The United States Department of Education (ED) is requiring all recipients of ESSER II funds:

1. A plan for the safe return to in-person instruction and continuity of services.
   - The requirement for the plan is likely meet your district (or schools) needs for safe learning environments.
   - The plan should include the following:
     - How the district will ensure that students in low-income families can access instruction.
     - How the district will ensure that students with disabilities can access instruction.

2. A plan for the use of ESSER II funds for allowable expenditures.
   - The plan should include:
     - A description of how the funds will be used.
     - A plan for accountability.
     - A plan for transparency.

3. A plan for the use of ESSER II funds to support students who are identified as having disabilities.
   - The plan should include:
     - A description of how the funds will be used.
     - A plan for accountability.
     - A plan for transparency.

4. A plan for the use of ESSER II funds to support students who are identified as having disabilities.
   - The plan should include:
     - A description of how the funds will be used.
     - A plan for accountability.
     - A plan for transparency.

This information will be submitted to your district by a deadline set by the U.S. Department of Education. You may be required to submit this information to your state education agency. You may also be required to submit this information to your district’s designated agency. You may also be required to submit this information to your district’s designated agency.

Step 4.2 (24-43)

ESSER II regulations require that the stakeholder groups below be meaningfully consulted as part of the planning process for the use of ESSER II funds. All of the following groups have been identified as stakeholders:

- Students
- Parents
- State and local administrators, including special education administrators
- School boards
- Teachers
- Other educators
- School staff
- Ombuds representing educators and school staff
- Parents
- Civil rights organizations (including disability rights organizations)
- Other organizations representing children with disabilities, English learners, and other high-risk populations

Evidence-Based Strategies, Interventions, and Supports:

Describe how ESSER II funds, including the new 20% reserve, will be used to respond to students’ social, emotional, and academic needs through well-designed interventions. How programs will be measured, and how/when intervention activities address disproportionate impacts of COVID-19 on underrepresented subgroups. Select from the following list of evidence-based interventions and provide a rationale at the bottom of this page for any of your district’s evidence-based interventions that are not listed. Note: Your district’s 20% reserve to address loss of instructional time must be spent on evidence-based interventions.

- ELA and math instructional materials
- STEM instructional materials
- Technical (e.g., software, hardware) materials
- Professional development for teachers and administrators with culturally responsive teaching

What data will you use to measure progress?

- Student achievement
- Instructional quality
- Safety and security
- School climate

Implementation Plan

4. Implementation Plan
<table>
<thead>
<tr>
<th>Initiative</th>
<th>Select</th>
<th>Select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding access to career-technical education (including &quot;Take Your Class to Work&quot; programs)</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Extending the school day and providing extra-curricular activities</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Targeting programs and support, including early literacy training (with training programs for teachers)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Developing or strengthening data systems to facilitate and inform student learning and associated professional development and support personal</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Early college programs, particularly those focused on students under-represented in higher education</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Developing or expanding high-quality co-teaching and inclusive models for students with disabilities and associated professional development</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Accelerating academic (during school year vacations) and summer learning opportunities for individualized instruction and enrichment</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Language support programs, including dual language and heritage language programs (students learning in a non-native language) and associated professional development</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Community-based afterschool programs for parents, including citizenship and ESL classes</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Dropout prevention and recovery programs</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Talent development and staffing</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Academic support staff, including academic coaches, interventions, and student teaching-residency programs, paraprofessionals</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Widening the educator pipeline through recruitment and retention strategies</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Strategies to staff hard-to-staff schools and positions with high-performing educators</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Increasing staff and support for arts, music, physical education, and elective courses</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Increasing high-quality extracurricular programs for teachers and academic support staff</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Developing leadership pipelines for schools</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Labor-management partnerships to improve staff performance</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Interventions for Student Success - Social and Emotional and Mental Health Supports</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Increasing access and services to support students' needs, including school guidance and adjustment counselors, nurses, psychologists, and school social workers</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Building strong partnerships with community-based organizations to increase student access to services for emotional health and well-being</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Working with community-based organizations that provide enrichment during the school day and/or after school time</td>
<td>Select</td>
<td>Select</td>
</tr>
<tr>
<td>Arranging for wraparound services to be provided at schools</td>
<td>Select</td>
<td>Select</td>
</tr>
</tbody>
</table>

What data will you use to measure progress?

For this implementation, the data on the impact of COVID-19 on student performance will be collected through student surveys, teacher observations, and school data. The data will be analyzed to assess the effectiveness of the interventions and to identify areas for improvement.

Yes, this implementation is designed to address the disproportionate impact of COVID-19 on low-income and historically marginalized students. Our focus is on ensuring that all students have access to high-quality education, regardless of their background or circumstances.

We are hiring additional mental health support personnel to support students as they experience stress related to the pandemic. Our goal is to ensure that students have access to mental health services and support as needed.

Yes, students experiencing homelessness and low-income will have access to these classes and services.

We are using our Wards Risk Survey results to measure the positive impact of these programs on student outcomes.
**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 obstacles-based 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.

We will continue to ensure access for all students to the health classes and counseling services. One area of focus is to help students with special health issues who require accommodations to re-enter the school district successfully and with the needed supports for the family. Other expectations will be to increase the health and safety for all students.

