

Carver

**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 Assurances). It will need to be revisited and revised 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 respond to the **academic, social, emotional and mental health needs** of all 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
      - English learners
      - 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 4.1 of 4.4	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)	If you have not yet consulted with this group in planning for use of ESSER III funds, when and how do you plan to get their input?
<input checked="" type="checkbox"/>	Students	
<input checked="" type="checkbox"/>	Families	By November, school leaders will have met with representatives from their school councils to solicit input.
<input checked="" type="checkbox"/>	School and District administrators, including special education administrators	
<input checked="" type="checkbox"/>	School leaders	
<input checked="" type="checkbox"/>	Teachers	By November, school leaders will have met with representatives from their school councils to solicit input.
<input checked="" type="checkbox"/>	Other educators	By November, school leaders will have met with representatives from their school councils to solicit input.
<input checked="" type="checkbox"/>	School staff	
<input checked="" type="checkbox"/>	Unions representing educators and school staff	By November, school leaders will have met with representatives from their school councils to solicit input.
<input type="checkbox"/>	Tribes*	NA
<input checked="" type="checkbox"/>	Civil rights organizations (including disability rights organizations)*	By November, school leaders will have met with representatives from their school councils to solicit input.
<input checked="" 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.*	By November, school leaders will have met with representatives from their school councils to solicit input.

**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.

\*To the extent present in or served by the district

**Step 4.2 of 4.4 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/if chosen 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.**

	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?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, 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 group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
<b>Enhanced Core Instruction</b>				
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	Select	Select		
Professional development for teachers and administrators re: culturally responsive teaching	Select	Select		
Screening assessments and associated professional development (e.g., early literacy screening)	Select	Select		
Expanding access to career-technical education, innovation pathways, and advanced placement courses (including fee subsidies and teacher training)	Select	Select		
Extending the school day/year and prioritizing student access to additional time by student need	Select	Select		
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	Yes	NWEA will become our primary, evidence based formative assessment tool across the district. We will utilize the data from these periodic assessments to inform and adjust our intervention supports for students	Yes. Utilizing an objective, evidence based assessment tool ensures that we are proactively identifying the learning needs of students before learning gaps grow. This is especially important for historically underserved student populations. In our district, the strengthening of our data cycles will especially support interventions for students with disabilities and low income
Early college programs, particularly those focused on students underrepresented in higher education	Select	Select		
<b>Targeted Student Supports</b>				
Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development	Yes	Yes	NWEA will provide periodic data which can be used to drive intervention and inform instruction, support and reteaching as needed.	Yes. This action step is linked to the aforementioned step. The district is adding an interventionist who is dedicated to support
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	individualized formative assessments	Yes. Providing targeted, small group and individualized summer supports will allow instructors to work closely with some of our
Language support programs, including dual language and heritage language programs (students learning in-home/native language) and associated professional development	Select	Select		
Community-based afterschool programs for parents, including citizenship and ESL classes	Select	Select		
Dropout prevention and recovery programs	Select	Select		
<b>Talent Development and Staffing</b>				
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	Yes	Select	Carver is committed to an individualized approach to supporting all students. In addition to the other interventions outlined in our ESSER plan, our district will provide stipends to teachers, educational support	This strategy supports all students and is not targeted at any one group or subgroup.

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 (each major racial and ethnic group, 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 group(s) 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	Yes	Yes	The addition of a counselor is intended to provide another layer of SEL support and intervention to keep high risk students attending class (both <a href="https://cfs.illinois.gov/mental-health-and-well-being">https://cfs.illinois.gov/mental-health-and-well-being</a> will assess resource usage this year)	Yes. Prior to COVID, our schools already had a small group of very high needs SEL students. The pandemic has amplified their SEL needs and expanded the number of students for whom attending school has become a real challenge. The goal of our additional counselor is to help these students return and refocus their attention on learning.
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	Select	Select		
Create transitional programs, partnering with community based organizations, for students with mental health or behavioral-related absences returning to school	Select	Select		
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	Select	The district reviews air flow data and is using ESSER 3 funds to address HVAC maintenance and update needs, particularly at our middle/high school facilities and for the new computer building.	This strategy supports all students and staff.
<b>Other Interventions/Strategies/Supports</b> Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above		<b>This strategy will address pandemic-related learning loss/disproportionate impact</b>	<b>What data will you use to measure progress?</b>	<b>Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial and ethnic group, 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 group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.</b>
		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 is utilizing a multifaceted approach to support all students using the ESSER III funds. Our investment in expanding counseling services is designed to support a broad set of SEL needs. We are strengthening our literacy and mathematics intervention program across elementary, middle and high school with the addition of focused interventionists as well as subject specific educational support professionals. We are also supporting teachers' efforts at the classroom level, acknowledging the time and energy they will put into student specific data analysis and intervention to close gaps with the children in their classes over the course of the next 3 years. This combination of district wide, school and classroom based strategies is designed to maximize the effectiveness of support through evidence based, grade and subject specific practices.

**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 or policies on this topic?	If "Yes," is it described in your District Reopening Plan?	If you have a policy but it is not 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/podding)	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	Select One	The district has hosted vaccinations on school campus to support community vaccination efforts.
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. This data is being collected for reporting purposes.

**TIP:** If you have a policy on the CDC recommendation, but answer "No" that it is not described in your District Reopening Plan, this cell will turn red until you write a description in the cell.

