



Elementary and Secondary School Emergency Relief III (ESSER III)

May 9, 2022



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Safe Return to In-Person Instruction and Continuity of Services

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Federal Requirement: Safe Return to In-Person Instruction and Continuity of Services within 30 days of receipt of LEA allocation.

The Safe Return to In-Person Instruction (Michigan requirement was COVID-19 Preparedness and Response Plan) located below, was approved by the Adrian Public Schools Board of Education on the following dates. Since this plan was approved and allowed open comment since the passage of the ARP, this requirement has been met.

- August 10, 2020
- September 14, 2020
- October 12, 2020
- November 9, 2020
- December 14, 2020
- January 11, 2021
- February 8, 2021
- March 8, 2021
- April 12, 2021
- May 10, 2021
- June 14, 2021



Federal Requirement: Safe Return to In-Person Instruction and Continuity of Services must be updated within six months.

Adrian Public Schools Safe Return to In-Person Instruction Plan

Updated May 9, 2022

Name of District: Adrian Public Schools

Address of District: 785 Riverside Ave, Suite #1

District Code Number: 46010

Web Address of the District: www.adrianmaples.org

Name of Intermediate School District: Lenawee Intermediate School District

Adrian Public Schools (APS) operates educational programs and provides educational services on behalf of, Head Start, Great Start Readiness Program, K-12, and Adult Education. APS operated programs will support student engagement and learning through a variety of educational opportunities on the availability of equipment, materials, and internet service, as well as the individual skills and abilities of the student. Each APS program/classroom will develop a program/classroom specific learning plan (course overview) that provides and allows for both electronic and non-electronic means of instruction, learning, and engagement.

The program/classroom specific course overviews will include and describe at least the following items: learning goals and student expectations; curriculum outline; online or other resources recommended or required; learning management systems utilized; and student engagement, assessment, and feedback strategies. The plan will also layout a proposed schedule of how students will be expected to participate in group and/or individual learning activities. Program/classroom specific learning plans will be subject to change as needed at the discretion of the teacher and school administration.

For those students who have access to an internet-capable device and internet service, student learning and engagement will occur through the use of instructional videos, video conferencing, online lesson delivery, and online assignments and assessments. Connected students will be provided with educational activities through online learning management systems (Google Classroom, Michigan Virtual, and Lincoln Learning), which will provide students with targeted learning. Students will also be encouraged to participate in project-based learning activities that allow for independence, while still making progress toward program and individual learning objectives.



APS will make reasonable efforts to provide an internet-capable device and/or internet service hotspot to those students who do not have such. The device and/or internet hotspot will be made available on a temporary basis at no cost to the student/family for their use during periods of remote instruction/learning. Priority will be given to Free Lunch eligible, Reduced Lunch eligible, Disabled Students, and then General Education Students.

APS will provide Chromebooks to all students in Grades 6-12. Chromebooks will be provided to students based on need in Grades K-5.

For those students who do not have access to internet service, and for whom APS was unable to provide internet service due to such not being feasible under the circumstances, student learning and engagement will occur through the provision of written instructional materials, written assignments, and follow-up telephone calls between the student and teacher or school personnel. Written instructional materials will be distributed to parents/guardians either via mail or another delivery service, dropped off on the student's porch, or made available for pick-up utilizing proper social distancing measures.

APS staff will maintain frequent communication with APS students through both digital and written means (when a student does not have access to a device and/or internet service). These may include email, learning management systems, Google's Education Suite tools, video conferencing, and telephone. A priority has been placed on student engagement and connection with APS personnel as well as other students with a goal of supporting the whole-child through these challenging times.

APS will provide pencils, pens, crayons, markers, paper, and similar supplies to those students who do not have the materials that are necessary to actively participate in their program/classroom's learning plan.

APS's individual course overviews will be provided to each student and family in their home language. Parents and students will be provided with opportunities to provide both formal and informal feedback to teachers as well as school administrators throughout the course of the school year through surveys or other input opportunities. Feedback provided to the District will be used to further shape and refine the classroom/program course overview to ensure maximum effectiveness for all students.

APS will rely on the Michigan Department of Education and other external organizations and entities for the provision of high-quality digital and other resources that can aid in delivering remote learning to students. APS will also maintain regular contact with and monitor the actions of other school districts within the region and state to collect information and ideas about instructional and student engagement and feedback best practices that could be incorporated into APS's classroom/program learning plans.

To ensure that student instruction is sufficiently differentiated to meet the individual needs of each student, APS will conduct an assessment (capable of being administered through electronic and/or other distance means) of each student early in the 2021-2022 school year to gain an understanding of where the student is academically and to help make instructional decisions for each student.

Face coverings Protocols

APS will support staff and student's discretion on whether to wear a face covering and those who choose not to, with the exception of staff and or students that test positive with COVID-19. APS will follow all MDHHS Requirements.



