

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?
	<input type="checkbox"/>	Students	
	<input type="checkbox"/>	Families	
	<input type="checkbox"/>	School and District administrators, including special education administrators	
	<input type="checkbox"/>	School leaders	
	<input type="checkbox"/>	Teachers	
	<input type="checkbox"/>	Other educators	
	<input type="checkbox"/>	School staff	
	<input type="checkbox"/>	Unions representing educators and school staff	
	<input type="checkbox"/>	Tribes*	
	<input type="checkbox"/>	Civil rights organizations (including disability rights organizations)*	
	<input 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.*	

\*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.

Step 4.2 of 4.4	<b>Evidence-Based Strategies, Interventions, and Supports:</b> Describe how ESSER III funds, including the required 20% reservation, will be used to respond to students' social, emotional, and academic needs through <i>evidence-based</i> 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. <b>Note:</b> <i>Your district's 20% reservation to address loss of instructional time must be spent on evidence-based interventions.</i>				
	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	We are utilizing many different types of high-quality aligned instructional materials and professional development. This would include: RULER training from Yale for our middle school students in particular. This training is for counselors, administrators and teachers. The RULER approach is being utilized at our middle school to help students understand how they are feeling, and how best to address their feelings with concrete, meaningful strategies as outlined by Marc Brackett and his RULER program at Yale. Counselors, teachers and administrators have received the materials, and the training. We will be able to measure progress through students ability to monitor and self manage their emotions-this can be measured quantitatively through referrals to counseling, and to the office, and rates of higher intervention needs either at the school, and for outside agencies. We are also participating in Data Wise training for more administrators, and teachers, so that we can provide professional development on how to use assessment to inform our instruction due to learning loss. We are also using professional development training for Differentiation from Reserach for Better Teaching. We will run a semester long training for teachers to learn how to differentiate in their classrooms, especially in response to learning loss. They are learning how to tap into the specific needs of students, in a student-centered teaching environment. We are also purchasing classroom libraries for our Units of Study for Reading, to address the diverse reading needs of students, and to support our district Literacy Plan.	The programs outlined, RULER, Data Wise, RBT Differentiation, Units of Study for Reading, all address the impact of the pandemic on underserved student subgroups. The subgroups are of high importance. We first can understand what subgroups need, based on our Data Wise work. Our Differentiation training will help us not only use the data to identify who (which subgroup students) need support, but specifically in what content area, and in what specific skill or concept. Not only the "what" will be discovered, but the training for teachers on Differentiation will help them deliver the type of instructional model that will address learning loss for underserved subgroups. We are also utilizing, the RULER training at our middle level, to help subgroup students understand their SEL needs with a more indepth approach. The approach is important to utilize with subgroup students who are underserved because of the trauma and mental health issues encountered by students during the pandemic. RULER, helps students to learn that their feelings are valid, and how to identify different moods/feelings, what to do what those feelings, and how to take steps, or implement strategies to help understand the feelings, but also make sure that strategies are utilized to minimize aggression and more severe feelings/behaviors that could be disruptive and upsetting.
	Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	We are utilizing many different types of high-quality aligned instructional materials and professional development. This would include: RULER training from Yale for our middle school students in particular. This training is for counselors, administrators and teachers. The RULER approach is being utilized at our middle school to help students understand how they are feeling, and how best to address their feelings with concrete, meaningful strategies as outlined by Marc Brackett and his RULER program at Yale. Counselors, teachers and administrators have received the materials, and the training. We will be able to measure progress through students ability to monitor and self manage their emotions-this can be measured quantitatively through referrals to counseling, and to the office, and rates of higher intervention needs either at the school, and for outside agencies. We are also participating in Data Wise training for more administrators, and teachers, so that we can provide professional development on how to use assessment to inform our instruction due to learning loss. We are also using professional development training for Differentiation from Reserach for Better Teaching. We are running a semester long training twice for teachers to learn how to differentiate in their classrooms, especially in response to learning loss. They are learning how to tap into the specific needs of students, in a student-centered teaching environment. We are also purchasing classroom libraries for our Units of Study for Reading, to address the diverse reading needs of students, and to support our district Literacy Plan.	RULER, Data Wise, Summer Work completed by teachers, Differentiation professional development all include a strong element of culturally responsive teaching. These programs, and curriculum and instruction work address the subgroup concerns, as we analyze performance data related to subgroups, and how (instructional models that work for culturally diverse students) teaching methods can be utilized to improve instruction.
	Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	The Data Wise training will provide us with a way to utilize assessments that gather information on learning, and then will help us focus and target areas.	Specifically, there are two areas within the realm of assessments that will help us address our subgroups, those would be the RULER training which provides ways for teachers to gain data about their students, and how their mental health is. Also, we are continuing our work with Data Wise, which will enable us to understand where students are academically with screenings, that will inform RtI and classroom curriculum and instruction.
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 utilized a summer school for grades 1-11 in our district this past summer. We invited students to participate based on assessments that were given during the school year. We will use beginning of year data to inform the effectiveness of our summer school, and this will help us target continued areas of improvement if needed during the current year.	Most importantly, students who were identified as needing academic support were invited to the summer school. We were also careful to consider subgroup data in inviting students to summer school. We provided transportation to our students in our METCO program who attended our summer school. We also made sure that students were provided with transportation from the summer school to town based after school programs, so that parents who were working could still have their child participate in our summer school.
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	We are utilizing the Data Wise process from HGSE. Our Data Wise program at all levels will enable us to measure progress through screeners in math, reading and writing at least three times a year in all grade levels. Based on the results of these screeners, students will be provided with improved Tier I instruction, Tier II small group instruction, and Tier III intensive instruction, one-on-one.	The Data Wise work we have done, and will continue to do is strongly targeted at our subgroup performance. We are continuing to use our assessment data both internally within the district, and data from standardized testing, to target instruction both with the RTI tiered system.
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/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.</b>
Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development	Yes	Yes	We will continue to assessment data to gauge the effectiveness of the co-teaching model. We will look at our subgroup data related to students with disabilities and use this data to provide professional development to co-teaching partners.	Students with disabilities.
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	We utilized a summer school for grades 1-11 in our district this past summer. We invited students to participate based on assessments that were given during the school year. We will use beginning of year data to inform the effectiveness of our summer school.	Students who were identified as needing academic support were invited to the summer school.
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/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.</b>
Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals	Yes	Yes	We are utilizing ESSER funds for a Literacy Specialist. Our reading data will help to inform the progress of this specific support. We also are using funds for two teaching positions, which data will enable us to gauge progress on learning loss.	All subgroups will benefit.
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		

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		
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	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.

1-2: Many of the programs/initiatives that we are implementing with our funds are based on student need. The RULER program that helps students, all students, especially those dealing with trauma, or other issues be able to recognize emotions in self and others, understand the causes and consequences of emotions, label emotions accurately, and express emotions appropriately. This training and program implementation at the middle level is important for all students, but especially for students within subgroups that are dealing with difficult issues at home during the pandemic, and at school. They often have difficulty expressing emotion due to language difficulties, learning difficulties, or cultural issues. This will help us implement a more positive and supportive learning environment for our students. Also, The Data Wise process enables us to really dig deeply into subgroup performance, and to discover students who are not performing and not learning, and it provides targeted steps in addressing student learning needs. We are utilizing Data Wise at all grade levels and in all schools. We are also utilizing a new approach to learning loss which is a focus within our training on Differentiation by Research for Better Teaching-within this training is a focus on student needs. We also implemented a large-scale summer school for students in grades 1-11, they were invited based on student need, i.e. we looked at assessments during the 20-21 school year in reading, writing and mathematics.

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.

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	

**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.