



Mill Falls Plan for Use of ARP/ ESSER III Funds

Completed August 2021 / Updated February 2022

OVERVIEW OF ESSER FUNDING

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund is authorized under the American Rescue Plan (“ARP”) Act of 2021. It provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and in sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic.

Mill Falls is fortunate to have access to a portion of these funds, known as ESSER III, to offset some of the many unexpected costs that COVID has added to our operational and programming costs. ESSER funds have been part of three separate federal COVID-relief packages, and our ESSER funding awards from each package are as follows:

ESSER I = \$15,347

ESSER II = \$71,174.86

ESSER III = \$160,005.01

Approved usage and funding timelines differ slightly between each of the three ESSERs. We have sought to utilize all ESSER funds in meaningful and productive ways, always with a focus on supporting the students and staff at our public Montessori elementary school.

OUR GOALS for ESSER III Fund Usage

The ESSER III funds are the largest amount of federal COVID relief funding allotted to us thus far. These funds will be made available to us beginning in the 2021/22 school year, the first of three possible years we may access these federal dollars. As you will see in this plan, given the size of our ESSER III awarded funds, and the important programming needs we face, the majority of our ESSER III funds will be utilized in the 2021/22 school year.

Following our analysis of our student needs, and with input from our staff, families, Board and academic partners, we have focused our use of the COVID III funds in distinct areas to support our students and our staff. The details of our plan are described in the body of this document. We are fortunate that our school is housed in a modern well-maintained building with an effective, efficient and well-maintained HVAC system. With that in place, we have been able to focus our funding plan on the following:

Academic Resources including ‘Math Boost’ Programming: Based on school-wide learning challenges as a result of COVID and lost learning time, we will acquire resources to support student growth and progress in both math and language. Following review of spring assessments (our internal benchmark assessments and the NH state assessment), this year will feature ‘Math Boost’ programming described in some additional detail below. Our ongoing work with our nationally renowned Montessori Coach, Elizabeth Slade, will help us through the implementation of our responsive and action-oriented plan. We will also use ESSER III funds to purchase new resources and train staff to support out students’ language development.

Social and Emotional Health: Supporting student social and emotional health is a core element of the Montessori model. Never have such supports been more important for our Mill Falls Student Body and Staff than during the COVID pandemic. This crisis has brought so many unexpected challenges. It created distance when what we all crave as humans is close relationships, especially in the context of teaching and learning. And it has required constant adaptation which has proved exhausting to children and adults, alike. We’ve taken bold steps to support out students and staff utilizing ESSER funds to assist in this work.

Staff Professional Development: Professional Development (PD) has always been an important element of our program's success. Beginning in our first year, our school calendar provided monthly time for PD and collaboration. This year, we have developed a robust PD schedule designed to broaden and strengthen our staff's skill set in helping each of our students reach their highest potential. Some of our PD programming will also focus on social and emotional health for our staff.

COVID/Wellness Safety Mitigation Materials & Supplies: We will implement many COVID safety mitigation measures. Some of these have related expenses, and some do not. Therefore, a relatively small percentage of our ESSER III funds will support this area.

Family Engagement: A core element of Mill Falls Programming is developing strong relationships with our students' parents/guardians. In pre-COVID days, we provided a number of engaging activities – some of which were social, some of which were educational - with an eye toward helping our families learn more about how to support their young public Montessori students. COVID has forced us to cancel some of our beloved events. Others have been re-noodled to be effective on-line opportunities. We will work this year to provide engaging programming for our families, as this is an important element in building the school-home partnership.

The following pages have been designed as means of collecting and presenting all federally required information in an accessible format and presenting our plan for the use of the ESSER III funds allotted to Mill Falls.

We have utilized the template developed by the NH DOE to facilitate the delivery of our plan. That template begins on the next page.

We are really excited about the opportunities that this critically important funding presents and look forward to working with our students, staff and families to realize these goals.

