



Table of Contents

School ESSER Proposal Checklist	1
What is my school allocation and how was it determined?	3
What are the guardrails of district funding?	4
Guardrail 1: Seven Focus Areas	4
Guardrail 2: Alignment	6
Guardrail 3: Evidence-based or Research-based Practices	7
Guardrail 4: Payments and Staffing	7
Guardrail 5: Technology and Equipment	8
How do I access and submit my proposal so that I may start the approval process?	8
Who is reviewing my ESSER proposal?	9
What is the approval process for ESSER funds?	9
Facilities Requests	12
What does the district plan to provide to my school?	12
FAQ	14
Budget:	14
ESSER Approval Process	14
Facilities	14
Office of Human Capital	14
School Allocations	16
Technology Requests	16



RETURN | RECOVER | REIMAGINE

Grounded in the community-driven strategic plan, BPS will invest these one-time federal relief funds to return well, recover strong and reimagine what's possible for our students



School ESSER Proposal Checklist

The following two pages include a checklist of actions that you will need to complete during the ESSER Proposal Process.

- Hold ESSER School-Based Equity Roundtable Part 1 (May/June) to identify equitable ways to return, recover and reimagine and to begin/continue informing the school plan.
 - Take notes using a copy of the [Notecatcher](#).
 - Include the link to your notecatcher for School-Based Equity Roundtable Part 1 in the End of Year Checklist. ***Please share with Serena La Rocque , Geoffrey Rose , and Velecia Saunders .***

- Read ESSER School Guidance in its entirety since there is critical information on school allocations, explanation of how funds were allocated, guardrails, funding proposal instructions, and district investments.

- (Optional) If you are seeking immediate access to some of your ESSER funds, you can complete this simplified [Optional Early ESSER School Request Form](#). You may request funds as early as tomorrow, July 9, 2021 through August 6, 2021. This optional early request will allow you to start the process of adding positions and securing partnership contracts as needed.
 - If you complete the Optional Early ESSER School Request Form, please be sure to share the link to your form **here** under Column D.
 - Ensure that **Serena La Rocque** has edit access to the document.

- (Optional) Sign up for Office Hours with the ESSER team to get additional more targeted support. Dates will be shared shortly directly in this checklist.

- (Optional) Attend Informational Session(s) to get more general information on the ESSER. Topics and dates will be shared shortly directly in this checklist.

- Hold ESSER School-Based Equity Roundtable Part 2 by October 1 to collect specific input into or feedback on your spending plan. Materials will be shared shortly.
 - Take notes using a copy of a notecatcher that will be shared shortly in this checklist.
 - Include the link to your notecatcher for School-Based Equity Roundtable Part 2 here under Column G. ***Please share with Serena La Rocque , Geoffrey Rose , and Velecia Saunders .***



- Consult with your ILT on your ESSER plan. We recommend including your school superintendent. Please note that your school superintendent and ESSER Team members will review your Required ESSER School Request Form as part of the approval process
- Present and review the ESSER proposal with your School Site Council or Governing Board (whichever body would ordinarily sign off on your school budget) by October 1.
- Complete the more detailed [Required ESSER School Request Form](#). You may submit the more detailed Required application as early as August 31, 2021 (the due date for Round 2) and as late as October 18, 2021 (the extended due date for Round 3).
 - Share the link to your form [here](#) under **Column E**.
 - Ensure that ***Serena La Rocque*** has edit access to the document.



What is my school allocation and how was it determined?

According to [Boston Public Schools Equity Analysis](#), the impact of COVID has hit certain subgroups of BPS students, families, and staff disproportionately. Black, Latinx, and Asian families, particularly immigrant families, more likely experienced unemployment and other income loss, leading to housing and food insecurity. Many students with disabilities and their families, and English learners and their families, communicated that remote learning was particularly challenging for them.

In addition, during community meetings and All School Leader calls in May and June of 2021, we received feedback that it was critically important that school based funds were allocated based on need rather than equally across schools, and that schools receive funding as soon as possible. With the guidance of the [ESSER Commission](#) (which includes school leaders and a school superintendent representative), we determined a system for making an initial school allocation that awards funding based on the number of high need students in each school. This formula directs funding to students we believe have been disproportionately harmed by the pandemic: students receiving special education services, students receiving English learner supports, and students experiencing poverty.

