

**Genrood**

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 DCE in August of 2020, along with any subsequent amendments (see Tab 3 Assurance). It will need to be revised and resubmitted 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 DCE 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)

<input type="checkbox"/>	Students		
<input type="checkbox"/>	Families		
<input type="checkbox"/>	School and District administration, 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"/>	Tribe(s)*		
<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 web in this right column will be red until you select the checkbox column of 2. After you select the checkbox column of 2, write your plan to consult the stakeholder group in the left-hand column.

**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/when intervention 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 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.

Expand access to full-day, high-quality prekindergarten	Expand access to full-day, high-quality prekindergarten	Expand access to full-day, high-quality prekindergarten	Expand access to full-day, high-quality prekindergarten	Expand access to full-day, high-quality prekindergarten
Expanding and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	Yes	Yes



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" select/vocational partnerships), innovation pathways, and advanced placement courses (including the studies and teacher training)	Select	Select			
Extending the school day/year and providing students access to additional time by student need	Select	Select			
Tutoring programs and support, including early literacy (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			
Expanded student supports	Select	Select	What data will you use to measure progress?	Does this strategy address the needs of all students? If not, how will you ensure equity?	Does this strategy address the needs of all students? If not, how will you ensure equity?
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 after-school programs for parents, including citizenship and ESL classes	Select	Select			
Dropout prevention and recovery programs	Select	Select			
Targeted Development and Staffing	Select	Select	What data will you use to measure progress?	Does this strategy address the needs of all students? If not, how will you ensure equity?	Does this strategy address the needs of all students? If not, how will you ensure equity?
Academic support staff, including academic coaches, interventionists, student teaching assistant/program, paraprofessionals	Yes	Yes	The impact of the academic support staff will be measured with exit surveys and exit tickets	Yes, the group being served will include disadvantaged students who have been disproportionately impacted by COVID.	Does this strategy address the needs of all students? If not, how will you ensure equity?
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	Yes	Opportunities in the areas of arts and enrichment for students will be measured with exit surveys and exit tickets	Yes, the group being served will include disadvantaged students from off-island Massachusetts school districts who have been disproportionately impacted by COVID.	Does this strategy address the needs of all students? If not, how will you ensure equity?
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			
Curriculum for Student Support - for all functional and general needs supports	Select	Select	What data will you use to measure progress?	Does this strategy address the needs of all students? If not, how will you ensure equity?	Does this strategy address the needs of all students? If not, how will you ensure equity?
Increasing personal and services to support holistic student needs, including school guidance and adjustment coordinators, 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	Yes	Yes	The impact of community-based organizations on students and their enrichment experiences will be measured through exit surveys or exit tickets	Yes, the group being served will include disadvantaged students from off-island Massachusetts school districts who have been disproportionately impacted by COVID.	Does this strategy address the needs of all students? If not, how will you ensure equity?



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 traditional programs, partnering with community-based organizations, for students with mental health or behavioral-related absences returning to school	Select	Select			
Peer-teacher home visiting programs to build positive relationships between home and school	Select	Select			
Facilities improvement to create healthy and safe school environments	Yes	Yes	Perform testing of air quality and thorough observational assessment of moisture in the schoolhouse.	What data will you use to measure progress?	Yes, the groups being served will include disadvantaged students for students attending programs in the schoolhouse, specifically students with health-related issues who could be impacted by the condition of air quality in the building.
Other: <i>Preparation of healthy facilities</i>			This group of students is being identified as having health-related issues.	What data will you use to measure progress?	From the data collection, address the data on the health-related issues of students. The data on the health-related issues of students is being collected and used to identify the health-related issues of students. The data on the health-related issues of students is being collected and used to identify the health-related issues of students.
	Select				
	Select				
	Select				
	Select				
	Select				
	Select				

**Step A.3 of A.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.

Geosocial will allocate funds to off-land students we priority given to disadvantaged students for single or multi-day academic, social and emotional experiences on Outpunk Island.

**Step A.4 of A.4**  
**CDC School Safety Recommendations**  
*This information will come from your District Reporting Plan as well as any supplemental/different reporting process for your district.*

CDC Recommendation		Does your district have a policy or plan on this topic?	Yes, it is described in your District Reporting Plan?	If you have a policy but it is not described in your District Reporting 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/pooling)	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	No	Topics were included in Principal communication with families.

**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.

6	Diagnostic and screening testing	Yes	No	Teacher conducted daily health checks.
7	Efforts to provide vaccination to school communities	Select	No	
8	Appropriate accommodations for children with disabilities with respect to health and safety policies	Select	No	
9	Coordination with state and local health officials	Yes	No	Regular communication with the local health official.