

#NAME?

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 when and how do you plan to get their input?
	Students	
	Families	
	School and District administrators, including special education administrators	
	School leaders	
	Teachers	
	Other educators	

School staff	
Unions representing educators and school staff	
Tribes*	n/a
Civil rights organizations (including disability rights organizations)*	n/a
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.*	

*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 need measured, and how/if chosen interventions address disproportionate impact of COVID-19 on underserved subgroups. Select from the following list 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*

Enhanced Core Instruction	Our district is using ESSER III funds for this strategy	This strategy will address pandemic-related learning loss/disproportionate impact
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	Select	Select
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes

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	Select	Select
Targeted Student Supports	Our district is using ESSER III funds for:	This strategy will address pandemic-related learning loss/disproportionate impact
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	Select	Select
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
Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals	Yes	Yes
Diversifying the educator workforce through recruitment and retention strategies	Yes	Yes
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	Select	Select
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
Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	Yes	Yes
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Yes	Yes
Working with community-based organizations that provide enrichment during the school day and/or out of school time	Select	Select
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	Yes	Yes
Facilities improvements to create healthy and safe school environments	Select	Select
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

		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 creating a positive and supportive learning environment for all students.

1 and 2) The ESSR funds have been utilized to add critical student services staff at the school and district level. Specifically, a math and reading school with the highest growth in enrollment. We added a high school recovery counselor to specifically work with students returning to in-person significantly impacted by remote learning. We have also added a high school adjustment counselor to provide direct counseling services to support the reopening of schools. On a district level, we added a Director of Recovery who is contacting every remote student's family and following their learning after 18 months. In addition, we added a Director of Family and Community Engagement to specifically address underrepresented families students both at school and home.

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 in your Reopening Plan, please describe it.
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	We are using individual desk level. We've created additional distancing.
3	Handwashing and respiratory etiquette	Select	Select One	Handwashing time has been added to the school day. The high school is working to allow for handwashing an
4	Cleaning and maintaining healthy facilities, including improving ventilation	Select	Select One	Individual air filters were added to the school. We collapsed the second shift of classes during the day as well as rescheduled outside groups in the evening.

5	Contact tracing, isolation, quarantine in collaboration with health departments	Select	Select One	Created a contact tracing an with our local Board of Heal
6	Diagnostic and screening testing	Select	Select One	We will be participating the the use of rapid testing to al return to class with daily ne
7	Efforts to provide vaccination to school communities	Select	Select One	We have vaccine clinics sche school every three weeks.
8	Appropriate accommodations for children with disabilities with respect to health and safety policies	Select	Select One	We accommodate all childre
9	Coordination with state and local health officials	Select	Select One	The coordination largely occ

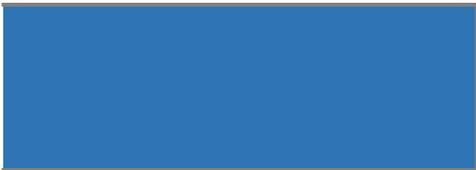
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Is through *evidence-based* interventions, how progress will be
 list of evidence-based interventions and provide a narrative at the
of instructional time must be spent on evidence-based interventions.

<p>What data will you use to measure progress?</p>	<p>Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved students and ethnic group, students from low-income families, students with disabilities, English learners, gender experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being addressed, and how this strategy/intervention will provide support.</p>
<p>We are using the funds to hire a Director of Family and Community Engagement. This new district position focused on underrepresented communities and assists with developing</p>	

What data will you use to measure progress?	Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved students and ethnic groups, students from low-income families, students with disabilities, English learners, gender and gender identity, students experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being addressed, and how this strategy/intervention will provide support.

<p>What data will you use to measure progress?</p>	<p>Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved students and ethnic group, students from low-income families, students with disabilities, English learners, gender experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being addressed, and how this strategy/intervention will provide support.</p>
<p>District added a high school recovery counselor, a school adjustment counselor, and an Elementary Reading/Math Specialist.</p>	
<p>Director of Family & Community Engagement</p>	
<p>District hired a Director of Family and Community Engagement focusing on our underrepresented families.</p>	
<p>What data will you use to measure progress?</p>	<p>Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved students and ethnic group, students from low-income families, students with disabilities, English learners, gender experiencing homelessness and students in foster care)? If yes, please explain which group(s) are being addressed, and how this strategy/intervention will provide support.</p>

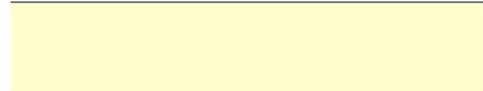


***γ* discipline and**

specialist was added to the elementary
learning who may have been
ort any student anxiety that arises with
e students as they return to in person
ies to ensure that we are supporting



is not described in your District
riefly describe here.



cs and storing our tables at the elementary
onal lunch spaces to allow for more

i built into the elementary and middle
increased the passing time between classes
id desk cleaning.

ded to every learning space. We also
f custodians to allow for more cleaning
stricted the use of the school buildings by
g.

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.

d communication protocol in partnership
th.

the state's test and stay program which is
low asymptomatic close contact students
gative rapid test results.

cheduled for Monday evenings at our high

en with disabilities.

urred through our local Board of Health.

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