

Measurement

Plans for the Use of ESSER III Funds:

The United States Department of Education (USED) is requiring two plans from all recipients of ESSER III funds:

- 1) A plan for the safe return to in-person instruction and continuity of services
 The requirement for this plan is likely met by your District Reopening Plan submitted to DESE in August of 2020, along with any subsequent amendments (see Tab 3 Assurance). It will need to be revised and resubmitted as necessary every 6 months, including soliciting stakeholder input and considering changes to CDC guidance.
- 2) A plan for the Use of ESSER III Funds, based on broad stakeholder input, and addressing the following:
 - The district's prevention and mitigation strategies, including extent district has adopted CDC recommendations (Step 4.4)
 - How the district will use its 20% reservation of ESSER III funds to address loss of instructional time with evidence-based interventions (Step 4.2 and Tab 6, Budget)
 - How the district will spend the remainder of its ESSER III funds for allowable expenditures: (Tab 5) and budget (Tab 6)
 - How the use of ESSER III funds will address the needs of students, especially those disproportionately impacted by the COVID-19 pandemic. (Tab 4.2, Tab 4.3), including:
 - students from low-income families
 - students of color
 - students with disabilities
 - students experiencing homelessness
 - students in foster care
 - migratory students
 - students who are incarcerated
 - other underserved students

This application, when fully and thoughtfully completed, along with your District Reopening Plans, will constitute the plans required by USED. These plans must be published on your website and must be accessible to families in a language they understand, either translated in writing or orally, as well as in an accessible format for those with disabilities. You should expect that DESE will be collecting data and other information from you as a result of implementation of your plans for and use of ESSER funds.

Step 4.2 of 4.3

ESSER III regulations require that the stakeholder groups below be meaningfully consulted as part of the planning process for use of ESSER III funds. Which of the following groups have you consulted with? (check all that apply)

<input type="checkbox"/>	Students	
<input type="checkbox"/>	Families	
<input type="checkbox"/>	School and District administrators, including special education administrators	
<input type="checkbox"/>	School leaders	
<input type="checkbox"/>	Teachers	
<input type="checkbox"/>	Other educators	
<input type="checkbox"/>	School staff	
<input type="checkbox"/>	Unions representing educators and school staff	
<input type="checkbox"/>	Tribe(s)*	Not Applicable
<input type="checkbox"/>	Civil rights organizations (including disability rights organizations)*	
<input type="checkbox"/>	Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.*	

*To be checked present in or served by the district.

TIP: The cells in the right column will be red until you either 1) check the box next to the stakeholder in the left-hand column or 2) write your plan to consult the stakeholder group in the left-hand column.

Step 4.2 of 4.3

Evidence-Based Strategies, Interventions, and Supports:
 Describe how ESSER III funds, including the required 20% reservation, will be used to respond to students' social, emotional and academic needs through evidence-based interventions, how progress will be measured, and how/what interventions address disproportionate impact of COVID-19 on underserved subgroups. Select from the following list of evidence-based interventions and provide a narrative at the bottom of this step for any of your district's evidence-based initiatives that are not listed. **Note: Your district's 20% reservation to address loss of instructional time must be spent on evidence-based interventions.**

Enhanced Core Instruction	Our district is using ESSER III funds for this strategy	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?
Expanding access to full-day, high-quality prekindergarten	Select	Select	
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	Student progress as determined by local assessments including formative assessments, grades, attendance and student engagement
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	Student progress as determined by local assessments including formative assessments, grades, attendance and student engagement
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	Student progress as determined by local assessments including formative assessments, grades, attendance and student engagement

This strategy will address the disproportionate impact of COVID-19 on students with disabilities, English learners, and students experiencing homelessness and students in foster care. This strategy will address equal access to curriculum and instruction.

