Orange

Plans for the Use of ESSER III Funds:

The United States Department of Education (USED) is requiring two plans from all recipients of ESSER III funds:

1) **A plan for the safe return to in-person instruction** and continuity of services

The requirement for this plan is likely **met by your District Reopening Plan** submitted to DESE in August of 2020, along with any subsequent amendments (see Tab 3 Assurances). It will need to be revisited and revised as necessary every 6 months, including soliciting stakeholder input and considering changes to CDC guidance.

2) **A plan for the Use of ESSER III Funds**, based on broad stakeholder input, and addressing the following:
- The district's **prevention and mitigation strategies**, including extent district has adopted CDC recommendations **(Step 4.4)**
- How the district will use its **20% reservation of ESSER III funds to address loss of instructional time with evidence-based interventions (Step 4.2 and Tab 6, Budget)**
- How the district will spend the remainder of its ESSER III funds for **allowable expenditures (Tab 5) and budget (Tab 6)**
- How the use of ESSER III funds will respond to the **academic, social, emotional and mental health needs** of all students, especially **those disproportionately impacted by the COVID-19** pandemic **(Tab 4.2, Tab 4.3)**, including:

- students from low-income families
- students of color
- English learners
- students with disabilities
- students experiencing homelessness
- students in foster care
- migratory students
- students who are incarcerated
- other underserved students

This application, when fully and thoughtfully completed, along with your District Reopening Plans, will constitute the plans required by USED. These plans must be published on your website and must be accessible to families in a language they understand, either translated in writing or orally, as well as in an accessible format for those with disabilities.

You should expect that DESE will be collecting data and other information from you as a result of implementation of your plans for and use of ESSER funds.

Step 4.1 *of* 4.4	ESSER III regulations require that the stakeholder groups below be meaningfully consulted as part of the planning process for use of ESSER III funds. Which of the following groups have you consulted with? (check all that apply)	If you have not yet consulted with this group in planning for use of ESSER III funds, when and how do you plan to get their input?
☑	Students	https://forms.gle/R1wwCgXbww4i2MLn9
☑	Families	A link to the survey that all stakeholders were invited to complete regarding the use of ESSER III funds
☑	School and District administrators, including special education administrators	
☑	School leaders	
☑	Teachers	
☑	Other educators	
☑	School staff	
☑	Unions representing educators and school staff	
☑	Tribes*	
☑	Civil rights organizations (including disability rights organizations)*	
☑	Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.*	

TIP: The cells in the right column will be red until you either 1) check the box next to the stakeholder in the left-hand column or 2) write your plan to consult the stakeholder group in the left-hand column.

*To the extent present in or served by the district

Step 4.2 *of* 4.4	**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.
Expanding access to full-day, high-quality prekindergarten	Yes	Yes	The district will use district assessments to measure success	The majority of students in our preK program are students with disabilities and any English language learners. We also reach out to pre K students of families in our school experiencing homelessness or who are in foster care. The impact is more students will enter kindergarten ready to learn
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Select	Select		

Strategy	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.
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	Staff and student attendance	The PD will impact students through more culturally responsive teaching practices and curricula who are from racial and ethnic groups which are historically underserved, low-income students, students experiencing homelessness, and students with disabilities and our EL learners. The impact will be seenin increase staff and student attendance and a stronger
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	District assessment data, MCAS, and ACCESS data	Use of this data will inform instruction for students who have historically demonstrated low literacy. The data will assist teachers with providing explicit targeted instruction for students in various subgroups and provide culturally responsive practies for student success. The impact will be fewer students referred for special education services and more students
Expanding access to career-technical education (including "After Dark" district/vocational partnerships), innovation pathways, and advanced placement courses (including fee subsidies and teacher training)	Select	Select		
Extending the school day/year and prioritizing student access to additional time by student need	Select	Select		
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Yes	Yes	The district will use district assessments to measure success	The interventionist will provide supplemental support for struggling students who are data indicate are historically students with disabilities and ELL students. In addition, by receiving a "double dip" of instruction students will begin to close the equity gaps with their peers as measure by district assessments
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Yes	Yes	The district will use district assessments, MCAS, and ACCESS data	The district will use the data to assess the performance of various sub-groups in comparrision to their peers. The impact will be the closing of equity gaps between various subgroups and their peers
Early college programs, particularly those focused on students underrepresented in higher education	Select	Select		
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.
Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development	Select	Select		
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	district assessments	The district will targeted students in need of additional support for extended year programming such as students with disabiliti
Language support programs, including dual language and heritage language programs (students learning in-home/native language) and associated professional development	Select	Select		
Community-based afterschool programs for parents, including citizenship and ESL classes	Select	Select		
Dropout prevention and recovery programs	Select	Select		
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	district assessments -- progress monitoring for intervention groups	The district will focus the support staff on students with academic gaps especially students of underseverved populations; regu
Diversifying the educator workforce through recruitment and retention strategies	Select	Select		
Strategies to staff hard-to-staff schools and positions with high-performing educators	Select	Select		
Increasing staff and opportunities for arts, enrichment, world languages, athletics, and elective courses	Yes	Yes	district assessments and student attendance	the district will provide students with athletic and arts enrichment activities during summer and extended year programming w
Increasing high-quality common planning time for teachers and academic support staff	Select	Select		
Developing leadership pipeline programs for schools	Select	Select		
Labor-management partnerships to improve student performance	Select	Select		
Conditions for Student Success - Social/Emotional and Mental Health 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.
Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	Yes	Yes	student attendance data	Students with needs outside of the academic setting will have access to a social worker to assist in identifying needed community services for students and families as a result student attendance data will increase as students' needs are met
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Select	Select		
Working with community-based organizations that provide enrichment during the school day and/or out of school time	Yes	Yes	student attendance data	the district will provide students with athletic and arts enrichment activities during summer and extended year programming w

Intervention/Strategy/Support		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.
Arranging for wraparound services to be provided at schools	Select	Select		
Engaging community partners to build capacity among educators and support personnel to implement equitable and culturally responsive learning environments	Select	Select		
Create transitional programs, partnering with community based organizations, for students with mental health or behavioral-related absences returning to school	Select	Select		
Parent-teacher home visiting programs to build positive relationships between home and school	Select	Select		
Facilities improvements to create healthy and safe school environments	Select	Select		
Other Interventions/Strategies/Supports *Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above*		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.
		Select		
		Select		
		Select		
		Select		
		Select		
		Select		

Step 4.3 of 4.4 — **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.

The district is taking educational equity in account when planning for expending its ESSER III funds by having a part time social work that can addreess student needs to increase students attendance and participation and reduce exclusionary displine to vunerable student populations by supporting families. Using student data beyond the basis arregate to ensure that all student population groups are successfull and by providing extended programming -- summer, vacation, etc to close learning gaps as a result of Covid

---

Step 4.4 of 4.4 — **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)	Select	Select One	
3	Handwashing and respiratory etiquette	Yes	Yes	
4	Cleaning and maintaining healthy facilities, including improving ventilation	Select	Select One	
5	Contact tracing, isolation, quarantine in collaboration with health departments	Yes	Yes	

6	Diagnostic and screening testing	Yes	Select One	We have enrolled our schools in the DESE sponsored CIC testing programs; however, this has not yet been added to our return to school plan for SY 2021-2022
7	Efforts to provide vaccination to school communities	Select	Select One	
8	Appropriate accommodations for children with disabilities with respect to health and safety policies	Select	Select One	
9	Coordination with state and local health officials	Yes	Yes	