Massachusetts Department of Elementary & Secondary Education  
FY22 Elementary and Secondary School Emergency Relief III Fund Application  
Fund Code 119

Overview

This application allows LEAs (districts and other eligible entities, referred to in this application collectively as districts) to apply for funding for the following federal program: **Fund Code 119, Elementary and Secondary School Emergency Relief (ESSER III) Fund** authorized by the American Rescue Plan Act (2021) (ARPA). While similar to ESSER I and II, funded by the CARES and CRRSA Acts, respectively, there are modifications to the amount of funding for each district, new maintenance of equity requirements, and requirements that each district have two plans (one for returning to in-person learning and one for effective use of ESSER III funds (see below)). **ESSER III does not require districts to provide equitable services to private schools.**

**New 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 any school that is in the highest quartile (25%) of the district's schools based on the percentage of economically disadvantaged schools served. Your schools with reported economically disadvantaged students by percentage (based on March 2021 SIMS data) will prepopulate on Tab 3 (rounded up to the nearest whole school).

**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.

**New In-Person Learning and ESSER III Fund Implementation Plan Requirements**

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 have been available for public comment, which was considered in plan development. Districts may use their District Reopening Plans submitted to DESE or another plan that the district has in place to meet this plan requirement. You will be asked to indicate your district reopening plan status on Tab 3.

Your district must also submit a plan for the use of ESSER III funds (Implementation Plan), that meets requirements set out by USED, including how the district will use ESSER III funds to: combat learning loss (see required reservation, next paragraph), address the academic, social, emotional, and mental health needs of students, especially those groups most impacted by the pandemic, and other spending and mitigation/prevention information. Stakeholder outreach and input is essential for these plans. This application, fully and thoughtfully completed, will constitute the district's plan, once approved by DESE. See Tab 4 for more information.

**New Reservation of 20% of total ESSER III funds to address learning loss**

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).

**Application due date is Monday, October 4, 2021.** A start date cannot be given until you have submitted a substantially approvable application and budget for the grant. While applications are available and may be submitted prior to July 1, 2021, the earliest start date for this grant is July 1, 2021. If you have questions about these deadlines, please contact your [federal grants liaison](#).

First Step: Saving the File

Save this file to your computer (**Important: ensure macros are enabled**). Rename the file by replacing the words 'leacode' in the file name with your 4-digit district code. For example, Abington (0001) would rename the file as 'ESSERIII-0001.xlsm'. Do not change the filename except for your district's 4-digit code. Users of Macintosh computers must save as a macro-enabled file (with an .xlsm extension) to their desktop for the workbook to function properly.

Tips for Completing the ESSER III Fund Application

**Workflow and printing:**

- Complete the Signature Page first. The rest of the tabs do not need to be completed in order, but your application will not be considered substantially approvable if you leave required information blank.
- Complete the steps on each tab in the order that they are numbered. Note that some steps may not be required for your district and may be skipped.
- The [Budget worksheet \(Tab 6\) must be completed](#). This tab mirrors the budget entry page in EdGrants with the addition of sections re: equipment and certain contracts. The budget worksheet is mandatory, in addition to entering budget information in EdGrants.
- This workbook is structured to be used in electronic format. However, you can print a copy using Excel's print preview functions to set the appearance and paper orientation to best fit your completed application.

**Color-coding and cell features:**

- Those cells that appear light yellow require districts to input information. Text may be pasted into these cells as long as the source of the information has no Excel formulas or formatting.
- Those cells that appear light gray will automatically populate based on information your district supplies on the application or from preloaded data already reported to the Department of Elementary and Secondary Education (DESE) (for example, SIMS data). Do not cut and paste information from other pages or sources into gray cells!
- Those cells that appear in light orange offer a dropdown menu from which districts can choose a supplied response. Do not cut and paste information from other pages or sources into orange cells!
- Throughout the tabs of this application you will find instruction boxes, tip boxes (pink) to help avoid common mistakes, and resource boxes (tan) that include links to materials outside the application with more detailed, grant-related information.

Submit the FY22 ESSER III Application as an **Excel** workbook via  
[EdGrants Front Office web page](#)

**EdGrants Submission Information:**

Most districts/applicants already have designated control users in EdGrants Front Office, who have access to submit grant applications as well as to make payment requests. Each district/applicant needs to ensure that it has an authorized control user prior to grant submission. If a district waits until its grant submission is ready to submit before inquiring about a new username/login, grant submissions may be delayed several business days waiting for control user set-up. Please review the [EdGrants Security Controls documents](#) and/or contact DESE's Grants Management Office, 781-338-6595 or [EdGrants@mass.gov](mailto:EdGrants@mass.gov), regarding assigning your EdGrants Front Office control users.

The district/applicant control users will register each grant opportunity, create each grant project and enter contact information, budget, and required attachments in EdGrants. All districts' business offices have been contacted with information regarding training. If you are unsure of who in your office is a control user, please contact your business office. **The ESSER III Fund Application Workbook and a signed and dated .pdf of the Signature Page (Tab 1) must be uploaded with your budget in EdGrants.**

Applications are due by **Monday, October 4, 2021**

**NOTE ON SUBMISSION TIMELINE:**

- The start date will be the later of the date on which the district submits substantially approvable information and budget for the grant or July 1, 2021.
- Responding quickly to requests for information can result in an earlier approval of your grant application.
- Grant payment notices will be available in EdGrants after the grant application has been approved and the initial payment is processed.

