ublic Schools																				
	Plans for the Use of ESSER III Funds:																			
	The United States Department of Education (USED) is requiring two plans from all recipi	ients of ESSER	III funds:																	
	1) A plan for the safe return to in-person instruction and continuity of services																			
	The requirement for this plan is likely met by your District Reopening Plan submitted to	o DESE in Augu	ist of 2020, along																	
	with any subsequent amendments (see Tab 3 Assurances). It will need to be revisited and revised	as necessary eve	ery 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 addressin	ng the following																		
	<ul> <li>The district's prevention and mitigation strategies, including extent district has adopted</li> </ul>	ed CDC recomm	nendations (Step																	
	How the district will use its 20% reservation of ESSER III funds to address loss of the control of the con																			
	<ul> <li>How the district will use its 20% reservation of ESSER III funds to address loss of evidence-</li> </ul>	f instructional t	time with																	
	based interventions (Step 4.2 and Tab 6, Budget)																			
	How the district will spend the remainder of its ESSER III funds for allowable expend	ditures (Tab 5) a	and budget (Tab																	
	<ul> <li>How the use of ESSER III funds will respond to the academic, social, emotional and</li> </ul>	d mental health	needs of all																	
	students, especially those disproportionately impacted by the COVID-19 pandemic (Tab 4.	2 Tah 4 3) incl	ludina:																	
	etudente from low-income families	-,,																		
	students of color     English learners																			
	English learners     students with disabilities																			
	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 Dog	nening																		
	This application, when fully and thoughtfully completed, along with your District Reo Plans, will constitute the plans required by USED. These plans must be published on your	website and mus	st be accessible to																	
	families in a language they understand, either translated in writing or orally, as well as in ar	n accessible forn	mat for those with																	
	usabanita.																			
	You should expect that DESE will be collecting data and other information from you a your plans for and use of ESSER funds.	s a result of imp	plementation of																	
	your plans for and use of ESSER funds.																			
Step 4.1	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	vet consulted with	th this group is planning	or for use of Essen	III funds														
of 4.4	have you consulted with? (check all that apply)	when and how	do vou plan to ge	et their input?	ig for use of Essen	ili lulius,														
	Students			•																TRUE
	Families																			TRUE
	School and District administrators, including special education administrators																			TRUE
	School leaders																			TRUE
	Teachers																			TRUE
	Other educators																			TRUE
	School staff																			TRUE
	Unions representing educators and school staff Tribes*																			TRUE
																				FALCE
		Not served by N	Maiden Public Scho	ools																FALSE
	Civil rights organizations (including disability rights organizations)*	Not served by N	vialden Public Scho	ools																TRUE
	Civil rights organizations (including disability rights organizations)* Stakeholders representing the interests of children with disabilities, English learners		Maiden Public Scho	pols																
	Civil rights organizations (including disability rights organizations)*		Maiden Public Scho	ools																TRUE
	Civil rights organizations (including disability rights organizations)* Stakeholders representing the interests of children with risabilities, English learners children experiencing homeliscuess, children foster care, migratory students, chil who are incarcerated, and other underserved students.*		Maiden Public Scho	ools																TRUE
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	Civil rights organizations (including disability rights organizations)* Stakeholders representing the interests of children with disabilities, English learners children experiencing homeleauses, shidlen foster care, migratory students, chil who are incarcerated, and other underserved students. * To the extent present in or served by the district  *				noh evidence-hoved	finterventions h	how progress with	zill be												TRUE
	Civil rights organizations (including disability rights organizations)* Stakeholders representing the interests of children with disabilities, English learners children experiencing homeleauses, shidlen foster care, migratory students, chil who are incarcerated, and other underserved students. * To the extent present in or served by the district  *				ngh <i>evidence-based</i> vidence-based inter	f interventions, h	how progress w	vill be												TRUE
Step 4.2 of 4.4	Civil rights organizations (including disability rights organizations)* Stakeholders representing the interests of children with disabilities, English learners children experiencing homelessness, children in foster care, migratory students, chil who are incarcerated, and other underserved students.*  *To the extent present in or served by the district	d to students' soo underserved subg listrict's 20% res	cial, emotional, an groups. Select from servation to addre	id academic needs throw in the following list of e	agh <i>evidence-based</i> vidence-based inter time must be spenn	interventions, h	how progress w rovide a narrativ assed intervention	vill be we at the bottom ons.												TRUE
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Developing or expanding high quality co-teaching and inclusion models for disabilities and associated professional development			Data: EWIS-EDWIN data review, Handbook and student ref	eferral lists.	Stipends for afterschool collaboration	
Acceptantian and automates (de 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	r students with Ye	s Yes			Stipends will be paid to school based Student Support Team members (SST) and Instructional Leadership Team members (ILT) to meet for one hour after school. These meeting ensure every student individual needs (academic and social emotional) are discussed and a plan is put in place to support each chil	
Acceleration academies (during school year vacations) and summer learning	ng opportunities					
for individualized instruction and enrichment	Sele	ect Select	MASSCore completion percentages at Malden High School The number of students meeting the MASSCore requireme to World Language will be monitored each year for growth	nents, particularly as related	M.A. Seal of Billteracy - Partner Language Study Groups & Partner Language Testing steed is	
Language support programs, including dual language and heritage language	ze programs			will apply the strategies and	Imagine Learning: Malden Public Schools has a high percentage of English Learners who benefit from additional, supplemental instruction in which directions are translated in the native language. The Imagine learning platform provides this service for our students."	
