

Quabbin

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.

| 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 | We have sent out student feedback surveys and will continue to do so. We are also planning to meet with small groups of students throughout this school year. |
| <input checked="" type="checkbox"/> | Families | We have sent parent feedback surveys and gotten input from our SEPAC, PTOs, and will continue to do so throughout this school year. |
| <input checked="" type="checkbox"/> | School and District administrators, including special education administrators | We have had an extensive time dedicated to work with our administrators during the summer of '21 where we looked at data, feedback, etc. We have monthly scheduled meetings where this will be same as above |
| <input checked="" type="checkbox"/> | School leaders | |
| <input checked="" type="checkbox"/> | Teachers | We have sent out staff feedback surveys, had small focus groups with teacher leaders and academic coordinators and will continue to do so this school year. |
| <input checked="" type="checkbox"/> | Other educators | We have sent out staff feedback surveys, and plan to gather feedback throughout this year. |
| <input checked="" type="checkbox"/> | School staff | same as above |
| <input checked="" type="checkbox"/> | Unions representing educators and school staff | Strong working relationship with our unions, bimonthly meetings to discuss. |
| <input type="checkbox"/> | Tribes* | n/a |
| <input type="checkbox"/> | Civil rights organizations (including disability rights organizations)* | This is in process at the time of our application |
| <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.* | This is in process at the time of our application |

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.

*To the extent present in or served by the district

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 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 | Yes | Yes | Heggerty assessments | We added preschool programs at each of our elementary school locations. Previously, we were only able to serve a limited number of students based on two district preschool locations. This has expanded access for families who previously had to drive to district locations and could not do so, this has supported our students from low income families tremendously. |
| Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development | Yes | Yes | Heggerty Pk-Grade2- Dibels 8 | Based upon our existing data, we are looking at purchasing or expanding our literacy curriculum to be more aligned to the Science of Reading. Currently, many of our students are not learning to read successfully due to a gap with early literacy instruction. The pandemic has impacted our underserved students in that they lacked access to reading materials while |
| Professional development for teachers and administrators re: culturally responsive teaching | Select | Select | | |
| Screening assessments and associated professional development (e.g., early literacy screening) | Select | Yes | Heggerty assessments, Dibels 8, learning walk through data | Professional development will be provided for educators including intervention tutors to ensure consistency in use and understanding of these assessments. These assessments will help us more accurately identify struggling learners and to be able to plan for targeted intervention to close achievement gaps. |
| 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 | STAR assessments, Galileo, district based assessments | Implementation of Acceleration Academies during vacation weeks and end of summer will help us to address the needs of our students due to disruptions in learning. Students will be selected based on identified criteria such as MCAS performance, passing rates, attendance. We will offer transportation to these programs to ensure that our underserved student groups |
| Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs. | Yes | Yes | Dibels 8, F & P Benchmark Assessments, STAR, Galileo | Implementation of Grade 6-8 MTSS for Academics to include literacy and math interventions for students. |
| Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel | Yes | Yes | Dibels 8, F & P Benchmark Assessments, STAR, Galileo | Data cycles aligned to our MTSS for Academics and SEL. Professional development for educators on use of data to inform instruction. This strategy will support all learners but will be especially helpful in supporting students who struggle due to increased disruption- homeless, foster care, etc. |
| 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? | 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. |
| 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 | STAR assessments, Galileo, district based assessments | Implementation of Acceleration Academies during vacation weeks and end of summer will help us to address the needs of our students due to disruptions in learning. Students will be selected based on identified criteria such as MCAS performance, passing rates, attendance. We will offer transportation to these programs to ensure that our underserved student groups |
| 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 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. |
| Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals | Yes | Yes | Educator evaluation, walk through data, staff retention data | Implementation of intervention specialist and reading specialist as well as intervention tutors to support Grades 6-8 MTSS for |
| 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 | Yes | Yes | Educator evaluation, walk through data, staff retention data | Increased common planning time between educators and support staff will result in stronger implementation of academic pro |
| 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 | Yes | Yes | Referrals to clinicians, Student feedback surveys, data from Student Study and Support Team referrals | This strategy helps support the social emotional well being of students and allows families to have regular communication with school based support teams. School based support will work with families to gain access to resources and supports that may also be provided in the home. This strategy directly addresses our underserved populations of low income students. |
| 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 | | |
| 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? | 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 | | |

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 are reimagining our MTSS for Academics and SEL. This includes a plan to develop and build a system of Tier 2 & 3 academic and social emotional interventions for students grade 6 and above that has not previously been in place. Additionally, we are revising our policies and procedures for discipline and attendance. We are shifting to a more positive approach with language and discipline including restorative practices. We will use data cycles to review our progress and student progress to ensure that students are learning in a safe and supportive learning environment.

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) | Select | Select One |
| 3 | Handwashing and respiratory etiquette | Yes | Select One |
| 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 | Select | Select One |
| 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.

TIP: If you have a policy on the CDC recommendation, but answer "No" that it is not described in your District Reopening Plan, this cell will turn red until you write a description in the cell.