**Massachusetts Department of Elementary and Secondary Education**  
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS

**UPLOAD A SCANNED, SIGNED COPY OF THIS PAGE WITH THE DATE OF SUBMISSION TO EDGRANTS WITH THE BUDGET FOR ESSER FUND CODE 119**

District staff with the role of "control user" in EdGrants have been provided user log-in names and passwords and have been trained to submit a grant application via EdGrants. Provide all required application materials to your district control user with access to EdGrants in order to submit budget and attachments.

**Applications are due by Monday, October 4, 2021**

District Name:

Code:

Address: 3 Carver Square Blvd.  
Carver, MA 02330

DESE Federal Grant Liaison: Nancy Labrie  
Phone number: 781-338-3536  
Email: nancy.h.labrie@mass.gov

I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS, INCLUDING USING THE GRANT FUNDS FOR ACTIVITIES ALLOWABLE UNDER THE AMERICAN RESCUE PLAN ACT OF 2021. IN ADDITION, THE APPLICANT AGENCY ACKNOWLEDGES AND AFFIRMS THAT ITS FY22 FEDERAL GRANT ASSURANCES (AS WELL AS ANY FUTURE ASSURANCES PROVIDED DURING THE GRANT PERIOD) APPLY TO THIS GRANT.

AUTHORIZED SIGNATURE:   
PRINTED NAME:

TITLE:   
SUBMISSION DATE:

FY2022 Allocation	FEDERAL GRANT	PROJECT DURATION		TOTAL ALLOCATION
	ESSER III Fund Fund Code 119	FROM	TO	
		THE LATER OF: UPON APPROVAL OR JULY 1, 2021	6/30/2022	\$1,242,609
			Total Allocation for Schedule A Consortium <i>For Those Districts Filing Schedule A only</i>	

**UPLOAD A SCANNED, SIGNED COPY OF THIS PAGE WITH THE DATE OF SUBMISSION TO EDGRANTS WITH THE BUDGET FOR THIS GRANT**  
**BY OCTOBER 4, 2021**

Carver (0052)

<b>District Contact Information</b>	
<i>Please provide information for primary district contacts for your district's ESSER III Fund application</i>	
<b>ESSER III Fund Application</b>	
Name of Primary Contact:	Ron Griffin
Title:	COFO
Phone:	508.866.6110
Email:	griffin@carver.org
<b>EdGrants Control User (person responsible for uploading to EdGrants, if different person from above)</b>	
Name of Primary Contact:	Tammy Veracka
Title:	Business Office Administrative Assistant
Phone:	508.866.6102
Email:	verackat@carver.org

Carver (0052)

### Assurances for ESSER III

**Assurance 1**  
*In-Person Instruction*

**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.

**Choose one:**

Our district will/has met the In-Person Instruction Plan Requirement with an existing plan, <i>or</i>	<b>Select One</b>
Our district will meet the In-Person Instruction Plan Requirement within 30 days of receiving funding	<b>Yes</b>

ESSER III Regulations require that the district have a plan for safe return to in-person learning, which may include adopting CDC safety recommendations, which currently include:

- Universal and correct wearing of masks
- Modifying facilities to allow for social distancing
- Handwashing and respiratory etiquette
- Cleaning and maintaining healthy facilities (including improving ventilation)
- Contact tracing along with isolation and quarantine (in collaboration with state, local and Tribal health departments)
- Diagnostic testing and screening
- Efforts to provide vaccinations to school communities
- Appropriate accommodations for children with disabilities with respect to health and safety policies
- Coordination with state and local health officials

Districts should formally review and revise (if necessary) at least every 6 months and consider any changes/additions to [CDC guidance](#).

Districts are not required to adopt CDC guidance in order to qualify for ESSER III funds, nor to spend ESSER III funds on these activities.

**Assurance 2**  
*District Use of Funds for Learning Loss/ and Disproportionate Impact*

**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**

**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.**

**Choose one:**

Our district will meet the Maintenance of Equity Requirement for both FY22 and FY23, <i>or</i>	<b>Yes</b>
Our district is exempt from meeting the Maintenance of Equity Requirement because we meet the following exception:	<b>Select One</b>

School Code	School Name	Total Enrollment	# Econ. Disadvantaged Students	% Econ. Disadvantaged Students
1 00520015	Carver Elementary School	742	200	27.0%
2 00520405	Carver Middle/High School	739	193	26.1%
3				
4				
5				
6				
7				
8				
9				
10				
11				

High-poverty schools are highlighted in green. These consist of the highest quartile of schools in your district (rounded to the highest number) based on percentage of economically disadvantaged students in all grades reported in March 21 SIMS collection.

If you have selected an exception in Assurance 2, indicating that your district does not have to meet Maintenance of Equity, no schools will appear on this grid.

