

Hampden Charter School of Science West (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? |
|-----------------|---|--|
| | Students | |
| | Families | |
| | School and District administrators, including special education administrators | |
| | School leaders | |
| | Teachers | |
| | Other educators | |
| | School staff | |
| | Unions representing educators and school staff | |
| | Tribes* | |
| | 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.* | |

*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 | Select | Select | | |
| Professional development for teachers and administrators re: culturally responsive teaching | Select | Select | | |
| 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) | 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 | The Director of Instructional Technology will prepare quarterly reports that show students' academic performances in core subject areas based on school-wide administered standardized exams. | Based on quarterly reports, the Director of Curriculum and Instruction for ELA, math, science, and humanities will work with content area teachers to identify students falling behind and lacking academic backgrounds in academic meetings. These meetings result in action plans that will be implemented next quarter to improve student achievement and close the gaps. |
| 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 | Three SPED teachers and paraprofessionals will be working with students in inclusion classrooms. They will be checking SPED students' progress and accommodation are properly implemented in their IEPs based on their observations and teacher-created and school-wide assessment results. | SPED students are deeply impacted during the Pandemic. Although the school has an in-person program to provide specific accommodations, not all students in this group could participate. Online education was not the best way of delivering instruction for some students. After starting entirely in-person instruction, SPED teachers will implement strategies to accelerate their learning to catch up with their peers and close possible learning gaps. |
| 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 | ELL teacher will be assisting students identified for this program and use ACCESS and in-house assessments to check their academic progress. | The other most affected during the Pandemic are ELL students. The language support that they needed during the Pandemic was provided limited. With the start of in-person education, the ELL teacher will monitor the students in this group and provide the necessary support. Also, ELL teacher will be working with content area teachers to help the students comprehend the topics and skills by using SEI strategies. |
| 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 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 | Additional support staff to accomodate accelareted learning will be hired. | The additional support staff will be working with students who had experienced difficulties and fell behind their peers during the Pandemic. They will provide support to keep them motivated and on task and help them in individual and group activities. Teachers will have more time to spend individualized attention to the students and target the students in need since there will be additional support available in class. |
| 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 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 | Counseling department will consistently monitor students to address their needs by using data from their observations at individual meetings, grade-level meetings, child study team meetings, and student and teacher inputs. | The pandemic has an impact on many students not only academically but also socially and emotionally. Students stayed away from their peers and teachers and were isolated for a long period of time. They experienced Covid-19 related deaths and hospitalization in their families. After coming back to in-person education, they started experiencing anxiety issues and many peer conflicts. Their emotional problems also affected their motivation in learning and academic success. Counselors and social workers will be working closely with each individual to ensure their mental wellbeing and address their issues with a holistic approach. |
| 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 | 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 | Select | Select | | |

| 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 <i>of 4.4</i> | Equitable Use of ESSER III Funds |
| <p>How is your district taking educational equity into account when planning for expending your ESSER III funds? For example,</p> <ol style="list-style-type: none"> 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. | |
| <p>In HCSS East every student has access to the right resources they need at the right moment in their education, despite race, gender, sexual orientation, ethnicity, language, nationality/immigration status, disability, family background, or family income. The administration will make sure to reduce Race and Gender Barriers to Learning and accommodate Learning Styles and Disabilities.</p> | |

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) | 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 | Yes | Yes | |
| 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 | |