

ESSER III- TAB 4

MEDFIELD PUBLIC SCHOOLS- 0175

Medfield

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.*	

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	Mathematics standardized test data will be used to assess effectiveness of the new curriculum adoption.	New curricula will be selected that 1) align to DESE standards and 2) meet the needs of EL, Special Education, and other underserved student subgroups.
Professional development for teachers and administrators re: culturally responsive teaching	Yes	Select	Survey data will be collected regarding the quality/efficacy of DEI Professional Development programming.	DEI Professional Development programming will focus on developing and sustain equitable and impactful learning and teaching practices for all students with specific focus on supporting low-income families, students with disabilities, English learners, BIPOC families, LGBTQ families, and more.
Screening assessments and associated professional development (e.g., early literacy screening)	Yes	Yes	The district will implement DIBELS screening to support early literacy efforts.	DIBELS screening will identify at-risk students requiring targeted literacy support in K-3.
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 implement a late bus to provide additional access for students to afterschool programming including extra help and enrichment activities. We will measure its use by capturing ridership data as well as issuing a	This strategy allows more students from underserved sub-groups to access extra help and enrichment activities.
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	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 eth 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	Standardized literacy and math assessments will be used to measure the effectiveness of our summer learning 'bootcamp'.	At risk students, including students with disabilities and EL students will have the opportunity to participate in a summer "bootcamp" aimed at supporting student literacy and math skill development.
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 eth 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	Standardized literacy and math assessments will be used to assess the impact of increased access to teacher assistants.	At risk students, which can include students with disabilities and EL students, will have increased access to teacher assistants (1.5 positions).
Diversifying the educator workforce through recruitment and retention strategies	Yes	Select	The district DEI taskforce will develop and implement actionable strategies to diversify our educator workforce.	Research states that BIPOC teachers greatly impact the academic performance and socio-emotional wellbeing of BIPOC students (Carver Thomas, 2018). By diversifying our educator workforce, we can best support students in underserved subgroups including EL and BIPOC students.
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	Select	Hiring data for a .5 athletic director.	With the hire of a .5 athletic director, the athletic office will be better positioned to support the student body, including underserved student subgroups.
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 eth 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	Select	Hiring data for a elementary guidance counselor	With hire of an elementary school guidance counselor, the district will be better positioned to support the student body, including underserved student subgroups.
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	Yes	Select	The district DEI taskforce will develop and implement actionable strategies to analyze and improve upon the presence of implicit bias within our curriculum and instructional practices.	Implementing research-based strategies will make our current learning environments more welcoming and culturally responsive for all school community members.
Create transitional programs, partnering with community based organizations, for students with mental health or behavioral-related absences returning to school	Yes	Select	Referral data from Interface; participation/survey data from our anxiety clinic.	With the expansion of mental health services, the district will be better positioned to support the student body, including underserved student subgroups.
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	Receipts/installation of HVAC equipment	HVAC equipment will improve air quality for all students, including underserved student subgroups.

[illegible]

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.

Medfield Public Schools prioritized funds based on its commitment to district-wide Diversity, Equity, and Inclusion efforts. Specific use of funds include 1). Support facilitation of DEI taskforce objectives including a) analyzing/improving curriculum and instruction, b) Diversifying the workforce, c) Support the dissemination of DEI topics/events to the Medfield community and d) participate in community dialogs regarding the Medfield community and its legacy. 2) Providing a late bus that will support student access to extra help and enrichment activities. Many students, especially those who do not have a stay-at-home parent/guardian with access to a car, cannot participate in after-school activities due with our present bus schedule. 3) Summer 'Boot Camp' that will provide additional academic enrichment for at-risk students.

**Step 4.4
of 4.4**

CDC School Safety Recommendations

This information will come from your District Reopening Plan as well as any supplemental/revise 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	Select One	
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	Families have the option to participate in the district's COVID-19 Safety Check (pooled testing) program. Information is sent to families at the start
7	Efforts to provide vaccination to school communities	Select	Select One	
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	No	The Medfield Public Schools' lead nurse is a member of the town's Board of Health.