Category	Enrollment	Per Pupil Amt	Category Total
All Students	48,693	--	--
Special Education	9,081	\$813	\$7,387,131
English Learners	15,016	\$813	\$12,215,082
Low Income	37,368	\$813	\$30,397,787

**Updated data with new per pupil amount based on including schools that are not traditionally funded by WSF and taking out schools that will receive ESSER funding directly from DESE.*

By starting with a total allocation estimate and looking at enrollment across the district, the budget team determined a per pupil amount for students who fall into each of the three categories named above. If a student falls into one of the categories (special education, English learner, or experiencing poverty), their school will be awarded \$813. If a student falls into two of the specified categories, their school will receive \$1,626 (\$813*2). If a student falls into all three of the categories, their school will receive \$2,439 (\$813*3). A school’s allocation is the total of per pupil funding they receive for



students in each of the three categories. In this way, funds will be allocated to schools where students have the highest needs using existing BPS data.

You may [click here to see your school's allocation](#) for the first funding distribution*. Additional funding may come as a result of greater differentiated analysis (ex. Weighted degrees of needs, by level of EL, SWD, LI/Homeless).

*Please note that Horace Mann Charter Schools are not included in this list since they receive ESSER funding directly from DESE, and therefore would need to apply directly to DESE. To learn more about Horace Mann Charter Schools ESSER II and ESSER III allocations, please visit [DESE's website](#).

What are the guardrails of district funding?

*While DESE provides flexibility to use funds for activities allowable under Title I/II/III/IV, IDEA, and McKinney Vento grants, all City of Boston procurement policies and procedures still apply and there are some limitations. **In addition, DESE has categorized ESSER investments into three main categories: Academics, Social Emotional, and Operations.** The following will describe ESSER Guardrails in more detail.*

Guardrail 1: Seven Focus Areas

Based on feedback from the broader BPS Community to date, there are seven areas that will be the focus of ESSER investments to Recover and Reimagine. ESSER Investments should be aligned to one or more of the focus areas.

- **Strengthen the Instructional Core**: At the center of the model are students, teachers, and content. This focuses on the student and what supports they need to be successful. This can include access to curriculum, social emotional support, individualized supports, and Multi-Tiered Systems of Support (one system that provides various types of support). Because of the demographics of students in BPS, it is critical to provide a specific focus on students with disabilities and students who are learning English as we strengthen the instructional core.
- **Inclusion**: Special attention will be devoted to supporting students with disabilities and fostering their development in the least restrictive environment. Students with disabilities in inclusion classrooms perform better academically,



are more engaged in their classrooms, receive higher-quality IEPs, have higher attendance rates, and are more likely to go to college or gain employment after high school (Grindal, 2016; Hunt, 1992; Hunt, 1994; Wagner, 2006; Waldron, 2001).

- **Multilingual Learning:** Students who are learning English require supports for language access that builds on the cultural and linguistic assets they bring to the classroom and support their development in appropriate and sustaining settings. Multilingualism is associated with flexible thinking skills, executive functioning skills, cross-cultural understanding, and positive identity development (Langeloo, 2019; Leeman, 2015).



- **High Quality Pathways:** Students benefit from pathways that provide continuity and coherence from Pre-Kindergarten through Post-Secondary. High-quality early learning experiences are associated with school success, college enrollment, and civic participation (Weiland, 2013; Weiland, 2019; Gray-Lobe et al., 2021). As students progress through their education, high-quality pathways are critical at each transition point. As students prepare for graduation in their high school years, robust college and career pathway programs are critical to students’ long-term success (Oakes, 2008; Morgan, 2018; Ozuna Allen, 2018).