Hygiene Protocols

APS will place hand sanitizing devices at the main entry points to all APS buildings, and all individuals will be strongly encouraged to apply hand sanitizer (with at least 60% alcohol) upon entering the building. Hand sanitizer will also be made available in each classroom, laboratory, meeting room, and office at APS. Furthermore, hand sanitizer will be made available on each APS school bus and must be applied to each student, family member, staff member, and contracted service provider upon entering the school bus. Restrooms and classrooms with sinks will be locations where students should wash their hands.

APS students and staff will be strongly encouraged to engage in frequent handwashing with soap and water. All students will receive training on how to properly wash their hands following the United States Centers for Disease Control and Prevention (CDC) guidelines and signage will be placed throughout APS buildings encouraging frequent handwashing. All APS building restrooms will display signage that strongly encourages handwashing with soap and water and for at least 20 seconds pursuant to CDC guidance.

Cleaning Protocols

APS custodial department will develop a schedule that requires custodial staff to engage in regular cleaning and disinfecting of frequently touched surfaces within APS buildings. These include, but are not limited to, light switches, doors, benches, and bathrooms. Cleaning and disinfecting of these areas will occur at least once every four hours using an EPA-approved disinfectant.

APS staff members and contracted service providers will be encouraged to engage in frequent cleaning and disinfecting of their work areas using an EPA-approved disinfectant.

All APS employees performing cleaning will be issued proper personal protective equipment (PPE), such as vinyl gloves, facemasks, and/or face shields as may be recommended by the CDC. Trash in district buildings will be collected daily and disposed of properly by someone wearing vinyl gloves.

Libraries, computer labs, and laboratories in which hands-on-learning occurs will undergo cleaning after each class period using an EPA-approved disinfectant.

Student desks will be wiped down with an EPA-approved disinfectant at least once a day.

Playground and other common-use equipment will undergo regular and routine cleaning.

Each APS classroom, meeting room, and school bus will be provided with a cleaning kit that can be stored in a safe location that is not accessible to children that will include cleaning and disinfecting materials such as EPA-approved cleaning/disinfecting sprays and disposable wipes/paper towels.



Athletics

APS will align Athletic programs to the approved Michigan High School Athletic Association (MHSAA) guidelines.

Screening Protocols

APS has partnered with the Lenawee County Health Department to develop screening protocols that meet the requirements of the *Return to School Roadmap* for students, staff members, contracted service providers, and school visitors (to the extent necessary). APS will continue to work closely with the Health Department to update screening protocols as is necessary and will rely heavily on the guidance and directives of the Health Department with respect to screening protocols.

Students

APS will provide educational materials to all students and parents/guardians regarding COVID-19 common symptoms and the importance of self-monitoring and consulting a healthcare provider at the first sign of any symptoms. Parents/guardians will also be asked to sign a COVID-19 Screening Agreement that was developed in partnership with the Lenawee County Health Department indicating that they will conduct a daily COVID-19 screening and that they will not send their child to school if the screening process detects any possibility that the child may have COVID-19 and/or that the child may have been exposed to COVID-19. COVID-19 symptoms include, but are not necessarily limited to, fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and/or diarrhea. Parents/guardians and/or students (depending on age and appropriateness) will be asked to inquire of their children as to how they are feeling and also to take their temperature prior to sending them to school each day. Any child who has a temperature of 100.4 degrees or higher, or who reports any other symptom(s) of COVID-19, must be kept home from school and medical attention should be sought. Parents/guardians should report to the school that the student will not be attending school due to the presence of symptoms of COVID-19 symptoms and should share those symptoms with the school.

Students will have their temperature taken at the start of the school day. This will take place in the classroom, or if the student arrives after the start of the school day, they should report to the main office, sign in, and have their temperature taken as part of the sign-in process.

APS students, staff members and contracted service providers must self-monitor for signs and symptoms of COVID-19 if they suspect possible exposure. Pursuant to CDC guidelines, students, staff members, or contracted service providers who show symptoms of COVID-19 while at school or work will immediately be separated from other individuals (quarantined), required to wear a facemask, and sent home (or an ambulance will be called if the individual is clinically unstable). APS has identified locations in each of its buildings/schools where a student and/or staff member can be quarantined temporarily until they are able to leave the campus if they are demonstrating any symptoms of COVID-19. The District has also identified individuals in each building/school who can care for a COVID-19 symptomatic student or staff member until that individual is able to leave the campus.



In the event that a student, staff member, contracted service provider, or another individual present within the school setting is suspected of COVID-19 and is placed in the quarantine room, the room and areas the person was in contact with will be immediately and temporarily closed to allow airborne particles to dissipate before the area is thoroughly cleaned and disinfected.

APS will follow all MDHHS Requirements.

Testing Protocols

APS has partnered with the Lenawee County Health Department to develop screening protocols. APS will continue to work closely with the Health Department to update screening protocols as is necessary and will rely heavily on the guidance and directives of the Health Department with respect to testing protocols.

If a student, staff member, or contracted service provider tests positive for COVID-19, APS will work with the Lenawee County Health Department to provide notice to all individuals with whom the COVID-19 positive individual may have interacted from two days prior to when the COVID-19 positive person became symptomatic.

APS will follow all MDHHS Requirements.

