

Ralph C Mahar

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? |
|-------------------------------------|---|--|
| <input checked="" type="checkbox"/> | Students | https://forms.gle/cdw1YmUK9yacLSR46 |
| <input checked="" type="checkbox"/> | Families | Above is the link to the survey all stakeholder groups were invited to complete |
| <input type="checkbox"/> | School and District administrators, including special education administrators | |
| <input type="checkbox"/> | School leaders | |
| <input type="checkbox"/> | Teachers | |
| <input type="checkbox"/> | Other educators | |
| <input type="checkbox"/> | School staff | |
| <input type="checkbox"/> | Unions representing educators and school staff | |
| <input type="checkbox"/> | Tribes* | |
| <input type="checkbox"/> | Civil rights organizations (including disability rights organizations)* | |
| <input type="checkbox"/> | 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 | Select | Select | | |
| Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development | Yes | Yes | MCAS and district assessments | By using HQ materials all students will be exposed to grade level material that addresses the state standards as a result all subgroups will show an increase in academic performance as measure by state and local assessments. |

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| Professional development for teachers and administrators re: culturally responsive teaching | Yes | Yes | Student attendance and graduation rates | By training teachers in culturally responsive practices we will see an increase in student engagement and attendance especially for our ELL, minority, students with disabilities, and low income students |
| Screening assessments and associated professional development (e.g., early literacy screening) | Select | Select | | |
| 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. | Select | Select | | |
| Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel | Select | Select | | |
| Early college programs, particularly those focused on students underrepresented in higher education | Yes | Yes | Percentage of students participating in dual enrollment course earning college credits | Students, especially first generation college students, will earn up to 9 credits prior to graduation and as a result we will see an increase in students attending post secondary education -- especially for our students of color, ELL, and low income 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. |
| 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 | attendance and district assessments | summer learning opportunities will be made available for students with seat preference for students with disabilities, ELL students |
| 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 | Grade 9 retention rates | The establishment of a grade 9 academy with paraprofessional support will allow for an increase rate for course passing especially for students with disabilities |
| Diversifying the educator workforce through recruitment and retention strategies | Select | Select | | |
| Strategies to staff hard-to-staff schools and positions with high-performing educators | Yes | Yes | MCAS and district assessments | by providing licensed, experienced special education teachers a "sign-on" bonus, the district will assure that special education staff are well-staffed |
| Increasing staff and opportunities for arts, enrichment, world languages, athletics, and elective courses | Yes | Yes | student attendance | by providing afterschool sports and clubs the district will provide all students with opportunities for developing the "soft skills" necessary for college and career readiness |
| 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 and disciplinary data | by providing students and families support services of a social worker and additional part-time nursing services, students will have their needs better met and as a result demonstrate increased attendance; especially our students experiencing homelessness and physical and mental health issues |
| 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 | Select | Select | | |

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| 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 | Yes | Select | increase staff and student attendance | |
| 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> | | 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 | | |
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| | | 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.

We are allocating funding based on need as identified using assessment and other district data points such as attendance rates, graduation rates, and rates of students participating in post-secondary education; we are especially targeting sub groups such as students with disabilities, low income students, ELL students, and other historically underserved populations

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) | 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 | Yes | |

TIP: Note that your district is not required to adopt [CDC school safety recommendations](#) to receive ESSER III funds. This data is being collected for reporting purposes.

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| 6 | Diagnostic and screening testing | Yes | No | need to update - the district is participating in the DESE CIC testing program |
| 7 | Efforts to provide vaccination to school communities | Select | No | |
| 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 | |