

Whitman-Hanson

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	Select	Select		
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	Interim assessments data (3x yearly) for all students k-10. Both iReady math and reading as well as ixl will be used for diagnostic interim testing.	In looking at all students, we will be able to structure interventions to the needs of all students and all subgroup students. Subgroups to include EL, SWD, LI, racial/ethnic etc
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	We are in an equity audit phase with an outside consultant. The results and the action steps will drive the district in the direction we need to proceed.	PD to include the look at ourselves as educators as well as looking at culturally responsive teaching and curriculum. Racial and ethnic subgroups are highlighted here
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	Results of our early screening intervention diagnostic - Both Sonday and Heggarty will be used as well as Dibels	As this will be given to all students, all groups will be represented. It will also aid in diagnosing and creating effective plans for learning for our students from an early age.

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	We have instituted a power block in our elementary schools to offer tutoring and student focused remediation based on interim assessments. As such, we trained a number of paraprofessionals to aid in	It addresses Covid by finding out where its student is at in the ela/math journey and provides targeted assistance to them via technology, small group, one to one. All studentms and thus all subgroup students are represented.
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Yes	Yes	Throughout prek-12 we have revamped our PLC and STAT process to include targeted data by classroom teacher, support personnel and the like. The STAT process is now one that truly has data, an intervention,	Again, as this is available for all students and all groups are represented. The district is adding individuals for student services, interventions and tech coaches as well as school based intervention teams to help students.
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	Yes	Yes	We have instituted a new co-teaching model at one of our MS to address the disparities of our special ed population and other high needs subgroups. The goal is to increase their learning through a proper co-	This co-teaching model is at a school that has high needs students in all subgroup categories.
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Yes	Yes	The district is planning on using funds to help targeted students of need with a summer enrichment program. The program would be both academic and social emotional with an emphasis on key domains of	Emphasis for this summer enrichment program would be placed on our representative subgroups.
Language support programs, including dual language and heritage language programs (students learning in-home/native language) and associated professional development	Yes	Yes	The goal of this initiative is to increase our EL staff to help students access English. It is also a goal to hire/find some translators to converse and explain academics to them in their native language, outside the	English Learners is the key subgroup here
Community-based afterschool programs for parents, including citizenship and ESL classes	Select	Select		
Dropout prevention and recovery programs	Yes	Yes	For students who are identified as "in need" this initiative will assist our at risk support program. Emphasis will be placed on academic support to complete high school as well as home/social support as needed. Our	Open to all students who are in need. Both subgroup and aggregate are admitted to this program.
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	Our district has instituted 2 new student services/spec ed directors for elem and secondary. In addition we have 3 interventionists and two tech coaches who oversee all of our schools to help staff increase their	This district initiative is aimed at regression and loss in relation to Covid. Its goal is help help students along their educational
Diversifying the educator workforce through recruitment and retention strategies	Yes	Yes	As part of our equity audit and resulting action plan, we are seeking to diversify the workforce in all areas especially the professional teaching and admin ranks. PD in "how to" and exploration of better recruitment	If students can have educators who look like them and have cultural similarities then aspects of school such as attendance, be
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	Yes	The district and school committee established a subgroup to look at expanding the related arts program at k-8. This endeavor will analyze foreign language, coding, music and arts etc. The HS is looking to	The more students can have access to programs at the school buildings the more engaged they are and the more opportuniti
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	Yes	Yes	The district has worked hard with the union to work through covid and continues to do so daily. The task of teaching has and continually changes and the role of the educator has expanded. Providing staff with	The data to represent this is the introductiopn of new key roles to help with covid and learning. Additional nursing staff to hel
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	Discipline referrals, attendance rates, test and stay numbers for covid will help us measure progress in this initiative.	We have placed a new targeted program at one of our schools to help students with transitions and anxiety. Also our new nursing positions will be targeted in this grant
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Yes	Yes	An updated student/parent referral list for mental health services for our community - to be handled by our School Adjustment Counselors - referral data will be tracked. The adoption of a mental health screener	Yes, as with Covid there is an increased anxiety level among both students and staff. This resource will be used as part of the STAT process for identified students needing it.
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	Equity audit completed and resulting action steps taken. PD on equity and hot to become more culturally responsive.	This initiative benefits all students but particularly those who are in our high needs sunbgroup areas
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	Additional purchases of the iWAVE clean air system and additional purchases of room purifiers. Use of air conditioning upgrades in certain areas - data will be a list of where components have been placed.	Allowing students and staff to breath air that is safe and properly ventilated and maintained is a key component of both physical and mental well being. Thes purchase of replacment untis will benefit all.
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.

1) The WHRSD is committed to equity in what we do. Having said that we are awaiting our Equity Audit that will allow us to focus in on our areas of improvement and have action steps to address these areas. ESSER III funds will aid in driving these action steps in the areas of hiring, personal reflection and teaching proactices as well as culturally repsonive curriculum. 2) The implementation of a district intervention team that will use a system of interim assessments in the areas of math and literacy to identify and remediate student weakness areas through the use of data and data driven decisions. 3)The restructuring of staff to create school based intervention teams to work with identified students to increase their skills. 4) The training of staff and teachers in order to effectivley know how to deliver interventions that are relevant, engaging and research based to improve student instruction through the use of a daily power block schedule. 5) Use the newly created elementary and secondary technology coaches to help staff increase their knowledge of Google and using Google Workspace to teach students with their chrome books. Also, they will provide assistance to parents in accessing lessons and how they can help their children learn with a device. The goal is to create enagaing, technology driven content that will assist students in 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.

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	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	We have worked with both regional town fire departments and sponsored a vaccination clinic at one of our schools
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.