

FY22 Elementary and Secondary Education Emergency Relief (ESSER III) Grant Plans About ESSER III Funding

- Part of the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021.
- \$122 billion was allocated to States to support school district safe reopening/operation of schools
- States must subgrant at least 90% of total ARP ESSER allocation to local education agencies (LEAs)
- Estimated \$1.6 billion to be allocated to MA school districts
- Funds allocated to LEAs based on FY21 shares of Title I A funding
- Period of grant availability: March 13, 2020 to September 30, 2024
- BVT ESSER III Grant Allocation: \$234,924

ESSER III Requirements for Local Education Agency (LEA)

1. Return to In-Person Learning Plan

- Publish a plan for safe return to in-person instruction and continuity of services on public pages of website within 30 days of receiving ESSER III funding.
- Plan must have been available for public comment.
- Must be revisited and revised every 6 months, including soliciting stakeholder input and considering changes in CDC guidance

2. ESSER III Fund Implementation Plan

- Plan for ESSER III funds use based on broad stakeholder input that addresses:
 - Prevention and mitigation strategies, including extent district adopted CDC recommendations
 - Use of 20% reservation to address loss of instructional time with evidence-based interventions
 - How remaining budget will be spent on allowable expenditures
 - How use of ESSER III funds will respond to the academic, social, emotional, and mental health needs of all students, especially those groups most impacted by the pandemic.

3. Reserve 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).

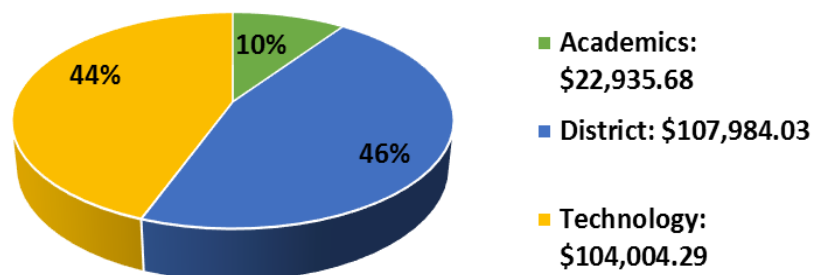
ESSER III Allowable Fund Uses

- Per DESE: Support activities to address needs arising from the COVID-19 pandemic, including:
- Any activity authorized by the Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE);
- Required reservation of at least 20% of district ESSER III funds to address lost instructional time 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 underrepresented student subgroups:
 - low-income children or students,
 - children with disabilities,
 - English learners,
 - racial and ethnic minorities,
 - students experiencing homelessness, and
 - children and youth in foster care;
- Coordination of preparedness and response efforts of LEAs with State and local public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19. Developing strategies that describe and implementing public health protocols how they might align with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
- School facility repairs and improvements, such as efforts to improve indoor air quality to reduce risk of airborne virus transmission and exposure to environmental hazards. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement;
- Training and professional development on sanitizing and minimizing the spread of infectious diseases;
- Purchasing supplies to sanitize and clean the facilities of a LEA, including buildings;
- Planning for and coordinating during long-term closures, including:
 - how to provide meals to eligible students,
 - how to provide technology for online learning to all students,
 - how to provide guidance for carrying out requirements under the IDEA and
 - how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing educational technology (including hardware, software, connectivity, assistive technology and adaptive equipment) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their teachers, including low-income students and students with disabilities;
- Providing student mental health services and supports and maximize capacity for coordination to connect students to behavioral and mental health supports and services, including with school-based and community based-services and providers the hiring of counselors;
- Planning and implementing activities related to summer learning and supplemental afterschool programs such as:
 - providing classroom instruction or online learning during the summer months and
 - addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care; and
- Other activities that are necessary to maintain the operation of and continuity of services in LEA and continuing to employ existing staff of the LEA.