- **Equitable Access:** All students deserve access to opportunities that support their academic, social-emotional, and holistic growth. BPS will focus on ensuring all students have access to rigorous content as well as enrichment programs and creative spaces such as arts programs, outdoor learning, and athletics. Participation in arts programming is correlated with benefits related to tolerance, empathy, and critical thinking (Kisida, 2014; Lichtenberg, 2008). Physical activity in childhood is associated with both academic and health benefits, including better concentration, healthier bones, fewer mental health concerns, and the



prevention of chronic diseases (Grissom, 2005; Physical Activity Guidelines Advisory Committee, 2018). Students of color, English learners, students with disabilities, and economically disadvantaged students have inequitable access to enrichment opportunities.

- **Community:** When schools partner with families in meaningful ways, students are more likely to graduate, have higher attendance rates, express more positive attitudes about learning, and perform better in school (Auerbach, 2010; Baquedano-López, 2013; Dearing, 2008; Epstein, 2002; Kuperminc, 2008; Leo, 2019; Marshall, 2006; Smith, 2019). There are many partner organizations and individuals who work to support our students within and beyond the school day. BPS seeks to integrate investments with the services provided by others in our community to best support our shared students.
- **School Environments:**
 - Although School Environments is included as one of the focus areas, the district has plans to use central office funding to cover the costs of facility improvements. Please see the "[Facilities](#)" section of this ESSER School Guidance document for more information.
 - Please note that furniture or other purchases to create an academic and social emotionally-supportive environment are allowable. Furniture purchases will follow the regular BPS procurement process; a list of suggested vendors and items will be available by August 16 or sooner.

Guardrail 2: Alignment

If you submit your proposal before your school team is able to draft or finalize your 2021-2022 Quality School/Transformation Plan, your proposal must show continuity of your 2020-2021 Quality School Plan and/or reflect the feedback identified by one of the School Equity Roundtable ESSER meetings you hosted.

-OR-

If you submit your proposal after your school team drafts or finalizes your 2021-2022 Quality School/Transformation Plan, your spending plan must align to your updated Quality School/Transformation Plan and also reflect the feedback from one of the School Equity Roundtable ESSER meetings you hosted.



Please note that you have the ability to apply for funding during Round 1 in the case you would like to hire someone and/or you secure a contract with partnerships. However, you would still need to complete the full proposal later during Round 2 or Round 3. Please see "[How do I access the proposal form so that I may start the approval process?](#)" section of this guidance.

Guardrail 3: Evidence-based or Research-based Practices

We ask that proposals are supported by evidence-based or research-based practices. We want to increase our impact by implementing effective educational strategies supported by evidence and research. The [Required ESSER Proposal Round 2 and 3](#) offers a select list of such practices and are pre-approved in a dropdown menu. Please note that the dropdown menu provided in the proposal is not an exhaustive list of all possible practices. The selections of the dropdown menu will become more developed each year. If you would like to reference an evidence-based practice that is not a selection of the dropdown menu, then you have the ability to share it with the ESSER School Review Panel.

Guardrail 4: Payments and Staffing

Payments to unions / associations are not permitted. Neither are direct payments to families.

You may hire staff as part of the ESSER application. Any staff hired must support your efforts to address learning loss, social emotional learning/mental health, and operations. However, these positions will be posted as one-year vacancies and hires will not have attachment rights to these positions. Also, in creating new positions, you must adhere to the various Collective Bargaining Agreements (contracts) that exist between the district and our unions. Please consult your HC Manager with questions.

Please note that the district will be able to bring all schools up to 1.0 social worker allocation. Therefore, you do not need to use your ESSER funds to increase the FTE of your social worker.

Finally, ESSER funding is coded as Fund 200. Therefore, if you hire staff, be sure to include benefits as part of your ESSER proposal. The ESSER proposal has a budget tool to help calculate benefits.

Please visit the "[Office of Human Capital](#)" Section of this guidance for other frequently



asked questions.

Guardrail 5: Technology and Equipment

There is not a cap on funds that can be used for Technology and Equipment purchases but equipment purchases over \$30,000 require an additional application to DESE. Anything over \$5k or that is expected to last more than 1 year is considered Equipment (not a supply) and must meet the following criteria;

1. Meet the district's [technical specifications](#);
2. Vendor will sign a [data privacy agreement](#) if the tool contains student/staff information;
3. Aligned to the [Essentials for Instructional Equity](#); and
4. Serve a purpose that is distinct from currently available tools within the district.

