

Abington

Plans for the Use of ESSER III Funds:

- 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	Community survey was publicly posted and made available for comment on September 16, 2021 to obtain input from all required stakeholders. In addition, the September 21, 2021 School Committee meeting provided for public comment and input for spending of funds.
	Families	Community survey was publicly posted and made available for comment on September 16, 2021 to obtain input from all required stakeholders. In addition, the September 21, 2021 School Committee meeting provided for public comment and input for spending of funds.
	School and District administrators, including special education administrators	Community survey was publicly posted and made available for comment on September 16, 2021 to obtain input from all required stakeholders. In addition, the September 21, 2021 School Committee meeting provided for public comment and input for spending of funds.
	School leaders	Community survey was publicly posted and made available for comment on September 16, 2021 to obtain input from all required stakeholders. In addition, the September 21, 2021 School Committee meeting provided for public comment and input for spending of funds.
	Teachers	Community survey was publicly posted and made available for comment on September 16, 2021 to obtain input from all required stakeholders. In addition, the September 21, 2021 School Committee meeting provided for public comment and input for spending of funds.
	Other educators	Community survey was publicly posted and made available for comment on September 16, 2021 to obtain input from all required stakeholders. In addition, the September 21, 2021 School Committee meeting provided for public comment and input for spending of funds.
	School staff	Community survey was publicly posted and made available for comment on September 16, 2021 to obtain input from all required stakeholders. In addition, the September 21, 2021 School Committee meeting provided for public comment and input for spending of funds.
	Unions representing educators and school staff	Community survey was publicly posted and made available for comment on September 16, 2021 to obtain input from all required stakeholders. In addition, the September 21, 2021 School Committee meeting provided for public comment and input for spending of funds.
	Tribes*	Community survey was publicly posted and made available for comment on September 16, 2021 to obtain input from all required stakeholders. In addition, the September 21, 2021 School Committee meeting provided for public comment and input for spending of funds.
	Civil rights organizations (including disability rights organizations)*	Community survey was publicly posted and made available for comment on September 16, 2021 to obtain input from all required stakeholders. In addition, the September 21, 2021 School Committee meeting provided for public comment and input for spending of funds.

Stakeholders representing the interests of children with disabilities, English learners,	Community survey was publicly posted and made available for comment on September 16, 2021 to obtain input from all required stakeholders. In addition, the September 21, 2021 School Committee meeting provided for public comment and input for spending of funds.
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*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	Data used to measure progress will include updated curriculum, instruction, and assessments in math at the elementary, middle and high schools to reflect the learning needs of the students measured by benchmark tests aligned to the state standards along with MCAS tests and completed written curriculum units. At the elementary, phonemic awareness, writing, and math fluency supplemental learning materials will be added, which all have a scope and sequence along with benchmark assessments that will be monitored throughout the year.	The high quality instructional materials and professional development will provide additional supports for our most underserved subgroups district-wide. Since the materials and professional development are inclusive, all subgroups will be reached. The supports it adds include strategies for differentiation and individualized learning. In addition, a core communication board to support development of communication skills in non/developing verbal students and support inclusion of all students at the PreK level.
Professional development for teachers and administrators re: culturally responsive teaching	Select	Select		
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	Select	Select		
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Yes	Yes	Data used to measure progress will include formative and summative assessments in subject areas as monitored throughout the school year during the duration of the after school tutoring program at the middle and high school levels. MCAS type questions will also be provided to determine that learning standards are being met.	After school tutoring at the middle and high school levels provide optimal opportunities for students to engage in school and reduce significant gaps in academic achievement. The after school tutoring program is open to everyone, but specifically targeted to our most underserved populations to address any disproportionate learning gaps in order to meet the learning needs of students. We strive to provide free transportation for attendees, based upon bus driver availability.
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	Benchmark assessments will be provided throughout the course of the classes both after school and during the summer. MCAS type questions will also be provided to determine that learning standards are being met.	The after school and summer academies are open to everyone, but specifically targeted to our most underserved populations. Both the after school and summer academies have EL and special education supports. Supports are inclusive of all subgroups access to learning. We strive to provide free transportation for attendees, based upon bus driver availability.
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	Formative and summative assessments will be used to determine progress including benchmark tests, MCAS, and progress monitoring tests for students that require interventions or extra help.	This strategy includes additional support of a middle school SPED teacher, EL tutors, middle school math interventionists, and a reading literacy specialist at the middle school. The interventionists and tutors are available to support all students in each subgroup to address individualized learning needs. These positions at the middle school provide additional supports at these grade levels to accommodate learning loss and maintain equity across buildings that already have these supports in place.
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	Yes	Yes	Amount and type of referrals over the course of three years.	All students in the district will be able to access mental health supports through the addition of school adjustment counselors to address the COVID related experiences, needs, and issues.
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	Yes	Select	Purchase, installation, and use of air handling and AC units at the elementary school in required rooms, particularly in the office where teachers, students, and parents frequent.	All students in the elementary school will benefit from the updates in the required rooms, particularly common rooms. This strategy is equitable across all groups and subgroups.
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		

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

The district is taking educational equity into account through the following means:
 1) District-wide (grades 3-12) math professional development to improve curriculum, instruction, and assessment in math strategies. This training will also provide supports for individualized learning. Second, instructional technology will be enhanced for our underserved populations district-wide. Third, we are adding after school and summer academic supports for our middle and high school. Elementary already has a similar summer school program in place.
 2) To avoid or reduce disciplinary actions, we have added classroom supports such as tutors, interventionists, SPED staff and adjustment counselors to assist students with mental health needs and individualized learning supports in the classroom.
 Our underserved populations, as well as all students, district-wide will benefit from the professional development teachers are receiving and the additional mental health and classroom supports to provide vertical articulation in learning needs.

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

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	No	We conduct symptomatic testing "test and stay"
7	Efforts to provide vaccination to school communities	Yes	No	Providing vaccinations with the Abington Health Department
8	Appropriate accommodations for children with disabilities with respect to health and safety policies	Yes	No	Working with the Director of Student Services to ensure all students have appropriate access to their education.
9	Coordination with state and local health officials	Yes	No	Working collaboratively with the local and state health departments.