

Northampton

**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 type="checkbox"/>            | School staff  |  |
| <input checked="" type="checkbox"/> | Unions representing educators and school staff  |  |
| <input type="checkbox"/>            | Tribes*   | There are no tribes served by Northampton Public Schools   |
| <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/for 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   | Yes   | Yes   | Tracking the reduction of students currently waitlisted due to a lack of available resources to fund placement in and education and care program.  | Yes. This addresses the needs of low-income students, students from diverse racial/ethnic groups, students with disabilities, EL and DL students, and students experiencing homelessness by providing offering sliding scale tuition or fully funded tuition for early childhood education and care placements in the city.  |
| Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development  | Yes   | Yes   | Rapid Naming assessments, EL assessment tools, MCAS data, Aimsweb data, district assessment data   | Yes. This addresses the needs of students with learning disabilities and EL students in order to increase the toolbox of evidence-based interventions we have to rapidly address students' developing skills.  |
| Professional development for teachers and administrators re: culturally responsive teaching  | Yes   | Yes   | MCAS Data, aimsweb screening data, Distict assessment data. The various data sets will be continuously reviewed and also monitored and used for implementation following data cycles and the subsequent data team meetings.                                | Professional development for data and data teams will contribute to our ability to support learning loss review and action for all subgroups. Professional development for the Dyslexia Guidelines will support the early screening of students for dyslexia and the increased understanding and support for the science of reading for all staff. As a result student subgroups will receive increased access and understandings providing in a structured literacy program. Continued collaboration with Black Print Professional Development will support antibias instruction and curriculum materials in all areas of learning. |
| 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) | Yes   | Yes   | Tracking student involvement in career and technical pathways offered. Providing feedback opportunities for student participants and educators in programs. Post graduate survey to explore impact of pathway on student career opportunities and choices. | Expanded access to a wider variety of career and technical education and pathways for students will support equitable access for all student subgroups to explore, prepare, and progress towards future career opportunities and also increase student learning and educational participation for students through engagement.   |
| Extending the school day/year and prioritizing student access to additional time by student need   | Yes   | Yes   | District assessments, Aimsweb data, MCAS data.   | After-school programming will target students who are performing below grade-level, including students with disabilities, and students who come from historically marginalized groups.   |
| Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.  | Yes   | Yes   | District assessments, Aimsweb data, MCAS data, WIDA ACCESS data, standards-based report cards  | Tutoring programming will occur after school, and will target all students who are identified as needing it. Students from specific groups will receive targeted interventions, such as students with disabilities and EL students, who require additional support in addition to the programming they are receiving during the school day in order to address academic deficits.  |
| Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel  | Yes   | Yes   | MCAS Data, aimsweb screening data, Distict assessment data. The various data sets will be continuously reviewed and also monitored and used for implementation following data cycles and the subsequent data team meetings.                                | Screening cycles and data meetings will allow educators and administrators to target specific areas of learning loss for all subgroups through tiered instructional supports.  |
| Early college programs, particularly those focused on students underrepresented in higher education  | Yes   | Yes   | Tracking student involvement in early college programming, as well as providing feedback opportunities for students who participate. Post graduate surveys to explore impact of early college on success as first-year college students.                   | Expanded access to early college for students will support equitable access for all student subgroups to explore college as an opportunity for them as post-graduates.   |
| 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   | Attendance data, nurse-visit data, behavior intervention data, progress towards IEP goals and objectives   | This addresses PD needed for staff to provide behavioral support to students who are struggling socially, emotionally, and behaviorally. An example is having paraprofessionals trained as Registered Behavior Technicians, which will help students participate in the least restrictive environment, focusing on inclusion in the general ed. setting.   |
| 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  | Yes   | Yes   | Aimsweb data, MCAS data, WIDA ACCESS data  | This addresses the needs of EL students by providing tutoring opportunities to support them should they need support beyond what they are getting during the school day.   |
| Community-based afterschool programs for parents, including citizenship and ESL classes  | Select  | Select  |  |  |
| Dropout prevention and recovery programs   | Yes   | Yes   | Student participation in Gateway to College programming.   | This will address the needs of students who are in danger of dropping out of school, including students of color and students with disabilities, who have higher dropout rates than their peers.   |
| 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   | MCAS Data, aimsweb screening data, Distict assessment data. The various data sets will be continuously reviewed and also monitored and used for implementation following data cycles and the subsequent data team meetings.                                | Elementary interventionists and an instructional coach will utilize screening data to determine students who are exhibiting learning loss, with a particular focus on underserved student subgroups. By offering intervention support during RTI blocks, students will continue to receive their grade level instruction while also addressing gaps in student learning.   |
| Diversifying the educator workforce through recruitment and retention strategies   | Yes   | Yes   | Review employment data to determine baseline and post strategy hiring numbers and practices. Survey employees and implement entrance and exit interviews to determine why candidates select the district and why they may leave.                           | All student subgroups will benefit from increasing the diversity of our workforce through increasing salaries and ensuring career pathways for ESPs, and developing leadership and mentoring programs and opportunities for all staff. Student subgroup engagement in academics and their school community will be supported as they are able to see staff that are both similar and different from themselves.  |
| 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  | Student elective enrollment data. Student surveys. Gallup poll to determine student satisfaction in their school experience and engagement.   | By offering a wider range of student learning opportunities, including electives, the arts, and world languages, engagement for student subgroups will increase as their varied interests are represented. Students surveys will be used to drive the establishment of such offerings, based on student interest and preference.  |
| Increasing high-quality common planning time for teachers and academic support staff   | Yes   | Yes  | Student assessment data, Aimsweb data, MCAS data  | This will give staff the opportunity to align their curricula and instruction so that there is consistency across grade levels and buildings. Staff can share best practices for meeting the needs of vulnerable populations.   |
| Developing leadership pipeline programs for schools  | Yes   | Select   | Survey staff for leadership interests. Track participants in leadership programs.   | Expanding partnerships with local universities to offer subsidized leadership programs for interested educators. Doing so will increase our opportunities to keep staff within district and expand our leadership team, including the access to invaluable institutional knowledge such as the needs of our various subgroups.  |
| 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  | Aimsweb data, MCAS data, WIDA ACCESS data, monitoring success on standards-based report cards, SEABRS SEL screener, progress on IEP goals, attendance data  | This addresses high-needs students who require additional therapeutic services psychological assessment/screening. We are experiencing an increase in school refusal, mental health disorders, and significant social/emotional/behavioral challenges as students adjust back to school. Consultative and contracted support is necessary to meet these students' needs.  |
| Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being         | Yes   | Yes  | Monitoring of student performance on standards-based report cards, SEABRS SEL screener, progress on IEP goals, attendance data, nurse-visit data.   | This addresses high-needs students who require specialized consultation from providers outside of school. Specifically, ensuring that students with complex medical needs are able to attend school with the support that they need.  |
| Working with community-based organizations that provide enrichment during the school day and/or out of school time   | Yes   | Yes  | Gallup poll responses. Student interest survey to drive planning. SAEBRS screening feedback pre and post enrichment implementation  | Expand collaborative partnerships with various community organizations, including Arcadia Wildlife Sanctuary and the Northampton Library to both attend and bring in enrichment experiences for students. Offering engagement opportunities for students targets subgroups through expanded experiences and curricular connections.   |
| Arranging for wraparound services to be provided at schools  | Yes   | Yes  | Attendance data, nurse-visit data, behavior intervention data, progress towards IEP goals and objectives  | This will address the needs of students who are experiencing social/emotional/behavioral challenges by providing consultative and/or contracted support within their school day.  |
| Engaging community partners to build capacity among educators and support personnel to implement equitable and culturally responsive learning environments             | Yes   | Yes  | Monitor use of translation and interpretation services, attendance at ELPAC meetings  | This targets EL students who require language support to access academic content in English. Contracting for additional SEI training will help educators to meet this need. The increased use of interpretation services will allow educators to more directly communicate with families in their preferred language. This greater interaction will allow more equitable and culturally-responsive learning environments.   |
| 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  | Yes   | Yes  | We will measure the number of assessments completed to track progress against the number of students in the city to assess our success, track patterns and address those patterns to further increase participation in the screening process. Additionally, we will track the follow up provided to families post completion of the screening and the number of students who are then referred for further testing and support. | Yes, in order to execute the screening process with families a Home Language Survey will be completed identifying the families.<br><br>In stakeholder meetings between district leadership and preschool parents the overriding concern expressed by caregivers was for the social emotional health of their children. This ranged from concerns that their children had no experience with other children in incidental, small or large group settings to concerns that masks prevented their children from learning to read facial expressions. |
| Facilities improvements to create healthy and safe school environments   | Yes   | Select   | N/A   | Creating outdoor learning/dining spaces will help to mitigate the spread of Covid-19.   |
| <b>Other Interventions/Strategies/Supports</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>   |
| <i>Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above</i>   |   |  |   |   |
| Continued educational access for students who have to quarantine.  |   | Yes  | District assessment data, data from standards-based report cards  | This addresses students who need to be out of school for extended periods of time due to Covid-19. Remote teaching and access to asynchronous lessons is important in mitigating learning loss for these students.  |
|  |   | 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.

