

**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	Working on plan to survey students
	Families	

**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.

column.

School and District administrators, including special education administrators	
School leaders	
Teachers	
Other educators	
School staff	
Unions representing educators and school staff	
Tribes*	We have no tribes here in North Andover
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.*	

\*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 needs of any specific ethnic group, students experiencing homelessness, or students with disabilities? If so, which groups and how this strategy/intervention addresses their needs?
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 use both formative and summative assessment data.	Subgroups include or address the needs of students with disabilities, students experiencing homelessness, and students with limited English proficiency.
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	We will use both formative and summative assessment data.	Subgroups include or address the needs of students with disabilities, students experiencing homelessness, and students with limited English proficiency.
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	We will assess by using both formative and summative assessments, attendance, surveys.	Subgroups include or small-group and indi
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Select	Select		
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Yes	Yes	Two-year project with Boston College to look at data and run effective data meetings. Again, we will formative and summative assessment data.	Subgroups include or target incstruction w
Early college programs, particularly those focused on students underrepresented in higher education	Select	Select		
<b>Targeted Student Supports</b>	<b>Our district is using ESSER III funds for:</b>	<b>This strategy will address pandemic-related learning loss/disproportionate impact</b>	<b>What data will you use to measure progress?</b>	<b>Does this strategy/interv and ethnic group, studen experiencing homelessn addressed, and how this</b>
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	Attendance, survey and assessment data will be used to measure progress.	Subgroups include or
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		
<b>Talent Development and Staffing</b>	<b>Our district is using ESSER III funds for:</b>	<b>This strategy will address pandemic-related learning loss/disproportionate impact</b>	<b>What data will you use to measure progress?</b>	<b>Does this strategy/interv and ethnic group, studen experiencing homelessn addressed, and how this</b>
Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals	Yes	Yes	Assessment data will be used to measure the impact of these positions on student achievement.	Subgroups include or
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		
<b>Conditions for Student Success - Social/Emotional and Mental Health Supports</b>	<b>Our district is using ESSER III funds for:</b>	<b>This strategy will address pandemic-related learning loss/disproportionate impact</b>	<b>What data will you use to measure progress?</b>	<b>Does this strategy/intervention address the needs of any specific and ethnic group, students experiencing homelessness, and how this is addressed, and how this is addressed?</b>
Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	Yes	Yes	We will use the surveys and data collected by the Director of Social/Emotional Learning.	Subgroups include or health professionals
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	Select	Select		

<b>Other Interventions/Strategies/Supports</b> <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	<b>What data will you use to measure progress?</b>	Does this strategy/interv and ethnic group, student experiencing homelessness addressed, and how this
We hired two bi-lingual parent liaisons to work with our EL and high-risk populations; to engage and support families in accessing educational and mental health services.		Yes	Data collected on outreach and outcomes.	Our EL, homeless, high educational, social an
		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.

We allocated funds for school and district-wide activities based on staff and community surveys, as well as meetings with our district leadership team to determine needs. Our "Return to School Plan" outlines our plan to provide a positive and supportive learning environment.

**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.*

**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	
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	We are participating in the "Test and Stay" program.
7	Efforts to provide vaccination to school communities	Yes	Yes	We have conducted vaccine clinics last spring and plan to conduct clinics again in October and early November.
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	We conduct weekly meetings with the Town Public Health Director.





How will this intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial/ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students with homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being served, and what strategy/intervention will provide support.

Our Latinx, low-income, homeless, EL, Title I and students with disabilities. These evidenced-based strategies will support teacher instructions.

Our Latinx, low-income, homeless, EL, Title I and students with disabilities. This PD will impact and build the knowledge and skills used to address these high-need populations.

ur Latinex, low-income, homeless, EL, Title I and students with disabilities. The additional  
vidual support in both after school and summer programming will promote student progress.

ur Latinex, low-income, homeless, EL, Title I and students with disabilities. Looking at data to  
ill increase student achievement in these populations.

ention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial  
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strategy/intervention will provide support.

ur Latinex, low-income, homeless, EL Title I and students with disabilities. The additional small-g

ention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial  
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ess and students in foster care) ? If yes, please explain which group(s) are being served, what impact is being  
strategy/intervention will provide support.

ur Latinex, low-income, homeless, EL, Title I and students with disabilities. Coaches will support,

Intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial/ethnic groups from low-income families, students with disabilities, English learners, gender, migrant students, students with homelessness and students in foster care)? If yes, please explain which group(s) are being served, what impact is being served and what strategy/intervention will provide support.

Our Latinx, low-income, homeless, EL, Title I and students with disabilities. Having mental health services available to our students will increase academic success.

Intervention address the disproportionate impact of COVID-19 on underserved student subgroups (each major racial/ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students with limited English proficiency, and students in foster care)? If yes, please explain which group(s) are being served, what impact is being served, and what strategy/intervention will provide support.

High-risk, foster care students. The impact would be to engage and support families in accessing community service and mental health services.


