

Ayer Shirley School District

**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 type="checkbox"/>	Tribes*	NA
<input checked="" type="checkbox"/>	Civil rights organizations (including disability rights organizations)*	The district intends to conduct an Equity Audit with a third party provider
<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	MCAS and ACCESS Data; Accountability Data-subgroup reporting; District assessments	Continuing to build the MTSS framework across schools in our district will deepen and improve Tier I academic instruction in the area of math while refining the expertise of educators in providing interventions for underserved student subgroups/students at risk.
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	Equity Audit Report	Recommendations for changes in district systems and structures that are equitable and bias free will support the growth and development of student subgroup populations through the use of inclusive practices (e.g. hiring practices; enrollment in honors and AP courses, etc.)
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	Benchmark assessment data including early literacy screening (DIBELS)	Student progress will be periodically measured and monitored between benchmarks to ensure all students including high risk students/subgroups are gaining skill and proficiency in early reading.
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.	Select	Select		
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Yes	Yes	Instructional walkthroughs; data meetings; and professional development attendance tracking	This data will be used to track the number of teachers and support staff learning new practices to strengthen their understanding of implementing evidence based practices with fidelity.
Early college programs, particularly those focused on students underrepresented in higher education	Select	Select		
<b>Targeted Student Supports</b>	<b>Our district is using ESSER III funds for:</b>	<b>This strategy will address pandemic-related learning loss/disproportionate impact</b>	<b>What data will you use to measure progress?</b>	<b>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.</b>
Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development	Yes	Yes	Benchmark assessment data; MCAS; ACCESS; Accountability Reports	Students' learning and social emotional needs will be addressed in time to prevent academic regression or failure.
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Select	Select		
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		
<b>Talent Development and Staffing</b>	<b>Our district is using ESSER III funds for:</b>	<b>This strategy will address pandemic-related learning loss/disproportionate impact</b>	<b>What data will you use to measure progress?</b>	<b>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.</b>
Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals	Yes	Yes	Equity Audit; Instructional walkthroughs; data meetings; surveys; and professional development attendance tracking	The Equity Audit will outline gaps in talent and staffing and provide recommendations which the district will prioritize and
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	Yes	Yes	School schedules; student achievement and growth reports	Common planning time will allow teachers to make adjustments to practice to include small group and individualized instru
Developing leadership pipeline programs for schools	Select	Select		
Labor-management partnerships to improve student performance	Select	Select		
<b>Conditions for Student Success - Social/Emotional and Mental Health Supports</b>	<b>Our district is using ESSER III funds for:</b>	<b>This strategy will address pandemic-related learning loss/disproportionate impact</b>	<b>What data will you use to measure progress?</b>	<b>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.</b>

Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	Yes	Yes	Student attendance data; grades; student, staff and community surveys	Increasing the number of staff providing nonacademic support including an additional school nurse, several adjustment counselors and Social worker will support the basic and social emotional learning needs of at risk student populations with the goal of students better prepared for learning
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Yes	Yes	Attendance data; drop out and graduation rates	Establishing a partnership and developing programming with the BRYT/Bridge model will better support the mental health needs of MS and HS students and keep them in district.
Working with community-based organizations that provide enrichment during the school day and/or out of school time	Yes	Yes	Community survey	Improving access to digital devices for students in the before/after school childcare programs supports the success of all students- especially low income students and other at risk populations who may not have access to devices at home
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	Yes	School attendance data; reduced rates of illness/visits to health offices	Upgrades in facilities will help to improve school safety and security
<b>Other Interventions/Strategies/Supports</b> <i>Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above</i>		<b>This strategy will address pandemic-related learning loss/disproportionate Impact</b>	<b>What data will you use to measure progress?</b>	<b>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.</b>
		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.

All school leaders and Central Office personnel contributed to the development of the ESSER III budget by becoming familiar with the purpose of the grant and by providing rationale for how their request would mitigate the impact of COVID-19 on their programs and address learning loss. As a result, the district is ensured that the budget provides educational equity across schools, populations and grade spans based on student and staffing needs in an In Person learning model that addresses both academic and nonacademic 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 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.

**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.

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	Select	No	The School Committee's immunization policy is published in the School Committee's policy manual.
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	