When Students will be Sent Home

Students and staff should not go to school or any school related activities or sports if they are having symptoms of COVID-19 OR if they are waiting for their COVID-19 test results. If students have the following symptoms at school, they will be sent home.

Symptoms that exclude child from school:

- Fever of 100.4 or greater
- New onset cough/worsening cough
- Loss of taste or smell
- Extreme fatigue (feeling tired/weakness)
- Student is waiting for their COVID-19 Test Results

These symptoms are subject to change

Students and staff who test positive for COVID-19 and/or displays COVID-19 symptoms (without an alternate diagnosis or negative COVID-19 test) should isolate regardless of vaccination status:

- Isolate at home for the first 5 days (starting with the day after symptoms began or day after test was taken for those without symptoms); and
- If symptoms have improved or no symptoms developed, return to normal activities, while wearing a well-fitted mask, for the next 5 days to protect others. AND



- If individual has a fever, stay home until fever free for a period of 24 hours without the use of fever reducing medications before returning to normal activities while wearing a wellfitted mask, until the 10-day period is complete. OR • Isolate at home for 10 days if unwilling/unable to wear a mask.

APS will follow all MDHHS Requirements.

Busing and Student Transportation

Each APS school bus and other student transportation vehicle will be cleaned and disinfected before and after each school bus transit route with a particular emphasis on high-touch surfaces such as the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles. Each school bus will be equipped with cleaning/disinfecting materials. No students will be present on the school bus when it is cleaned, and, weather permitting, windows and doors will be opened during cleaning/disinfecting to allow the vehicle to air out.

APS will request that families clean and disinfect all equipment such as car seats, wheelchairs, walkers, and adaptive equipment, or assistive technologies being transported to school on a daily basis.

Each school bus will be equipped with hand sanitizer (with at least 60% alcohol) near the entry point to the school bus. Hand sanitizer must be applied by/to each student, family member, staff member, and contracted service provider upon entering the school bus.

When the weather allows such, and provided that it is safe under the circumstances, windows will be opened and left open while the school bus (or another vehicle) is in motion to increase air circulation.

No individual exhibiting COVID-19 symptoms will be permitted to board a school bus or enter any other kind of APS-provided transportation. If a student becomes sick during the day, they will be prohibited from using group transportation to return home. Individual transportation from First Student may be provided if a parent is unable to pick-up their child. If a driver becomes sick during the day, they must follow protocols for sick staff outlined in this plan and must not return to drive students until they have been properly cleared.

Seats on buses will be assigned.

Link to the approved Plan posted on the District/PSA/nonpublic school website:
<https://www.adrianmaples.org/back-to-school/>



Requirement: LEA Plan for Use of ARP ESSER III Funds

LEA Plan of Use Narrative Questions

Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:

The District plans to continue funding a Nurse position to help implement necessary mitigation and prevention strategies across the District. Additionally, the District will continue to support the purchase of COVID testing materials, PPE, cleaning solution, and stipends if necessary to increase cleaning and screening across the District.

The District will continue to have programming for students for face-to-face education. In the 2020-2021 school year, the district had over 1,000 students that participated in virtual education rather than face-to-face education. Currently, in the 2021-2022 school year, the District has an estimated 25 students that are participating in virtual education rather than face to face. To provide learning opportunities for face-to-face education, the District continued to screen students, put in place additional cleaning, and follow CDC guidelines on quarantining students.

In connection with the CDC reopening schools, the District continues to communicate the value of vaccines, mask-wearing, distancing students staff, screening students daily, and improving ventilation across the district,

The District also has allocated funds to provide additional desks needed in classrooms to create more spacing between students.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

The District will reserve funds to implement a summer school program for students in grades K-12, after school tutoring, and or enrichment programs.

Summer School programs will take place during the summer of 2022 and 2023 following the conclusion of the school year. The summer school program will generally run an estimated 3-4 weeks of time. Staffing and student need will ultimately drive the size and scope of the summer school program.

Tutoring programs will take place across all levels with an emphasis at Springbrook and the High School multiple days per week. During the afterschool tutoring programming, students will be able to be supported in receiving homework help and instructional support.

Evidence-based interventions will also be put in place K-12 with the implementation of interventionists in the area of Mathematics and ELA/Reading. This will include staff members providing Tier II and Tier III instruction in small groups at the elementary level and at the Secondary Level, this will include courses such as Math 180, Read 180, and or Foundational English and Foundational Mathematics. Students will



receive instruction at their level supported by the NWEA assessment in planning for instruction and support.

Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The district will spend the remaining funds by updating the HVAC systems at Alexander Elementary, Lincoln Elementary, and Adrian High School. Additional supports will be put in place for students experiencing homeless by continuing the increase in Homeless Liaison support which was initially increased for 2021-2022 through the use of ESSER II funds. The District will also increase Mental Health supports by 1 FTE. In addition, the District will implement an ESL Graduation Coach to provide additional support for students that qualify for ESL. The District will also allocate funds to continue the K-12 1 to 1 initiative to ensure that all students have access to technology in school as well as outside of school. The District will also partially fund a full-time nurse out of the ESSER III funds to continue to help test students, educate teachers and the community, and work closely with the local Health Department.

Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Interventions that are put in place will be targeted to students who were disproportionately impacted by the COVID-19 pandemic including students from low-income, ESL learners, students with disabilities, students experiencing homelessness, children in foster care, and migratory students. When interventionists create their caseloads for providing Tier II and Tier III interventions, the building will be asked to rank students from highest need to provide interventions to students that need it the most. This will also include students who were virtual for a period of time while the other students were receiving face-to-face instruction. In addition, the ESL teachers and Homeless/Foster Liaison will work with the interventionist and building principal to ensure they know which students in their caseload need additional support. In addition to academic support, the District will support mental health therapists to students K-12 through the use of ESSER funds and 31a at-risk funds that are supported at the state level.



Program Description Questions

How will the use of ESSER III Funds “prevent, prepare for, and respond to Coronavirus”?

The ESSER III Funds will be used to provide a Nurse to help guide the District in the response to COVID 19. The Nurse has led the district in the quarantining procedures, making classroom adjustments, on-demand testing to reduce the spread, and working with building principals to limit the COVID 19 exposure. In addition, the funds will be used to purchase PPE, testing materials, and additional cleaning and screening.

How will the use of ESSER III Funds promote equity?

The ESSER funds will promote equity by improving air quality across the district by updating the HVAC systems in three buildings all of which are Title I eligible schools. Additionally, there will be focus on ensuring students have a personal computer device, access to interventionist across K-12, and a focus on our ESL and Homeless populations.

Please indicate how evidence-based programs will specifically address the disproportionate impact of COVID-19 on the following groups of students:

- **Students from low-income families,**
- **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),**
- **Gender (e.g., identifying disparities and focusing on underserved student groups by gender),**
- **English learners,**
- **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),**
- **Students experiencing homelessness,**
- **Children and youth in foster care,**
- **Migratory students**

The ESSER III funds will be used to provide interventions to students from low-income families, English Language Learners, and students experiencing homeless/foster care. Each building examine its student population that was disproportionately impacted by COVID-19, whether that is due to being virtual or other environmental circumstances. Increase emphasis will be to enroll these students in Tier II and Tier III supports.



Federal Requirement: Meaningful Consultation with Stakeholders

Meeting Schedule through Zoom or Google Meet

- November 9 at 4:00 P.M. - Association Presidents
- November 16 at 5:00 P.M. - ESL and Special Education
- November 16 at 6:00 P.M. - Community Members
- November 22 at 2:00 P.M - Homeless Meeting

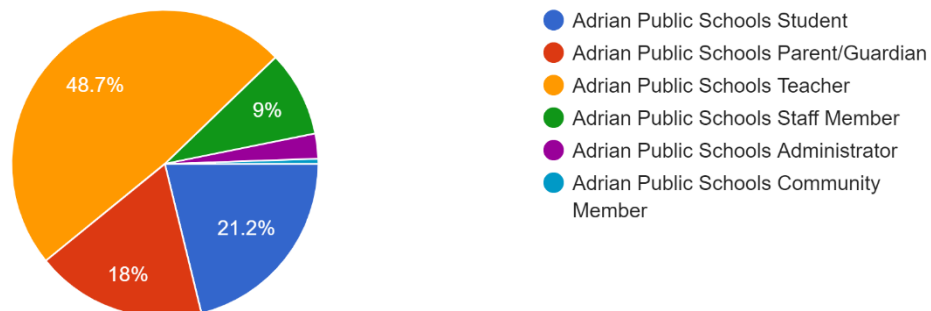
Video Presentation with Survey

- November 2 sent to all teachers and staff in the District
- November 5 sent to the full community
- Nov-Dec shared in staff meetings, through teacher's classroom social media and other outlets.
- November 11 sent to students