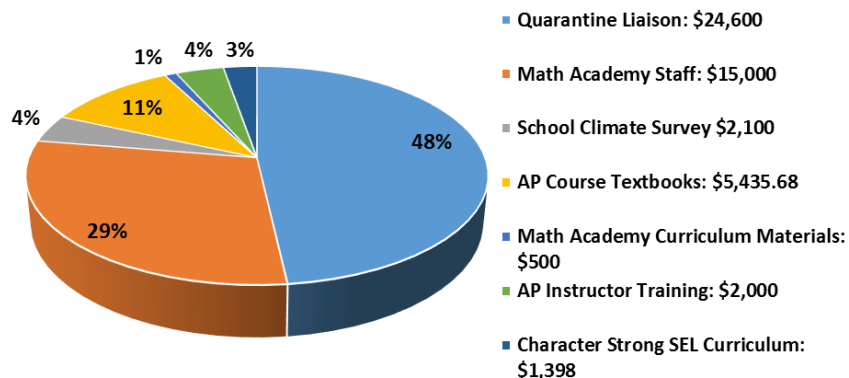
Blackstone Valley Tech ESSER 3 Budget Plan

ESSER 3 Budget Items by Program Category	
Academics	
Math Academy Support Staff	\$15,000.00
AP Course Textbooks	\$5,435.68
AP Course Instructor Trainings	\$2,000.00
Math Academy Curriculum Materials	\$500.00
Academics Total:	\$22,935.68
District	
Nurse	\$79,886.03
Quarantine Liaison	\$24,600.00
School Climate Survey	\$2,100.00
Character Strong SEL Curriculum	\$1,398.00
District Total:	\$107,984.03
Technology	
Student Laptops	\$71,712.00
Zoom Licenses	\$15,500.00
Securely	\$8,700.00
SafeShare.TV	\$2,500.00
Smart Online	\$1,890.00
Screen Cast O Matic	\$1,500.00
Culinary Camera	\$1,200.00
EdPuzzle	\$1,002.29
Technology Total:	\$104,004.29
ESSER 3 Grant Grand Total:	\$234,924.00

ESSER 3 Budget by Program Category (\$234,924)



20% Learning Loss ESSER 3 Expenditures (Total \$51,033.68, 22% of Total Allocation)



BVT ESSER III

Budget Plan Summary

Requirements

***Districts must reserve 20% of allocation for learning loss. BVT is utilizing 22% of our allocation for this requirement (\$51,034).**

By increasing access to educational materials, mental health supports, and technology, Blackstone Valley Regional Vocational Technical High School's implementation plan for ESSER III funds addresses learning loss, prioritizes needs of all grade 9-12 students, and supports overall student success at school and district wide levels. We are increasing course offerings utilizing evidence-based methods (AP courses, math acceleration academy) to ensure students are provided with advanced curriculum and to address learning loss resulting from the pandemic. By implementing school wide social emotional learning curriculum, we are addressing and monitoring mental health/well-being for all students and staff, while expanding the positive and supportive learning environment created and maintained at BVT. Additionally, a school climate survey shall inform our administration of pandemic-related social emotional/mental health needs students may have, furthering positive changes to school climate and enhancing SEL curriculum. We are also ensuring equitable access to technology for students and staff, in preparation for cases of remote learning that may be needed this coming school year. All students and instructors need devices, proper connectivity, and software in order to successfully complete assignments and limit/prevent any instances of learning loss. Software also allows us to continue disbursing information safely and remain connected to families and our community if in-person events are not an option for them. Additionally, if students or staff have to enter into forced quarantine due to Covid-19, we need to ensure they are able to safely continue learning/teaching, and are not excluded from learning or falling behind in their studies due to quarantine related absences. By hiring a Quarantine Liaison, our district is prioritizing support to all students in quarantine through monitoring academic, vocational, social, emotional, and behavioral progress and supporting remote learning engagement. Our Quarantine Liaison shall monitor activities, maintain accessible, inclusive learning environments, as well as ensure students from all subgroups remain connected to resources and support systems needed for their overall success. Additionally, hiring a nurse provides all students and staff in the district with another health services team member dedicated to a variety of COVID-19 tasks and supports.