How do I access and submit my proposal so that I may start the approval process?

- Access [Optional Immediate ESSER Funding \(Round 1\) here](#) if you would like to hire someone and/or secure a contract with a partner earlier than you would in Round 2 and 3. You would still need to complete the required ESSER Proposal for Round 2 and 3 AND the partial funding that you request will be deducted from your ESSER school allocation for 21-22.
- Access [Required ESSER Proposal Round 2 and 3 here](#)
- Submit both the Optional Immediate ESSER Funding (Round 1), if applicable, and *Required ESSER Proposal Round 2 or 3* forms by sharing the link here and ensuring that **Serena La Rocque** has access to your proposal.

Optional ESSER Form: If you would like to hire someone and/or secure a contract with a partner earlier than you would in Round 2 and 3, you may submit an optional form ([Optional Immediate ESSER Funding -Round 1](#)). Once you open the form, it will prompt you to make a copy to edit. The proposal is short and has two sections. Part 1 asks questions to understand your priorities and Part 2 is a budget tool to understand the breakdown of the cost of your school's immediate funding. Once you have completed the Optional Immediate ESSER Funding form (Round 1), please share your link to the form here under Column D. Please ensure that **Serena La Rocque** has edit access to the document. You would still need to complete the required ESSER Proposal for Round 2 and 3 AND the partial funding that you request will be deducted from your ESSER school allocation for 21-22.



Required ESSER Proposal: You may access the Required ESSER Proposal Round 2 and 3 by clicking on [this link](#). The proposal has three sections. Part 1 asks questions to understand the impact and alignment of your proposal to your school's priorities. There is an optional section where you may note your facilities requests. Part 2 focuses on your school community engagement. Part 3 is a budget tool to understand the breakdown of your school's proposed costs 2021-2022. Please complete all three sections and answer all required questions. Once you have completed all sections, please submit your proposal by sharing your link here under Column E. **Please ensure that *Serena La Rocque* has edit access to the document.** You may choose to submit your proposal by Round 2 or 3 deadlines.

See the next two sections for more details on the rounds.

Who is reviewing my ESSER proposal?

For Round 1 (Optional): The ESSER team and other relevant representation will review your proposal based on the requests of the application.

For Rounds 2 and 3: The ESSER School Panel will review your proposal. Members of the ESSER School Panel include:

- School superintendent
- ESSER and Finance team members
- OHC if relevant
- Facilities if relevant
- OIIT if relevant
- Other relevant representation based on the requests of the application.

*Please note that if there are technology or facilities requests, those requests will go through an approval separate from ESSER as described in this guidance document.

What is the approval process for ESSER funds?

The proposal window is open from July 9, 2021-October 18, 2021. The table below summarizes the dates for proposal submission deadlines, approval notifications, and recommendations on which round to submit your proposal. Please note that your ESSER school allocation remains the same regardless of the round you choose to submit your proposal.



	Final Proposal Submission Due	District Notification of Approval to Schools	Submit your proposal during this round if you...
Round 1 (Optional) Form	Rolling Submission with the last possible date for submission on Aug. 6, 2021. Only round with rolling submission. Submit optional form here under Column D	Rolling Approval based on when a proposal is received. We will notify schools within two weeks of the proposal submission.	Would like to add a position and/or secure a contract with a partner earlier than you would in Round 2 and 3. You would still need to complete the required ESSER Proposal for Round 2 and 3 AND the partial funding that you request will be deducted from your ESSER school allocation for 21-22.
Round 2 Proposal	August 31 (no rolling submission/approval) Submit your proposal under Column E	October 1, 2021	Are able to meet with your school teams in time and would like funding earlier than when you will receive funding in Round 3.
Round 3 Proposal	October 18th (no rolling submission/approval) Submit your proposal under Column E Extended Deadline	November 12th	Need additional time to engage your school community.

The table below details the entire approval process and includes dates for the School-Based Equity Roundtable Session 1 and 2.

