students being referred to the "reset room".</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.

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>* Install air conditioning throughout the building that includes UV light to "clean" the air.</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 through Spring 2022</p>	<p>Who is the person(s) coordinating implementation and monitoring?</p>	<p>* Principal: Karen Manning Business Manager: Samuel Herrick</p>	<p>Identify the indicators/evidence of progress? How will you know this strategy is impactful?</p>	<p>* Ensuring that the building is free of as many contaminants as possible will help to ensure that the building is able to remain open throughout the next year regardless of the COVID status. Moreover, student comfort in the school building is important to their ability to focus and learn.</p>
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Other Allowable Uses

Sharon School District (125-000) 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

Sharon School District (125-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Object	Total
100 - Personal Services > Salaries	\$60,635.00
200 - Personal Services > Employee Benefits	\$30,000.00
300 - Purchased Professional and Technical Services	\$5,000.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$4,292.20
700 - Property	\$399,708.80
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$499,636.00
Allocation	\$499,636.00
Remaining	\$0.00

Budget Detail

Sharon School District (125-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

100 - Personal Services > Salaries - \$60,635.00 ▼

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Paraprofessional salary to staff the reset room and be available to work with students who experience social-emotional concerns during the school day.
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Mental health services	
LEA / School:	Sharon Center School (125-0111)	
Quantity:	1.00	
Cost:	\$49,172.34	
Line Item Total:	\$49,172.34	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	Summer learning program instructors. In Summer 2021, instructors were paid \$37 per hour; that will change in 2022 during which time individuals will be paid based on their regular daily salary.
Uses of Funds:	Summer learning	

LEA / School: Sharon Center School (125-0111)

Quantity: 1.00

Cost: \$11,462.66

Line Item Total: \$11,462.66

Total for 100 - Personal Services > Salaries: \$60,635.00

Total for all other Objects: \$439,001.00

Total for all Objects: \$499,636.00

Allocation: \$499,636.00

Remaining: \$0.00

Budget Detail

Sharon School District (125-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

200 - Personal Services > Employee Benefits - \$30,000.00 ▼

Budget Detail		Narrative Description	
Object:	200 - Personal Services > Employee Benefits	Health insurance benefits for the paraprofessional who will be working in the reset room. This would provide funding for 2 years.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Mental health services		
LEA / School:	Sharon Center School (125-0111)		
Quantity:	1.00		
Cost:	\$30,000.00		
Line Item Total:	\$30,000.00		
Total for 200 - Personal Services > Employee Benefits:			\$30,000.00
Total for all other Objects:			\$469,636.00
Total for all Objects:		\$499,636.00	
Allocation:		\$499,636.00	

Remaining:

\$0.00

Budget Detail

Sharon School District (125-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

300 - Purchased Professional and Technical Services - \$5,000.00 ▼

Budget Detail		Narrative Description	
Object:	300 - Purchased Professional and Technical Services	Professional learning for Zones of Regulation.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Mental health services		
LEA / School:	Sharon Center School (125-0111)		
Quantity:	1.00		
Cost:	\$5,000.00		
Line Item Total:	\$5,000.00		
Total for 300 - Purchased Professional and Technical Services:			\$5,000.00
Total for all other Objects:			\$494,636.00
Total for all Objects:		\$499,636.00	
Allocation:		\$499,636.00	

Remaining:

\$0.00

Budget Detail

Sharon School District (125-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

600 - Supplies - \$4,292.20 ▼

Budget Detail		Narrative Description	
Object:	600 - Supplies	Supplies to encourage students' ability to accelerate their learning and begin class on grade level.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Providing principals/leaders with r...		
LEA / School:	Sharon School District (125-000)		
Quantity:	1.00		
Cost:	\$2,000.00		
Line Item Total:	\$2,000.00		
Object:	600 - Supplies		Purchase of Zones of Regulation materials for all faculty and staff to allow for increased student self-regulation.
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	1: Learning Acceleration, Academic ...		
Uses of Funds:	Addressing learning loss		