FY22 ESSER 3 Budget

Blackstone Valley Vocational Regional School District

Support Staff Salaries

Description of Expense

Est. Cost

Budget Cat

ESSER Cat.

LL

District	Quarantine Liaison	Position to assist students in quarantine continue studies/assist them in connecting with support services (academic, SEL, etc.) (\$120/day, 205 days)	1	\$24,600.00	\$24,600.00	Sup.Staff	Req. LL	\$24,600.00
District	Nurse	Nurse position for COVID-related services (testing, contact tracing, monitoring, etc.)	1	\$79,886.03	\$79,886.03	Sup.Staff	Maintain Dist. Activity	\$0.00

TOTAL:

\$104,486

Stipends

Description of Expense

Est. Cost

Budget Cat

ESSER Cat.

LL

Math	Supoprt Staff	Math Instructors (4) to develop curriculum, implement, and teach 1 week Summer Math Acceleration Academy	4	\$3,000.00	\$12,000.00	Sup.Staff	Req. LL	\$12,000.00
Math	Supoprt Staff	Teaching Assistants (4) to support teachers and students for 1 week Summer Math Acceleration Academy	4	\$750.00	\$3,000.00	Sup.Staff	Req. LL	\$3,000.00

TOTAL:

\$15,000

Contract Services

Description of Expense

Est. Cost

Budget Cat

ESSER Cat.

LL

District	School Climate Survey	School Climate Survey to determine SEL mental health needs	1	\$2,100.00	\$2,100.00	C/S	Req. LL	\$2,100.00
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TOTAL:

\$2,100

Supplies and Materials

Program	Item	Description		Cost/Item	Est. Cost	Budget Cat	ESSER Cat.	LL
AP Psych	Textbooks	AP Psych Textbooks, Meyers books, 1 class section	28	\$101.56	\$2,843.68	S&M	Req. LL	\$2,843.68
AP Music	Textbooks	AP Music books, workbooks, aural skills	15	\$172.80	\$2,592.00	S&M	Req. LL	\$2,592.00
Math	Curriculum materials	Curriculum materials to support Math Acceleration Academy curriculum implementation	1	\$500.00	\$500.00	S&M	Req. LL	\$500.00
Tech	Camera	Culinary stovetop demonstrations for remote learning	1	\$1,200.00	\$1,200.00	S&M	Ed. Tech	\$0.00
Tech	Laptops	Remaining costs of ECF E-Rate Laptops for student remote learning (e-rate: \$400/device, BVT: \$864/device)	83	\$864.00	\$71,712.00	S&M	Ed. Tech	\$0.00

TOTAL :

\$78,847.68

Travel

Description of Expense

Est. Cost

Budget Cat

ESSER Cat.

LL

AP Psych	Training	Training for 1 AP Psych Teacher	1	\$1,000.00	\$1,000.00	Travel	Req. LL	\$1,000.00
AP Music	Training	Training for 1 AP Music Teacher	1	\$1,000.00	\$1,000.00	Travel	Req. LL	\$1,000.00

TOTAL:

\$2,000

Other

Description of Expense

Est. Cost

Budget Cat

ESSER Cat.

