

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 2/23/2022.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides New Hampshire over \$350 million to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/icer/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bill/117th-congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

- 1) School District / Charter School Name: Mill Falls Charter School → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 729 → Autopopulates upon Selection
- 3) SAU Number: → Autopopulates upon Selection
- 4) Date of Publication: 2/17/2022
- 5) Approver Name - (Superintendent / Head of School): Meryl Levin, Executive Director
- 6) Email & 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:

Yes - Description Required

Description:

<https://millfalls.org/mill-falls-esser-funds-usage-plan/>

- 2) The plan is in an understandable and uniform format (please choose one):

Yes - Description Required

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 provide written translations to a parent with limited English proficiency, orally translated (please choose one):

Yes - Description Required

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 choose one):

Yes - Description Required

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+A1:M154. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

1) How the LEA provided the public the opportunity to provide input in the development of the LEA’s plan for the use of ARP ESSER funds:

Yes - Description Required

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.

2) How the LEA took public input into account regarding the development of the LEA’s plan for the use of ARP ESSER funds (please choose one):

Yes - Description Required

Description:

In early June 2021, we created and circulated a survey to our Mill Falls Community as well as community partners and general public related to our use of ESSER III funds. Our partnership with the Manchester Health Department and review of state and national guidance, has informed the COVID-safety aspects. These are presented in our August 2021 Safe School Opening Plan, which has been shared with our families and filed with the NH DOE, as required. Plans for the use of funds have remained consistent since that time.

3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to: a. Students (please choose one):

Somewhat - Description Required

1) Description:

Given the young age of our students, we did not directly seek input from most of the children for this plan. We have had some discussions with our older students about their needs - both academic and social/emotional.

- i) Number of total responses: Sample of our Upper Elementary Students in ongoing conversations.
- ii) Uses consulted on: Both academic and social/emotional.
- iii) Description of feedback received: Since returning to school, students have engaged with their teachers discussing their needs - academic as well as social/emotional as classroom groups and individually as needed.

Please indicate how consultation was:

2) Inclusive: The needs of individual students AND the overall student body has led and continues to lead our decision making for student-focused fund use, based on their academic AND social/emotional needs.

3) Widely advertised and available: Given the age of our students, it was largely their parents (alongside input from teachers, our social worker, and the admin team), from whom we sought input via the survey and individual conversations and correspondence.

4) Ongoing: Our ongoing interaction with the children, the needs they express AND those observed by staff and their parents/guardians, continues to drive our response to their needs both academic and social/emotional.

b. Families (please choose one):

Yes - Description Required

1) Description:

Mill Falls Families were asked to complete the survey and share additional feedback for review and consideration as we built our plan. In addition, our strong and consistent communication with parents/guardians helps to drive our understanding of individual student needs. Parents/Guardians with concerns or ideas are able to easily communicate with staff and the admin team via emails, phone calls and/or meetings.

- i) Number of total responses: 60 responses to our survey and ongoing communication as needed via tel/mail and meetings.
- ii) Uses consulted on: Including but not limited to: top priorities for use of ESSER III funds; how best to support parents/guardians/families in these difficult COVID times; best ways to communicate; challenges our families are facing.
Responses include, but are not limited to: social and emotional supports; bolstering our public Montessori Model in light of COVID-forced changes; additional supports to help children recover from the academic impact of COVID; additional assistance to low-income families who may be feeling the COVID stresses very deeply; addition of social worker to staff; continue to embolden supports for children with special education needs; strong staff professional development to help them learn more about how best to support our students; continue strong COVID-safety mitigations; outdoor and extra curricular activities.
- iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: The needs of individual students /families AND the overall student body has led and continues to lead our decision making for student-focused fund use based on their academic AND social/emotional needs.

3) Widely advertised and available: The link to the survey was shared to all Mill Falls Families via our weekly newsletter and special ESSER III specific communication.