LEA / School:	Sharon School District (125-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$2,000.00"/>	
Line Item Total:	<input type="text" value="\$2,000.00"/>	
Object:	600 - Supplies	
Purpose:	01 - Public School Activities	
ARP ESSER Priority:	1: Learning Acceleration, Academic ...	
Uses of Funds:	Summer learning	
LEA / School:	Sharon Center School (125-0111)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$292.20"/>	
Line Item Total:	<input type="text" value="\$292.20"/>	
	Total for 600 - Supplies:	<input type="text" value="\$4,292.20"/>
	Total for all other Objects:	<input type="text" value="\$495,343.80"/>
	Total for all Objects:	<input type="text" value="\$499,636.00"/>
	Allocation:	<input type="text" value="\$499,636.00"/>

Supplies for the summer school programs.

Remaining:

\$0.00

Budget Detail

Sharon School District (125-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

700 - Property - \$399,708.80 ▼

Budget Detail		Narrative Description	
Object:	700 - Property	Installation of air conditioning with UV light to "kill" viruses and bacteria in the ventilation system.	
Purpose:	01 - Public School Activities		
ARP ESSER Priority:	5: Building Safe and Healthy School...		
Uses of Funds:	Facility repairs/improvement to min...		
LEA / School:	Sharon Center School (125-0111)		
Quantity:	1.00		
Cost:	\$399,708.80		
Line Item Total:	\$399,708.80		
Total for 700 - Property:			\$399,708.80
Total for all other Objects:			\$99,927.20
Total for all Objects:		\$499,636.00	
Allocation:		\$499,636.00	
Remaining:		\$0.00	

ARP ESSER Funds Budget Overview

Sharon School District (125-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

Filter by Location: All - \$499,636.00 ▼

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		60,635.00	60,635.00
200 - Personal Services > Employee Benefits		30,000.00	30,000.00
300 - Purchased Professional and Technical Services		5,000.00	5,000.00
600 - Supplies		4,292.20	4,292.20
700 - Property		399,708.80	399,708.80
Total		Allocation	499,636.00
		Remaining	0.00

Related Documents

Sharon School District (125-000) 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

Sharon School District (125-000) Public School District - FY 2021 - ARP ESSER Funds - Rev 0 - ARP ESSER Funds

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

CSDE Application Review Status Checklist

Sharon School District (125-000) 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 ▼	Jessica Cabanillas	8/24/2021 10:08:58 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 ▼	Jessica Cabanillas	8/24/2021 10:08:58 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 ▼	Jessica Cabanillas	10/5/2021 11:09:56 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 ▼	Jessica Cabanillas	8/24/2021 10:08:58 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 ▼	Jessica Cabanillas	8/24/2021 10:08:58 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.			

-	6. Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide	Not Applicable ▼	Jessica Cabanillas	8/24/2021 10:08:58 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.				
-	7. Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	OK ▼	Jessica Cabanillas	8/24/2021 10:03:21 AM
1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
2. Strategies address needs through an equity-focused lens.				
-	8. Other Allowable Activities	Not Applicable ▼	Jessica Cabanillas	8/24/2021 10:03:21 AM
1. Activities described are allowable.				
2. Description fully explains activity.				
-	9. ARP ESSER Funds Budget	OK ▼	Jessica Cabanillas	8/24/2021 10:18:51 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.				
-	10. Assurances	OK ▼	Jessica Cabanillas	8/24/2021 10:37:38 AM
1. LEA certified ARP ESSER Assurances have been uploaded to LEA Document Library in eGMS.				
-	11. State Set Aside Priority 5: Building Safe and Healthy Schools (No SMART goal required.)	OK ▼	Jessica Cabanillas	8/24/2021 10:03:21 AM
1. Needs assessment summary results are provided (if updating ESSER II Needs Assessment).				
2. Strategies address needs through an equity-focused lens.				