

## General Uses of ESSER III Funds

**Purpose 1: This section is to document the LEA's required Safe Return to In-Person Instruction and Continuity of Services Plan.**

1. Please describe the extent to which the LEA has adopted policies on each of the following health and safety strategies:

\* A. Universal and correct wearing of masks

Milford School District has followed all recommendations from the Delaware Department of Public Health and implemented guidance with fidelity in all school facilities.

\* B. Physical Distancing (e.g. use of cohorts/podding)

Milford School District has followed all recommendations from the Delaware Department of Public Health and implemented guidance with fidelity in all school facilities. In order to maintain proper physical distancing, all student desks were physically placed accordingly, and students were split into cohorts to reduce the number of students in a building at one time. As guidance regarding physical distancing changes, the district intends to implement a full five-day schedule for students with classrooms meeting any requirements for space.

\* C. Handwashing and respiratory etiquette

Milford School District has followed all recommendations from the Delaware Department of Public Health and implemented guidance with fidelity in all school facilities.

\* D. Cleaning and maintaining healthy facilities, including improving ventilation

Milford School District has followed all recommendations from the Delaware Department of Public Health and implemented guidance with fidelity in all school facilities. This included routine cleaning and sanitizing by our custodial staff, with special attention to all high traffic areas and surfaces.

\* E. Contact tracing in combination with isolation and quarantine in collaboration with the state, local, territorial, or Tribal health departments  
Milford School District has followed all recommendations from the Delaware Department of Public Health and implemented guidance with fidelity in all school facilities. The district identified our lead School Nurse as the COVID Coordinator who served as the point of contact for all district contract tracing determinations and liaison with DPH.

\* F. Diagnostic and screening testing  
Milford School District has followed all recommendations from the Delaware Department of Public Health and implemented guidance with fidelity in all school facilities. The district implemented a universal screening process in Spring of 2021. The district anticipates changes in our procedures related to the expiration of the State of Emergency on July 13, 2021.

\* G. Efforts to provide vaccinations to educators, other staff, and students, if eligible  
The Milford School district has offered on-site vaccination events multiple times throughout the spring.

\* H. Appropriate accommodations for children with disabilities with respect to health and safety policies.  
Milford School District has followed all recommendations from the Delaware Department of Public Health and implemented guidance with fidelity in all school facilities.

\* 2. How will the LEA ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services?

The Milford School District has worked diligently to ensure we are reaching our students' needs. We have used our federal grant funds to provide additional services and will be increasing supports as we look to the upcoming school year. Our Food Service program was serving meals in the community on March 17, 2021 and has continued to do so. We intend to provide meal services throughout our community through the summer and will continue the 7-day meal box pick up for the following school year as USDA guidelines allow.

**Purpose 2. This section is to document the LEA's required ARP ESSER Plan, which at a minimum must describe:**

1. The extent to which and how ARP ESSER Funds will be used by the LEA to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent guidance

The Milford School District intends to use the ARP ESSER Funds to support learning loss, as required, continue to ensure facilities are maintained and sanitized appropriately, support educational technology for all students, and focus on Social-Emotional Learning and Multi-Tier support systems.

2. How the LEA will use the mandatory 20% set-aside to address the academic impact of lost instruction time through the implementation of evidence based interventions

The district has collaborated with administration, staff and key stakeholders to determine the needs of our students and families. We intend to focus on mental health supports and social-emotional learning resources with a key focus on multi-tier support systems to help our students address the academic impact and loss of instruction. Additionally, the district will continue to host a robust after school academic recovery program and plan to continue our robust summer enrichment programs to assist students who need additional supports.

3. How the LEA will use the remaining ARP ESSER funds consistent with the statutory requirements

The remaining funds will be used to support maintenance and repairs of school and district facilities to provide additional office and educational space, improve air quality, and sanitize facilities. Funds will also be allocated to support ongoing services associated with summer and after school learning including supplies, materials, and transportation services for all students. Funds will also be used to acquire additional office space to maintain appropriate distancing and support professional development and planning for the curriculum needs of the district.

Funds will also be used to purchase updated transportation safety systems for our buses to enhance communication with families and increase safety initiatives and support transitioning students back to school facilities.

