

ESSER III
EVIDENCE BASED STRATEGIES, INTERVENTIONS, AND SUPPORTS

Enhanced Core Instruction	Our district is using ESSER III funds for this strategy	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.
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	DIBELS (K-5); diagnostic testing (McGraw Hill)	Our PK and K students requiring early intervention have been greatly impacted by COVID restrictions for the past two years. Integration of emergent reader materials (PK); as well as reading intervention materials for our high needs SpEd and behavior classes (K-5) will help address gaps in learning.
Professional development for teachers and administrators re: culturally responsive teaching		Increased awareness of implicit bias; parent surveys (feel like part of community); learning walk data; teacher observation feedback; increased participation of EL, SpEd and LI parents in school activities	Providing both leaders and staff with professional development around implicit bias, equity, diversity and cultural responsiveness, we hope to develop an educational environment that makes all students and their families feel safe and welcomed, thereby increasing attendance and participation and time in learning.
Expanding access to career-technical education (including "After Dark" district/vocational partnerships), innovation pathways, and advanced placement courses (including fee subsidies and teacher training)		# of HS students choosing a STEM-based pathway (i.e. science, technology, engineering, health)	We will be working with the Blackstone Valley Ed Hub to offer more camps and courses in robotics, mechatronics, manufacturing, etc. both at NHS and the Ed Hub to provide opportunities our students who may benefit from more hands-on experience (i.e. SpEd, EL, LI) to get authentic experience in their field of choice, thereby strengthening their background for future job opportunities
Targeted Student Supports	Our district is using ESSER III funds for this strategy	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	Walk-through feedback indicating true co-teaching models; learning walk trend data; increased performance of inclusion students on MCAS and benchmark testing	An effective co-teaching model with benefit ALL students, as it will increase options for flexible grouping of students, reduce student/teacher ratio, increase instructional options for all students, encourage greater student participation, and create stronger relationships between teachers and students.
Acceleration academies (during school year vacations) and summer learning opportunities for individualized instruction and enrichment		DIBELS (K-5); diagnostic testing (McGraw Hill - MS; Edulastic - HS); quarterly benchmark testing	Summer learning camps/academies will provide extended learning opportunities to students who may have fallen behind during the school year due to COVID absences, so that they can shrink the gap between them and their grade-level peers prior to the next school year. We prioritize all underrepresented subgroups in our summer learning opportunities.
Community-based afterschool programs for parents, including citizenship and ESL classes		Parents from diverse backgrounds feel like a meaningful part of the school community as measured by survey data; participation of families of underrepresented subgroups at school and district events and workshops - sign-in sheets	By providing during school, after school and evening parent/caregiver workshops that focus on areas of need (i.e. dealing w/students anxiety at home, transgender children, social-emotional learning in the home; school technology platforms; ESL; etc.) for our underrepresented populations, parents of our high needs students will be better equipped to help them succeed both at school and home.
Talent Development and Staffing	Our district is using ESSER III funds for this strategy	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	DIBELS; progress monitoring; benchmark testing (ELA/math)	5 additional instructional aides, a language-based learning disabilities teacher, additional special educators at elementary and after school remediation/enrichment teachers will all provide interventions and support to our highest need students.
Increasing high-quality common planning time for teachers and academic support staff		Learning walk data (focused on effective planning and student engagement); classroom observations data	Additional perm subs will cover classes to allow for increased CPT opportunities for grade level and department-level teachers to conduct lesson studies, look at student data, identify and plan appropriate interventions and student placement for WIN blocks (RTI). This will benefit all subgroups.
Developing leadership pipeline programs for schools		Alignment of programming across grades and subjects; classroom observations and learning walks that reflect strong instruction and incorporation of strategies learned in PD and PLCs	By providing ongoing training to the department chairs and team leaders across the district on effective leadership, data analysis, UDL, co-teaching, and DEI, more staff members will receive support and feedback in these areas thereby improving the learning environment for ALL students.

