Quincy

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?
	☑ Students	
	☑ Families	
	☑ School and District administrators, including special education administrators	
	☑ School leaders	
	☑ Teachers	
	☑ Other educators	
	☑ School staff	
	☑ Unions representing educators and school staff	
	☐ Tribes*	Not applicable to our district
	☑ Civil rights organizations (including disability rights organizations)*	
	☑ 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	Select	Select		
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	The district will monitor progress through the use of benchmark assessments such as the MAP assessment. The MAP assessment is given three times per year and is followed by data team meetings to discuss individual student progress.	Yes, any new curriculum materials purchased or updated will be purchased using an equity lens. Teams will research new materials to ensure that materials purchased are inclusive and provide strategies for addressing the needs of various subgroups.
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	The district will monitor progres through the use of pre and post surveys, lesson plan development and review, as well as learning walk-throughs and observations.	Yes, culturally responsive teaching promotes transparent high expectations for all students. Teachers develop a deep understanding of who their students are as learners in their classroom. In addition, educator's develop an understanding of culture's role in education and identify, analyze and work to solve inequities in their communities.
Screening assessments and associated professional development (e.g., early literacy screening)	Select	Select		
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	The district will monitor progress through the use of benchmark assessments such as the MAP assessment. The MAP assessment is given three times per year and is followed by data team meetings to discuss individual student progress. In addition, the district will administer pre and post assessments to assist in assessing the effectiveness of our programming.	Yes, programs will be targeted to support accelerated learning. Students will be identified through benchmark assessments and all programming will be developed to provide equitable experiences to all of our student subgroups.
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Yes	Yes	The district will monitor progress through the use of benchmark assessments such as the MAP assessment. The MAP assessment is given three times per year and is followed by data team meetings to discuss individual student progress. In addition, the district will administer pre and post assessments to assist in assessing the effectiveness of our programming.	Students will be identified through benchmark assessments and all programming will be developed to provide equitable experiences to all of our student subgroups.
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	The district will monitor progress through the use of benchmark assessments such as the MAP assessment. The MAP assessment is given three times per year and is followed by data team meetings to discuss individual student progress. In addition, the district will administer pre and post assessments to assist in assessing the effectiveness of our programming.	Yes, programs will be targeted to support accelerated learning. Students will be identified through benchmark assessments and all programming will be developed to provide equitable experiences to all of our student subgroups.
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.

	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	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	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	Select	Select		
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Yes	Yes	The district will use indicators such as high risk referrals, chronic absenteeism as well as student surveys to measure progress and success with providing social emotional supports.	Yes, this strategy is designed to support those most impacted by the COVID-19 pandemic. In particular, those sub groups who have been disproportionately impacted by the pandemic.
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	Yes	Yes	The district will use indicators such as high risk referrals, chronic absenteeism as well as student surveys to measure progress and success with providing social emotional supports.	Yes, this strategy is designed to support those most impacted by the COVID-19 pandemic. In particular, those sub groups who have been disproportionately impacted by the pandemic.
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 *Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above*		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.
Translation services		Yes	Parent/guardian participation, parent guardian surveys, and completed requests for translation services will all be tracked and used as a measure to assess progress.	Yes, as in many other communities, the district has struggled to support our EL families have better access to their child's education, particularly during the pandemic. These students and families have been some of the most impacted and this strategy will assist us in providing parents with better access to their child's education.
Technology needs (chromebooks, educational software, interactive projectors, desktops computers)		Yes	The district will track and monitor usage rates, as well as student progress in all software programs. The district will also monitor distribution of technology to ensure that all families have the access they need.	Yes, this strategy allows the district to ensure that all families have access to the technology they need, in particular those students who have been most impacted by the pandemic.
		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.

The district has implemented an equitable and inclusive return to in-person learning. Over the summer and at the end of last school year, the district trained all of our administrators, guidance, deans, teacher representatives and psychologists in restorative justice. It is the district's expectation that these strategies will be used to rebuild a sense of school community for all of our students. In addition, these practices will help to create a positive and supportive learning environment, focused on rebuilding and restoring relationships, rather than practices rooted in punishment, for all students as they return to full in-person learning.

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.*

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.

	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)	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	Yes	
6	Diagnostic and screening testing	Yes	Yes	
7	Efforts to provide vaccination to school communities	Yes	No	The district has held vaccination clinics at each high school. In addition, we have partnered with Walmart and are traveling to schools to provide both the flu shot and the COVID vaccine to anyone eligible to receive it.
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	