Timeline SY 21-22	Phase
May 4- June 30	School-Based Equity Roundtable ESSER Session 1 <ul style="list-style-type: none"> School leaders will include the link to the note catcher in the End of Year Checklist by June 30, 2021
July 9th	Guidance and School Allocations Shared <ul style="list-style-type: none"> Schools will know their school allocations and the rationale behind allocations Schools will receive guidance and guardrails for ESSER funding.
July 9th- Aug 6th	Proposal Submission for <u>Optional</u> Immediate ESSER School Funding Round 1 Rolling Submission <ul style="list-style-type: none"> Round 1 is the only round with a rolling submission. <u>Rolling submission window closes on Aug 6, 2021.</u> Schools interested in hiring someone and/or securing a contract with a partner earlier than you would in Round 2 and 3 will complete a short optional form AND share the link to their form here under Column D. <i>Please ensure that Serena La Rocque has edit access to the</i>



	<p>document.</p> <ul style="list-style-type: none"> Schools would still need to complete the required ESSER Proposal for Round 2 and 3 AND the funding you receive from Round 1 will be dedicated from your total ESSER SY21-22 school allocation. General information sessions to support schools with applications and additional more targeted supports are held. Schools may learn of the general information sessions and/or sign up for additional support sessions. 	
July 9th- Aug 20th	<p>ESSER Team Review Proposals for Optional Immediate School Funding (Round 1) on Rolling Basis</p> <ul style="list-style-type: none"> ESSER team will review each request. 	<p>ESSER Team Notifies Schools of Approval Status on a Rolling Basis</p> <ul style="list-style-type: none"> Schools are notified of their approval status on a rolling basis. Schools receive feedback from the ESSER team to support schools in getting their plan approved (if applicable).
<p>TBD: Funds Released to Schools who were approved for Round 1</p>		
Aug. 31st	<p>Proposal Submitted for Round 2</p> <ul style="list-style-type: none"> Schools complete the Required: ESSER School Funding Proposal during Round 2 if they are able to meet with school teams in time and would like funding earlier than when they would receive funding in Round 3. Submit Required ESSER School Funding Proposal (Round 2) by <u>August 31st</u> by sharing the link here under Column E. <i>Please ensure that Serena La Rocque has edit access to the document.</i> General information sessions to support schools with applications and additional more targeted supports are held. Schools may learn of the general information sessions and/or sign up for additional support sessions. Dates of sessions will be shared shortly. 	
Aug- Sept.	<p>ESSER School-Based Equity Roundtable Session 2 is held and link to notecatcher is shared here under Column G. The purpose of this ESSER School-Based Equity Roundtable is to get feedback on "final" school plan, with a focus on leveraging new opportunities afforded by ESSER.</p>	
Oct. 1st	<p>ESSER School Panel Quality Review Proposals for Round 2</p> <ul style="list-style-type: none"> ESSER team will review each proposal for Evidence of Equity, Stakeholder Engagement, Alignment to School Plan/Priorities, Evidence to Support Impact, Implementation Risk, and Financial Sustainability. 	<p>ESSER School Panel Notifies Schools of Approval Status</p> <ul style="list-style-type: none"> Schools are notified of their approval status. Schools receive feedback from the ESSER School Panel to support schools in getting their plan approved.
<p>TBD: Funds Released to Schools who were approved for Round 2</p>		
Oct. 18th (extended)	<p>Proposal Submitted for Round 3</p> <ul style="list-style-type: none"> Schools interested in receiving their funding by the end of Round 3 will submit their 	



deadline)	proposals by <u>October 18</u> by sharing the link here. <i>Please ensure that <u>Serena La Rocque</u> has edit access to the document.</i> <ul style="list-style-type: none"> • General information sessions to support schools with applications and additional more targeted supports are held. Schools may learn of the general information sessions and/or sign up for additional support sessions. 	
Nov. 12th	ESSER School Panel Quality Review Proposals for Round 3 <ul style="list-style-type: none"> • ESSER team will review each proposal for Evidence of Equity, Stakeholder Engagement, Alignment to School Plan/Priorities, Evidence to Support Impact, Implementation Risk, and Financial Sustainability. 	ESSER School Panel Notifies Schools of Approval Status <ul style="list-style-type: none"> • Schools are notified of their approval status. • Schools receive feedback from the ESSER School Panel to support schools in getting their plan approved.
TBD: Funds Released to Schools who were approved for Round 3		

Facilities Requests

Capital Improvements and Facilities must clearly support a safe Return or justify how they will advance academic/social emotional recovery efforts. For all facilities requests, the intent of the ESSER proposal is to understand repairs and requests that are needed in your school. The Operations Team will review your request and will go through an operations approval process that is separate from ESSER. If approved by operations, the funding will not be deducted from your ESSER school allocation.