LL

Tech	Zoom License	Zoom licenses to facilitate admissions and parent meetings remotely (4 years, SY 21-22,22-23,23-24, 24-25)	4	\$2,000.00	\$8,000.00	Other	Ed. Tech	\$0.00
Tech	Zoom License	Zoom Licenses to facilitate remote meetings/learning staff (1 year)	1	\$7,500.00	\$7,500.00	Other	Ed. Tech	\$0.00
Tech	Smart Online	Distance Learning Subscription renewal (3 years)	1	\$1,890.00	\$1,890.00	Other	Ed. Tech	\$0.00
Tech	Securely	Remote web filtering on internet access	1	\$8,700	\$8,700	Other	Ed. Tech	\$0.00
Tech	SafeShare.TV	Allows teachers to take videos and share with students, needed fore remote/hybrid learning	1	\$2,500	\$2,500	Other	Ed. Tech	\$0.00
Tech	Screen Cast O Matic	Record and edit videos, needed for remote/hybrid learning	1	\$1,500	\$1,500	Other	Ed. Tech	\$0.00
Tech	EdPuzzle	For teachers to build video library, needed fore remote/hybrid learning	1	\$1,002	\$1,002	Other	Ed. Tech	\$0.00
Tech	Character Strong	SEL Curriculum (SY 23-24, SY 24-25)	2	\$699	\$1,398	Other	Req. LL	\$1,398.00

TOTAL:

\$32,490

Total LL

\$51,033.68

Requirements

Sup.Staff

\$104,486.03

Remain LL

(\$4,081.68)

20 % for Learning Loss

\$46,952

Stipends

\$15,000.00

C/S

\$2,100.00

S&M

\$78,847.68

Travel

\$2,000.00

Other

\$32,490.29

Total Budget

\$234,924.00

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	No	Binax Now Testing, Quarantine, Test & Stay policies are in place. See extensive guidance on BVT webpage: "School Nurse COVID-19 Testing & Quarantine Guidance"
6	Diagnostic and screening testing	Yes	Yes	
7	Efforts to provide vaccination to school communities	Yes	Yes	
8	Appropriate accommodations for children with disabilities with respect to health and safety policies	Yes	Yes	
9	Coordination with state and local health officials	Yes	Yes	

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.**

Enhanced Core Instruction	Our district is using ESSER III funds for this strategy	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	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.
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	Enrollment data, student report cards	The purchase of high-quality instructional materials for AP Music and AP Psychology, as well as instructor training/professional development for these courses, increases advanced level course offerings and high-quality instruction that will be available to upperclassmen students from a variety of subgroups choosing to pursue these AP courses. By offering new AP courses, we hope to increase enrollment in AP courses, as enrollment slightly decreased during the pandemic. High quality curriculum and materials and training needed to facilitate AP courses will enable us to provide students with enhanced core instruction and support student academic needs. Additionally, instructional materials for the math acceleration academy further support the development of high-quality academic curriculum needed to support academy students.
Targeted Student Supports	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (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.
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	Report cards, test results, instructor observed performance	We are planning to offer another Math Acceleration Academy for Summer 2022, to continue assisting rising 10th grade students from a variety of subgroups in making their transition from Algebra I to Geometry. Utilizing prior knowledge and familiarity with student learning styles, our Math instructors shall focus on developing lessons that bridge specific Algebra I and Geometry concepts in exciting and enriching lessons, contributing to better concept understanding and overall success for 10th grade students in need of additional academic instruction. Our own instructors will facilitate the academy to target specific math concepts that need additional explanations, with concept selection informed by observed student progress/struggles with certain academic math concepts throughout the year. Local assessment data, report card grades, test results, as well as overall productivity and 9th grade performance will be used to determine academy placement, prioritizing students with the most need for academic support.
Talent Development and Staffing	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student subgroups (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.
Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals	Yes	Yes	Attendance data, student report cards	Hiring a Quarantine liaison supports students from all subgroups by monitoring academic, vocational, social, emotional, and behavioral progress/needs of students who are on forced quarantine due to Covid-19. The liaison will ensure our district provides learning and support services to students in quarantine, while addressing, responding to, and preventing instances of incomplete or unfinished learning. They will be responsible for ensuring students remain engaged in learning, while also serving as a liaison between students and faculty regarding assignment and assessment completion. They will communicate with administrators and parent/guardians to advocate for student needs, accommodations, and modifications aligned with student re-entry plans.
Other Interventions/Strategies/Supports <i>Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above</i>	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.
Community Outreach/ Participation and Positive School Climate	Yes	Yes	Surveys, reports, student behaviors	In order to maintain positive school climate and further support performance for students from all subgroups, a school climate survey will respond to social emotional needs of students resulting from the pandemic. Social and emotional impacts of the pandemic shall be determined from student responses to the comprehensive school climate survey. Responses/data shall be utilized, in addition to school wide SEL curriculum, to further address SEL/mental health impacts of the pandemic on student learning. This strategy provides support to all subgroups through equitable survey distribution and the ability for all students to report on their SEL/mental health struggles and needs that are impacting their learning.