## Planned Uses of Funds

USED has stated that ESSER III funds may be used for **any** of the activities allowable for ESSER II and ESSER I, even though the list below omits two categories that appeared in ESSER I and II (activities authorized by the McKinney-Vento Act (now addressed through a separate allocation) and "providing principals and others school leaders with the resources to address individual school needs"). ESSER III funds have substantial flexibilities in both allowable programmatic uses and the period covered for eligible expenses to allow districts to mitigate the effects of COVID-19 on students, families, and staff and to prepare for reopening school systems and to address lost instructional time through interventions responding to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underserved student subgroups. For more information please see [DESE's Elementary and Secondary School Emergency Relief Fund webpage](#).

Step 5.1 lists categories of allowable uses for ESSER III funds. As you initially plan for the use of your district's ESSER III Funds, please consider the following to maximize the benefit of these and other federal grant funds allocated to your district:

- ESSER Funds are not Title I Funds. ESSER III Funds are not restricted to Title I's allowable uses nor do the funds have to be allocated to individual schools.
- Supplement not Supplant does not apply. ESSER III Funds are not subject to supplement not supplant rules.
- Maximize versatility of all federal grant funds. Districts may have numerous federal grants from more than one fiscal year, including ESSER I, II, and III funds, available simultaneously. DESE recommends, where feasible, that districts spend oldest funds first, to the extent the expenditures are allowable.
- Capital expenditures of \$30,000 or more will require prior approval by submitting the form found at in this application after Schedule A.
- Monitoring and reporting will be required.

Step 5.1 All Districts	ESSER III FUND ALLOWABLE EXPENDITURES	
On which of the following allowable activities/categories does your district intend to spend its ESSER III Funds? <i>(Select "Yes" for all that apply)</i>		
	1. Educational technology (internet connectivity, hardware, devices, software, tech support services, etc.).	Select
	2. Supplies and services that enable remote learning (printing, telephonic support, translation services, etc.).	Select
	3. Any activity authorized by:	
	• ESSA (including Titles I, II, III, and IV),	Yes
	• IDEA,	Yes
	• Carl D. Perkins Career and Technical Education Act of 2006,	Select
	• Adult Education and Family Literacy Act.	Select
	4. Planning for and coordinating during long-term closures, including:	Select
	• how to provide meals to eligible students,	Select
	• how to provide technology for online learning to all students,	Select
	• how to provide guidance for carrying out requirements under the IDEA and	Select
	• how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.	Select
	5. Mental health services and supports.	Yes
	6. Activities to address the unique needs of:	
	• low-income children or students,	Yes
	• students with disabilities,	Yes
	• English learners,	Select
	• racial and ethnic minorities,	Select
	• students experiencing homelessness, and	Select
	• students in foster care.	Select
	7. Diagnostic intake assessments to gauge students' knowledge and skills (i.e. <a href="#">early literacy screening</a> , etc.).	Select

8. Assessing and addressing learning loss, especially those groups listed in Category 6, above <i>(Reminder: At least 20% of each district's allocation must be spent on evidence-based interventions in this category)</i> , including:	Yes
<ul style="list-style-type: none"> <li>• administering and using high-quality assessments,</li> </ul>	Select
<ul style="list-style-type: none"> <li>• implementing evidence-based activities to meet student needs,</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• providing information and assistance to parents and families to support students, including in a distance learning environment,</li> </ul>	Select
<ul style="list-style-type: none"> <li>• tracking attendance and improving engagement in distance learning.</li> </ul>	Select
9. Planning and implementing activities related to summer learning and supplemental afterschool programs	Yes
10. Training and professional development for district staff on any topic from effective remote learning strategies to sanitation and minimizing the spread of infectious disease when in-person school resumes.	Select
11. Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	Select
12. Services and supplies to sanitize district facilities; personal protective equipment (PPE).	Select
13. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities.	Select
14. Procedures and coordination systems to improve district preparedness, prevention, and response efforts to COVID-19, including coordination with health departments and other relevant agencies.	Select
15. Other activities necessary to maintain district operations and services and to continue to employ existing district staff.	Yes



FY22 ESSER III Fund (Fund Code 119) Budget Worksheet

**Total Allocation** \$1,242,609

**Reservation of Funds to Address Learning Loss and Disproportionate Impact of COVID-19**

Minimum funding (20% of total allocation) that must be used to address learning loss and disproportionate impact of COVID-19

20% of Total Allocation \$248,522

**TIP:** Please budget at least this amount in the column, "How much of Total Expenditures address learning loss/disproportionate impacts of COVID-19?" (these expenditures are also included in Total Expenditures). If less than 20% is budgeted in the column below, the box to the left will turn red.

**To determine FTE,** divide total amount on budget line by total salary of staff on the line, then multiply by number of staff on that line. For example, 2 staff are paid \$80,000 each from the grant. Their total salaries from all sources amount to \$120,000 each. Divide 80,000 by 120,000 to get FTE per staff member (.67 FTE), then multiply by 2. The FTE for that line is 1.3 (round to the nearest tenth).

**TIP:** All grant expenditures must be necessary, reasonable and allowable per the rules of each grant program.  
 • Please consult [DESE's ESSER website](#) for reminders on allowable expenses and references to more detailed guidance.

**TIP:** The "Total FTE" cannot exceed # of staff X 1.0 (one full-time staff person). If error, cell will turn red. See add'l info.

**TIP:** For information on MTRS calculations and payments, please consult DESE's MTRS Quick Reference Guide.

**TIP:** Use the "Comments" section (here and in EdCrates) to include details relating expenditures back to activities on the Implementation Plan and Use of Funds tabs.

