

Dear Richmond Consolidated School Community,

The American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. The ARP Act provides additional funding for school districts to respond to the COVID-19 pandemic. The Education portion of ARP is known as the Elementary and Secondary School Emergency Relief (ESSER III or ARP ESSER) Fund. The purpose of the ESSER III fund is to support the safe reopening and sustaining safe operations of schools while meeting students' academic, social, emotional, and mental health needs resulting from the COVID-19 pandemic. Massachusetts' ARP ESSER (ESSER III) plan was approved by the U.S. Department of Education on July 7, 2021. Richmond Consolidated School subsequently submitted its application for American Rescue Plan FY22 ESSER III grant funds (Fund Code 119) to the Massachusetts Department of Elementary and Secondary Education. The application was approved on November 3, 2021. The ESSER III program runs through September 30, 2024, at which time all ESSER funds are to have been utilized. In compliance with the United States Department of Education, Norwell Public Schools has posted its ESSER III Use of Funds and Implementation Plan on the website. The plan may be viewed below.

Plan for the Use of ESSER III Funds:

The United States Department of Education (USED) is requiring two plans for all recipients of ESSER III funds:

- 1) **A plan for the safe return to in-person instruction** and continuity of services
The requirements 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 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 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 type="checkbox"/> Tribes*	NA
	<input type="checkbox"/> Civil rights organizations (including disability rights organizations)*	NA
	<input 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. *	NA

*To the extent present in or served by the district

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	Select	Select		
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	Select	Select		
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 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	Discipline Referrals and attendance.	Increasing of school adjustment counselor from .9 to 1.0 FTE will allow us to service a greater number of students who need support. Co-teaching our social emotional learning curriculum with classroom teachers and the school adjustment counselor will allow our staff to be more constant in support the emotional growth of our students.
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	Yes	Select	Student participation rates	We will work with community based groups such as the Flying Cloud Institute and the YMCA to provide after hours enrichment programming. One topic that we intend to offer is coding in the Python language.
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	Yes	Select	All windows will be able to be opened.	We will install safety screens on the windows of four classrooms that currently do not have screens and cannot open the windows for ventilation.
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 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.
		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.

The Richmond School District is comprised of only one school. As a result, all funding will be directed towards activities based on student need. The Richmond Consolidated School was able to provide 4 days a week, in person education for all students for the 2020-2021 school year up to April 1st. Beginning April 1st the Richmond Consolidated School was able to provide full time, 5 days per week in person education for the rest of the 2020-2021 school year. The establishment of a positive and supportive learning environment in the face of COVID restrictions and mitigation strategies has already been established. The education team will examine the shifts in response to the pandemic during summer consultation time to ensure students continue to have a positive educational experience.

**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	No	Policy updated to include volunteer weekly routine Covid testing as well as test and stay program.
7	Efforts to provide vaccination to school communities	Select	No	
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	Consultation with Tri-Town Health and public health nurse