(students learning in-home/native language) and associated professional d	development Ye	s Yes			MaFLA Membership and attendance to Fall Conference	
Community-based afterschool programs for parents, including citizenship a	and ESL classes Ye	s Yes	Extended Day Service Data:		Extended day or evening data workshops for caregivers of ELs.	
			Data: focus on students in danger of dropout utilizing EWIS and out tracking data, and graduation and dropout rate tra	S data, transfer students in racking and effective	GPS (Gradutaion. Promotion. Success.) Counselor/Attendance teams at the K-8s with stipends.	
Dropout prevention and recovery programs	Ye	s Yes	interventions.			
		This strategy address pand	will amic-			
	using ES funds	iSER III loss/disprop	ing rtion		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, ander, mignant students, students experiencing homestersess and students in foster carely; of yee, please explain which group(s) are not being served, which impact is being addressed, and how this strategy/intervention	
Talent Development and Staffing  Diversifying the educator workforce through recruitment and retention str		for: ate impa	t What data will you use to measure pro	rogress?	will provide support.	
Increasing staff and opportunities for arts, enrichment, world languages, at	ithletics, and	s ves	Students enrolled in afterschool clubs will be tracked by th they are on track academically, socially and emotionally.	he schools SST to ensure	re Afterschool Clubs: offer afterschool clubs for students. These clubs will run in 10 week cycles, for 1 hour afterschool.	
elective courses  Increasing high-quality common planning time for teachers and academic s	Support staff Ye				Silicends for teachers	
Developing leadership pipeline programs for schools	Sele				Superios ior teacners	
Develop units for Honor courses in grade 6-8	Sele				Stipends for taechers to plan together	
		This strategy	will			
	Our dist		ing		Does this strategy/intervention address the disproportionate impact of COVID-19 on underserved student pulpops (each major racial and othnic group, students from low-income families, students with disabilities, English learner, gender, migrant students, students experiencing homelessness and students in foster care)? If yes, please explain which group() are being served, what impact is being addressed, and how this strategy/intervention will provide support.	
Conditions for Student Success - Social/Emotional and Mental Health Sup	pports using ES	for: ate impa	rtion t What data will you use to measure pro		REAMENT, gender, migrant students, students experiencing homolessness 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.	
Building/strengthening partnerships with community-based organizations			Data: Class schedules, attendance lists, pre and post survey	ey.	Strength and Conditioning coach - MHS Fitness Facility, Community Based Yoga Classes - Led by Breath for Change certified instructors through District Mindfulness Team	
student/family access to services for mental/physical health and well-being Working with community-based organizations that provide enrichment dur		s Yes	Data: Number of students who attend tutoring, their repor change in their grades after attending tutoring	ort card grades, and the	Collaboration with the Malden Teen Enrichment Center for after-school programming/enrichment and tutoring services in conjunction with the 9-12 grades. This collaboration will allow designated community members to support and track students post-cond, and bobser these struggling student groups, including students for whom English is not their first language (57% of	
day and/or out of school time	Ye	s Yes			the district), EL students (19%), and those with learning disabilities (18%).	
Engaging community partners to build capacity among educators and supp implement equitable and culturally responsive learning environments	port personnel to Ye	s Yes				
Create transitional programs, partnering with community based organization		ies				
with mental health or behavioral-related absences returning to school	Ye	s Yes				
Parent-teacher home visiting programs to build positive relationships betw school	veen home and	s Yes				
Facilities improvements to create healthy and safe school environments	Ye Ye	s Yes				
		This strateg	will .			