Line Item Category: Select an option from the drop down menu.				Total Expenditures (cell numbers)	20% Reservation: How Much of Total Expenditures address learning loss/disproportionate impacts of COVID-19? (cell numbers)	Primary Function	Comments
<b>1 ADMINISTRATOR SALARIES:</b> Select One Select One Select One				Amount	Amount	Select from Drop Down List	Budget Detail
<b>SUB-TOTAL</b> 0 6.00				\$ -	\$ -	Select One	
<b>2 INSTRUCTIONAL PROF STAFF:</b> Select One School Physicians and School Nurses School Physicians and School Nurses Guidance or School Adjustment Counselors, Social Workers Certified Specialist Teachers (providing individualized instruction) Select One				Amount	Amount	Select from Drop Down List	Budget Detail
# of staff Total FTE MTRS 1 1.00 0.50 4 4.00 2.00 1 1.00 0.50 1 1.00 0.50				\$ 75,000 \$ 18,000 \$ 50,000 \$ 52,000	\$ - \$ - \$ 50,000 \$ 52,000	activities re: maintaining district activities and continuing staff emp Coordinating activities with public health agencies Providing mental health services and supports Activities addressing learning loss	Additional Nurse Supports all Health Efforts including co Quarantine pay for nurses SEL Services Dedicated staff focused on learning loss
<b>SUB-TOTAL</b> 7 7.00				\$ 185,000	\$ 102,000	Select One	
<b>3 SUPPORT STAFF SALARIES:</b> Other Other Non-Clinical Paraprofessionals/Instructional Assistants Select One				Amount	Amount	Select from Drop Down List	Budget Detail
# of staff Total FTE MTRS 2 2.00 1.00 1 1.00 0.50 8 7.00 3.50				\$ 42,000 \$ 15,000 \$ 136,700	\$ - \$ - \$ 136,700	activities re: maintaining district activities and continuing staff emp activities re: maintaining district activities and continuing staff emp Activities addressing learning loss	Additional custodians to maintain cleaning and sanitizing Floater Bus Driver to maintain routes when staff are out o Team of ESPs to support learning loss interventions in b
<b>SUB-TOTAL</b> 11 10.00				\$ 193,700	\$ 136,700	Select One	
<b>4 STIPENDS:</b> Teacher Instructional Staff Professional Days Teacher Instructional Staff Professional Days Administrators Other Select One				Amount	Amount	Select from Drop Down List	Budget Detail
# of staff Rate Rate Type 20 \$40 per hour 150 \$1,000 flat 30 \$500 flat 115 \$500 flat				\$ 120,000 \$ 450,000 \$ 45,000 \$ 129,500	\$ 120,000 \$ - \$ - \$ -	activities re: maintaining district activities and continuing staff emp activities re: maintaining district activities and continuing staff emp activities re: maintaining district activities and continuing staff emp	Summer program activities Stipends for front line workers supporting our schools Stipends for front line workers supporting our schools Stipends for front line workers supporting our schools
<b>SUB-TOTAL</b>				\$ 744,500	\$ 120,000	Select One	
<b>5 FRINGE BENEFITS:</b> MTRS (automatically calculated if MTRS box is checked above) Other Health Insurance Other Retirement Systems Federal Insurance Contributions Act (FICA) Select One				Amount	Amount	Brief Description	Budget Detail
\$ 17,550 \$ 25,500				\$ 17,550 \$ 25,500	\$ - \$ -	Health Insurance for grant staff Health Insurance for grant staff (CPS pays for its own he	Health Insurance for grant staff Health Insurance for grant staff (CPS pays for its own he
<b>SUB-TOTAL</b>				\$ 43,050	\$ -	Select One	
<b>6 CONTRACTUAL SERVICES:</b> Contracted Services Providers - Other Student Service Other Select One Select One Select One Select One				Amount	Amount	Select from Drop Down List	Budget Detail
Rate Rate Type 110-250 per day 50-100 per hour				\$ 40,000 \$ 20,000	\$ - \$ -	Activities under ESSA, IDEA, Perkins or AEFLA Activities related to improving indoor air quality in school facilities	Out of district placement costs HVAC maint and repairs
<b>SUB-TOTAL</b>				\$ 60,000	\$ -	Select One	
<b>7 SUPPLIES AND MATERIALS:</b> General Classroom Supplies Select One Select One Select One				Amount	Amount	Select from Drop Down List	Budget Detail
\$ 6,359				\$ 6,359	\$ -	Activities under ESSA, IDEA, Perkins or AEFLA	General supplies for classrooms
<b>SUB-TOTAL</b>				\$ 6,359	\$ -	Select One	
<b>8 TRAVEL:</b> (mileage, conference registration, courses, hotels, etc.) Select One Select One Select One Select One				Amount	Amount	Select from Drop Down List	Budget Detail
<b>SUB-TOTAL</b>				\$ -	\$ -	Select One	
<b>9 OTHER COSTS:</b> Select One Select One Select One Select One Select One				Amount	Amount	Select from Drop Down List	Budget Detail
<b>SUB-TOTAL</b>				\$ -	\$ -	Select One	
<b>10 INDIRECT COSTS:</b> (a) rate (%) (e.g. 3.4%, enter 3.4) (b) eligible allocation less indirect \$1,201,750 (c) maximum indirect allowed \$49,859 (a x b)				Amount	Amount	Select from Drop Down List	Budget Detail
3.4				\$ -	\$ -	Select One	
<b>11 EQUIPMENT:</b> Items costing \$5,000+ per unit and having a useful life more than 1 year must be listed individually and described in Step 6.2, below (these expenditures are not eligible for recovery of indirect cost). Select One				Amount	Amount	Select from Drop Down List	Budget Detail
<b>SUB-TOTAL</b>				\$ -	\$ -	Select One	
<b>TIP:</b> The discrepancy box will indicate whether you budgeted too much or too little of your allocation. Positive numbers indicate you have budgeted too much by the indicated amount, (negative numbers) indicate that you have budgeted too little by the indicated amount.				<b>TOTAL FUNDS REQUESTED</b> \$ 1,242,609 \$ 388,700 \$ - \$ 110,178			
<b>DISCREPANCY:</b> Difference between allocation and budgeted total, if any							