**CDC School Safety Recommendations**

This information will be found in your District Reopening Plan as well as any supplementary or revised reopening policies for your district.

| CDC Recommendation | Does your district have a policy/practice in place? | *If "Yes," can you describe your District Reopening Plan?*
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Universal and correct wearing of masks</td>
<td>Yes</td>
<td><em>We have a mask-wearing policy outlined in our Reopening Plan. The policy requires all students, staff, and visitors to wear masks inside.</em></td>
</tr>
<tr>
<td>2. Effective facilities to allow for physical distancing (e.g., use of cohorts/building)</td>
<td>Yes</td>
<td><em>We have a cohorting policy in place to respect social distancing requirements.</em></td>
</tr>
<tr>
<td>3. Handwashing and respiratory etiquette</td>
<td>Yes</td>
<td><em>We have a policy in place to promote respiratory and hand hygiene.</em></td>
</tr>
<tr>
<td>4. Cleaning and maintaining healthy facilities, including improving ventilation</td>
<td>Yes</td>
<td><em>We have a policy in place to clean and maintain school facilities.</em></td>
</tr>
<tr>
<td>5. Contact tracing, isolation, quarantine in collaboration with local health departments</td>
<td>Yes</td>
<td><em>We have a policy in place to conduct contact tracing as described in our Reopening Plan.</em></td>
</tr>
<tr>
<td>6. Diagnostics and screening testing</td>
<td>Yes</td>
<td><em>We have diagnostic and screening testing as described in our Reopening Plan.</em></td>
</tr>
</tbody>
</table>

TIP: Districts that are not required to adopt CDC School Safety Recommendations in their current ESSER III funds. This data is being collected for reporting purposes.
<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>Efforts to provide vaccination to school community</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Appropriate accommodations for children with disabilities with respect to health and safety policies</td>
<td>Yes</td>
</tr>
<tr>
<td>9</td>
<td>Coordination with state and local health officials</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### FY22 ESSER III Fund (Fund Code 119) Budget Worksheet

**Total Allocation**: $441,045

**Reserved 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

| Total Allocation | $441,045 |

**TIP**: All grant expenditures must be necessary, reasonable, and allowable per the terms of the grant program. Please refer to Section 3 of the ESSER II Final Grant Agreement for allowable expenses and requirements.

**TIP**: For information on ESSER III calculation and formulas, please contact ESSER II Quick Reference Guide.

To determine the Total PTE, 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, if staff are paid $10,000 each, their total salary from all sources amount to $12,000 each. This $12,000 is $10,000 to get PTE and staff amount to 1.2 (12,000/10,000), then multiply by 2. This PTE for that tier is (1.2) x (10,000) = 12,000.

**TIP**: Use the "Comments" section here and in other sections to include details relating expenditures back to activities on the Implementation Plan and Use of Funds Table.

---

### 1. ADMINISTRATIVE SALARIES

<table>
<thead>
<tr>
<th>Name</th>
<th>Total PTE</th>
<th>MTRF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select One</td>
<td></td>
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<td>Select One</td>
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<td>Select One</td>
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</tbody>
</table>

**Total Salary**

### 2. INSTRUCTIONAL/CLASS STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Total PTE</th>
<th>MTRF</th>
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<tbody>
<tr>
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</tbody>
</table>

**Total Salary**

### 3. SUPPORT STAFF SALARIES

<table>
<thead>
<tr>
<th>Name</th>
<th>Total PTE</th>
<th>MTRF</th>
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<tbody>
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<td>Select One</td>
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</tbody>
</table>

**Total Salary**

### 4. TRAVEL (grants, conference registration, courses, hotels, etc.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Total PTE</th>
<th>MTRF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select One</td>
<td></td>
<td></td>
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</tbody>
</table>

**Total Salary**

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### Comments

- Budget Detail
- Select from Drop Down List
- Select One

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### Notes

- Select from Drop Down List
- Select One

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### Budget Detail

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### Budget Detail

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- Select One

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### Budget Detail

- Select from Drop Down List
- Select One
**Major contracts and Capital Expenditures, Including Equipment**

**No Indirect Costs Allowed on These Expenditures**

Indirect costs are expenses of doing business that are not directly identified with a particular grant, contract, project fund or activity, but are necessary for the general operation of the organization and the conduct of the activities supported. Because these expenses are allocable to the cost of each contract, they are not included as direct costs. An indirect cost rate is a percentage multiplier that is used to enhance the cost of each contract.

**Capital Expenditure Approval Form**
- Capital expenditure approval forms are required for all expenditures exceeding $25,000. These forms are used to document the nature, amount, and justification for the expenditures.
- All expenditures must be approved by the organization’s governing body or designated representative.

**Non-Capital Expenditures**
- Expenditures that do not result in the purchase of new equipment or improvements are considered non-capital expenditures. These are typically smaller in nature and do not require approval forms.

**Equipment**
- Capital equipment items are identified by the organization as necessary for the project or activity and require formal approval.

**Budget Detail**
- The budget detail section outlines the specific costs associated with each project or activity, including equipment and other capital expenditures.

---

**Step 9.2: All systems with major equipment, capital expenditures, and building/maintenance expenses**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building</td>
<td>$100,000</td>
<td>Structural repair</td>
</tr>
<tr>
<td>Equipment</td>
<td>$50,000</td>
<td>New computer system</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$20,000</td>
<td>HVAC replacement</td>
</tr>
</tbody>
</table>