Please note that furniture or other purchases to support an academic and social emotionally-supportive environment are allowable. For furniture purchases, please follow the BPS Furniture procurement process.

If you would like to learn more about Boston Public Schools Initiatives, please review the [FY22 Capital Budget presentation](#).

What does the district plan to provide to my school?

We are rapidly working to give schools additional details on district investments. Below is a list of known district investments, and we expect there will be others identified in the coming months. More information on these investments, others, and specifically what will be deployed to schools will be clarified by September (as we apply for ESSER III), before final ESSER School Applications are due.



Instructional Core: Academic Investments

- Literacy & Science of Reading Investments
 - Provide Science of Reading Professional Development
 - Support schools to audit and vet current materials against criteria in order to move towards materials and instructional practices that are aligned with the Science of Reading, and that are culturally and linguistically responsive and affirming. This work will be supported by Instructional Coaches
 - Purchase of materials aligned to the Science of Reading
 - Apply a Universal Design for Learning (UDL) approach to Science of Reading; particular attention focused on the needs with students with disabilities and multilingual learners
 - Expand access to high quality texts and library experiences by purchasing books for classroom libraries or school libraries and expanding library programming

Instructional Core: Social-Emotional Wellness Investments

- Student Support Investments
 - Provide Social emotional wellness supports to students and professional learning to staff
 - Provide comprehensive Health education and expanded access to Physical Education
 - Expand the Hub School model of providing comprehensive student supports
- Creating the conditions for a district-wide Multi-Tiered Systems of Support (MTSS)

Multilingual Learning and English Learners

- Investments for Students who are Multilingual and/or English Learners
 - Provide high quality formative assessments for all English Learners
 - Develop or purchase dual language materials in Spanish, Cabo Verdean, Vietnamese, Chinese, Arabic, Hatian Creole, Vietnamese, and Somali to reflect the rich linguistic diversity of our students

Inclusion and Students with Disabilities

- Investments for Students with Disabilities
 - Address compliance issues immediately to accelerate progress on the needs of our students with disabilities, including expanding funding for compensatory services

School Environments: Operations Investments

- Air quality and Improved temperature control through HVAC systems, enabling increased access to summer learning
- Increasing safety of bus transportation



FAQ

The following questions are school leaders' frequently asked questions that were collected during All School Leader meetings in May and June and during ESSER Commission meetings.

Budget:

- Will ESSER funds roll over?
 - Yes, ESSER funds for the school year 2021-2022 can roll over into the next school year. However, in your ESSER school proposal, please create a budget that plans to spend the entire school allocation for 2021-2022.
- When do I have to spend my ESSER funds for my school allocations in SY 2021-2022?
 - ESSER Funds for 2021-2022 end of August 31, 2022. However, as mentioned earlier, your funds can roll over into the next school year.
- How will ESSER funding be coded?
 - ESSER funding is coded as Fund 200.
- With ESSER funds, do schools pay benefits?
 - Yes, currently ESSER funds are coded as Fund 200. Because of this, you will need to pay benefits for all positions that are being funded by your school ESSER funds. The budget worksheet that is part of your Proposal includes an automatic calculation of benefits for each position you propose to add.

ESSER Approval Process

- What criteria will be used to evaluate proposals?
 - We will be reviewing Round 2 and 3 using the following categories: Evidence of Equity, Stakeholder Engagement, Alignment to School Plan/Priorities, Evidence to Support Impact, Implementation Risk, and Financial Sustainability.
- What is the role of the School Site Council in this process? Do proposals need to be "approved" on SSC level or only through the Equity Roundtable Planning Team?
 - Present and review the ESSER proposal with your School Site Council or Governing Board (whichever body would ordinarily sign off on your school budget) by October 1. School-Based Equity Roundtables are designed to



elevate the voices of the most marginalized members of your school community and members serve as advisors.