~ Meryl Levin, Mill Falls Executive Director & Laura Wrubleski, Mill Falls Educational Program Director

I. General Information

1. **LEA Name:** Mill Falls Charter School
2. **Date and Place of Plan Publication:** On 8/23/21, our plan (this document) was made available for viewing on our school website: www.millfalls.org/mill-falls-esser-funds-usage-plan. You are now reading the updated version of the plan as of February 17, 2022.
3. **Contact Name and Title:** Meryl Levin, Executive Director
4. **Email and Telephone:** meryl.levin@millfalls.org; 603-232-5176

II. Transparency and Accessibility

1. ***This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:***

Description: We have shared the plan for our use of ARP ESSER III funds on our website:
<https://millfalls.org/mill-falls-esser-funds-usage-plan>

2. ***The plan is in an understandable and uniform format*** (please check one):

Yes: Somewhat: No:

Description: The plan clearly maps out all required areas and is presented in an easily accessible format.

3. ***The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to providewritten translations to a parent with limited English proficiency, orally translated*** (please check one):

Yes: Somewhat: No:

Description: We are committed to all members of our school community, and in the event that a parent/guardian with limited English proficiency requires access to the information in this plan, we will meet with them and provide translation.

4. ***The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent*** (please check one):

Yes: Somewhat: No:

Description: We are committed to all members of our school community and will work with any parent/guardian with a disability to be sure they can access our plan content.

III. Stakeholder Engagement

1. ***How did the LEA will provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account?***

Description: In early June 2021, we created and circulated a survey to collect input from our families, staff, community partners and general public related to our use of ESSER III funds. In addition, we sought targeted input from staff during our end-of-year reflection meetings held with each staff member (further description below). Survey and reflection meeting input was reviewed and considered in the creation of our plan, along-side our review of student assessment (both internal and the NH SAS). We have also worked closely with our Montessori Consultant, Elizabeth Slade, (her role is explained below) and consulted with other public Montessori program leaders around the country in creating responsive and action-oriented plan in support of our public Montessori program. Our partnership with the Manchester Health Department and review of state and national guidance, has informed the COVID-safety aspects. These were first presented in our **August 2021 Safe School Opening Plan** and has been shared with our families and filed with the NH DOE, as required.

2. *How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:*

a. **Students** (please check one):

Yes: Somewhat: No:

Description: Given the young age of our students, we did not directly seek input from the children for this plan. We will have some discussions with our older students when children are back in school. In an ongoing way, our families are in communication with us regarding individual student needs and other ideas they have about ways we can support our students and staff.

b. **Families** (please check one):

Yes: Somewhat: No:

Description: Mill Falls Families were asked to complete the survey and share additional feedback for review and consideration as we built our plan.

c. **School and district administrators, including special education administrators** (please check one):

Yes: Somewhat: No:

Description: Our charter school Administration met with all staff members, including those on our special education and intervention teams to reflect on the year, as well as to review staff and student needs.

d. **Teachers, principals, school leaders, other educators, school staff, and their unions** (please check one):

Yes: Somewhat: No:

Description: In addition to the stakeholder survey, we held end-of-year reflection sessions with all staff, organized by program levels (Kinder, Lower Elementary, Upper Elementary) along with support staff (Special Education, Interventionists) and the Admin Team. These were led by our Montessori Consultant, Elizabeth Slade. There were also individual meetings with each staff person, led by our Educational Program Director. At the meetings mentioned above, feedback and suggestions from staff was collected, reviewed, and integrated into our fund use planning process, and are reflected here in our final plan. We continually reflect as a staff and Admin Team about student and staff needs so we can be responsive to our community as we navigate these difficult COVID times.

e. **Tribes, if applicable** (please check one):

Yes: Somewhat: No:

Description: N/A

f. **Civil rights organizations, including disability rights organizations** (please check one):

Yes: Somewhat: No:

Description: We do not currently work with any civil rights organizations.

g. **Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students** (please check one):

Yes: Somewhat: No:

Description: We requested input from special education providers from sending districts where our students with IEPs reside. As of the end of the school year, we did not have knowledge of any of our students who are migratory or experiencing homelessness or have parents who are incarcerated.

h. **Community-based organizations, including partnerships to promote access to before and after-school programming** (please check one):

Yes:

Somewhat:

No:

Description: At this time, we are not partnered with any outside groups for childcare programming. We have been in close contact with the local Boys and Girls Club which is able to provide childcare outside of the school day to families in need during the time our own Before & After Care Program is suspended due to COVID.

i. **Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school** (please check one):

Yes:

Somewhat:

No:

Description: As a stand-alone K-6 program, we are not set up to partner in these ways.