We have taken educational equity into account by looking at students' levels of performance, as determined by universal screening results. We have programming that is already underway to target low-income students and ELs who have been disproportionately impacted by the pandemic. Part of our ESSER III spending plan involves strategies that address the needs of students who have been historically marginalized, as well as providing staff with PD on culturally-responsive teaching. We also have taken social/emotional learning into account as the spending plan has been developed, so that students have a supportive school environment to return to.

**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                                  | Yes   | Yes  |  |
| 3 Handwashing and respiratory etiquette  | Yes   | Yes  |  |
| 4 Cleaning and maintaining healthy facilities, including improving                                     | Yes   | Yes  |  |
| 5 Contact tracing, isolation, quarantine in collaboration with health                                  | Yes   | Yes  |  |
| 6 Diagnostic and screening testing   | Yes   | No   | We are currently involved in pooled testing and are looking at test-and-stay when local numbers of cases   |
| 7 Efforts to provide vaccination to school communities   | Yes   | No   | We have held vaccine clinics at our high school, as well as communicated to families other locations where vaccine clinics are held.   |
| 8 Appropriate accommodations for children with disabilities with respect to health and safety policies | Yes   | No   | All students with disabilities have been given appropriate accommodations, as needed. An example of this would be a K-N95 mask instead of a traditional one.                   |
| 9 Coordination with state and local health officials   | Yes   | No   | Our Superintendent has weekly meetings with a Health and Safety Committee where different stakeholders are present. Trends are reviewed, and decisions are made based on data. |

**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