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Conditions for Student Success - Social/Emotional and Mental Health Supports	Our district is using ESSER III funds for this strategy	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	Improved student attendance; decreased drop-out rate; decreased disciplinary referrals.	The addition of nursing services, nurse admin., an additional SAC at each school and a district social worker will help us to identify, serve and support our students and families needing physical and mental health supports. These issues affect students from ALL groups and backgrounds.
Working with community-based organizations to provide enrichment/services during the school day and/or out of school time		Improved student attendance; decreased disciplinary referrals.	Partnering with community-based organization, such as the Community and Youth Centers, as well as FCP, the library and local churches that have contact with our students outside of school will allow us to provide supports for students and families who don't always feel comfortable utilizing or have difficulty accessing school-based services and
Facilities improvements to create healthy and safe school environments		Completed projects.	New cafeteria tables at high school; additional custodial staff at NES for healthy and safe building; PPE and sanitization supplies; replacement HEPA filters; replace water fountains with bottle fillers.
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>		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.
Increase translation and interpretation services for families of EL students		Increased participation of EL families in school and community - sign-in sheets and surveys.	This will ensure our EL families are fully aware of all important information, events and activities within the school system, and have translation services available so they can participate in all of the above.
Transportation: late busses for after school remediation/enrichment programs; field trips; summer programs		Improved attendance; increased academic performance on benchmark and MCAS testing	Transportation will support our after school remediation/enrichment programs and summer programs, as mentioned above.
Academic and enrichment field trips		Improved attendance; decreased discipline referrals	Field trips will provide students with opportunities to make authentic connections to their classroom learning which is a strategy that helps ALL student enhance their learning.

ESSER III
GRANT BUDGET

INSTRUCTIONAL/PROFESSIONAL SALARIES			
SCHOOL	POSITION	DESCRIPTION/RATIONALE	AMOUNT ALLOCATED
NES	Adjustment Counselor	The adjustment counselors will support the increased mental health and social emotional needs of our students due to the pandemic.	\$314,889
MIDDLE SCHOOL	Adjustment Counselor		
HIGH SCHOOL	Adjustment Counselor (part-time)		
DISTRICT	Social Worker	The social worker will provide a continuum of support to students and their families who are struggling with increased physical, emotional, and mental health issues due to COVID-19, as well as provide networking and resource procurement to those who are dealing with social isolation.	\$148,137
NES	Language-Based Learning Disability (LBDL) Teacher	The LBDL teacher will promote a continuum of services to meet the needs of students who would benefit from a specific setting which supports their deficits and builds upon their strengths.	\$190,838
NES	Nurse (part-time)	This position will assist current nursing staff with the demands of servicing over 950 students, including over 75 students requiring specialized attention (i.e. blood sugar testing, injections, administering meds, etc.), as well as assist with "Test and Stay" and COVID check protocols, which are taking a significant amount of time each day.	\$40,833
TOTAL INSTRUCTIONAL PROFESSIONAL SALARIES			\$694,697

SUPPORT STAFF SALARIES			
SCHOOL	POSITION	DESCRIPTION/RATIONALE	AMOUNT ALLOCATED
DISTRICT	Nursing Administrative Assistant	This position will conduct case investigation and contract tracing, as well as maintain records of same for the district nurses; reach out to parents of contacts who have been exposed to COVID-19; and provide health education and guidance to interrupt ongoing disease transmission. This position will also make appropriate referrals for testing, clinical services, and other essential support services.	\$66,950
NES	Instructional Assistants (5)	The added instructional assistants will support SpEd teachers and students across self-contained classrooms, as well as fulfill student specific IEP needs.	\$219,275
NES	Custodian - Days (part-time)	These positions will accommodate the cleaning demands of a building that is significantly larger with more rest rooms, offices and additional spaces than the old NES and Balmer combined. The day position will also specifically help with cleaning the cafeteria and high touch areas during the school day.	\$91,600
DISTRICT	Custodian - Nights		
TOTAL SUPPORT STAFF SALARIES			\$377,825