IV. Supporting the Continuous and Safe Operation of In-Person Learning

1. **The extent to which and how LEA ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:**

(Note: federal regulation on this plan requires such reporting but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.)

Description: As we began this school year, it was clear that the COVID pandemic was (and is still) far from over. In late spring/early summer, we had hoped to begin this year in a near-normal fashion, however, the fast-rising case load as school started, paired with the fact that vaccination was not yet available to our elementary-aged students meant that we needed to continue to employ strict COVID mitigation measures. It is our every hope that as the year goes on, and our students and families are able and willing to seek vaccination, and that COVID case levels/infection rates will drop to low enough transmission levels such that we will be able lift some of the more stringent measures, like making masking optional, among others. Since the year started, we have only allowed staff, students, special education service providers and emergency personnel into our facility.

We are continuing the mitigations we started the year with, some of which require additional funds (including our morning student wellness check in partnership with ConvenientMD and the use of CDC approved cleaning products and other supplies to support wellness in the building), and some of which do not (masking when indoors, hand hygiene practices, cohorting, distancing when possible, utilizing outdoor space for lunch when weather permits, requiring that students and staff stay home if they feel unwell and that they seek testing if they exhibit COVID-related symptoms regardless of their vaccination status).

Research has clarified that air quality is a key component of a healthy school environment. Our landlord assures us he will continue to maintain the high-quality HVAC system installed in our modern building (built in 1989), including 24-hour fresh air flow and recommended filters. In addition, each classroom, office and gathering spaces have HEPA air purifiers. We will utilize ESSER funds to maintain our air purifiers.

Our plan has been designed in close consultation with the Manchester Health Department and following careful review of guidance offered by the NH Department of Health and Human Services and the CDC and with an understanding of what is permitted and not permitted under current NH guidance. It has been shared electronically with our families and is available on our website here: https://millfalls.org/wp-content/uploads/2021/08/MFCS_SafeSchoolOpeningPlan_August2021.pdf.

We recognize that this COVID situation and related guidelines and mitigation measures will likely remain fluid as they have throughout the pandemic. Any changes to COVID safety measures or changes to school operations will be clearly communicated to all as we march through the third academic year impacted by COVID.

V. Addressing the Academic Impact of Lost Instructional Time

(Required to be 20 percent of an LEA's ESSER III Allocation)

1. *How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:*
 - a. *Students who did not consistently participate in remote instruction when offered during school building closures;*
 - b. *Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and*
 - c. *Students most at-risk of dropping out of school.*

Description: The Mill Falls Administration and Teaching Staff began reviewing the impact of learning loss in the spring of 2021. The Spring 2021 NH SAS and our own end-of-year benchmark assessments (DIBLES, Fountas & Pinnell and Scholastic Math Assessment) brought into focus the school-wide trends as a result of the COVID pandemic. We learned that while our students' reading levels remained consistent with past years (approximately 70% at or above grade level), school-wide our students had significant learning loss in math. We have therefore planned for a year-long 'Math Boost' for the 2021/22 school year.

After careful planning over the summer by the Admin Team, in late August 2021, the teaching staff will come back together to review and reflect upon school-wide data and dig into the needs of each individual student. That Spring 2021 data will then be paired with our internal start-of-the-year benchmark assessments (again - DIBLES, Fountas & Pinnell and Scholastic Math Assessment) and will be reviewed and analyzed by our Student Progress Data Analyst (a position supported with ESSER III funding). This will create individualized responses to each student's needs. Staff will also work with Montessorian, Biff Maier, to further assess and fine tune the delivery of math in our public Montessori program. We will also utilize ESSER III funds to purchase Bridges – a math intervention program for grades K-6.

