

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*	N/A
<input type="checkbox"/>	Civil rights organizations (including disability rights organizations)*	N/A
<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.*	Agenda item for upcoming ELPAC and SEPAC Meeting. Collaboration with Homeless Liaison, Foster Care Point of Contact, SEIS.

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	Data will include benchmark assessments and progress monitoring (StudySync, iReady, DIBELS), ACCESS data, MCAS data	Yes. The expanded use of our high-quality instructional materials focuses on equitable access for all students, including the groups listed above. In addition, the materials are culturally representative of our students and families. Professional development has focused on and will continue to focus on ensuring equitable Tier I instruction inclusive of lesson plan
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	PD survey results; Learning walks; administrator observations	
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	DIBELS; i-Ready; StudySync Readiness Assessment and StudySync Benchmarks;	These screeners already exist in the District; however, the professional development associated with the data that is generated will be funded through ESSER III, in order to use data effectively to meet the needs of all students.
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	Yes	Initial student data on student participation rates, grades; student and family surveys regarding participation in Innovative Pathways	In addition to the Innovation Pathways grant, funds will be used to target the groups listed above, to create opportunities for broader participation. The district also seeks to increase accessibility for students who have been impacted by COVID, such as for students who are now working to support families, including offering flexibility in hours and in the learning platform.
Extending the school day/year and prioritizing student access to additional time by student need	Yes	Yes	Attendance, student grades	The district will implement extended school year by offering summer sessions and afterschool sessions targeting the students who may need assistance with unfinished learning.
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Yes	Yes	Student progress (DIBELS, ACCESS, MCAS)	The district will implement extended school year by offering summer sessions and afterschool sessions targeting the students who may need assistance with unfinished learning. Programs will be supported by a tutorial model.
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Yes	Yes	Weekly, monthly and quarterly evidence of student understanding (developed by each school); MCAS, ACCESS, student grades	The district will explicitly define data structures at the district, school, grade or subject area, and student level. Funds will be used to assist in the development of these processes, as well as for continued professional development on the use of data to inform instruction.
Early college programs, particularly those focused on students underrepresented in higher education	Yes	Yes	Participation Rates; student achievement data; student and family surveys	Nichols Leadership Academy and Dual Enrollment at Quinsigamond Community College already exist. Funds will be used to expand opportunities for dual enrollment.
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	Yes	Yes	Student Growth Percentiles (MCAS), Benchmarks on ACCESS	The district is currently piloting (in Gr 1-2) a different structure to enhance inclusion practices for special education students, in
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	Student Benchmark Data	The district is a recipient of the 21st CCLC grant for the elementary school. However, ESSER III funds will be utilized to support s
Language support programs, including dual language and heritage language programs (students learning in-home/native language) and associated professional development	Yes	Yes	ACCESS scores, Benchmark Data, MCAS	The district has recently purchased and ELD curriculum. Student resources will be purchased with ESSER III funds to provide stu
Community-based afterschool programs for parents, including citizenship and ESL classes	Select	Select		
Dropout prevention and recovery programs	Yes	Yes	Drop out rates, Gr 9 completion	The district is actively seeking a re-engagement specialist, primarily to work at the high school level, with students who are at ris
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	ACCESS, MCAS, Student Benchmark Data, Progress Monitoring	Yes. Funds will be used to provide each school with literacy coaches, academic interventionists (beyond what is already funded)
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	Yes	Yes	Lesson Plans, administrator observations	In order to meet the needs of student groups listed above, stipends may be used to provide additional time for common planning
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	referrals to counselors, behavioral logs, family communication logs	Funds will be used to increase counseling staff
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Yes	Yes	Meeting agendas, referrals to counseling	Funds will be used to stipend someone in each building to coordinate school-based counseling program (partnership with YouInc)
Working with community-based organizations that provide enrichment during the school day and/or out of school time	Select	Select	student and family surveys	Funds will be used to partner with programs like Nature's Classroom, Boys and Girls Club Babysitting Course
Arranging for wraparound services to be provided at schools	Yes	Yes	referral logs	Funds will be used to stipend counselors to coordinate appropriate referrals for students after hours and to increase student engagement by tracking attendance.
Engaging community partners to build capacity among educators and support personnel to implement equitable and culturally responsive learning environments	Yes	Yes	staff surveys, PD surveys, Needs Assessment (GLEAM)	Professional Development
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		At the elementary school, additional support positions are needed, but the facility has run out of space. In order to provide safe environments that support small-group instruction by support personnel, additional facilities are needed. The district will use funds to rent modulars in order to provide adequate space that allows for enough distancing, and that is conducive to learning.
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.

The district is taking educational equity into account when planning for expending ESSER III funds by: 1. allocating funds both to schools and district wide activities based on needs of students, and 2. implementing an equitable and inclusive return to in-person learning by creating a positive and supportive learning environment for all students. The district has increased its outreach to families, especially those families who have had difficulty participating in the education of their children. By focusing on equitable access to Tier I instruction and supports, our hope is that our students will be more engaged in learning than they had been due to COVID.

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CDC School Safety Recommendations

This information will come from your District Reopening Plan as well as any supplemental/ revised reopening policies for your district.

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.

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	It is included in the District's reopening plan, and has been amended to reflect the most current guidance.
2 Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Yes	Yes	Modifications have been made to furnishings to allow for physical distancing when eating.
3 Handwashing and respiratory etiquette	Yes	Yes	hand washing, sanitizing and correct use of PPE
4 Cleaning and maintaining healthy facilities, including improving ventilation	Yes	Yes	extra spraying, increased air filter quality
5 Contact tracing, isolation, quarantine in collaboration with health departments	Yes	Yes	each school now has an isolation room, contract tracing is done by RN's
6 Diagnostic and screening testing	Yes	Yes	BINAX Now testing is being conducted by the RNs
7 Efforts to provide vaccination to school communities	Yes	Yes	Two vaccination clinics held on high school grounds
8 Appropriate accommodations for children with disabilities with respect to health and safety policies	Yes	Yes	Accommodations made for mask wearing
9 Coordination with state and local health officials	Yes	Yes	Ongoing coordination with local Board of Health, and District Safety Team