STIPENDS			
SCHOOL	POSITION	DESCRIPTION/RATIONALE	AMOUNT ALLOCATED
DISTRICT	Afterschool Remediation	After school small group instruction/tutoring for struggling students and students who have missed chunks of instruction due to COVID or COVID-related issues; NES/NMS/NHS	\$50,000
DISTRICT	Afterschool Enrichment	This will include various clubs, activities, student workshops, and SEL camps (all schools.)	\$40,000
DISTRICT	Summer/Vacation Programming	SEL Camps, BV ED Hub cooperative STEAM programs, Vacation Academies, Summer Acceleration Academies (all schools.)	\$50,000
TOTAL STIPENDS			\$140,000

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FRINGE BENEFITS			
SCHOOL	EXPENSE	DESCRIPTION/RATIONALE	AMOUNT ALLOCATED
DISTRICT	MTRS	Statutorily required retirement contribution paid to the Massachusetts Teachers' Retirement System for staff paid with federal grant funds.	\$58,848
TOTAL FRINGE BENEFITS			\$58,848

CONTRACTUAL SERVICES			
SCHOOL	EXPENSE	DESCRIPTION/RATIONALE	AMOUNT ALLOCATED
NES	Permanent Substitutes	Additional permanent substitutes will be funded to not only cover staff absences, but to cover classes to allow teachers to have increased common planning time opportunities, lesson studies, look at student data, identify and plan appropriate interventions and work on student placement for WIN blocks (RTI).	\$149,040
MS	Permanent Substitutes		
HS	Permanent Substitutes		
DISTRICT	Professional Development - SEL/Mental Health/Diversity	Areas of need identified through Strategic Planning process, as well as family surveys and staff feedback.	\$40,000
DISTRICT	Professional Development - Leadership	Due to building transitions and changes in leadership (individuals and structure). Shared Leadership is a Strategic Objective for 2021-2024.	\$20,000
DISTRICT	Parent/Family Workshops	Workshops will be provided that focus on areas of need (i.e. diversity and inclusion, transgender children, student self-harm and injurious behaviors, social-emotional learning; ESL; etc.) to help give parents additional tools to help their children succeed both at school and home.	\$35,000
DISTRICT	Translation/Interpretation	Additional funds are being budgeted for translation and interpretation to enhance effective and inclusive communication with our EL families.	\$20,000
TOTAL CONTRACTUAL SERVICES			\$264,040

SUPPLIES & MATERIALS			
SCHOOL	EXPENSE	DESCRIPTION/RATIONALE	AMOUNT ALLOCATED
DISTRICT	Culture building events, welcome and engagement events for staff and families	Celebration of Learning AND Culture; staff morale building events (district-wide) i.e. holiday celebrations; staff field day, etc.; family events i.e. pizza and volleyball tourney, family talent show, etc.	\$40,000
DISTRICT	Classroom/Curriculum/Enrichment Supplies	Manipulatives; additional instructional supplies/activity materials; supplies for project-based learning opportunities; etc.	\$20,008
DISTRICT	PPE/Sanitization Supplies; HEPA filters	To ensure current and future safety protocols are being followed, funds are being budgeted for PPE and sanitization supplies. To ensure continued advanced air filtration, replacement filters are budgeted for our existing HEPA air purifiers.	\$40,000
DISTRICT	Instructional Technology	Funds will be used to replace or purchase new instructional technology for the district. In an effort to replace existing aging technology so all students and staff continue to have access to technology tools, funds will be used to replace existing chromebooks and laptops with newer models as the older models no longer update or are no longer functioning as needed. Additionally, to ensure teachers have the classrooms technology tools they need, teachers with aging smartboards, aging projectors, or who only have projectors and not interactive projectors/boards will be provided with an opportunity for updated technology to be used for engaging classroom instruction.	\$200,000
TOTAL SUPPLIES & MATERIALS			\$300,008

