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
☑	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

Strategy	Our district is using ESSER II 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?
Expanding access to full-day, high-quality prekindergarten	Yes	Yes	Child outcome survey with indicator 7.	Remove tuition costs for FY23 and FY24. Removal of Tuition for the Preschool Program supports all students (including low-income families, English learners, migrant students, students experiencing homelessness, and students in foster care) who have experienced academic loss by eliminating the barrier of tuition costs from families. By eliminating tuition we are assuring that
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	The i-Ready Assessment suite provides academic screening and academic progress monitoring. For academic screening, we recommend using i-Ready Diagnostic three times per year. Social Studies- McGraw hill to track progress	Growth Monitoring is part of the i-Ready Diagnostic & Instruction suite and is designed to be used jointly with i-Ready Diagnostic to allow for progress monitoring throughout the year and determine whether students are on track for appropriate growth. Growth Monitoring is designed to be administered monthly, but may be administered as frequently as every week in which the i-
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Yes	We will use surveys and feedback forms from various school community members. We will make sure that it is reflected in the school improvement plans.	Yes. Using data driven decisions should guide us onto our target group, the underserved, higher risk students.
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	iready Professional development on and including diagonostic, interventions and dyslexia screener	Yes. i-Ready goes beyond state requirements by providing an additional Dyslexia Screening export that includes the i-Ready Reading Difficulty Indicator, a scientifically based indication for whether or not individual students in Grades K–2 have reading difficulties that may require further evaluation and support. Furthermore, based on the most current research on effective early
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	N/A	N/A
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 enrollment in PK3-5 in Moody School and Moody II School	Leasing buildings (St James and Temple Emmauel) have provided us with an opportunity to expand our programs and screening for PK 3-5 year olds. This facility has been named "Moody II" to align with the Moody School dedicated to helping provide necessary services and support.
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Yes	Yes	Iready - diagnostic data 3 times a year.	Yes the PD data from these sessions will identify groups that need Tiered interventions. Professional Development is geared through subgroups that need interventions and use of their "tool Boxes"
Early college programs, particularly those focused on students underrepresented in higher education	Select	Select		

Targeted Student Supports	Our district is using ESSER II 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 studen foster care)? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide suppor
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	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		

Talent Development and Staffing	Our district is using ESSER II 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 studen foster care) ? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide suppor
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 student 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	We will use data from the universal mental health e-referral waitlist.	Yes. The district has partnered with eight community-based agencies who are able to provide a wide spectrum of mental and behavioral health services to students and families. Referrals for outside services are made to agencies through an e-referral system by school counseling staff as a result of a student's ongoing need for wraparound services. Partner agencies are equipped
Working with community-based organizations that provide enrichment during the school day and/or out of school time	Yes	Yes	YMCA / Boys & Girls Club / Discovery Club / Access 21	Discovery Club, Access 21, YMCA and Boys and Girls club as well as several other community organizations work with Haverhill Public Schools as an extension of our support and services for our neediest students, many of which fall into the EL category. This extension includes meals, instruction and trasnportation as well as staffing costs.
Arranging for wraparound services to be provided at schools	Select	Select	N/A	N/A
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	N/A	N/A
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 student 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
Paying benefits for staff hired through LEA funds		Select		
Supplies for Classroom		Select		
Supplies for Cleaning		Select		
		Select		
		Select		
		Select		

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 is looking the needs of schools students academic and social emotional needs.

We have used funds to add additional coaches, interventionists and educational platforms to assist academic students needs. We have also added extended day tutoring.

Our funds have also added additional counseling and positive behavioral intervention systems to reach all our students social emotional health needs

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	Select	No	
7	Efforts to provide vaccination to school communities	Select	No	
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	