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Expanding access to career-technical education (including "After Dark" district/vocational partnerships), innovation pathways, and advanced placement courses (including the subsidies and teacher training)	Select	Select	Student progress as determined by local assessments including formative assessments, grades, attendance and student engagement.		This strategy will address the disproportionate impact of COVID-19 on students with disabilities, English learners, and students experiencing homelessness and students in foster care. This strategy will address equal access to curriculum and instruction.
Extending the school day/year and prioritizing student access to additional time by student need	Yes	Yes			
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Select	Select			
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Select	Select			
Early college programs, particularly those focused on students underrepresented in higher education	Select	Select			
Targeted Student Supports	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?		Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (such as major racial and ethnic groups, students from low income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which groups are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development	Yes	Yes	Student progress as determined by local assessments including formative assessments, grades, attendance and student engagement		This strategy will address the disproportionate impact of COVID-19 on students with disabilities, English learners, and students experiencing homelessness and students in foster care. This strategy will address equal access to curriculum and instruction.
Acceleration academies (during school year/vacation) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	Student progress as determined by local assessments including formative assessments, grades, attendance and student engagement.		This strategy will address the disproportionate impact of COVID-19 on students with disabilities, English learners, and students experiencing homelessness and students in foster care. This strategy will address equal access to curriculum and instruction.
Language support programs, including dual language and heritage language programs (students learning in home/native language) and associated professional development	Select	Select			
Community-based after-school programs for parents, including citizenship and ESL classes	Select	Select			
Dropout prevention and recovery programs	Select	Select			
Talent Development and Staffing	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?		Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (such as major racial and ethnic groups, students from low income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which groups are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals.	Select	Select			
Diversifying the educator workforce through recruitment and retention strategies	Select	Select			
Strategies to staff hard-to-staff schools and positions with high-performing educators	Select	Select			
Increasing staff and opportunities for arts, enrichment, world languages, athletics, and elective courses	Select	Select			
Increasing high-quality common planning time for teachers and academic support staff	Select	Select			
Developing leadership pipeline programs for schools	Select	Select			
Labor-management partnerships to improve student performance	Select	Select			
Conditions for Student Success - Social/Emotional and Mental Health Supports	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?		Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (such as major racial and ethnic groups, students from low income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which groups are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	Select	Select			
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Select	Select			
Working with community-based organizations that provide enrichment during the school day and/or out of school time	Select	Select			
Arranging for wraparound services to be provided at schools	Select	Select			
Engaging community partners to build capacity among educators and support personnel to implement equitable and culturally responsive learning environments	Yes	Yes	Student progress as determined by local assessments including formative assessments, grades, attendance and student engagement.		This strategy will address the disproportionate impact of COVID-19 on students with disabilities, English learners, and students experiencing homelessness and students in foster care. This strategy will address equal access to curriculum and instruction.
Create transitional programs, partnering with community based organizations, for students with mental health or behavioral/referred absences returning to school	Yes	Yes	Student progress as determined by local assessments including formative assessments, grades, attendance and student engagement		This strategy will address the disproportionate impact of COVID-19 on students with disabilities, English learners, and students experiencing homelessness and students in foster care. This strategy will address equal access to curriculum and instruction.
Parent-teacher/home-visiting programs to build positive relationships between home and school	Select	Select			

Facilities improvements to create healthy and safe school environments	Yes	No	Student progress as determined by local assessments including formative assessments, grades, attendance and student engagement.	What data will you use to measure progress?	This strategy will address the disproportionate impact of COVID-19 on students with disabilities, English learners, and students experiencing homelessness and students in foster care. This strategy will address equal access to curriculum and activities.
Other interventions/Strategies/Supports <i>Use this section to describe any other strategies your district will fund with ESSE for that are not listed above</i>					How do you plan to address the disproportionate impact of COVID-19 on underserved student subgroups (such as English learners, students with disabilities, students from low income families, students with homelessness, foster care, students with disabilities, English learners, gender nonconforming students, students experiencing homelessness, and students in foster care)? If yes, please explain which groups are being served, what impact is being addressed, and how this strategy/intervention will provide support.
				Select	
				Select	
				Select	
				Select	
				Select	
				Select	

Step 4.3 of 4.4
Equitable Use of ESSER III Funds

How is your district taking educational equity into account when planning for expending your ESSER III funds?
 For example,
 1) allocating funds both to schools and districtwide activities based on student needs, and
 2) implementing an equitable and inclusive return to in-person learning by, for example, avoiding over-use of exclusionary discipline and creating a positive and supportive learning environment for all students.

The District will allocate funds across the two schools by implementing equitable programs and supports to the neediest of students including students with disabilities, students from low income families, English learners, and students experiencing homelessness and in foster care.