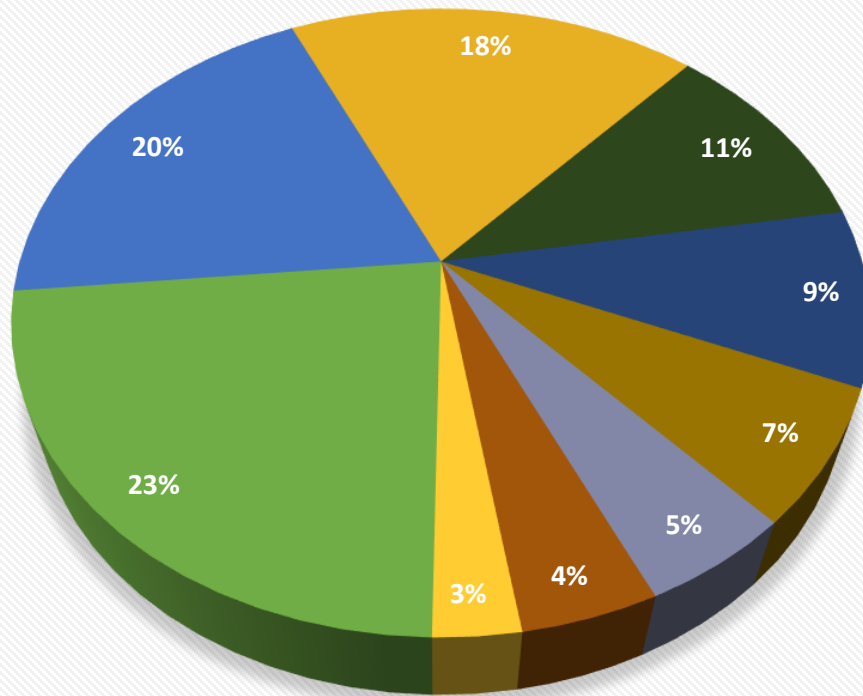
ESSER III
GRANT BUDGET

OTHER COSTS			
SCHOOL	EXPENSE	DESCRIPTION/RATIONALE	AMOUNT ALLOCATED
DISTRICT	Transportation - Late Buses	Late buses will be made available on specific days for students who participate in afterschool acceleration and enrichment opportunities.	\$119,850
DISTRICT	Transportation - Summer/Vacation Programming	Transportation costs to/from summer and vacation programs will be funded to allow students access to extended learning opportunities.	\$43,750
DISTRICT	Transportation & Ticket Costs - Academic & Enrichment Field Trips	To allow for more off-campus field trips aligned to the curriculum to enhance classroom instruction and give students the opportunity for authentic learning post-COVID.	\$80,000
DISTRICT	Technology Support Software/Applications	In an effort to ensure student safety and protect student privacy, additional technology expenses will be funded through these grant funds, such as GoGuardian for student internet filtering and administrative support services to secure student data privacy agreements with vendors. Additionally Google for Education licenses will be funded so school admin will have access to a higher audience limit for google meets for parent meetings , and SMORE will be purchased to provide consistent (translatable) newsletters for families.	\$30,000
MIDDLE SCHOOL HIGH SCHOOL	Replace water fountains with bottle fillers	To promote healthy habits and to limit the spread of germs, water fountains will be replaced with water filling stations.	\$15,000
TOTAL OTHER COSTS			\$288,600

EQUIPMENT			
SCHOOL	EXPENSE	DESCRIPTION/RATIONALE	AMOUNT ALLOCATED
HIGH SCHOOL	Cafeteria Tables	Our current tables are round and have separate stackable chairs. It takes our custodian 2+ hours a day to setup and breakdown the cafeteria. With foldable tables with seats attached, this process will be much quicker and will allow the custodian more time to focus on cleaning and sanitizing the building. Additionally, fixed seats can limit the number of students that can gather around a table.	\$50,000
TOTAL EQUIPMENT			\$50,000

TOTAL GRANT FUNDS ALLOCATED			\$2,174,018
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ESSER III Grant Allocation



Category

- Mental Health Supports
- Special Education Supports
- Acceleration/Enrichment Programs
- Technology
- Cleaning & Maintaining Healthy Facilities
- Substitutes
- Nursing
- Profesional Development
- Positive Culture/Engagement