**TIP:** Under "Name of Participating Agency," list all districts from which funds are being assigned to your district for administration.

**Instructions:**

- Fill out and print a copy of Schedule A if you are lead district for a consortium and funds are assigned from other grant recipients to your district (agency).

**Attach a pdf of the fully executed Schedule A form to the Lead district's EdGrants submission for each grant for which there are Schedule A assignments of funds.**

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
STANDARD APPLICATION FOR PROGRAM GRANTS**

**FY22 SCHEDULE A - Assignment Schedule**

1	Schedule A is to be completed if the applicant agency operates and administers a grant project using funds from more than one grant recipient. Lead district submits with EdGrants submission.		
2	Agency operating and administering the project:	Carver	0052
3	Name of grant program/ Fund Code:	ESSER III Fund	FC 119

Name of Participating Agency	Amount of Assigned Funds	* Authorized Signature
<b>Total of Assigned Funds</b>	\$0	

\*I/We assign the identified funds to the project described in the accompanying grant application. The indicated agency is authorized to receive and disburse funds for the purpose of operating the project.



## Massachusetts Department of Elementary and Secondary Education

Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act and American Rescue Plan Act (ARPA)

### Equipment and Capital Expenditures Request for Approval

For Proposed Capital Expenditures of \$30,000 or More

The CARES Act, CRRSA Act, and ARPA provide that the Elementary and Secondary School Emergency Relief (ESSER I, II & III)\* Funds are subject to the Uniform Grants Guidance (2 CFR 200), which requires that capital expenditures and certain equipment have prior written approval from DESE. 2 CFR 200.439. In addition, the CRRSA Act/ARPA expressly added certain capital/equipment purchases (school facilities improvements related to environmental health and air quality) that are allowable using ESSER II & III funds (although all activities allowable for ESSER II and III are also allowable under CARES Act/ESSER I).

This form is required for prior approval of all capital expenditures or equipment of **\$30,000** or more. Capital expenditures are defined in the Uniform Guidance as “expenditures to acquire capital assets or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.” 2 CFR 200.1. Equipment is defined as “tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000.” *Id.* Capital expenditures of less than \$30,000 will continue to be approved as part of your grant application workbook budgets.

**By submitting this request, you are assuring that the authorized use-of-funds criteria for ESSER I, II, and III Funds have been met.**

Particularly, you are agreeing to review and follow all local, state, and federal policies and regulations when making a purchase using these federal funds, including federal and state procurement requirements that may be tied to certain dollar thresholds, in accordance with 2 CFR 200.317-326, and Massachusetts procurement standards (see Massachusetts Inspector General’s public procurement webpages and chart summarizing procurement requirements), as applicable. In addition, to the extent your projected expenditure includes construction and/or renovation, you will follow the requirements set forth in 34 CFR 76.600, as well as the regulations that may relate to your project, including, but are not limited to, 2 CFR 200.311 (real property) and 2 CFR 200.449 (financing costs), and 521 CMR 3.3.2 (MA regulations: accessibility triggered by improvements exceeding 30% of the “full and fair cash value” of the building). **Districts are advised to consult with municipal staff with regulatory expertise in these areas.**

Along with this form, please email to your district’s DESE federal grants liaison:

- 1) *A final, accepted bid or contract of the expenses to be funded with ESSER funds, and/or*
- 2) *If you do not have a final bid or contract, or if your proposed expenditure is \$100,000 or more, please submit your procurement policy with this form.*

For those without a final bid, your proposed expense will be provisionally approved, assuming satisfactory responses in this form, subject to submission of a final bid once procurement has been completed. **All approvals as subject to further monitoring by DESE.**

\*This form uses “ESSER II” for CRRSA Act funds and “ESSER III” for ARPA funds to differentiate from the ESSER funds of CARES Act (ESSER I).