Step 4.4 of 4.4
CDC School Safety Recommendations
This information will come from your District Reopening Plan as well as any supplemental/ revised reopening policies for your district

CDC Recommendation	Does your district have a policy on this topic?	If "no," to it described in your District Reopening Plan, please briefly describe here.
1 Universal and correct wearing of masks	Yes	Yes
2 Modifying facilities to allow for physical distancing (e.g., use of cohorts/pooling)	Yes	Yes
3 Handwashing and respiratory etiquette	Yes	Yes
4 Cleaning and maintaining healthy facilities, including improving ventilation	Yes	Yes
5 Contact tracing, isolation, quarantine in collaboration with health departments	Yes	Yes
6 Diagnostic and screening testing	Yes	Yes
7 Efforts to provide vaccination to school communities	Yes	Yes
8 Appropriate accommodations for children with disabilities with respect to health and safety policies	Yes	Yes
9 Coordination with state and local health officials	Yes	Yes

TIP: Note that your district is not required to adopt CDC school safety recommendations to receive ESSER III funds. The data is being collected for reporting purposes.

Applicant Information

Note: All fields prefaced with an asterisk (*) are mandatory and must be completed.

Allocation Amount: \$1,351,378

General

Program name: ESSER III

Fund Code: 119

Fiscal Year: 2022

Will this project be using funds assigned by more than one agency? No

Will any allocation funds be assigned to another agency? No

If Yes is selected:

You must attach a completed Schedule A in Word or PDF format to this application, with signatures and the amount of funds assigned by each participating agency, when completing the "Attachments List" step of the application.

Applicant Grant Information

Applicant: Masconomet

LEA/District Code: 0705

Address 1: 20 Endicott Rd

Address 2:

City: Boxford

Applicant: Masconomet

0705

Project: FY22 ESSER III - FC119 - Masconomet 0705

119-580583-2022-0705

State: Massachusetts

ZIP Code: 01921

Phone Number: (978) 887-2323

Superintendent / Executive Director

Name: Michael M. Harvey, Ed.D.

Title: Superintendent

Phone Number: (978) 887-2323

Extension: 61040

Alternate:
(i.e. Summer Phone #)

Fax Number:

Email Address: mharvey@masconomet.org

Applicant Contacts

At least one primary contact person must be added before the grant can be submitted. Click on the document icon to the left below to add contact persons associated with this application.

Contacts added should be people who can answer programmatic questions and if applicable the person who is entering this application on their behalf.

First Name	Last Name	Title	Phone Number	Ext	Email Address	Alternate Phone #
Jeffrey	Sands	Asst Superintende...	(978) 887-2323	61030	jsands@masconomet...	---

Applicant Contacts

Note: All fields prefaced with an asterisk (*) are mandatory and must be completed.

First Name: Jeffrey

Last Name: Sands

Title: Asst Superintendent for Finance and Operations

Phone Number: (978) 887-2323

Extension: 61030

Email Address: jsands@masconomet.org

**Alternate Phone #
(i.e. Summer Phone #)**

Budget Entry

Response to this field is only required when amending the grant

Please explain the reason for amending your grant. When making a budget change, please identify the line number and the amount changed.

Response:

Budget Information

ALLOCATION OF FUNDS

1. Administrator Salaries:	Comments	# of Staff	FTE	MTRS	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total						

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

2. Instructional/Professional Staff Salaries:	Comments	# of Staff	FTE	MTRS ¹	Amount	Select a Primary Function
Medical/Therapeutic Services	District-wide COVID Coordinator including Testing Center Oversight	1	1.00	<input type="checkbox"/>	\$54,000	Coordinating activities with public health agencies
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total					\$54,000	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

3. Support Staff Salaries:	Comments	# of Staff	FTE	MTRS ¹	Amount	Select a Primary Function
				<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Sub-Total					\$0	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

4. Stipends:	Comments	# of Staff	Rate	Rate Type	MTRS ¹	Amount	Select a Primary Function
Teacher/Instructional Staff Professional Days	Enhanced Core Instruction	22	32000	Flat	<input type="checkbox"/>	\$320,000	Other activities re: maintaining district activities and continuing staff employment
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
Sub-Total						\$320,000	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

5. Fringe Benefits:	Comments	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)		\$0
5-b Other		
Health Insurance		
Other Retirement Systems		
Federal Insurance Contributions Act (FICA)		
Other (Explain)		
Sub-Total		\$0

6. Contractual Services: Indicate the services to be provided and the rate to be paid per hour or per day.	Comments	Rate	Rate Type	Amount	Select a Primary Function

Consultants/Professional Development for Teachers & Support Staff	Workforce Development	112500	Flat	\$112,500	Planning/implementing summer learning and/or afterschool programs
Consultants/Professional Development for Teachers & Support Staff	SEL and Mental Health Supports	96000	Flat	\$96,000	Meeting unique needs of special student populations
Contracted Service Providers - Other Student Services	Campus-wide Accessibility ADA Review	10000	Flat	\$10,000	Meeting unique needs of special student populations
Other	Enhanced Cleaning Services	120000	Flat	\$120,000	Supplies to sanitize schools and district facilities
Sub-Total				\$338,500	

If “Other” has been selected above, you must provide details in the corresponding Comment sections.

