

Gateway

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.

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*	not applicable for our district
<input checked="" type="checkbox"/> Civil rights organizations (including disability rights organizations)*	
<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.*	

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	The district will purchase and use iReady to gather data on student progress in math and ELA for elementary, middle, and high school students. Assessments will be administered in classes and teachers	This strategy will support student subgroups including students with disabilities and low income families by focusing on their academic knowledge instead of bias or work habit grades. By administering a common assessment and reviewing data across the district, we will be sure to look at only academic data for student
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	We will require all staff to have final products at the end of professional development that are tied to high-quality standards-based units and lessons and instructional strategies that engage	Part of the professional development that the district plans to engage in is digging deeper into what assessments and grading should look like with an equity lens. We are also piloting an equity committee to conduct an equity audit of our district and part of our PD time will be looking at how to adjust systems to be
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	Yes	Yes	After delivering after school programming and summer programming, we will review enrollment, attendance, and academic data to ensure that students are progressing and	Specifically, providing transportation home, particularly in our large geographic regional district, will ensure that students who may not have been able to access extended programming can do so, including students from low income families and students experiencing homelessness.
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Yes	Select	After school programming and summer programming will engage students in standards based curricula--local academic data will be used to measure progress.	
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	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	Some staff used for summer services include those trained in Orton Gillingham and Wilson, so student data in those programs will be tracked to measure progress.	Students with disabilities will be supported by highly qualified staff specifically trained in specialized programs for reading decoding and comprehension.
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	Student performance data, state standards and DESE recommended priority standards, and MCAS data will be used to track student performance and measure progress.	All underserved student subgroups will be supported with this strategy. Interventionists and coaches will assist staff with looking at data without bias, creating plans for implementation and success, and modeling best practices for all.
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	Select	General student enrollment data, student enrollment data for special programs, and course selection data will be used to measure progress	
Increasing high-quality common planning time for teachers and academic support staff	Yes	Select	Newly appointed teacher leaders will structure common planning time for systematic improvement. Department agendas, student academic performance, curricula documents	
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	Discipline referral data, special education referral data, time spent out of class, nurse referral data and student academic performance will be used to measure progress.	School adjustment counselors will be able to specialize in an area of the district and support students consistently, particularly those in all subgroups. This has been a challenge for our district in the past, but with increased staffing, the SAC can prioritize building relationships with students they are assigned to and then individual support needed, particularly for those who were disproportionately impacted by COVID-19.
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	Yes	Yes	We will review enrollment, attendance, and academic data to ensure that students are progressing and improving.	Students in all underserved subgroups will have the opportunity to be supported in wrap around services, providing supervision and knowledgeable staff to support academic, social and emotional growth and well-being before and after school hours.
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		

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.

1. identifying needs by reviewing state assessment data, discipline referral data, academic data over the past two years, and attendance and enrollment data, 2. using research based practices and programs like PBIS and MTSS to ensure that we are supporting students in a positive and inclusive way, 3. relying on our Schoolwide Systems of Support team from DESE to conduct this work, 4. including teachers and families in the planning process by ensuring the input provided was included in the spending plan, and 5. targeting the funding towards ensuring that we are supporting the lowest performing students by the accelerated learning model with specialized staff while simultaneously building capacity with all staff to do the same good work in the general classroom setting.

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	