Please provide full and complete answers to the following by typing where indicated:

1. Date of Request:	<input type="text"/>
2. District Name:	<input type="text"/>
3. Name of Primary Contact:	<input type="text"/>
4. Title of Primary Contact:	<input type="text"/>
5. Email Address:	<input type="text"/>
6. Phone Number:	<input type="text"/>
7. Short Title of Project/Expenditure Name:	<input type="text"/>
8. Funding Source(s) Used:	<input type="text"/>

9. Estimated Total Cost of the Project:
10. Amount of Total Cost that will be paid with ESSER I funds:
11. Amount of Total Cost that will be paid with ESSER II funds:
12. Amount of Total Cost that will be paid with ESSER III funds:
13. Name of district/town Chief Procurement Officer (CPO) or designee involved in the project/expenditure (required):
14. Does the CPO or designee have a [Massachusetts Certified Public Purchasing Office \(MCPPO\) designation](#) from the Massachusetts Office of the Inspector General?
15. Please describe the capital expenditure/construction that will be funded with ESSER I, II, and/or III funds:
16. The federal procurement standards require, among other things, that districts conduct an analysis of “lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.” [2 CFR §200.318\(d\)](#). Please explain, briefly, how the proposed expenditure represents the most economic approach for your district:
17. Was this expenditure part of any district/school facilities or capital plan created on or before March 13, 2020?
18. Please describe which of the [allowable uses of ESSER I, II and/or III funds](#) apply to these expenditures and how they are related to the impact of COVID-19:
19. Please describe how this expense is reasonable and necessary. ([2 CFR 200.404-405](#)):
20. Are you providing a final bid or contract that has been obtained through a procurement process? Yes, no, or explain:

*If you are not including a final bid/contract, please provide a copy of your procurement policy along with this form to your DESE liaison.*

**Signature of Superintendent or Charter School Leader:**

---

Name of Superintendent or Charter School Leader: Type

Date:

Along with this form, please email to your district's [DESE federal grants liaison](#):

- 1) *A final, accepted bid or contract of the expenses to be funded with ESSER funds, and/or*
  - 2) *If you do not have a final bid or contract, or if your proposed expenditure is \$100,000 or more, please submit your procurement policy with this form.*
-

	Administrator Salaries	Administrator Salaries
Expenditures	\$ -	\$ -
Primary Function	Select One	Select One
Budget Details	0	0
20% reservation	\$ -	\$ -

Org Code	District Name	1. Educational technology (internet connectivity, hardware, devices, software, tech support services, etc.).
0052	Carver	Select

Enhanced Core Instruction	Expanding access to full-day, high-quality pre-kindergarten	Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development
Our district is using ESSER III funds for this strategy	Select	Select



Administrator Salaries	Instructional/Professional Staff	Instructional/Professional Staff
\$ -	\$ 75,000.00	\$ 18,000.00
Select One	Other activities re: maintaining	Coordinating activities with pub
0	Additional Nurse Supports all He	Overtime pay for nurses
\$ -	\$ -	\$ -

3. Any activity		
2. Supplies and services that enable remote learning (printing, telephonic support, translation services, etc.).	<ul style="list-style-type: none"> <li>• ESSA (including Titles I, II, III, and IV),</li> </ul>	<ul style="list-style-type: none"> <li>• IDEA,</li> </ul>
Select	Yes	Yes

Professional development for teachers and administrators re: culturally responsive teaching	Screening assessments and associated professional development (e.g., early literacy screening)	Expanding Access to career-technical education, innovation pathways, and advanced placement courses (including fee subsidies and teacher training)
Select	Select	Select

Instructional/Professional Staff	Instructional/Professional Staff	Instructional/Professional Staff
\$ 50,000.00	\$ 52,000.00	\$ -
Providing mental health services	Activities addressing learning loss	Select One
SEL Services	Dedicated staff focused on learning loss	0
\$ 50,000.00	\$ 52,000.00	\$ -

authorized by:

<ul style="list-style-type: none"> <li>• Carl D. Perkins Career and Technical Education Act of 2006,</li> </ul>	<ul style="list-style-type: none"> <li>• Adult Education and Family Literacy Act.</li> </ul>	<p>4. Planning for and coordinating during long-term closures, including:</p>
Select	Select	Select

Extending the school day/year and prioritizing student access to additional time by student need	Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel
Select	Select	Select

Instructional/Professional Staff	Support Staff Salaries	Support Staff Salaries
\$ -	\$ 42,000.00	\$ 15,000.00
Select One	Other activities re: maintaining	Other activities re: maintaining
	0 Additional custodians to mainta	Floater Bus Driver to maintain r
\$ -	\$ -	\$ -

<ul style="list-style-type: none"> <li>• how to provide meals to eligible students,</li> </ul>	<ul style="list-style-type: none"> <li>• how to provide technology for online learning to all students,</li> </ul>	<ul style="list-style-type: none"> <li>• how to provide guidance for carrying out requirements under the IDEA and</li> </ul>
Select	Select	Select

Early college programs, particularly those focused on students underrepresented in higher education	<b>Targeted Student Supports</b>	Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development
Select	Our district is using ESSER III funds for:	Yes

Support Staff Salaries	Stipends	Stipends
\$ 136,700.00	\$ 120,000.00	\$ 450,000.00
Activities addressing learning lo	Activities addressing learning lo	Other activities re: maintaining
Team of ESPs to support learnin	Summer program services	Stipends for front line workers s
\$ 136,700	\$ 120,000	\$ -

<ul style="list-style-type: none"> <li>how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.</li> </ul>	5. Mental health services and supports.	<ul style="list-style-type: none"> <li>low-income children or students,</li> </ul>
Select	Yes	Yes

Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Language support programs, including dual language and heritage language programs (students learning in-home/native language) and associated professional development	Community-based afterschool programs for parents, including citizenship and ESL classes
Yes	Select	Select