Total of 189 Survey Responses as of December 1, 2021

Please Identify your stakeholder group

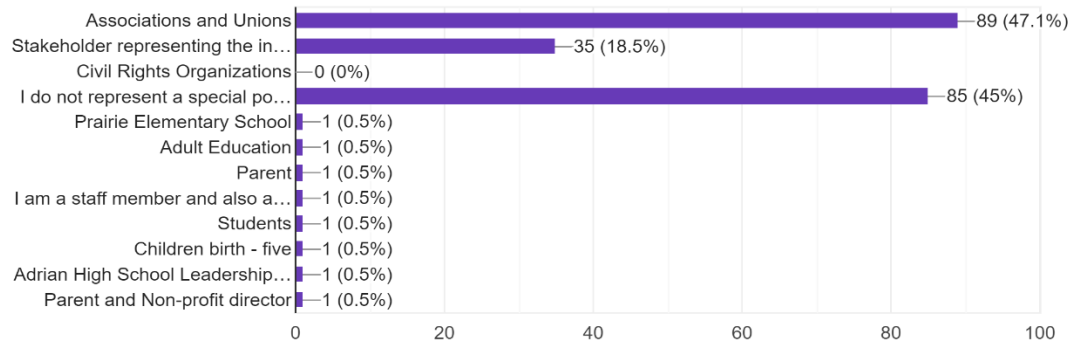
189 responses





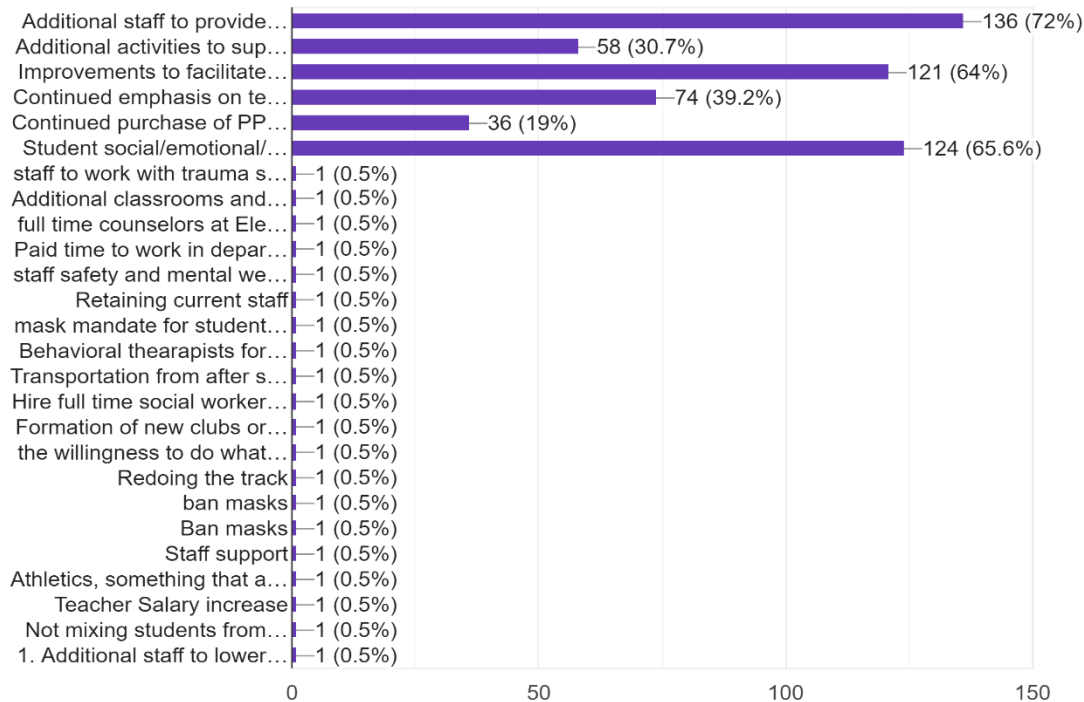
Select all of the following populations that you may represent or have connections to. * Please select at least 1 option.

189 responses



Please select 3 areas below that you believe are the most important priorities as the district responds to the impact of the COVID-19 pandemic. *Please select 3 options