- Can we make ESSER funds available to offer stipends to our school based teams to work on ESSER proposals over the summer?
 - If you would like to stipend a team to help work on ESSER plans over the summer, the best way to request earlier funding is to complete the [Optional: Immediate ESSER School Funding \(Round 1\)](#) and submit it by sharing its link [here](#) under Column D. ***Please ensure that Serena La Rocque has edit access to the document.***
 - Once we receive your form, we will review your request.

Facilities

- I have facility requests. What is the approval process?
 - For all facilities requests, the intent of the ESSER proposal is to understand repairs and requests that are needed in your school. The Operations Team will review your request and will go through an operations approval process that is separate from ESSER. If approved by operations, the funding will not be deducted from your ESSER school allocation. Please visit the [Facilities](#) section of this guidance.

Office of Human Capital

- What if the open hiring for a position I want to create has been closed and it is now only open to excess-pool hiring? Can I hire externally?
 - Unfortunately, if open hiring for a program area has been closed and moved to excess-pool only hiring, ESSER created positions will also be held to this requirement. That being said, these positions will all be posted as one-year vacancies, which means that hires will not have attachment rights to the positions.
- Are ESSER positions considered one-year vacancies for posting purposes?
 - Yes. These positions will be posted as one-year vacancies and hires will not have attachment rights to these positions.
- Are there any restrictions on the types of positions that can be created?
 - No. However, in creating new positions, you must adhere to the various Collective Bargaining Agreements (contracts) that exist between the district and our unions. Please consult your HC Manager with questions.



- Can I use ESSER funding to increase a current employee or new hire's FTE? (E.g. from 0.5 FTE to 1.0 FTE)
 - Current Employee: Yes, but they must agree to the increase.
 - New Hires who have not yet started work: Yes, and the hire should agree to the FTE change. However, if they do not want to increase their FTE, you could consider rescinding the offer and reposting the position.

- If my school currently pairs a part-time position with another school, and I want to increase the FTE, how does that work?
 - The ability to make FTE changes when positions are paired across schools will depend on the specific employee in the role, the changes made, and other factors. It is incredibly important to discuss the effects of such changes with your Human Capital Manager before they are made.

- What happens if I would like to hire someone starting August?
 - Different position types have different standard effective dates, so depending on what type of position is created, your new hire would start on one of the following dates or after that date if hired after the standard date:
 - 08/28/21 for Teachers and 12-month paraprofessionals
 - 09/01/21 for BASAS, Guild
 - 07/01/21 for Managerial, HMP (unless appointed later), Family Liaisons
 - 09/07/21 for 10-month paraprofessionals
 - 09/09/21 for Lunch Monitors, Substitute Teachers, Cluster Substitutes
 - 07/31/21 for Teachers/Paraprofessionals at the Dever and UP Academies
 - Remember: All hires new to the district need to be cleared by OHC prior to beginning work.

- May I hire someone from another school?
 - OHC does not approve lateral hires after July 1st. If you have questions about whether or not a hire would constitute a lateral move, contact your HC Manager.

School Allocations

- What about Turnaround schools who have other investments already from the



State? Does that figure into the allocation?

- No, your school allocation from the ESSER funds is additional to the funds you receive from the state for being a Turnaround/Transformation school. Please see the [School Allocation](#) section to learn more about how your school allocation was determined.
- How was low-income determined for students in the school allocation?
 - Direct Certification (qualify for TANF, food stamps, etc.) was used in the low-income category.
- Why wasn't the Opportunity Index?
 - We solicited community feedback and offered the OI as one model, but the more targeted formula that focuses on Students with Disabilities, English Learners and Low Income students was the preferred model for now. We plan to continue gathering feedback and potentially using another more nuanced methodology for the next round of funding

Technology Requests

- I have technology requests. What is the approval process?
 - Please visit the [Technology](#) section of this guidance. The ESSER team is working closely with OIIT if your ESSER proposal includes technology requests,