Other Interventions/Strategies/Supports		address pand related lear	emic- ing		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 carely? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention	
Use this section to describe evidence-based strategies your district will func that are not listed above	d with ESSER III	loss/disprope ate impa	rtion t What data will you use to measure pri	rogress?	learners, gender, nigrant 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.	
			will monitor staff usage following training, to ensure staff a board and integrating it into their lessons. Data will be coll-	are regualrly using their	thes interactive capacity will provide an opportunity for substantially separate students to have a tech tool that allows them to manipulate class materials. Additionally, our district services a large EL population, these boards will ensure students also have access to interactive scaffolds. Additionally, boards can be used to allow remote students to be visually present in the classroom,	
			as based on the usage data from the ViewBoard managem Chromebook refresh: Each a minimum of 1 grade level nee refresh in order to continue to have a device that is up to access content. Device life experion; yand when it is fals ou is tracked via the Google Admin console. We will collect d have access to a device and that all students have access to	eeds to have an equipment date and in a condition to ut of our Auto Update policy lata that shows all students	Refreshing Student Devices. Updating and refreshing student devices ensures that students have consistent and equitable access to curriculum materials and resources.  ent to collecy ents	
COVID-19 Prevention and mitigation strategies		Yes	Chromebook refresh: Each a minimum of a grade level nee refresh in order to continue to have a device that is up to a cases content. Device life expecting yard when it folls ou is tracked via the Google Admin console. We will collect da have access to a device and that all students have access to most up to date configurations."	ment system.  seeds to have an equipment date and in a condition to ut of our Auto Update policy lata that shows all students to a device that supports	Refreshing Student Devices. Updating and refreshing student devices ensures that students have consistent and equitable access to curriculum materials and resources.  ent to collecy ents	
COVID-19 Prevention and mitigation strategies  Curriculum Hub		Yes Yes	Chromebook refresh: Each a minimum of 1 grade level nee refresh in order to continue to have a device that is up to do refresh in order to continue to have a device that is up to do is tracked via the Google Admin console. We will collect di have access to a device and that all submersh have access to most up to date configurations." Evidence of increased knowledge - data from documentati school nurses Saff relying on the curriculum has for all of their curriculum.	ment system.  Leds to have an equipment date and in a condition to tut of our Auto Update policy lata that shows all students to a device that supports tion Aspen Health for um documents and	Refreshing Student Devices. Updating and refreshing student devices ensures that students have consistent and equitable access to curriculum materials and resources.  ent 10 colorly ents 55  Professional development for school nurses re: COVID-19 protocols - via Northeastern School Health Institute and other available trainings offered.  MPS Curricum Hub Website where MPS teacher post their scope and sequence, curriculum maps, units of study, and unit assessments. Easy to navigate and accessible to all MPS teachers. A	
		Yes Yes	Chromebook refresh: Each a minimum of 1 grade level nee refresh in order to continue to have a device that is up to d access content. Device life expectancy and when it falls out is tracked with the Coople Admin contool. We will collect do have access to a device and that all students have access to most up to date configurations." Evidence of increased knowledge- data from documentatis school nurses	ment system.  Leds to have an equipment date and in a condition to tut of our Auto Update policy lata that shows all students to a device that supports tion Aspen Health for um documents and	Refreshing Student Devices. Updating and refreshing student devices ensures that students have consistent and equitable access to curriculum materials and resources.  ent.  do.  both  professional development for school nurses re: CDVID-19 protocols - via Northeastern School Health Institute and other available trainings offered.	
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Curriculum Hub Step 43 of 44 Equitable Use of ESSER III Funds		Yes	Chromobook refresh: Each a minimum of 1 grade level ner refresh in order to continue to have a device that is up to de- refresh in order to continue to have a device that is up to de- is tracked via the Google Admin console. We will collect di- have access to a device and that all submets have access to most up to date configurations." Evidence of increased knowledge - data from documentation school nurses Staff relying on the curriculum hub for all of their curriculur nources.	ment system.  Leds to have an equipment date and in a condition to tut of our Auto Update policy lata that shows all students to a device that supports tion Aspen Health for um documents and	Refreshing Student Devices. Updating and refreshing student devices ensures that students have consistent and equitable access to curriculum materials and resources.  ent 10 colorly ents 55  Professional development for school nurses re: COVID-19 protocols - via Northeastern School Health Institute and other available trainings offered.  MPS Curricum Hub Website where MPS teacher post their scope and sequence, curriculum maps, units of study, and unit assessments. Easy to navigate and accessible to all MPS teachers. A	
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9 Coordination with state and local health officials Yes Yes