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	
	☑ 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.*	

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	Student grades, MCAS, AP scores, Galileo (student assessment system)	Yes, we will use data to provide interventions for students in each subgroub
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	Student discipline, focus groups, anecdotal evidence	Yes, We will be implementing the Raising Multicultural Kids (RMK) Program in grades K-5 which will increase racial cultural competency through deep engagement with schools. The mission is to ensure that each child sees themselves modeled in curriculum, in teachers, and in leadership roles as well as gaining greater self esteem and respect for others.
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	Galileo student assessment system; Diagnostic Reading Assessment; qualitative reading inventory; STARR	Yes, we will use data to provide interventions for students in each subgroub

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.
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	After school tutoring program for students exhibiting learning loss to help them be successful and engaged in school. An after school program not only supports academics but also social-emotional	If a student in any of the subgroups is identified as needing tutoring support, they will be invited and encouraged to participate. Measures of success will include improved student grades, report cards, and school attendance
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Yes	Yes	Online curriculum tool (CHALK), which aligns the District's curriculum maps with Massachusetts curriculum frameworks, will allow teachers to ensure every student has equal access to instruction	Yes, the data will allow us to individualize instruction for students in the identified subgroups
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		
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	After school tutoring program for students exhibiting learning loss to help them be successful and engaged in school. An after school program not only supports academics but also social-emotional	If a student in any of the subgroups is identified as needing tutoring support, they will be invited and encouraged to participat

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	The math coach will be hired to assess students and rank them in order of need. The coach will provide intervention and consult with classroom teachers at the elementary level. Individual student data	Yes, students in the subgroups will be included in the math intervention as indicated by analyzing individual student data. All
Diversifying the educator workforce through recruitment and retention strategies	Yes	Yes	A goal of the Raising Multicultural Kids program is to connect diverse college students seeking a job in education with open positions in our District.	This program is a first step in expanding opportunities for a diversified staff which will increase early elementary students exp
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	Middle School band and athletic program and middle/high school e-sports program. Student participation rates, attendance data, and discipline referrals will be used to measure progress.	Students in subgroups will be encouraged to participate. Scholarships will be available for low-income families.
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	Increasing high school guidance counselor to plan and implement MYCAP program for students in grade 6-12. Creation of student MYCAP plans; review of data on attainment of student goals	Students in all subgroups will participate.
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Select	Select	Interface program will connect families with one pathway to engage in outside mental health services. Improved school attendance, improved class engagement, dicipline referrals, nurse visits	Students and families in all subgroups will have access to Interface resources
Working with community-based organizations that provide enrichment during the school day and/or out of school time	Yes	Yes	Internship coodinator will place students in community partnerships to expose students to additional careers and boost self esteem and confidence. Scholarships to town-wide summer park and recreation	Students in all subgroups will be encouraged to participate. The scholarships will promote equity and access for low income families
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		

		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.
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	Upgrade the ventilation system at the middle school to improve air quality and mitigate school closure, thus keeping students and staff in school to accelerate learning	Improved ventilation will help all students
Other Interventions/Strategies/Supports _Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above_				
		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.

Educational Equity and access is at the forefront of everythig we do for all students. Whether the students are economically disadvantaged, have diabilities, are of color, or English learners, our district is committed to providing equity to all subgroups. Our district practice is to make sure there is a place where all students can thrive. For example, the budget allocates funds to school and districtwide activities based on identified student needs from an array of stakeholders. The allocation of unds is focused on direct service to students.