At the core of our Montessori Program is individualized learning. So, it is only natural that we will conduct an individualized study of EACH of our students which will drive their direct instruction, as well as any needed intervention support in addition to their classroom lessons.

To provide overall support to our public Montessori model, we will continue our work with our Montessori Coach/Consultant, Elizabeth Slade, returning to what we began in 2019 – a Montessori audit aimed at improving all systems and instruction delivery. Over the summer of 2021, our Educational Program Director worked closely with Slade to plan responsive and proactive programming for the return to school. Work with Slade in the 2021/22 school year will be paid for via ESSER II funds (the balance of our work with Ms. Slade is title funded). Start of the year and mid-year internal assessments and CST meetings will continue to inform our plan.

Some more specifics about our plans to address the academic impact of COVID on our students include, but are not limited to:

- **Summer 2021 Work with Montessori Coach, Elizabeth Slade:** Slade worked with our Educational Program Director as we prepared to welcome back our staff and student body. Their work together bolstered areas of social and emotional support for students, academic adjustments due to learning loss, among other topics, all with an overarching focus on re-establishing our safe and empowering educational setting for both students and staff as we enter the new school year, still under the COVID cloud.
- **Analysis of Student Progress Data:** This will include review and analysis of our spring and fall 2021 internal benchmark assessments as well as the spring 2021 NH SAS and will inform our 'Math Boost' work, as noted above.
- **Work with Montessori Math Consultant:** Montessorian, Biff Maier, will work with staff to review our student math needs and help correlate instruction to ensure that it is strong and targeted in response to the impact of COVID on learning in this curricular area. This will also include review of student data provided by our Student Progress Data Analysis and our Student Data & Child Study Teams.
- The purchase of **Bridges:** A math intervention program for students K-6 which will target those specific skills lost during COVID.
- **IXL Subscription:** Acquire access to this learning platform to be used for math and language practice work, homework, as well as student use in the event of required quarantine (due to home COVID exposure) or

- isolation due to COVID illness. It will be purchased for 144 students in grades 1-6 in both language and math.
- The purchase of **new Fountas and Pinnell Benchmark Kits**: This will provide our staff with the most up-to-date assessment materials (our current set is from 2012) assist them in gathering information about missing skill development.
 - The purchase of **New Fountas and Pinnell LLI Green System** to complement our research-based LLI systems already in-house. This purchase will further support some of our younger readers who are struggling with decoding, fluency and comprehension. This additional system will provide more materials for students to engage with literature and further develop skills and strategies.
 - The **purchase of a new reading program** similar to Pearson's: New Good Habits Great Readers (no longer available): To bolster our reading resources and provide broader variety of materials to support students reading progress; The purchase of High Interest/Low Level Reading Resources providing age-appropriate content for older students who are struggling with reading.
 - **Purchase of Reading-Based Activity Materials** (books, cards, etc.): Acquisition of preprinted task/command cards, designed by skill and reading comprehension levels. Use of these cards will be targeted off of individual student assessment results.
 - **Lively Letters**: Access (along with staff orientation) to this streamlined platform for special education kinder students featuring assessment and practice work which will provide content for at-school and at-home practice.
 - **Laminator**: To produce additional learning materials in support of our Montessori hands-on / materials-based learning.
 - **Mac Laptop Computers for our Special Educators**: These computers will further assist our Special Educators in their service delivery to their students.
 - Our Special Educators will continue to work with their students, using some ESSER funds this year to train in **Visualizing & Verbalizing** to help support reading progress among their students.
 - **Just Words** (by Wilson) Training: This professional development is focused on the use of this research-based sequential reading intervention program for students in grades 3-6.
 - **Running Records Training** for Assistant Teachers: Running records are a formative assessment and are one way to document teacher observations of reading behaviors. The process of conducting a running record includes the teacher taking notes on the student's errors and corrections when he or she is orally reading a leveled text. Training our Assistant Teachers in this skill expands the ability of our teaching staff to assess all enrolled students as needed, in a timely fashion.
 - **Executive Function Skills Training**: This BER - Bureau of Education and Research Program guides staff in learning to reduce impulsive student behaviors and to increase their focus and development of their working memory.
 - **Our English Language Learner Coordinator** will continue her work in engaging the parents/guardians of her students, as she supports the students' English acquisition.