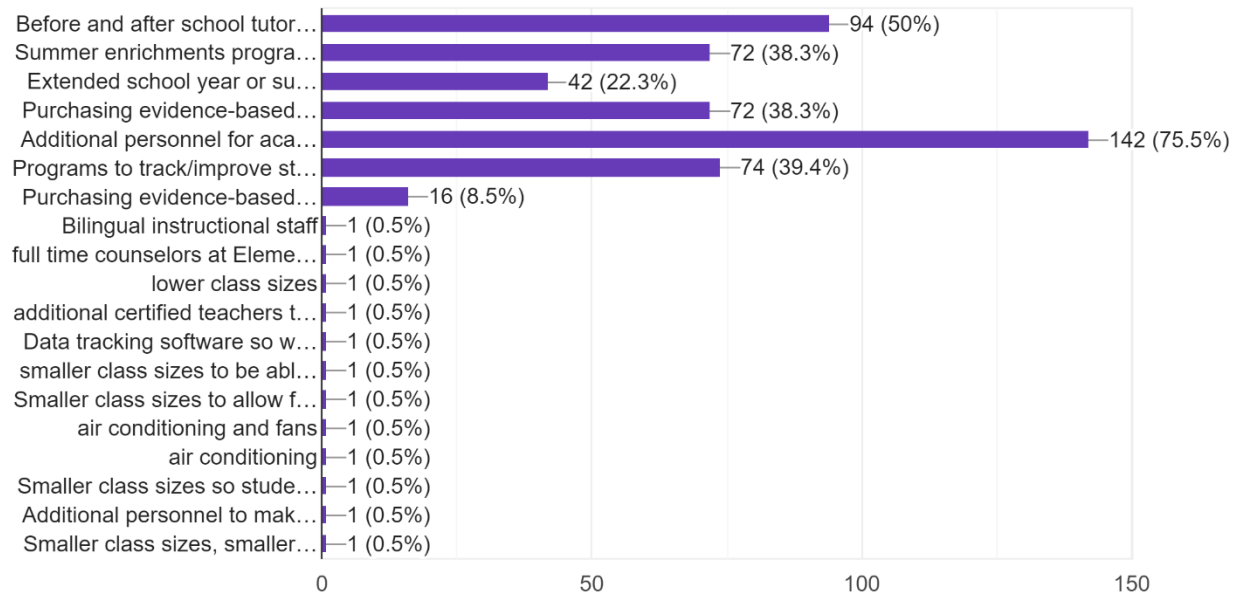
189 responses





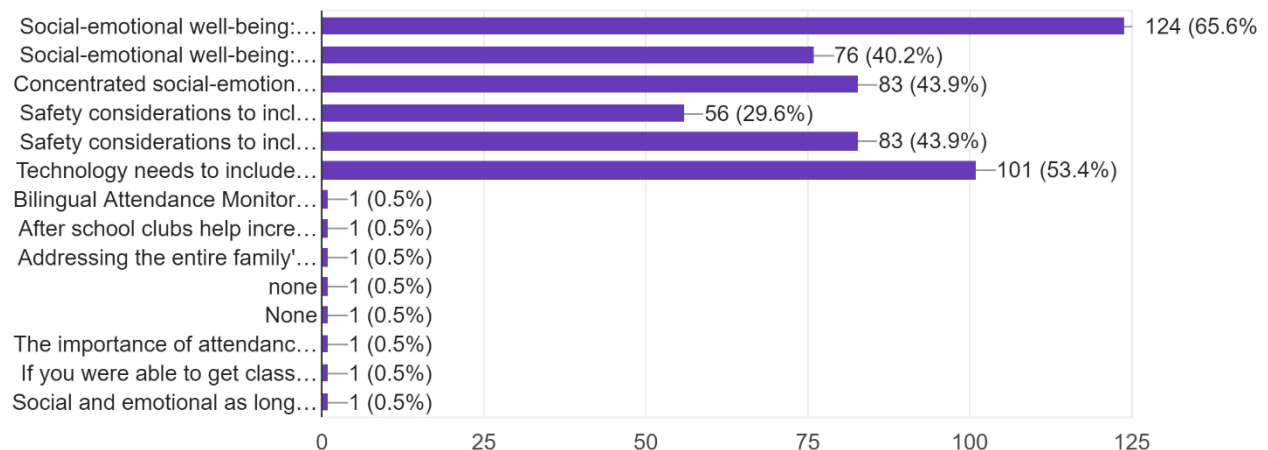
A minimum of 20% of ESSER III funding is required to be used to address academic learning loss.
Which interventions below do you believe will be...he Unique Needs of Low-Income Children/Students

188 responses



In addition to addressing academic learning loss, which areas below do you believe will best address our students' needs as they resume in-person instruction? *Please select up to 3 options.

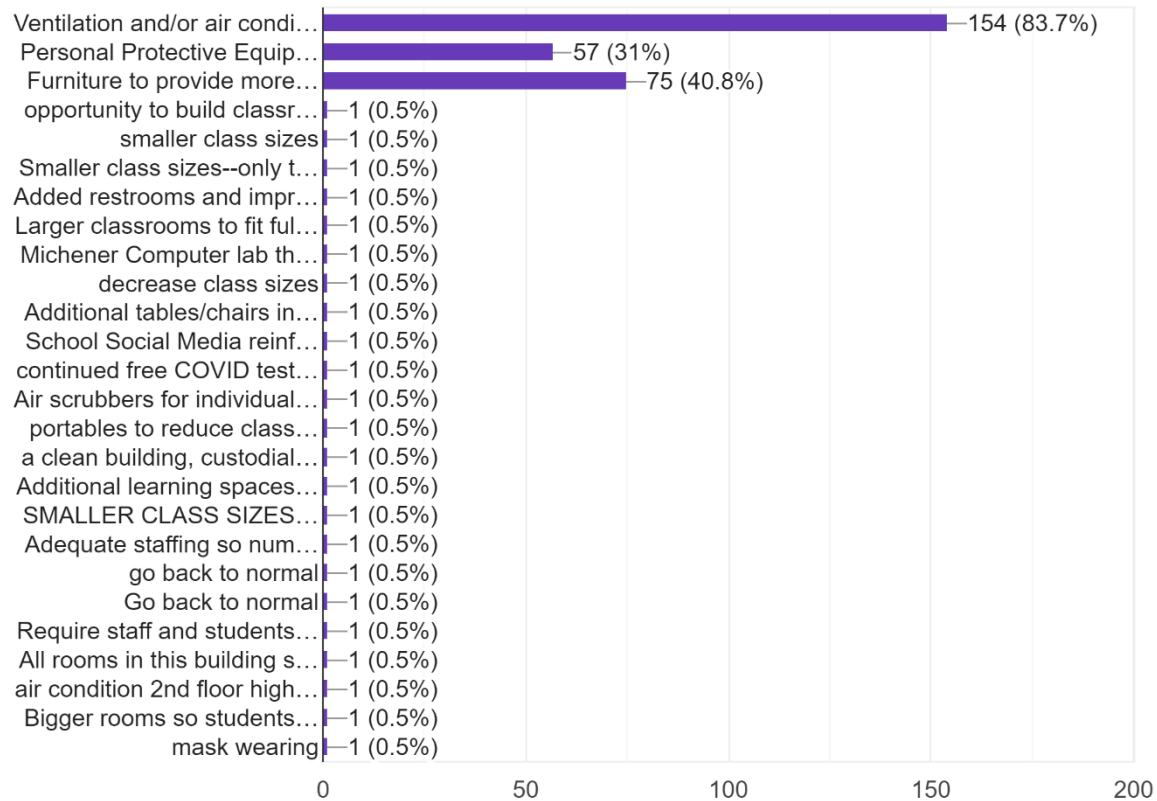
189 responses





Please select any school facility repairs and/or improvements as well as other strategies that you deem necessary to reduce the risk of COVID-19 viru... including the improvement of indoor air quality.