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Comments	Amount	Select a Primary Function
Other	HVAC Air Filter Replacements	\$85,200	Activities related to improving indoor air quality in school facilities
Other Instructional Materials (non-testing/assessment)	Student Chromebooks	\$319,950	Acquiring education technology for students to facilitate remote learning
Other	Touchless faucets and flushometers	\$109,100	Supplies to sanitize schools and district facilities
Other	Touchless Water Filling Stations	\$29,628	Supplies to sanitize schools and district facilities
Sub-Total		\$543,878	

If “Other” has been selected above, you must provide details in the corresponding Comment sections.

8. Travel: Mileage, conference registration, hotel, and meals.	Comments	Amount	Select a Primary Function
Sub-Total			

If “Other” has been selected above, you must provide details in the corresponding Comment sections.

Project Expenditures - Detailed Information

Note:

Lines 1 to 9 and 11 on this form are automatically populated based on details entered on Activity forms. To change these totals, edit the Budget Entry form. The Indirect Cost information, if applicable, should be entered directly in Line 10 on this form.

STAFFING CATEGORIES DETAIL EXPENDITURES

1. Administrator Salaries:	# of Staff	FTE	MTRS ¹	Amount
Administrator Salaries (MTRS)			<input type="text"/>	
Administrator Salaries (non-MTRS)				
Sub-Total				

2. Instructional/Professional Staff Salaries:	# of Staff	FTE	MTRS ¹	Amount
Instructional/Professional Staff Salaries (MTRS)	0	0.00	<input type="text"/>	\$0
Instructional/Professional Staff Salaries (non-MTRS)	1	1.00		\$54,000
Sub-Total				\$54,000

3. Support Staff Salaries:	# of Staff	FTE	MTRS ¹	Amount
Support Staff Salaries (MTRS)	0	0.00	<input type="text"/>	\$0
Support Staff Salaries (non-MTRS)	0	0.00		\$0
Sub-Total				\$0

4. Stipends:	# of Staff	MTRS ¹	Amount
Stipends (MTRS)	0	<input type="text"/>	\$0
Stipends (non-MTRS)	22		\$320,000
Sub-Total			\$320,000

5. Fringe Benefits:	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)	\$0
5-b Other (total)	\$0
Sub-Total	\$0

6. Contractual Services: Services provided and the amount to be paid.	Amount
Contractual Services Total	\$338,500

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Amount
Supplies and Materials Total	\$543,878

8. Travel: Mileage, conference registration, hotel, and meals.	Amount
Travel Total	

9. Other Costs:	Amount
Other Costs Total	

10. Indirect Costs:	Rate (%)	Cannot exceed approved rate	Amount
Indirect Costs:			

11. Equipment: List only items costing \$5,000 or more per unit.	Amount
Equipment Total	\$95,000

Total Allocation Amount: \$1,351,378
Total Funds Requested: \$1,351,378
MTRS Applicable Amount: \$0
Balance Remaining: \$0



ESSER III Grant Application Review

October 20, 2021

Prepared by:

Michael M. Harvey, Superintendent of Schools
Jeffrey D. Sands, Assistant Superintendent of Schools
Patricia Bullard, Assistant Superintendent of Schools
Mary Jo Carabatsos, HS Principal
Phil McManus, MS Principal



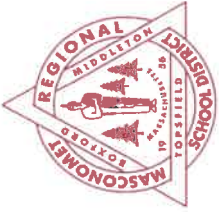
ESSER III - Highlights

- **OVERVIEW**

- The American Rescue Plan (ARP) Act of 2021 was enacted on March 11, 2021. The ARP Act provides additional funding for school districts to respond to the COVID-19 Pandemic. The Education portion of ARP is known as the Elementary and Secondary School Emergency Relief Funds (ESSER III or ARP ESSER).
- District Applications were to be submitted to the DESE by October 4, 2021

