			Step 4.2 of 4.4													Step 4.1 of 4.4										-	
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Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area)	Expanding access to full-day, high-quality pretindergarten	interned Ceré Instruction	Evidence-Based Strategies, Interventions, and Supports: Discribe how ESSER III funds, including the required 20% reservation, will be used to respond to students' social, emotional, and scatemic needs through evidence-based interventions, from progress will be measured, and howlife chosen interventions address disproportionals imports 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 districts 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 districts. One districts of COVID-19 on underserved subgroups. Select from the following list of evidence-based initiatives that are not listed. Note: Your districts 20% reservation to address loss of instructional time must be spent on evidence-based interventions.	•To the extent present in or served by the district	Standholders zept senting the integral to chear it was been any and any children septements beneficiared, children frederic run, nigratory students, children hetere run, nigratory students, children who are incenteurated, and other underserved students.*	Civil rights organizations (including disability rights organizations)*	Tribes*	Unions representing educators and school staff	School staff.	Other educations	Teachers	School leaders	School and District administrators, including special education administrators	Families	Students	ESSER II requisitions require that the stakeholder groups below be meaningfully constitute as part of the placetoning process for use of ESSER III funds. Which of the following groups have you computed with 2 (check of that apply)	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.	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.	 students who are incarcerated other underserved students 	Students in volute cure inigratory students	 students experiencing homelessness 	English tearriers students with disabilities	students from low-income families students of color	A plain for the Use of ESSEN III Funds, based on broad stakeholder input, and addressing the following: • The districts prevention and inhigations stratelegis, including extent offshirt has adopted COC recommendations (Step A.4). • How the district will use its 20% reservation of ESSEN III funds to address loss of instructional time with evidence— • how the district will use its 20% reservation of ESSEN III funds to address loss of instructional time with evidence— • based interventions (Step 4.2 and Tab 6, Budget) • Now the district will spend the remainder of its ISSEN III funds with respond to the academic, social, emotional and mental health needs of all students, • How the use of ESSEN III funds with respond to the academic, social, emotional and mental health needs of all students, • specially those disproportionately impacted by the COVID-19 pandemic (Tab 4.2, Tab 4.3), including:	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 2000, along with any embesquent amendments (see Tab Savariances). It will need to be resisted and revised as necessary every 6 months, including antibesquents, are an extended in their and considering the most and continuity and considering themsels to OCC guidance.	The United States Department of Education (USED) is requiring two plans from all recipients of ESSER III funds:	Plans for the Use of ESSER III Funds:
Yes	Select	Abate at 5 forth of the Control of t	ents' social, emotional, and from the following list of the sess of instructional t	information of contribution of the contraction of a contribution of the contribution o		This is not present in or ser	This is not present in or ser	Does not apply to the Gosn	The second secon	-	Commence of the control of the contr			A CONTRACTOR OF THE PROPERTY O	And property of the Party of th	If you have not yet consulted with t how do you plan to get their input?	of implementation of	and must be accessible ball format for those with d					The state of the s	wing: commendations (Step 4, at time with evidence- at 15) and budget (Tab 6) salith needs of all student, including:	ugust of 2020, along with any every 6 months, inclu	ER III funds:	
Yes	Select	This strategy will address participate and extension of relations for artiful control of the con	i academic needs through evidence-based intervent ime must be spent on ev			This is not present in or served by the Gosnold School District. This is not present in ar served by the Gosnold School District.	This is not present in ar served by the Gasnold School District.	Does not apply to the Gosnold School District. District does not have a union	And the special distribution of the contract o	And in case of the	And in contrast of the last of	And the Control of th	of terms have and the transmission for your many	The second secon	A series and the series of the	ted with this group in pic refr input?		o Isabilities,		70.48E				* *	any	**************************************	
Exit surveys or exit tickets in the areas of social, emotional, and academics. Priority will be given to bringing of-island social will measure progress. ### Broups of students. #### Resure progress:		Constituting will project to pressure distributions. What dain will project to pressure distributions: The attraphilications will provide an appear. The attraphilications will provide an appear.	consequent describes presented about			The second secon	PCC.	es not have a union.	against distribution to respect to the companion of the c	A service of the serv	search spire and do tentile over extensional committee and tentile over the spire of the spire o	Application of constitutional electrical and in the constitution of the constitution o		group in the lefthand column.	stakeholder in the left-hand column or 2) write your plan to consult the stakeholder	If you have not your coinsuited with this group in planning for use of ESSER III funds, when and TIPs. The cells in the right column will be red tower do you plan to get this injury? Will you willow 1,2 this clayer column will be red until you willow 1,2 this clayer column will be red until you willow 1,2 this clayer.	Without and the control of the contr						process process from the contract of the contr				
Priority will be given to bringing of-island superns from distance appropriately administration and accommon appropriate of students.	territor en alterida en constantin finalliar from vandre attnic stat displantantin	ing medigi, for enten edired bi shippoliticash eigad. A cold je brekim ne gatawi subject subject biblioter estad eigad, bibliote ten ber kolen eigane, bibliote with beselvint, bijdi skrimen, begreve greder sidere bibliotech websirende erigina sektybrote in (date certify). He, bibliote selbe your brekelj de belgingstood with impacts biregal words are ver biblioterien eigan di plorder apper		1																			· · · · · · · · · · · · · · · · · · ·				