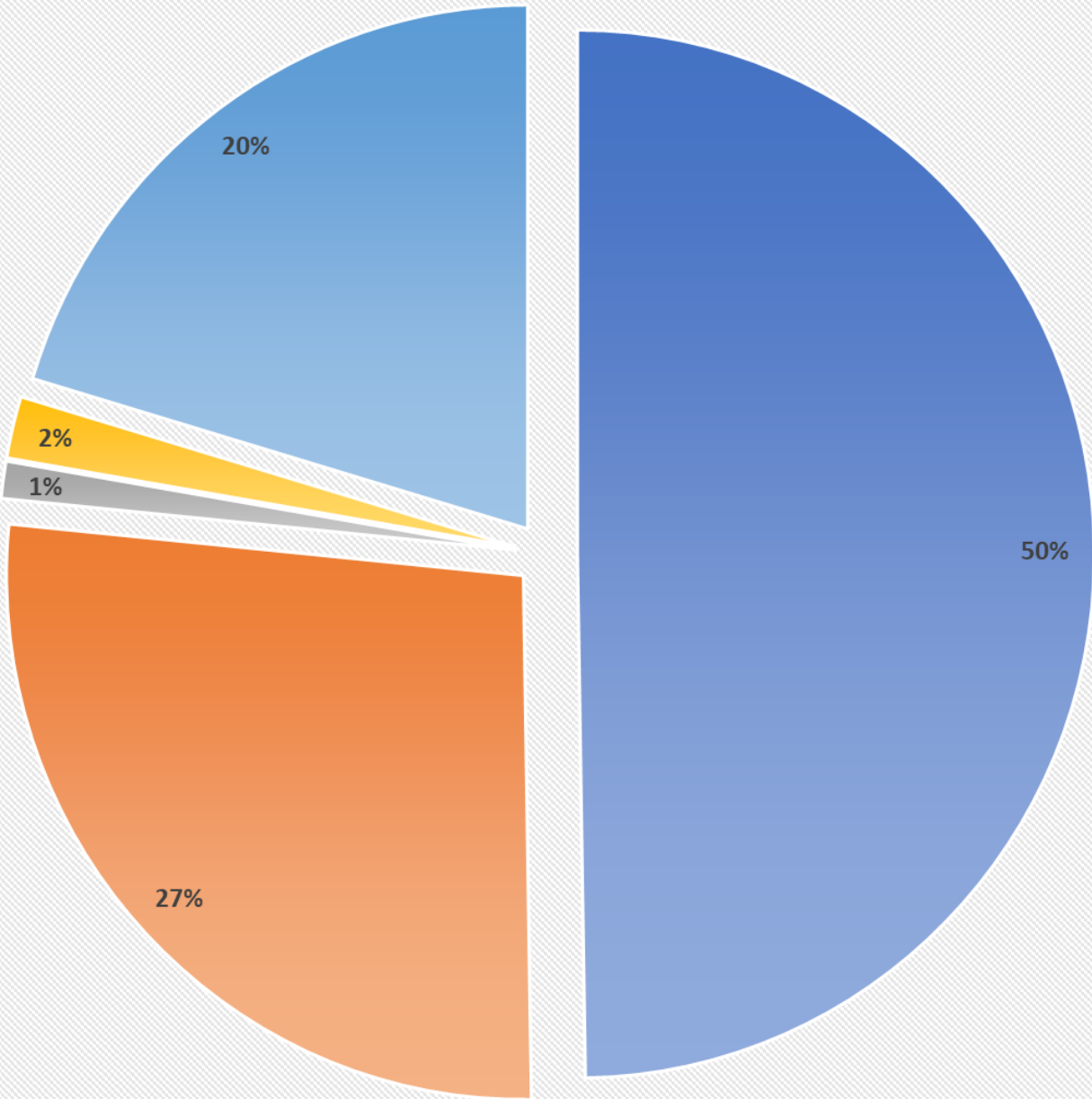
4. How the LEA will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic including students from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students

The district administration is working closely with our Supervisor of Equity and Support Services, our visiting teacher, and our interventionist team to ensure that our materials and supplies target the specific needs of students from low-income families, students of color, English Learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students. Specifically, the team is researching best practices and materials supporting social-emotional learning and multi-tiered support systems for all students. Our proposal also includes contractual support for additional mental health services for identified students.

5. Describe the promising practices the LEA has implemented to accelerate learning

Using the first two allocations of federal funding the district was able to secure additional educational technology for students and staff to support remote learning, provide robust summer programming for students, and begin working on projects to enhance our building environments. The additional curricular supports have been targeted to SEL and MTSS practices focusing on our neediest and struggling students.

# Milford School District ESSERF III ARP Grant Allocations



- Air Quality
- Facility Repairs
- Mental Health Resources
- Sanitation Supplies and Materials
- Student Learning Loss

## Identifying Needs of Underserved Students

Describe your LEA's highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups.

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time, chronic absenteeism, student engagement, and social-emotional well-being.

### Table

Student group	Highest priority needs
Students from low-income families	
Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	

<b>Student group</b>	<b>Highest priority needs</b>
English learners	
Children with disabilities	
Students experiencing homelessness	
Children and youth in foster care	

Student group	Highest priority needs
Migratory students	
Other groups of students identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	