

Millis

**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:

- 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 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 its 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 for 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?
	Students	
	Families	
	School and District administrators, including special education administrators	
	School leaders	
	Teachers	
	Other educators	
	School staff	
	Unions representing educators and school staff	
	Tribes*	We have no tribes that are active in our community to the best of our knowledge. We established relationships with tribes in Maine and New York to further our academic programs
	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, children who are incarcerated, and other underserved students.*	

\*To the extent present in or served by the district

**TIP:** The cells in the right column will be red until you either 1) check the box next to the stakeholder in the left-hand column or 2) write your plan to consult the stakeholder group in the left-hand column.

Step 4.2 of 4.4	<b>Evidence-Based Strategies, Interventions, and Supports:</b>
	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. <i>Note: Your district's 20% reservation to address loss of instructional time must be spent on evidence-based interventions.</i>

Enhanced Core Instruction	Our district is using ESSER III funds for this strategy	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 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.
Expanding access to full-day, high-quality prekindergarten	Select	Select		
Purchasing and/or expanding use of high-quality, aligned instructional materials (any content area) and associated professional development	Yes	Yes	There are two areas in particular we will use. For English Language Learners, we will use ACCESS for ELLs and other testing and internal assessments to ascertain student progress. For our students who	We believe this will help address our ELL learners, low income learners, and students who our homeless or in foster care. We are addressing the needs of our students with disabilities through a separate grant (252).
Professional development for teachers and administrators re: culturally responsive teaching	Select	Select		
Screening assessments and associated professional development (e.g., early literacy screening)	Select	Select		
Expanding access to career-technical education (including "After Dark" district/vocational partnerships), innovation pathways, and advanced placement courses (including fee subsidies and teacher training)	Select	Select		
Extending the school day/year and prioritizing student access to additional time by student need	Select	Select		
Tutoring programs and support, including early literacy tutoring (including training paraprofessionals) and peer tutoring programs.	Yes	Yes	We are proposing to hire both teaching and tutoring staff, in the area of math, to assist with learning gap issues related to Covid-19. We also expanding or hiring additional ELL staff to address the gap	We believe this will help address our ELL learners, low income learners, and students who our homeless or in foster care. We are addressing the needs of our students with disabilities through a separate grant (252).
Developing or strengthening data cycles to facilitate and inform student learning and associated professional development and support personnel	Select	Select		
Early college programs, particularly those focused on students underrepresented in higher education	Select	Select		
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 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.
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 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.
Academic support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals	Yes	Yes	Caseloads will be one measure, but as always the variety of assessments Millis uses in its personalized learning approach to instruction will measure the progress.	We believe this will help address our ELL learners, low income learners, and students who our homeless or in foster care. We are addressing the needs of our students with disabilities through a separate grant (252).
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		
<b>Conditions for Student Success - Social/Emotional and Mental Health Supports</b>	<b>Our district is using ESSER III funds for:</b>	<b>This strategy will address pandemic-related learning loss/disproportionate impact</b>	<b>What data will you use to measure progress?</b>	<b>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.</b>
Increasing personnel and services to support holistic student needs, including school guidance and adjustment counselors, nurses, psychologists, and/or social workers	Yes	Yes	Our investment via this grant and with other sources of funding to address mental health and the social emotional learning needs of our students will best be measured by increased student use and	We believe this will help address our ELL learners, low income learners, and students who are homeless or in foster care. We are addressing the needs of our students with disabilities through a separate grant (252).
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	Select	Select		
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	Yes	We will continue to survey staff, students, and community users about our schools cleanliness, sanitation, and facility needs.	We believe this will help address our ELL learners, low income learners, and students who are homeless or in foster care. We are addressing the needs of our students with disabilities through a separate grant (252).
<b>Other Interventions/Strategies/Supports</b> <i>Use this section to describe evidence-based strategies your district will fund with ESSER III that are not listed above</i>		<b>This strategy will address pandemic-related learning loss/disproportionate impact</b>	<b>What data will you use to measure progress?</b>	<b>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.</b>
		Select		
		Select		
		Select		
		Select		
		Select		
		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.

Millis has been at in-person learning for all students since last spring, and was never fully remote last year. These funds allow us to address lingering learning gaps which we have identified with certain groups and age groups, primarily at the primary age level. It also should be noted that we looked at this grant in concert with Grants 252 and 264, as well as anticipated items to be covered from marijuana revenue this fall. So while this grant has a tilt toward the elementary, other grants and new sources of revenue will cover middle school and high school needs.

**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.*

**TIP:** Note that your district is not required to adopt [CDC school safety recommendations](#) to receive ESSER III funds. This data is being collected for reporting purposes.

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	Masks are required to be worn while in all buildings and while riding on all Millis vehicles
2	Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Yes	Yes	We strive to have a minimum of 3' between masked students. That distance is somewhat greater during lunch where mask wearing is relaxed only while eating and drinking.
3	Handwashing and respiratory etiquette	Yes	Yes	We have signs up reminding student and staff to regularly wash their hands and to not breath on others. In younger grades, teachers provide hygiene lessons.
4	Cleaning and maintaining healthy facilities, including improving ventilation	Yes	Yes	The Clyde Brown Elementary School is a new (two years old) school with an advanced HVAC system using a four-filter unit of MERV 13 and higher. The Millis Middle High School, while older, has dual unit
5	Contact tracing, isolation, quarantine in collaboration with health departments	Yes	Yes	We follow the DESE, DPH, and Local DPH guidance.
6	Diagnostic and screening testing	Yes	No	We currently use the "test and stay" guidance for cases at school, and DESE, DPH, and local DPH guidance for cases outside of school.
7	Efforts to provide vaccination to school communities	Select	No	We are working with our local DPH to set up a vaccination clinic.
8	Appropriate accommodations for children with disabilities with respect to health and safety policies	Select	No	We have this in place, and modified our facilities further during the pandemic, but I am not sure we codified this in writing.
9	Coordination with state and local health officials	Yes	Yes	We created a safety committee that meets weekly with our local DPH, and at least one administrator and/or school nurse is generally in a meeting with the state on Covid-19 weekly. Several member of our