184 responses



34 Total Additional Narrative Responses were also submitted.



ARP/ESSER III Input Form

Adrian Public Schools is applying to receive American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III) Funds to address student learning recovery and to mitigate the impact of COVID-19 on our school communities. These funds are designated for one-time or short-term expenditures to address the ongoing impact of the pandemic. All funds must be expended by September 2024.

APS is seeking feedback from all district and community stakeholders to help determine how the district should best utilize these resources to address unfinished learning and ongoing COVID-19 recovery. Your responses will help us to finalize the major areas of need for which we will use "ESSER III" funding.

Please submit your feedback no later than November 21.. Our ability to submit a comprehensive plan depends to a significant degree on the information you provide through this survey. Thank you!

drichards@adrian.k12.mi.us [Switch account](#)



* Required

Email *

Your email

Last Name *

Your answer

First Name *

Your answer



Please Identify your stakeholder group *

- ☐ Adrian Public Schools Student
- ☐ Adrian Public Schools Parent/Guardian
- ☐ Adrian Public Schools Teacher
- ☐ Adrian Public Schools Staff Member
- ☐ Adrian Public Schools Administrator
- ☐ Adrian Public Schools Community Member

Select all of the following populations that you may represent or have connections to. * Please select at least 1 option. *

- ☐ Associations and Unions
- ☐ Stakeholder representing the interests of students with disabilities, English learners, migrant students, students experiencing homelessness, foster care placement, or incarceration
- ☐ Civil Rights Organizations
- ☐ I do not represent a special population, group, or organization
- ☐ Other: _____



Please select 3 areas below that you believe are the most important priorities as the district responds to the impact of the COVID-19 pandemic. *Please select 3 options *

- ☐ Additional staff to provide support for academic learning loss
- ☐ Additional activities to support special populations such as students with disabilities, English Learners, and others
- ☐ Improvements to facilities to improve safety , such as heating/cooling systems and ventilation
- ☐ Continued emphasis on technology equipment and access
- ☐ Continued purchase of PPE and other safety practices
- ☐ Student social/emotional/mental well-being
- ☐ Other: _____

A minimum of 20% of ESSER III funding is required to be used to address academic learning loss. Which interventions below do you believe will best address this area? *Please select up to 3 options. Activity to Address the Unique Needs of Low-Income Children/Students

- ☐ Before and after school tutoring programs
- ☐ Summer enrichments programs
- ☐ Extended school year or summer credit recovery programs
- ☐ Purchasing evidence-based instructional materials to aid in intervention efforts
- ☐ Additional personnel for academic interventions
- ☐ Programs to track/improve student attendance
- ☐ Other: _____



In addition to addressing academic learning loss, which areas below do you believe will best address our students' needs as they resume in-person instruction? *Please select up to 3 options.

- ☐ Social-emotional well-being: Counseling and social work activities for students
- ☐ Social-emotional well-being: Professional development for faculty and staff
- ☐ Concentrated social-emotional well-being activities for students at risk of dropping out of school and other special populations
- ☐ Safety considerations to include continued access to personal protective equipment and other daily safety practices
- ☐ Safety considerations to include upgrades to district facilities
- ☐ Technology needs to include device upgrades, software programs, and hotspot access
- ☐ Other: _____

Please select any school facility repairs and/or improvements as well as other strategies that you deem necessary to reduce the risk of COVID-19 virus transmission and exposure to environmental health hazards, including the improvement of indoor air quality.

- ☐ Ventilation and/or air conditioning (HVAC)
- ☐ Personal Protective Equipment (PPE)
- ☐ Furniture to provide more student distancing
- ☐ Other: _____



If you have any other ideas not mentioned in the questions above, please feel free to comment here.

Your answer

Submit

Clear form

Presentation Materials



ESSER III Input Session

*Derrick Richards Director of Curriculum and Instruction
State and Federal Programs*



ESSER III

APS State and Federal Programs

Agenda

- Provide overview of ESSER III funding, guidelines, and requirements.
- Share Adrian Public Schools proposed planning process for spending funds.
- Gather input from stakeholders.



ESSER III

State and Federal Programs

Overview of Stimulus Funding Elementary and Secondary School Emergency Relief (ESSER)

Coronavirus Aid, Relief and Economics Security Act (CARES)

ESSER I

\$727,420

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA)

ESSER II

\$2,642,620

American Rescue Plan Act (ARP)

ESSER III

Estimated
\$5,939,171



ESSER III

State and Federal Programs

ESSER III Overview

APS is allocated an estimated \$5,939,171 in funding to use through September 2024. At least 20% of those funds must be used to address learning loss.

