

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.

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 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

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?	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	Enrollment Data	Expansion of Integrated PK program for students with disabilities
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	Standards aligned assessment data. Professional Development evaluation and feedback	Purchase instructional materials for ALL students, including materials specific to underserved subgroups such as special education, ELs, SEL, etc. Increased Districtwide Instructional Coaches to enhance core instructional practices
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	Professional Development evaluation and feedback	ALL subgroups will be served through the training of culturally responsive classrooms

Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	Screening assessment data and staff response to data. Professional Development evaluation and feedback	ALL subgroups will be served through the training and use of screening assessment data to inform staff of specific student learning needs and improve student learning
Expanding access to career-technical education (including "After Dark" district/vocational partnerships), innovation pathways, and advanced placement courses (including fee subsidies and teacher training)	Yes	Yes	Increased student Participation in career-technical, innovation pathways and advanced placement courses	ALL subgroups will have increased access to career-technical, innovation pathways and advanced placement courses, by reducing/eliminating fees for these opportunities
Extending the school day/year and prioritizing student access to additional time by student need	Select	Select		
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Yes	Yes	Student Participation in tutoring programs	Increased opportunities will be available to ALL students, with specific outreach to EL students and students with disabilities. Transportation will be provided, thus increasing access
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Yes	Yes	Observed professional learning community (PLC) practice as a result of associated professional development	ALL subgroups will be served through improved PLC data analysis practices to inform student learning
Early college programs, particularly those focused on students underrepresented in higher education	Yes	Yes	Student Participation in early college opportunities	ALL subgroups will have increased access to early college opportunities, by reducing/eliminating fees for these opportunities, specifically targeting underrepresented student subgroups
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	Yes	Yes	Observational co-teaching model implementation in classroom	Improving co-teaching and inclusion model for students with disabilities
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	Student Participation in summer learning opportunities	ALL subgroups will have increased access to summer learning opportunities and individualized instructional needs
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	Yes	Yes	Parent participation in after school ESL related learning	Improved parent-school communication to support EL student learning needs
Dropout prevention and recovery programs	Yes	Yes	Student participation in credit recovery programs to encourage/assist in achieving graduation	ALL subgroups wilkl have increased access to achieve requirements for high school graduation
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	Frequency of use of instructional coaches and interventionists	ALL subgroups will have improved educational experiences focused on supporting student learning by providing additional small-group instruction.
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	Select	Increased student participation in enrichment opportunities outside of the normal school day/year.	
Increasing high-quality common planning time for teachers and academic support staff	Select	Select		
Developing leadership pipeline programs for schools	Yes	Select	Staff participation in a pipeline program which is not currently available to them.	
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	Increased programming to support holistic student needs.	ALL subgroups will have increased access to new programs and staff dedicated to supporting students' holistic needs.
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Yes	Yes	Increased student/family participation in community-based organizations focused on mental/physical health and well-being.	ALL subgroups will benefit by increased participation in these partnerships. One such example is the high school to increase its use of the Billerica Adolescent Recovery Program to avoid exclusionary discipline.
Working with community-based organizations that provide enrichment during the school day and/or out of school time	Yes	Yes	Sustaining programming and increasing student participation in community-based enrichment.	ALL subgroups will benefit by their increased participation in programs like Challenge Day, Career Shadowing, and other community partnerships.
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	Increased and improved participation in culturally responsive learning opportunities.	ALL subgroups will benefit by the increased and improved partnerships between community partners and educators/support personnel. One concrete example is the Greater Lowell Indian Council Assoc. (GLICA) partnership.

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	Select	Indoor Air Quality testing to assess the impact of HVAC improvements	
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		

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.

ESSER III funds will be used to supplement existing programs and create new opportunities for students' based on student needs at both the district and school level. Many of the activities for which these funds will be used are specifically targeted to provide educational equity for out underserved subgroups especially our ELs and students with disabilities.

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.

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	Select	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	Select	Select One	
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	

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.