

Wellesley Public Schools ESSER III Implementation Plan

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*	They are not present in or served by the district
	<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.*	

*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 <i>evidence-based</i> 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.		
	ESSER III Strategy addressing Pandemic-related learning loss/disproportionate impact	Data used 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.
	[Enhanced Core Instruction] Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development Enhanced Core Instruction	We will use common assessment data, student grades, and MCAS.	Yes, the strategy addresses the disproportionate impact of COVID-19 on underserved student subgroups, specifically Black and Hispanic cohorts as noted in our disproportionality plan and data. The impact areas being addressed include social emotional, health, and instruction. We plan to accomplish this through staffing and PD.
	[Conditions for Student Success - Social/Emotional and Mental Health Supports] Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers		
	[Conditions for Student Success - Social/Emotional and Mental Health Supports] Arranging for wraparound services to be provided at schools		

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?
	Funds are allocated based on student social emotional and health need related to pandemic recovery. The goal is to create an equitable and inclusive learning environment to help students be successful with in-person learning.

Step 4.4 of 4.4	CDC School Safety Recommendations			
	<i>This information will come from your District Reopening Plan as well as any supplemental/revised reopening policies for your district.</i>			
	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	