- **ALLOCATIONS**

- States received ESSER III funds based on their share of total Title I funding. Then, states allocate and distribute 90 percent of funds to districts based on each district's share of Title I in FY21.
- ESSER III funds are not Title I funds and therefore are not restricted by Title I parameters.
- ESSER III is an Entitlement Grant which is based on a formula prescribed in legislation.
- Masconomet's ESSER III allocation is \$1,351,378



ESSER III - Highlights

- **KEY INFORMATION**
 - The period of performance is through 9/30/2024 (end of Q1 of FY25)
 - Allowable costs for ESSER III are the same as ESSER I & II. Funds have substantial flexibilities in allowable uses to allow districts to mitigate the effects of COVID-19 on students, families, and staff and to prepare for the reopening of school systems and to address lost instructional time.
 - There is no Equitable Services Requirement for ESSER III
 - Unlike ESSER I & II, ESSER III contains new requirements, including:
 - District Plan for Safe Return to In-Person Instruction
 - Consultation with district stakeholders
 - At least 20% of the award must be spent on mitigating lost instructional time
 - A new Maintenance of Equity provision
 - ESSER III funds are not subject to supplement not supplant rules
 - Capital expenditures of \$30,000 or more will require prior approval by submitting required forms
 - Masconomet's Draft ESSER III Application was submitted to DESE on October 4, 2021



ESSER III – Stakeholder Engagement

- District Leadership has consulted with numerous Stakeholder Groups in an effort to determine District priorities, including:
 - Students
 - Families
 - School and District administrators, including special education administrators
 - School Leaders
 - Teachers
 - Other educators
 - School staff
 - Unions representing educators and school staff
 - Civil rights organization, including disability rights organizations
 - Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, and justice-involved youth.



ESSER III – Assurance 1

In-Person Instruction Plan

In-Person Instruction Plan Requirement

ESSER III requires that within 30 days of receiving ESSER III funding, districts must publish, on the public pages of their websites, a plan for the safe return to in-person instruction and continuity of services. The plan must be made available for public comment, which should be considered in plan development. If a district already has in place a plan that incorporated public comment and is published on district website, no additional plan is required. [District Reopening Plans](#) submitted to the Department in the summer of 2020 likely qualify for purposes of ESSER III. Regardless of when your plan was created, all districts must revisit and revise the plan as necessary within 6 months of approval of your ESSER III grant application and at least every 6 months thereafter through the life of the ESSER III grant award.

Our district will/has met the In-Person Instruction Plan Requirement with an existing plan, *or*

Yes



ESSER III – Assurance 2

Mitigating Lost Instruction Time

Reservation (20%) to address lost instruction and disproportionate impact

Each district must reserve at least 20% of its ESSER III allocation to address learning loss through the implementation of **evidence-based interventions** and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and children and youth in foster care).

Our district will reserve and spend at least 20% of our ESSER III funds to address the impact of lost instructional time using evidence-based interventions and the disproportionate impact of the COVID-19 pandemic on our students as described above.

Yes



ESSER III – Assurance 3

Maintenance of Equity

Maintenance of Equity Requirement

As a condition of receiving its allocation of ESSER III funds, your district must agree to the following for both FY22 and FY23:

- **State and Local funds:** Your district will not reduce the per-pupil allocation of state and local funds to your high-poverty schools by more than the total reduction of these funds to all schools divided by the total number of students enrolled in all of your schools for that fiscal year, and
- **Full-time Equivalent Staff:** Your district will not reduce the per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds the total reduction in full-time equivalent staff in all of your schools (if any) divided by the number of students enrolled in all of your schools for that fiscal year.

High-poverty schools means schools that are in the highest quartile (25%) of the district's schools based on the percentage of economically disadvantaged schools served. Based on March 2021 SIMS data, your district's schools are listed below, ranked based on percentage of economically disadvantaged students. The schools appearing in green boxes comprise your highest quartile, rounded to the highest number.

Exceptions: Districts with 1) a single school, 2) a single school per grade, or 3) less than 1,000 enrolled students are not subject to the maintenance of equity requirement. *There is also an exception for an exceptional or uncontrollable circumstances, such as unpredictable changes in student enrollment or a precipitous decline in state and local funds available to the district. If you believe such an exception applies to your district, please contact your liaison to discuss.*

Our district is exempt from meeting the Maintenance of Equity Requirement because we meet the following exception:

We are a single school district



ESSER III – Stakeholder Survey Results

- 481 Total Responses to Survey
 - 352 Parents
 - 120 Students
 - 115 Community Members
- Survey asked preferences in four main areas from ESSER III Grant Proposal.
 - Enhanced Core Instruction
 - Targeted Supports
 - Talent Development and Staffing
 - Conditions for Student Success--Social/Emotional and Mental Health Supports
- Survey asked respondents to rank options by level of importance.



