

## In-Person Instruction Plan Requirement

ESSER III requires that within 30 days of receiving ESSER III funding, districts must publish, on the public pages of their websites, a plan for the safe return to in-person instruction and continuity of services. The plan must be made available for public comment, which should be considered in plan development.

If a district already has in place a plan that incorporates public comment and is published on the district website, no additional plan is required. District Reopening Plans submitted to the Department in the summer of 2020 likely qualify for purposes of ESSER III. Regardless of when your plan was created, all districts must revisit and revise the plan as necessary within 6 months of approval of your ESSER III grant application and at least every 6 months thereafter through the life of the ESSER III grant award.

Step 4.2 of 4.4	<b>Evidence-Based Strategies, Interventions, and Supports:</b> Describe how ESSER III funds, including the required 20% reservation, will be used to respond to students' social, emotional, and behavioral needs, and how/if chosen interventions address disproportionate impact of COVID-19 on underserved subgroups. List all evidence-based interventions at the bottom of this step for any of your district's evidence-based initiatives that are not listed. <b>Note: Your district must list all evidence-based interventions.</b>	
Enhanced Core Instruction		Our district is using ESSER III funds for this strategy
Expanding access to full-day, high-quality prekindergarten		Select
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development		Yes
Professional development for teachers and administrators re: culturally responsive teaching		Yes
Screening assessments and associated professional development (e.g., early literacy screening)		Yes
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
Extending the school day/year and prioritizing student access to additional time by student need		Yes
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.		Select
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel		Select
Early college programs, particularly those focused on students underrepresented in higher education		Select

Targeted Student Supports	Our district is using ESSER III funds for:
Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development	Yes
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment	Yes
Language support programs, including dual language and heritage language programs (students learning in-home/native language) and associated professional development	Select
Community-based afterschool programs for parents, including citizenship and ESL classes	Yes
Dropout prevention and recovery programs	Yes
Talent Development and Staffing	Our district is using ESSER III funds for:
Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals	Yes
Diversifying the educator workforce through recruitment and retention strategies	Select
Strategies to staff hard-to-staff schools and positions with high-performing educators	Select
Increasing staff and opportunities for arts, enrichment, world languages, athletics, and elective courses	Select

Conditions for Student Success - Social/Emotional and Mental Health Supports	Our district is using ESSER III funds for:
Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	Yes
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Yes
Working with community-based organizations that provide enrichment during the school day and/or out of school time	Select
Arranging for wraparound services to be provided at schools	Select
Engaging community partners to build capacity among educators and support personnel to implement equitable and culturally responsive learning environments	Select
Create transitional programs, partnering with community based organizations, for students with mental health or behavioral-related absences returning to school	Select
Parent-teacher home visiting programs to build positive relationships between home and school	Select
Facilities improvements to create healthy and safe school environments	Select

### Additional Strategies and Supports

Apple Inc. Ipads computer replacement program
DDOS denial of service
Content filter for devices that go home Go Guardian
Chromebooks
Inspection, Repair, Maintenance

**Equitable Use of Funds**

The district is taking educational equity into account by allocating funds both to school and districtwide activities based on underserved subgroups by implementing new initiatives and maintaining effective practices already implemented in the district. These include Bulldog Academy, professional development and expanding the types of professional development offered, utilizing research based strategies and assessments, ensuring all students have access to grade level curriculum and technology, increasing mental health supports and practices, offering alternative programs for vocational/career based programs and drop out prevention. We have feedback from all stakeholders through a survey and an in person return to school plan which includes all students and encourages families to be a more active participant in the district/school community.