# 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* | |
| ☑ | 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.* | |

*To the extent present in or served by the district

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.

# Evidence-Based Strategies, Interventions, and Supports:

Step 4.2 of 4.4 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.

| | 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. |
|---|---|---|---|---|
| Enhanced Core Instruction | | | | |

| 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? | Narrative |
|---|---|---|---|---|
| Expanding access to full-day, high-quality prekindergarten | Yes | Select | We will monitor the number of students enrolled in our full-day Pre-Kindergarten programs. | By expanding access to full-day, high quality prekindergarten, we will increase student readiness for Kindergarten and subsequent years of school. While the impact of expanded access will be far-reaching across all student groups, it may have the most significant impact on students from low-income families (who might not otherwise be able to afford Pre-K) |
| Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development | Yes | Yes | Student growth and achievement data will be used to measure progress. | We will ensure that our traditionally underserved subgroups, including (but not limited to) our English learners, students with disabilities, our black and Latinx students, and our students from low income families have access to HQIM and excellent instruction, so that we may accelerate learning for these and all students. We have made HQIM a priority based |
| Professional development for teachers and administrators re: culturally responsive teaching | Yes | Yes | Survey data (student, staff, family) will be used to measure progress. | Through ongoing professional development of all staff, we will increase educators' understanding of how culturally responsive teaching can support all students to think critically and achieve at high levels. CRT will support students across the district, but will have especially significant impact on our English learners, students of color, and students with |
| Screening assessments and associated professional development (e.g., early literacy screening) | Yes | Yes | Early numeracy data will be used to measure progress. Additionally, the % of trained screeners will be baselined and measured. | Screeners and associated PD will help us more fully understand and address the impact that COVID-19 has had on our underserved populations, including (but not limited to) our English learners, students with disabilities, our black and Latinx students, and our students from low income families. |
| Expanding access to career-technical education (including "After Dark" district/vocational partnerships), innovation pathways, and advanced placement courses (including fee subsidies and teacher training) | Yes | Select | % of students who become industry-certified will be used to measure progress; year 2 return rate will be used to measure progress | The After Dark program will target off track students from the district's alternative school (RPA), alternative program at Durfee (Evolve) and students with disabilities and/or English Language Learners who may not have had access to CTE programming in the past |
| 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 | Participation rates and student growth and achievement data will be used to measure progress. | In additon to instruction and support to be provided in classrooms, access to after school tutoring and 24-hour online tutoring in various languages will assist struggling students that have traditionally been underserved through previous opportunities that may not have fit into work schedules and/or did not meet language |
| Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel | Yes | Yes | Progress will be measured through the monitoring of the regularity/frequency of and action planning coming out of the cycles. | By strengthening data cycles to include regular and deeper analysis around subgroup performance and identification of supports necessary, we will be able to provide more targeted interventions for students and to monitor effectiveness of practices in place. |
| Early college programs, particularly those focused on students underrepresented in higher education | Yes | Select | The students enrolled in the Early College program will meet or exceed Durfee demographics - in the following categories: (1) Low Income, (2) African American, (3) Hispanic (4) EL/Former EL (5)First Language not Eng | Early College program support will be focused on supporting the overall success of the Early College Program. Funding will be designed to remove barriers for students underserved in Higher Education from participating, specifically African American, Latin-X, Students with Disabilities, ELL/FEL, Low Income Students, and students who identify as first generation |
| **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 | Participation rates and student growth and achievement data will be used to measure progress. | In additon to instruction and support to be provided in classrooms, access to after school, summer, and school vacation learning opportunities will help to address learning loss for all participating students. |
| Language support programs, including dual language and heritage language programs (students learning in-home/native language) and associated professional development | Yes | Yes | Enrollment numbers and student growth and achievement data will be used to measure progress. | Dual language programming will support both native English and native Spanish speaking students in their language and cr |
| Community-based afterschool programs for parents, including citizenship and ESL classes | Yes | Yes | Participations rates and survey data will be used to measure progress | English learners and their families will benefit the most from afternoon and evening programming aimed at increasing pare |
| 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 | Select | Select | | |
| 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 | Increase in the number of students participating in band/orchestra. | Students from low-income families will benefit from no-cost instrumental lessons, along with low/no-cost instrument rent |
| Increasing high-quality common planning time for teachers and academic support staff | Yes | Yes | Participation rates of support staff will be used to measure progress. | The development of support staff in their ability to provide effective interventions for students will be instrumental in closi |
| 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

| 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 | Select | Select | | |
| Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being | Select | Select | Survey data (student, staff, family) will be used to measure progress; increase in successful referrals to community-based organizations. | |
| Working with community-based organizations that provide enrichment during the school day and/or out of school time | Yes | Select | Increase in the number of partners and service delivery hours; rates of after school participation; survey data; student performance. | **Students across the district, but especially those from low-income families will benefit from no-cost enrichment programming that may not be available to them during out of school time.** |
| 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 | Minimum of 1 visit per family, per year. Progress would be measured by level parent engagement; improved student attendance, increased achievement. | **Every family will be engaged through these home visits, ensuring home language communication and relationship building between school and home, including students who are homeless and in foster care.** |
| Facilities improvements to create healthy and safe school environments | Yes | Yes | student and staff surveys; attendance rates; conduct referral rates | **All students will benefit from improvements to the physical space in classrooms and throughout the school, but students who have struggled with the transition back to more traditional classrooms and/or those students with disabilities with SEL or behavioral goals, will benefit most from regular access to these improvements.** |
| *Other Interventions/Strategies/Supports Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above* | | | 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.

Throughout the planning process, we have sought input from stakeholders and used data to inform our decisions around school-specific and district-wide needs. Our spending is largely focused on equitable access to excellent instruction, and attends to that focus through strategies that support students, their families, and our staff. Our spending plan strives to address identified needs pertaining to access to high quality instructional materials, technology resources, and safe and supportive environments for all students. We are attending to instructional and social-emotional needs of students through the purchase of resources, the development of our staff, relationship building with students and staff, and partnerships with outside providers.

## 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 | No | |
| 6 | Diagnostic and screening testing | Select | No | |
| 7 | Efforts to provide vaccination to school communities | Yes | 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 | |