Stipends	Stipends	MTRS
\$ 45,000.00	\$ 129,500.00	\$ 17,550.00
Other activities re: maintaining	Other activities re: maintaining	\$ -
Stipends for front line workers	Stipends for front line workers	0
\$ -	\$ -	\$ -

6. Activities to address the unique needs of:

<ul style="list-style-type: none"> <li>• children with disabilities,</li> </ul>	<ul style="list-style-type: none"> <li>• English learners,</li> </ul>	<ul style="list-style-type: none"> <li>• racial and ethnic minorities,</li> </ul>
Yes	Select	Select

Dropout prevention and recovery programs	Talent Development and Staffing	Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals
Select	Our district is using ESSER III funds for:	Select

Other Fringe Total	Health Ins	Other Retirement Systems
\$ 25,500.00	\$ 25,500.00	\$ -
\$ -	Health Insurance for grant staff	\$ -
0	Health Insurance for grant staff	0
\$ -	\$ -	\$ -

<ul style="list-style-type: none"> <li>• students experiencing homelessness, and</li> </ul>	<ul style="list-style-type: none"> <li>• foster care youth.</li> </ul>	7. Diagnostic intake assessments to gauge students' knowledge and skills (i.e. early literacy screening, etc.).
Select	Select	Select

Diversifying the educator workforce through recruitment and retention strategies	Strategies to staff hard-to-staff schools and positions with high-performing educators	Increasing staff and opportunities for arts, world language, athletics, and elective courses
Select	Select	Select

FICA		Contractual Services	Contractual Services
\$	-	\$ 40,000.00	\$ 20,000.00
\$	-	Activities under ESSA, IDEA, Per	Activities related to improving in
	0	Out of district placement costs	HVAC maint and repairs
\$	-	\$ -	\$ -

<p>8. Assessing and addressing learning loss, especially those groups listed in Category 6, above (<i>Reminder: At least 20% of each district's allocation must be spent on evidence-based interventions in this category</i>), including:</p>	<ul style="list-style-type: none"> <li>administering and using high-quality assessments,</li> </ul>	<ul style="list-style-type: none"> <li>implementing evidence-based activities to meet student needs,</li> </ul>
Yes	Select	Yes

Increasing high-quality common planning time for teachers and academic support staff	Developing leadership pipeline programs for schools	Labor-Management partnerships to improve student performance
Select	Select	Yes

Contractual Services	Contractual Services	Contractual Services
\$ -	\$ -	\$ -
Select One	Select One	Select One
0	0	0
\$ -	\$ -	\$ -

<ul style="list-style-type: none"> <li>providing information and assistance to parents and families to support students, including in a distance learning environment,</li> </ul>	<ul style="list-style-type: none"> <li>tracking attendance and improving engagement in distance learning.</li> </ul>	9. Planning and implementing activities related to summer learning and supplemental afterschool programs
Select	Select	Yes

<b>Conditions for Student Success Social/Emotional and Mental Health Supports</b>	Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being
Our district is using ESSER III for	Yes	Select



Contractual Services	Supplies and Materials	Supplies and Materials
\$ -	\$ 6,359.00	\$ -
Select One	Activities under ESSA, IDEA, Per	Select One
0	General supplies for classrooms	0
\$ -	\$ -	\$ -

<p>10. Training and professional development for district staff on any topic from effective remote learning strategies to sanitation and minimizing the spread of infectious disease when in-person school resumes.</p>	<p>11. Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.</p>	<p>12. Services and supplies to sanitize district facilities; personal protective equipment (PPE).</p>
Select	Select	Select

<p>Working with community-based organizations that provide enrichment during the school day and/or out of school time</p>	<p>Arranging for wraparound services to be provided at schools</p>	<p>Engaging community partners to build capacity among educators and support personnel to implement equitable and culturally responsive learning environments</p>
Select	Select	Select

Supplies and Materials	Supplies and Materials	Travel
\$ -	\$ -	\$ -
Select One	Select One	Select One
0	0	0
\$ -	\$ -	\$ -

<p>13. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities.</p>	<p>14. Procedures and coordination systems to improve district preparedness, prevention, and response efforts to COVID-19, including coordination with health departments and other relevant agencies.</p>	<p>15. Other activities necessary to maintain district operations and services and to continue to employ existing district staff.</p>
Select	Select	Yes

<p>Create transitional programs, partnering with community based organizations, for students with mental health or behavioral-related absences returning to school</p>	<p>Parent-teacher home visiting programs to build positive relationships between home and school</p>	<p>Facilities improvements to create healthy and safe school environments</p>
Select	Select	Yes

Travel	Travel	Travel
\$ -	\$ -	\$ -
Select One	Select One	Select One
0	0	0
\$ -	\$ -	\$ -

**Other Interventions/Strategies/Supports**  
*Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above*

	0	0
--	---	---

Other Costs	Other Costs	Other Costs
\$ -	\$ -	\$ -
Select One	Select One	Select One
0	0	0
\$ -	\$ -	\$ -

0	0	0
---	---	---

Other Costs	Other Costs	Other Costs
\$ -	\$ -	\$ -
Select One	Select One	Select One
0	0	0
\$ -	\$ -	\$ -

0

Indirect Costs	Equipment
\$ -	\$ -
N/A	Select One
N/A	0
N/A	\$ -