



Littleton Public Schools

33 Shattuck Street • P.O. Box 1486 • Littleton, MA 01460-4486

Phone: (978) 540-2500 • Fax: (978) 486-9581

www.littletonps.org

KELLY R. CLENCHY Ed.D • SUPERINTENDENT OF SCHOOLS

Elizabeth M. Steele • Director of Teaching & Learning

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Julie Lord • Instructional Technology Coordinator

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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:

PLAN 1

A plan for the safe return to in-person instruction and continuity of services

This requirement is **met by Littleton Public School's District Reopening Plan**, submitted to DESE in August of 2020, along with any subsequent amendments.

The district's reopening plan will be revisited and revised as necessary every 6 months.

[Littleton Public Schools Return to In-Person Instruction Spring 2021](#)

[Littleton Public Schools Fall Reopening Plan 2020-2021](#)

PLAN 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
- How the district will use its 20% reservation of ESSER III funds to address loss of instructional time **with evidence-based interventions**
- How the district will spend the remainder of its ESSER III funds for **allowable expenditures**
- 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 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

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LITTLETON PUBLIC SCHOOLS ESSER III IMPLEMENTATION PLAN

Evidence-Based Strategies, Interventions, and Supports

ESSER III funds, including the required 20% reservation, will be used to respond to students' social, emotional, and academic needs through *evidence-based* interventions. Progress will be measured, and applicable interventions address disproportionate impact of COVID-19 on underserved subgroups.

Littleton Public Schools is using ESSER III funds for the following strategies and these strategies will address pandemic-related learning loss/disproportionate impact

Enhanced Core Instruction

STRATEGY:	WHAT DATA WILL WE USE TO MEASURE PROGRESS?	DOES THIS STRATEGY/INTERVENTION ADDRESS THE DISPROPORTIONATE IMPACT OF COVID-19 ON UNDERSERVED STUDENT SUBGROUPS?
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	MCAS, MAP Growth, Curriculum-based Measures, mCLASS Early Literacy Screener	Yes. This will have a positive impact on all subgroups of students. This strategy will provide support by strengthening the capacity of our staff 's ability, including our paraprofessionals, to provide tutoring support in reading to students in need of additional support to further develop their reading skills due to the potential lack of in-person instruction caused by the on-going pandemic. This will be done through a combined approach including professional development, modeling, and coaching.
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Continuously evaluate and review the efficacy and systematic approach to our data meetings. Panorama Education Platform	Yes. This will have a positive impact on all students, however it will particularly target our students with disabilities, English language learners, and students with social and emotional needs. Contracting with a specialist in the area of MTSS will enable our ability to support students in moving amongst the three tiers, ensuring that this movement is supported by data via data cycles. The impact of this strategy is to strengthen our ability to support students in the realms of academic, social-emotional, and behavioral work.

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Targeted Student Supports

STRATEGY:	WHAT DATA WILL WE USE TO MEASURE PROGRESS?	DOES THIS STRATEGY/INTERVENTION ADDRESS THE DISPROPORTIONATE IMPACT OF COVID-19 ON UNDERSERVED STUDENT SUBGROUPS?
Developing or expanding high quality co-teaching and inclusion models for students with disabilities and associated professional development	Informal and formal assessments and data collected on IEP goals and objectives. Formal program evaluations	Yes, this will have a positive impact, specifically for students with disabilities. This strategy will expand the language-based programming that we have in the district in order to fully support our students with disabilities that were impacted by less in-person instruction last year due to the pandemic.

Conditions for Student Success Social/Emotional and Mental Health Supports

STRATEGY:	WHAT DATA WILL WE USE TO MEASURE PROGRESS?	DOES THIS STRATEGY/INTERVENTION ADDRESS THE DISPROPORTIONATE IMPACT OF COVID-19 ON UNDERSERVED STUDENT SUBGROUPS?
Building/strengthening partnerships with community-based organizations to increase student/family access to services for mental/physical health and well-being	Check-ins (YRBS and SOS), Mental Health Screener (DESSA), Project Interface, Care Solace, Bridge Program	Yes. This will have a positive impact on all students, most specifically students in need of social, emotional and mental health supports. This strategy will provide support by engaging and connecting our students with collateral supports and community resources to address mental health challenges. This strategy will also provide staff with support to enhance their SEL skill set. We will use the data from the check-ins and screeners to inform decision-making and practices.
Facilities improvements to create healthy and safe school environments	Surveys and academic performance assessments	Yes, this will have a positive impact on all students. This will enable us to create additional outdoor classroom space as well as access to additional PPE and sanitization materials to ensure a safe and healthy learning environment.

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Equitable Use of ESSER III Funds

Littleton Public Schools is taking educational equity into account when planning for expending ESSER III funds in the following ways:

Funds will be allocated taking educational equity into account as we return for the 2021-2022 school year for in-person learning. The district will be allocating funds to schools based on student needs identified by a variety of sources including surveys (informal needs assessments), screeners (AimswebPlus, MAP Growth, DESSA Mental Health) and check-ins (SOS, YRBS). The district will be allocating funds to further develop a more robust multi-tiered systems of support framework across all of the schools as indicated in the Acceleration Roadmap. MTSS is a framework designed to meet the needs of all students by ensuring that schools optimize data-driven decision-making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth. This expands upon our initiatives set forth within our Title IIA and Title IVA grants as it relates to professional development on Universal Design for Learning.

CDC School Safety Recommendations

Littleton Public Schools considers the following CDC School Safety Recommendations:

- + Universal and correct wearing of masks
- + Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)
- + Handwashing and respiratory etiquette
- + Cleaning and maintaining healthy facilities, including improving ventilation
- + Contact tracing, isolation, quarantine in collaboration with health departments
- + Diagnostic and screening testing
- + Efforts to provide vaccination to school communities
- + Appropriate accommodations for children with disabilities with respect to health and safety policies
- + Coordination with state and local health officials

12/10/2021

Revised 5/15/23

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