



16 Authorized Uses for ESSER III Funds

AUTHORIZED USES FOR ESSER III FUNDS

1. **A) Any activity authorized by the ESEA of 1965** including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), **B) the Individuals with Disabilities Education Act** (20 U.S.C. 1400 et seq.) ("IDEA"), **C) the Adult Education and Family Literacy Act** (20 U.S.C. 1400 et seq.), **D) the Carl D. Perkins Career and Technical Education Act of 2006** (20 U.S.C. 2301 et seq.) ("the Perkins Act"), **E) or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act** (42 U.S.C. 11431 et seq.)
2. **Coordination of preparedness and response efforts** of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
3. Providing principals and others school leaders with the **resources necessary to address the needs of their individual schools.**

EXAMPLES

- Expand Title 1 Program for learning loss.
 - Add staff to lower class sizes for COVID-related safety. (Cohorting, increasing physical space, etc.)
 - Create additional family engagement activities – surveys, etc. to provide feedback for program development. (Making connections outside of school hours.)
 - Establish a safe in-person environment for a limited number of students most in need of in-person support, even while most of the district may be remote.
 - Provide personal protective equipment and other resources to safely, send teachers to work with students in the home, when appropriate.
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- Assign staff to attend coordinating meetings.
 - Meet regularly with county health officials and emergency management staff.
 - Share resources and facilities with county health officials and emergency management staff.
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- Provide professional development on leading during a pandemic, addressing learning loss, etc.
 - Provide professional development on addressing mental health for staff and students.
 - Provide health care training for administrators and school leaders.
 - Develop remote learning strategies.
 - Provide training for communicating with parents, staff, and students during remote learning.

AUTHORIZED USES FOR ESSER II FUNDS	EXAMPLES
4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.	• Locate disengaged students and make sure they have access to education. • Connect families with community resources. • Translate materials for families. • Establish a safe in-person environment for a limited number of students most in need of in-person support, even while most of the district may be remote. Hold classes at different hours of the day to accommodate unusual family schedules. • Provide meals (sack lunches) for students who cannot safely come to school.
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.	• Pay staff for time outside of their contract to develop and implement necessary procedures in response to a health emergency, i.e., health protocols, mitigation of virus, cohorting procedures.
6. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.	• Bring in health departments and other community health professionals to provide professional development on mitigation efforts, training on how to use tools/technology, etc. • Train all school staff on appropriate sanitation. • Share school staff training with staff from other agencies such as hospitals, nursing homes, businesses, retail stores, etc. • Share school sanitation protocol training with parents.
7. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.	• Purchase additional supplies or specialty equipment necessary to mitigate the virus within school buildings. • Purchase personal protective equipment: face masks, shields, gowns, gloves, etc.
8. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.	• Provide for the excess costs associated with nutritional services – delivery, additional distribution locations, additional sanitation protocols/equipment. • Provide remote learning sites, internet hotspots, etc. • Provide meals (sack lunches) for students who cannot safely come to school. • Provide training for parents, staff, and students on use of technology. • Provide training for parents, staff, and students on remote learning practices and strategies.

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9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.	• Purchase additional technology such as tablets, laptops, screen readers etc. for remote teaching and remote learning. • Increase broadband for schools. • Purchase offsite internet security software to protect students and equipment. • Hire IT staff to implement and support additional technology. • Provide mental health services and supports.
10. Providing mental health services and supports.	• Contract with mental health agencies to provide counseling, social services, and access to mental health professionals for staff and students in response to COVID-19. • Provide professional development for counselors and social workers. • Develop and implement early warning systems/screeners to identify staff and student mental health needs. • Work with local mental health professionals to train school staff on mental health issues to watch for in students, staff, and parents; as well as how to respond appropriately.
11. Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.	• Cover additional salaries/expenses for staff, utility bills, etc. associated with summer extended learning. • Cover expenses associated with providing student transportation to summer learning programs. • Cover expenses associated with additional learning materials to address specific needs created by or as a result of the pandemic. • Implement effective and impactful summer learning programs and after-school programs: Team teach, small classes, varied timeframes, curriculum tied to field trips and hands-on activities, multi-age student groupings, cross curricular instruction, etc.

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12. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. - Implementing evidence-based activities to meet the comprehensive needs of students. - Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. - Tracking student attendance and improving student engagement in distance education.	- Purchase screeners or assessments to help identify student learning loss. - Provide tutoring services to students. - Host parent camps – provide technology training, curriculum explanation/ training, etc. - Extend the length of the school year. Add more breaks if necessary. - Purchase curriculum targeted toward areas in which students have fallen behind.
13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	- Install plexiglass dividers and shields for classrooms, libraries, cafeterias, etc. - Replace non-opening windows with windows that open. - Contract an audit of district, pandemic safety protocols. - Create signage related to pandemic safety protocols, i.e. one-way traffic flow in cafeteria, library, etc. - Remodel space to create more classrooms to allow smaller, socially distanced class sizes. - Lease space in community buildings to allow smaller, socially distanced class sizes.

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14. 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.

15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities

16. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

EXAMPLES

- Upgrade filtration/HVAC systems for better air flow and outdoor air circulation.
 - Contract for an audit of HVAC systems.
 - Improve air filtering systems
 - Add air purification systems
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- Developing sanitation practices and carrying those practices into action
 - Extra hours for classified staff to ensure social distancing is met before school hours and during lunch
 - Provide training to staff
 - Public Health protocols for the health and safety of students and staff
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- Payments for already contracted services that can't be used due to the pandemic – i.e., school bus services.
 - Payments of salaries for staff whose duties can't be performed when schools are in remote learning environments.
 - Payment of salaries for staff who are afflicted by COVID or underlying health conditions that prohibit them from working, and the staff member has no remaining sick leave– hazard pay.
 - Payments for additional staff duties or risks that are due to additional COVID-19 related duties.
NOTE: Bonuses are explicitly prohibited.
 - Payment for substitute teachers necessary due to staff members being quarantined.
 - Hire additional nurses, custodians, counselors, social workers, teachers, cooks, IT staff. All additional staff must be related to needs caused by COVID

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