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Professional development for teachers and administrators re: culturally responsive teaching	Select	Select		
Screening assessments and associated professional development (e.g., early literacy screening)	Salect	Select		
Constroing secess to career-secimical education (including 'After Dark' district/vocational partners/pts), increation partners/s, and advanced placement courses (including fee subsidies and teacher training).	Select	Select		
Second and the second s				
Extending the school day/year and prioritizing student access to additional time by student need	Select	Sefect		
Tutoring programs and support, including early literacy totoring (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 underrapresented in higher education.	Select	Splect		
	- Anna Anna Anna Anna Anna Anna Anna Ann			Consider the experimental of the first tenth of the model of CCMC-19 to indicate the first state with the first of the bid.
Targeted Supert Suprorts	Cur Webbigt is sicing	The obstage will able use plandemic related reaming contributed weath impact	What data will you use to measure amplies?	Na Na. In September (1997) by the proposition by regard (C.O.O.) promise received by rectangly one state that she what is about people of the state
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 vasations) and summer learning opportunities for includualized instruction and enrichment	Select	Splect		
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		
Drapout prevention and recovery programs.	Select	Select		
Tailott Divisionment and Statitus	Cue district is using	The strategy milk address paparentered in Garring Candiapropartientes impart		Considerable phase addes addess for disconnectable logical of Consideration and disclosively depth with the disconnectable logical and the destination of the consideration and the destination of the consideration and disconnectable and disconnectable and the destination and destination
Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals	Ye.	Ye.	The impact of the academic support staff will be measured with exit surveys and exit tickets	Yes, the groups being served with include disadrantaged students who have been dispproportionately impacted by COVID.
Diversifying the educator workforce through recruitment and retention strategies	Select	Select		
Strategies to staff hard-to-staff schools and positions with high-performing educators	Sulect	Select		
Increasing staff and opportunities for arts, enrichment, world impurges, attletics, and elective courses	Ϋ́α	Yes	Opportunities in the areas of arts and enrichment for students will be measured with exit surveys and exit tickets.	Yes, the groups being served will disadvantaged students from off-bland Massachusetts school districts who have been dispire
Increasing high-quality common planning time for teachers and academic support staff	Select	Select		
Developing leadership pipoline programs for schools	Select	Select		
Labor-management partnerships to improve student performance	Select	Splect		
Candikan for Bollen Success - for sylf-noblassi and Nertal Houth Susports	Cur dollner or using Existe its foods har	To converge will applies point any related bearing and thought bearing with the second control of the convergence of the conver	What data will bed also to measure progress?	Cost to a transplant where soften the distription that report if Costs to conferenced substantial bank to such that and their group to the conference of the substantial and conference of the substantial production and admits a further soft that produce is the substantial and admits a further soft to a produce of the substantial and the substant
Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	Sulect	Select		
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Select	Select	minera (Ar Africanis Addisons Schwertungs (Assaulten) (Assaults — etginnung) (Assaulten) (Assaults — etginnung) (Assaulten) (Assaults — etginnung) (Assaulten) (Assaults — etginnung) (
Working with community-based organizations that provide enrichment during the school day and/or out of school time	ž	ă	The impact of commenty-based organizations on students and their enrichment expanience will be measured through each surveys or each list-one.	Yes, the groups being general will obtaine despondingled statement from ort-damn anassacritusers school position and news bean disperaportionabily impacted by COVID.

Arranging for weaparound services to be provided at schools for example from the form of t	Select	Solect		
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	Solect	Select		
Facilities improvements to create healthy and safe school environments	Yes	Yes	Periodic testing of air quality and through observational assessment of moisture in the schoolhouse.	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 sit quality in the britishe.
Other interventions/Attategra/Sattecht Language (Interventions) (Intervention) (I		The steerezy will edition readering edition derrong pendfill outst toware report		form the statespote resulter addition for dupreprocesse regard of CARB III on indiscense indirect suggests (such respires and other groups) from the indirect suggests (such respires such as a such content, projects exercively a superior and indirect subsets, projects exercively a superior and indirects indirect subset in particular subsets and indirect subsets and
		Select		
		Select	er e	
		Select		

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 2) implementing an positive and supportive learning environment for all students. Equitable Use of ESSER III Funds Spannid will allocate funds to off-island students wit priority given to disadvantaged students for single or multi-day academic, excipil and emotional esperiences on Cuttyhunk Island. How is your district taking educational equity into account when planning for expending your ESSER III funds?

CDC Recommendation Contact tracing, isolation, quarantine in collaboration with health departments Cleaning and maintaining healthy facilities, including improving ventilation Handwashing and respiratory etiquette Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding) Universal and correct wearing of masks Obes your statists have a 16 "You", it is described to jr you have a policy but it is not described in your District Reopening policy or patiens at this your District Reopening policy or patiens of the your District Reopening plan, please briefly describe here. THE STATE OF Yes Yes Yes Yes Yes Yes ies. No ies Topics were included in Principal communication with families.

TIP: Note that your district is not required to adopt SIDs shad safety: to adopt SIDs shad safety: recommendation to receive ESSER III funds. This data is being collected for reporting purposes.

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	No	Select	Appropriate accommodations for children with disabilities with respect to health and safety policies	œ
	No	Select	Efforts to provide vaccination to school communities	7
Teacher conducted duly health chiecks.	No	Yes	Diagnostic and screening testing	6