

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.

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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	
<input checked="" type="checkbox"/>	Families	
<input checked="" type="checkbox"/>	School and District administrators, including special education administrators	
<input checked="" type="checkbox"/>	School leaders	
<input checked="" type="checkbox"/>	Teachers	
<input checked="" type="checkbox"/>	Other educators	
<input checked="" type="checkbox"/>	School staff	
<input checked="" type="checkbox"/>	Unions representing educators and school staff	
<input type="checkbox"/>	Tribes*	We have no local tribes to confer with.
<input type="checkbox"/>	Civil rights organizations (including disability rights organizations)*	We have no local civil rights organizations to confer with. We did meet and consult with the District's Civil Rights Coordinator and Special Education Director.
<input checked="" 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

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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	We will be expanding Math, ELA and Science and Social Studies/Civics aligned instructional materials and accompanying professional development this year with ESSER III funding.	All students will benefit from updated, aligned instructional materials and accompanying professional development.
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	We began a focus on culturally responsive teaching last year with a 2 part PD series, as well as a study group focusing on culturally responsive teaching and equity. We will continue with this PD this year as well.	The focus on culturally responsive teaching and equity will impact all subgroups - low income, racial minorities, ELL, students with disabilities, gender, homeless students and students in foster care as we focus on providing fair, unbiased, equal curriculum materials and teaching strategies for all of our students.

Screening assessments and associated professional development (e.g., early literacy screening)	Select	Select	In the Spring of 2021 we trained teachers grades K-3 in the newest version of the DIBELS Assessment. This fall (2021), grades 4-6 and 7-8 teachers are also being trained on these new assessments, along with We are in our first official year of our Innovation Pathway in Advanced Manufacturing, and in our second year of PLTW Engineering at the High School level. Additionally, we are in our third year of offering a Certified We plan to extend time for students by offering after-school, vacation week and summer tutoring, enrichment and credit recovery programs.	The DIBELS, BAS, MAP, Lindmood-Bell and READ 180 assessments, along with their accompanying interventions, are geared to support ALL students who require academic support the the tiered system of supprt process. All students who have been impacted by COVID, or by anything else are the students that we will support. The Innovation Pathway in Advanced Manufacturing is for any and all students interested in taking advantage of this path as well as the PLTW Engineering pathway.
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	Yes	Yes		After-school, vacation week and summer tutoring, enrichment and credit recovery programs, along with bus transportation - will be offered to all students who have suffered academic set-backs due to the pandemic or other reasons. All students who need additional academic support will be invited and encouraged to attend.
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Yes	Yes	In the Spring of 2021 we trained teachers grades K-3 in the newest version of the DIBELS Assessment. This fall (2021), grades 4-6 and 7-8 teachers are also being trained on these new assessments, along with We are implementing datacycles - assessments, ongoing data wall meetings throughout the district in all buildings. This data and meetings will coordinate with our tiered systems of support for students.	The DIBELS, BAS, MAP, Lindmood-Bell and READ 180 assessments, along with their accompanying interventions, are geared to support ALL students who require academic support the the tiered system of supprt process. All students who have been impacted by COVID, or by anything else are the students that we will support.
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Yes	Yes		The datacycles - assessments, ongoing data wall meetings will coordinate with our tiered systems of support for students and will provide supports for all students who need support..
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	Select	Select	We will be offering after school tutoring, summer and vacation week academic enrichment and credit recovery programs. We will use student grades, pre and post assessment data, MAP data, DIBELS data and BAS	We will be offering after school tutoring, summer and vacation week academic enrichment and credit recovery programs to a
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	Yes	Yes	Student grades, pre and post assessments and attendance will be used both in regular school classes and as part of the Credit Recovery Program.	All students who need recovery and dropout prevention programs will be contacted, recruited, encouraged and supported to
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	We will be hiring paraprofessional/interventionists and tutors and training them on academic assessments and interventions. The data from these assessments and interventions will be used to measure	All students who need interventions and/or tutoring will receive these supports.
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	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	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	A reengagement team - Social Worker/Family Outreach Worker, a Student Success Coordinator, and a Dean of Students along with counselors, principals and assistant principals will assist with disengaged	All students who are disengaged, frequently absent and/or not attending, failing classes, falling behind, etc... will be discussed among the members of the re-engagement team, and then the student and their parents/guardians will be invited, recruited, sought-after to come in and speak to select members of the team about personalized re-engagement strategies based on the
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		
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	Yes	Air quality improvements in each building to address each building's air quality needs. A new boiler at the Jr.-Sr. High School. Minor ductwork and ventilation in rooms in each building as they arise.	This strategy will improve air quality, air flow and breathing for everyone in the building.
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		
		Select		
		Select		
		Select		

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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 funds in all three of our school buildings based on student needs. One of our ongoing professional development initiatives this year is with Polly Bath, who will be providing PD on a minimum of 2 PD days as well as virtually throughout the year. Polly is focusing on helping us to create a positive and supportive learning environment for all students, with a special focus on reducing anxiety, social emotional learning and re-engagement strategies.

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	
6 Diagnostic and screening testing	Yes	Yes	
7 Efforts to provide vaccination to school communities	Yes	Yes	
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	

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.