The expenses and timeline for ESSER Fund usage related to the above may be found in the next section.

Fortunately, we had high participation in academic engagement during the time our students were in remote learning and once they returned to in-person learning. None of our students fell away completely from our school programming. Even those who struggled or had family challenges, were able to stay connected to their teachers during this challenging time. Given our age group, we did not have students at risk of dropping out. As noted above, we will be evaluating all of our students for learning loss and will be using the above measures including intervention, as needed, to address their learning loss.

2. ***How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time for such students through the implementation of evidence-based interventions as defined by ESSA:***

Description: Throughout this plan, we have included several details about programs and resources we plan to access with our ESSER III funding. In this section we include the amounts of ESSER III funds expected to be spent in each of the next 3 school years, broken down by category. **Please see section V, question 1 for additional details.**

Description of Costs related to the following areas during SY21-22:

- Academic Resources – Language: \$43,733
- Academic Resources – Math: \$2428
- Academic Resources: Software - 1874
- Academic Equipment: \$5200
- Student Progress Data Analysis: \$8600

Description during SY22-23: None currently planned, though acquisition of some resources may spill over into the next school year.

Description during SY23-24: None currently planned.

3. How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

- a. *Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring* (please check one):

Yes: Somewhat: No:

Description: At Mill Falls, our public Montessori program provides individualized lesson planning while simultaneously progressing students through the curriculum based on observation and assessment to meet their individual needs.

- b. *Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs* (please check one):

Yes: Somewhat: No:

Description: Each year, our teachers are provided with funds for teacher-directed professional development in addition to the monthly all-staff professional development and/or curricular planning time allotted to them in our school calendar and staff programming. This year, we have created a robust all-staff professional development plan, funded by ESSER III funds and some title funds, to address the many areas they identified in our end-of-year reflection meetings (noted above) and in response to our students' needs. These range in subject from support for team building/communication methods and conflict resolution, to working with a Montessori Math Coach (a 2-part series), to strengthening Montessori observation skills in the classroom, to suicide prevention training, to ongoing public Montessori curricular development and refinement. As usual, our Staff may also access their school operational and budgeted PD funds to seek additional training and enhancement opportunities beyond these diverse offerings.

4. How the LEA will produce evidence of the effectiveness of evidence-based learning loss interventions employed:

Description: It is expected that our students will show progress on internal assessments and the NH SAS Assessments.

VI. Addressing Learner and Community Needs
(can be up to 80 percent of an LEA's Allocation)

1. **After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A.):**

Overall Description: We have included several details about programs and resources we plan to access with our ESSER III funding throughout this plan. In this section we include the amounts of ESSER III funds expected to be spent in each of the next 3 school years. Please see section VII for additional plan details.

Description during SY21-22: _

- Social and Emotional Well-Being and Growth: \$44,380
- Professional Development: \$11,918
- Family Engagement: \$1500
- Misc. COVID-related Safety Supplies and Materials: \$3372.

Description during SY22-23: _

- Social and Emotional Well-Being and Growth: \$37,000

Description during SY23-24: None currently planned.