Allocation: \$5,939,171

- Two Thirds (2.9) now
- Additional third when U.S Dept of Education approves MDE plan.
- One Time Funds

Timeline

- 3/13/20 to 9/30/24
- Supplanting allowed with restrictions.
- Application is due December 15, 2021. Can be delayed as well as amended after.

Use: 20% on Learning Loss

- Evidence-based interventions (extended day/year, summer learning)
- Address academic and social-emotional impact on pandemic on specific populations.



ESSER III

State and Federal Programs

ESSER III Requirements

Written Plan

- Use of Funds Plan (contained within the grant application)
- An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan.

Community Consultation

- Meaningful input from a wide variety of stakeholders.
 - Conduct meetings and provide surveys.



ESSER III

State and Federal Programs

ESSER III Allowable Activities

Below are some of the examples of the types of interventions and supports ESSER funds may be used for.

Academic Supports

- Summer Learning, after school and online learning.
- Assessments and curricular materials
- Educational Technology
- Support for student groups disproportionately impacted by COVID

Social-Emotional Supports

- Mental health services
- Family Engagement



ESSER III

State and Federal Programs

ESSER III Allowable Activities

Below are some of the examples of the types of interventions and supports ESSER funds may be used for.

Health and Safety

- Campus preparedness to mitigate COVID spread (PPE, Ventilation).
- Coordination with other agencies to prevent and respond to COVID.

Continuity of Services

- Maintain district services, including to employ existing staff.

For additional information of allowable activities please go to the following link:
https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf





Federal Requirement: Allocation of Funds

Initial Allocation Budget \$3,956,633

Function Codes	Function Titles	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenditures 7000	Total
110	Basic Programs	\$60,350	\$27,926					\$88,276
120	Instruction - Added Needs	\$701,702	\$486,952	\$18,353				\$1,207,007
130	Adult Continuing Education							\$0
210	Pupil Support Services	\$30,906	\$20,292	\$60,211				\$111,409
220	Instructional Staff Services	\$31,389	\$30,144		\$20,000			\$81,533
230	Support Services – General Administration							\$0
240	Office of the Principal							\$0
250	Business Support Services							\$0
260	Operations and Maintenance				\$5,000			\$5,000
270	Pupil Transportation Services							\$0
280	Central Support Services							\$0
290	Support Services – Other							\$0
310	Community Services – Direction							\$0
320	Community Recreation							\$0
330	Community Activities							\$0
340	Public Library							\$0
350	Custody and Care of Children							\$0
360	Welfare Activities							\$0
370	Non-Public School Pupils							\$0
390	Other Community Services							\$0
	SUBTOTAL	\$824,347	\$565,314	\$78,564	\$25,000			\$1,493,225
450	Facilities Acquisition, Construction, and Improvements				\$21,734	\$2,441,660		\$2,463,394
	Indirect Costs \$ <input type="text" value="14.00"/>						\$14	\$14
	Enter dollar amount only, do not enter %. Restricted Rate (Max allowed: 2.39%)							
	TOTAL	\$824,347	\$565,314	\$78,564	\$46,734	\$2,441,660	\$14	\$3,956,633
	Total Allocation Amount (Estimated)							\$3,956,633



Full Allocation Budget of \$5,939,171

Function Codes	Function Titles	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenditures 7000	Total
110	Basic Programs	\$60,350	\$27,926	\$87,389				\$175,665
120	Instruction - Added Needs	\$772,040	\$544,789	\$18,353				\$1,335,182
130	Adult Continuing Education							\$0
210	Pupil Support Services	\$30,906	\$20,292	\$81,550				\$132,748
220	Instructional Staff Services	\$31,389	\$30,144		\$20,000			\$81,533
230	Support Services - General Administration							\$0
240	Office of the Principal							\$0
250	Business Support Services							\$0
260	Operations and Maintenance				\$5,000			\$5,000
270	Pupil Transportation Services							\$0
280	Central Support Services							\$0
290	Support Services - Other							\$0
310	Community Services - Direction							\$0
320	Community Recreation							\$0
330	Community Activities							\$0
340	Public Library							\$0
350	Custody and Care of Children							\$0
360	Welfare Activities							\$0
370	Non-Public School Pupils							\$0
390	Other Community Services							\$0
	SUBTOTAL	\$894,685	\$623,151	\$187,292	\$25,000			\$1,730,128
450	Facilities Acquisition, Construction, and Improvements				\$21,734	\$4,145,950		\$4,167,684
	Indirect Costs \$ <input type="text" value="41,359.00"/>						\$41,359	\$41,359
	Enter dollar amount only, do not enter %. Restricted Rate (Max allowed: 2.39%)							
	TOTAL	\$894,685	\$623,151	\$187,292	\$46,734	\$4,145,950	\$41,359	\$5,939,171
	Total Allocation Amount							\$5,939,171