ESSER III FUND ALLOWABLE EXPENDITURES

On which of the following allowable activities/categories does your district intend to spend its ESSER III Funds?

(Select "Yes" for all that apply)

1. Educational technology (internet connectivity, hardware, devices, software, tech support services, etc.).	Yes
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), ² ²	Select
• IDEA,	Select
• Carl D. Perkins Career and Technical Education Act of 2006,	Yes
• Adult Education and Family Literacy Act.	Select
4. Planning for and coordinating during long-term closures, including:	Yes
• how to provide meals to eligible students,	Select
• how to provide technology for online learning to all students,	Yes
• 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	Yes
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,	Yes
• racial and ethnic minorities,	Yes
• students experiencing homelessness, and	Yes
• students in foster care.	Yes
7. Diagnostic intake assessments to gauge students' knowledge and skills (i.e. early literacy screening, 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
• administering and using high-quality assessments,	Yes
• implementing evidence-based activities to meet student needs,	Yes
• providing information and assistance to parents and families to support students, including in a distance learning environment,	Yes
• tracking attendance and improving engagement in distance learning.	Yes
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	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

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.

As a single school district, ESSER III funds for Blackstone Valley Regional Vocational Technical High School prioritize needs of all grade 9-12 students at both school and district wide levels. Our return to in-person learning plan shall be followed by all students and staff to ensure a safe return to school, as we are providing an abundance of information and guidelines to BVT community members, ensuring complete understanding and full compliance before the start of the school year to limit disciplinary action.

By increasing access to educational materials, mental health support, and technology, our implementation plan for ESSER III funds addresses learning loss and supports overall student success for this school year, and years to come. We are increasing course offerings utilizing evidence-based methods (AP courses, math acceleration academy) to ensure students are provided with advanced curriculum and to address any learning loss resulting from the pandemic. By implementing school wide social emotional learning curriculum (Character Strong) we are addressing and monitoring mental health/well-being for all students and staff over the next few years, while expanding the positive and supportive learning environment that we have created and are maintaining at BVT. Additionally, a school climate survey will further inform administration of other pandemic-related social emotional or mental health needs that students may have resulting from the pandemic, further informing positive changes to school climate and SEL curriculum enhancements.

We are also ensuring equitable access to technology for students and staff, in preparation for cases of remote learning that may be needed by either students or staff this coming school year. All students and instructors need devices, proper connectivity, and software in order to successfully complete assignments and limit/prevent any instances of learning loss. Software also allows us to remain connected to families and our community for special events through remote platforms if they cannot come to BVT in person. Additionally, if students or staff have to enter into forced quarantine due to Covid-19, we need to ensure they are still able to safely continue learning/teaching, and are not excluded from learning or falling behind in their studies due to quarantine related absences. By hiring a Quarantine Liaison, our district is prioritizing support to all students in quarantine through monitoring academic, vocational, social, emotional, and behavioral progress and supporting remote learning engagement. Our Quarantine Liaison will monitor activities, maintain accessible, inclusive learning environments, as well as ensure students from all subgroups remain connected to resources and support systems needed for their overall success. Additionally, hiring a nurse provides all students and staff in the district with another health services team member dedicated to a variety of COVID-19 tasks and supports.