ESSER III – Stakeholder Survey Results

Enhanced Core Instruction	Percent Responding “Somewhat Important” or “Very Important”
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	70%
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	70%
Expanding access to career-technical education (including "After Dark" district/vocational partnerships), innovation pathways, and advanced placement courses (including fee subsidies and teacher training)	67%



ESSER III – Stakeholder Survey Results

Targeted Supports	Percent Responding “Somewhat Important” or “Very Important”
Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development	68%
Professional development on best practices to address unfinished student learning	54%
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	54%



ESSER III – Stakeholder Survey Results

Talent Development and Staffing	Percent Responding “Somewhat Important” or “Very Important”
Increasing staff and opportunities for arts, enrichment, world languages, athletics, and elective courses	74%
Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals.	72%
Strategies to staff hard-to-staff schools and positions with high-performing educators	58%
Increasing high-quality common planning time for teachers and academic support staff	57%



ESSER III – Stakeholder Survey Results

Conditions for Student Success-- Social/Emotional and Mental Health Supports	Percent Responding “Somewhat Important” or “Very Important”
Facilities improvements to create healthy and safe school environments	80%
Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	76%
Working with community-based organizations that provide enrichment during the school day and/or out of school time	75%
Create transitional programs, partnering with community-based organizations, for students with mental health or behavioral-related absences returning to school	66%



ESSER III – DRAFT Budget Summary

Expense Category	\$ Budgeted
Enhanced Core Instruction (1)	\$320,000
Workforce Development	112,500
SEL and MH Supports	96,000
COVID Coordinator including Testing Site	54,000
Educational Technology	414,950
Facility Improvements & Sanitization	353,928
Totals:	\$1,351,378
(1) At least 20% of the total award must be spent on mitigating lost instructional time. (minimum equals \$270,269).	



ESSER III – DRAFT Budget Details

Enhanced Core Instruction	\$ Budgeted	Comments
School Year Math Academies	\$72,000	After School in FY22, FY23, & FY24; 4 Teachers 2 days/week
School Year ELA Academies	\$72,000	After School in FY22, FY23, & FY24; 4 Teachers 2 days/week
Summer Math Academies	\$60,000	Summer FY23 & FY24
Summer ELA Academies	\$60,000	Summer FY23 & FY24
Training for Co-Teaching Models	\$56,000	Includes staff per diem for teachers to participate in training
Total	\$320,000	



ESSER III – DRAFT Budget Details

Workforce Development	\$ Budgeted	Comments
Teacher and Administrator Training	\$112,500	Includes cost of training and per diem for teachers to participate.
Total	\$112,500	

SEL and MH Supports	\$ Budgeted	Comments
IDEAS Training	\$80,000	Includes cost of membership, training and per diem for teachers to participate for FY23 and FY24.
Social Emotional Curriculum Training	\$16,000	
Total	\$96,000	



ESSER III – DRAFT Budget Details

Educational Technology	\$ Budgeted	Comments
Student Chromebooks (1,350)	\$319,950	Replace student chromebooks at expected end of life in FY24 & FY25
Fiber Optic Network Upgrade	95,000	Replace 20+ year old fiber optic network throughout Campus
Totals:	\$414,950	
Facility Improvements & Sanitization	\$ Budgeted	Comments
HVAC Air Filter Replacements	\$85,200	MERV13 & HEPA Replacement Filters 3x per year in FY23 & FY24
Touchless Faucets (100)	57,900	Throughout campus bathrooms (student, staff and locker rooms) in FY23
Touchless Flushometers (100)	51,200	Throughout campus bathrooms (student, staff and locker rooms) in FY23
Touchless Water Filling Stations (9)	29,628	Replacing remaining existing traditional bubblers in FY23
Enhanced Cleaning Services	120,000	+3 Day Porters to sanitize lunch rooms and high touch areas in FY23
ADA Accessibility Review	10,000	Including paths of travel, parking, ramps, stairs, signage, restrooms, etc.
Totals:	\$353,928	



ESSER III Application Review

Questions?