

Nashoba

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	
<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 checked="" type="checkbox"/>	Tribes*	
<input checked="" type="checkbox"/>	Civil rights organizations (including disability rights organizations)*	
<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 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	Select	Select		
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	Participation in and use of new instructional materials to support all modes of learning. Participation in district professional development in the use of these tools.	Yes. This strategy provides specific professional development to provide teachers with strategies to address the emotional learning needs of students, particularly those most affected by the Covid-19 pandemic. It allows for the use of screening tools and tools to promote enhanced communication between teachers, students and home to support academic, social and
Professional development for teachers and administrators re: culturally responsive teaching	Select	Select		
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	We will examine student outcome data on Early Literacy screening tools and house this data in our district assessment outcome platform	Yes. All students will participate in these screeners to allow for progress monitoring. Our ELL population, which has grown, will also be a focus to examine needs for our students who speak multiple languages. In addition, we will partner with our Special Education program in the roll out of these screeners and collaborate with team leaders, chairs and parents in the
Expanding access to career-technical education, 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 look to extend our learning programming before and beyond the school day as well as look to summer programming to accelerate student learning with added resources. Assessment and benchmark data will	We will target student populations that are not meeting the benchmark or grade level for participation in these programs. We will use assessment data and benchmarks to determine the need for accelerating learning opportunities.
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Yes	Yes	We will implement Lexia Pro Learning to measure student progress and progress monitor student outcomes. In addition, we will add learning tutors and liaisons between home and school to facilitate	All students will have access to these screeners and school data teams will examine and target individual students who need further supports. New Learning tutors will be provided professional development in working with these screening tools and collaborating with classroom teachers.
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?	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	Attendance data and observation tools will be utilized to measure success of programming as well as student progress.	Yes. All students who need and will benefit from accelerated learning will be targeted including our Special Education populat
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	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	Yes	Yes	Support of a Social Worker, Dean of Students and Learning Liasion positions to support social emotional and academic needs of students who might be out of school and our special student populations. Data	Yes. All students will benefit from Social Emotional support positions to help in academic outcome success as well getting stu
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	Yes	Yes	We will add a Social Worker and Dean of Students position in our high school to support students. They will also participate in our district wide professional development model on Social Emotional Learning to utilize	Yes. These new positions will help aid students who need further support in and outside of the classroom. They will also serve as conduits between home and school in providing optimal communication and information for families and schools.
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	Yes	Yes	Implementation of learning liaisons to support all students and teachers between home and school and to specifically support students out of school who might be in quarantine. Survey data, personal feedback and	Yes. These positions will support all students who may need support when at home and also serve as a bridge between home and school to communicate with families and address any learning and social emotional needs of students.
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	Yes	Yes	Continued monitoring of our air and ventilation systems in each of our school buildings. The use of PPE and proper hygiene protocols. We will implement appropriate social distanced lunch periods with assigned	Yes. These processes and procedures incorporate and include ALL students.
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		
		Select		
		Select		
		Select		
		Select		
		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.