

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 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*	This group was consulted with to the extent present in or served by the district
<input type="checkbox"/>	Civil rights organizations (including disability rights organizations)*	This group was consulted with to the extent present in or served by the district
<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.*	

TIP: The cells in the row until you either 1) check the stakeholder in the left column or 2) your plan to consult the stakeholder 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?
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	Select	Select	
Professional development for teachers and administrators re: culturally responsive teaching	Select	Select	
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 be looking at data on standardized test data (IReady, MCAS) as well as common assessments.
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	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?
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	Select	Select	
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 II funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?
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	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 II funds for:	This strategy will address pandemic-related learning loss/disproportionate impact	What data will you use to measure progress?
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 be measuring referral rates, student data from surveys, and other measures collected by the counselors.
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	Yes	Yes	We will measure the success of our transitional programs in a variety of ways including administrative program reviews, parent and student surveys and feedback, and measures as collected by our internal staff members.
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	
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?

		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.

Our strategies and interventions are being used across schools and district-wide to meet the needs of all students. We have been investigating any procedures that lead to exclusionary practices and reexamining whether they should be avoided or updated. The use of technicians has been helpful in providing equitable access to technology throughout the district, and the use of the adjustment counselors allows for greater access to in-school supports and connections to wrap around services which will benefit all students and especially those in underserved student subgroups. The interventionists will also be able to help identify and support all students and especially those in underserved student subgroups.

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 must adopt [CDC school safety](#) to receive ESSER III funds. collected for reporting

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 all three types of testing (pooled, symptomatic, and test and stay)
7 Efforts to provide vaccination to school communities	Yes	Yes	We are hosting regular vaccination clinics at one of our schools for all students 12 and older and others eligible.
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 meet regularly with the local Health Department, Board of Health, and others to coordinate vaccination, testing, and all aspects of school safety.