2. The LEA's use of funds to address the top priority needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

a. Providing individualized instruction:

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: The design of our public Montessori program has individualized instruction at its core. Through the use of internal benchmark assessments done three times per year in reading, writing and math (and additionally as needed), our students who are in multi-age classrooms are grouped according to level. Those groupings change as the children grow and progress. As described in Section V of this document, we will utilize student data to continually support our students. Those who require intervention, will receive that additional support, and of course our Special Education students will be provided with the highly individualized programming to meet their goals as detailed in their IEPs.

b. Addressing educator fatigue, including providing performance-based bonuses to teachers:

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
During SY23-24 (check one):	Yes: <input type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: Our dedicated and talented staff has already been awarded 2 bonuses in recognition of their tireless work during the first two years of the COVID pandemic. We have decided not to utilize ESSER III funds for this purpose. The current spending plan does not include additional bonuses, at this time.

c. Improving family engagement:

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input type="checkbox"/>	Somewhat: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input type="checkbox"/>	Somewhat: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: Included in our plan (and noted below in Section VIII) is an assignment of funds for parent engagement and education. It is likely that this will be spent over the 21/22 and perhaps we will have some remaining funds available in the 22/23 year. We will continue to seek additional funds as needed to support ongoing family engagement, whether they be via ESSER or from other sources, as family engagement is a key element to our successful program and has been challenging during COVID

3. The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

Fund Allocation Administration:

A: As a single charter school, 100% of fund allocation will rest with the school administration. This includes allocation methodology including the extent to which it reflected student need for, at minimum,

Special Education, Free and Reduced-Price Lunch, and English Language Learners. Our method for determining allocations has been mapped out in this document.

B: Given the age of our students – K-6th grade, none of our ESSER III funds will be allocated toward student Career and Technical Education.

C: Given the age of our students – K-6th grade, none of our ESSER III funds will be allocated toward course access opportunities, including advanced, elective, and remedial courses provided outside of our public Montessori elementary charter school.

VII. Addressing the Unique Needs of All Learners

How the LEA will ensure that the interventions it implements 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 in foster care, and migratory students.

Description: A significant part of our plan for the 2021/22 School year involves providing important supports for all learners in our public Montessori program. This includes our English Language Learners, those whose families are living at or below the poverty line (close to 20% of our student body), our students with disabilities (over 30% of our student body), and our students of color (close to 20%). All of our programming keeps in stark focus the need to provide our students with equitable access to these ESSER funded opportunities as well as programming that is outside of the ESSER funding.

In addition to the academic resources and programming described above, this section focuses on our students' social and emotional health. We have carefully identified some very important programs to ease their return to what we hope will be a more normalized educational future. These include, but are not limited to:

Supporting Student Social and Emotional Needs:

- This year we have hired a **part-time social worker** to do some direct support of children with emotional challenges and to support staff in addressing these emotional challenges. (2021-22 & 2022-23)
- We will have multiple opportunities for staff to engage in learning and sharing successful Social and Emotional tools and systems for our public Montessori elementary setting to ensure their **equitable access** to education in our school, with a focus on establishing safe and empowering educational setting. (2021-22)
- Our Upper Elementary Students will engage in the **Nature's Classroom** program – immersive learning experience that focuses on environmental science, social emotional learning, and adventure education. (2022-23)

Other Plan to Support the Unique Needs of All Learners

- We have hired a part-time **Student Resource Support Assistant**, who will work to support individual students when COVID forces them to self-quarantine or when they isolate due to a positive COVID diagnosis, but feel well and are able to engage in learning from home. (2021/22)
- **Family Engagement Activities/Speaker:** We look forward to providing our families with learning opportunities in support of our public Montessori program. (2021/22, perhaps into 2022/23)
- While we did not have any homeless or migratory students last year, we will certainly respond with supports should these situations arise.

VIII. Authorization



Original Document 8/23/2021 & Updated 2/17/22

LEA Superintendent's Signature

Date

Meryl Levin, Executive Director

Mill Falls Charter School

100 William Loeb Drive, Manchester, NH 03109

VIII. Appendices

Appendix A. ARPA Statutory Excerpt

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 ([20 U.S.C. 6311\(b\)\(2\)\(B\)\(xi\)](#)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—

(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, 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 in foster care, and migratory students.

(b) In developing its ARP ESSER plan, an LEA must—

(i) Engage in meaningful consultation—

(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and 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; and

(ii) Provide the public the opportunity to provide input and take such input into account.

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and

(iv) Be made publicly available on the LEA's website.