4) Ongoing: Beyond the survey, teachers, admin and support staff are in regular contact with families regarding ongoing needs of our students. □

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

Yes - Description Required

1) Description: Our 4-member Admin Team and our Student Services Coordinator were asked to complete the survey (along with all staff) and share additional feedback for review and consideration as we built our plan. In addition, our Admin Team meets twice weekly to reflect on needs and goals.

i) Number of total responses:	All 4 members of the Admin Team and the Student Services Coordinator.
ii) Uses consulted on:	Beyond the survey items noted above, our weekly Admin Meetings cover all areas of school function with focus on: student needs (academic as well as social/emotional), attendance, student assessment schedules and progress, school systems, staff needs, staffing issues, staff communication, parent/guardian communication and relationship building, COVID mitigation measures and related needs, expense tracking, among many other topics.
iii) Description of feedback received:	The Admin Team is in ongoing dialogue around all school-related systems and needs for both staff and students. The team integrates feedback (noted above) into the process of establishing the priorities for ESSER funding and all school needs and goals.

Please indicate how consultation was:

- 2) Inclusive:** The 4-person Admin Team had opportunity to share their input.
- 3) Widely advertised and available:** Beyond the survey which all staff were invited to respond to, staff meetings and individual meetings were required at year end for the exact goal of seeing staff input, and continue regularly as we reflect on our goals and process.
- 4) Ongoing:** Weekly Admin meetings, bi-monthly staff meetings, and misc. conversations continue to drive our Admin team discussions about ongoing student and staff needs in all areas.

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

Yes - Description Required

1) 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.

i) Number of total responses:	All staff (34 people) had opportunity to share their input
ii) Uses consulted on:	Beyond the survey items noted above, staff meetings were focused on school systems, staff needs, communication, among many other topics.
iii) Description of feedback received:	Areas of focus include: CST, social /emotional supports for students AND staff; professional development topics; improved communication tools and methods.

Please indicate how consultation was:

- 2) Inclusive:** The needs of our students, families AND staff has led and continues to lead our decision making for student-focused fund use based on the academic AND social/emotional needs of our students and the resources (professional development AND social/emotional) needed by our staff to best serve our students.
- 3) Widely advertised and available:** 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 required individual meetings with each staff person, led by our Educational Program Director, for the exact goal of seeking staff input. These continue regularly as we reflect on our goals and process. Feedback and suggestions from staff was/is collected, reviewed, and integrated into our fund use planning process, and are reflected in our plan.
- 4) Ongoing:** Weekly coaching meetings with our Educational Program Director, weekly program level meetings, regular CST meetings, weekly Special Education Team meetings, student data analysis, misc. conversations regarding particular issues, students, overall needs are woven into our ongoing reflection on goals and priorities.

e. Tribes, if applicable (please choose one):

No

1) Description:

N/A

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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

No

1) Description:

N/A

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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 choose one):

Yes - Description Required

1) Description:

We requested input from special education providers from sending districts where our students with IEPs reside. Additionally, our English Language Coordinator provided input related to her direct work with EL/New American Families. A member of our Admin Team manages our Food Pantry and is in close contact with our families who are facing food insecurity or other serious financial challenges. We are not aware of children with incarcerated parents.

- i) Number of total responses:* 5
- ii) Uses consulted on:* Food and financial insecurities faced by our families; Needs of our Special Education Students and EL Students; and potential resources to explore, among other issues.
- iii) Description of feedback received:* Social and emotional health a priority especially of those who have been isolated / stuck in apartments without green space or significant opportunities for socializing with peers and practicing English language. Resources to help our Special Education student regulate behaviors in order to be available for learning, among others.

Please indicate how consultation was:

2) Inclusive: The needs of our EL, Special Education and financially challenges students and their families during these difficult COVID times has been a significant focus for us. Feedback around their needs and potential supports have been woven into our decision making for our student-focused fund use based on the academic AND social/emotional needs of our students and the resources (professional development AND social/emotional) needed by our staff to best serve our students.

3) Widely advertised and available: 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, EL Coach) 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. Beyond the survey which all staff were invited to respond to, staff meetings and individual meetings were required at year end for the exact goal of seeing staff input, and continue regularly as we reflect on our goals and process.

4) Ongoing: Weekly coaching meetings with our Educational Program Director, weekly program level meetings, regular CST meetings, weekly Special Education Team meetings, regular meetings with our EL Coordinator, student data analysis, misc. conversations regarding particular issues, students, overall needs are woven into our ongoing reflection on goals and priorities.

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

Yes - Description Required

1) 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) Number of total responses:* 1 organization
- ii) Uses consulted on:* Student social/emotional well-being and any family challenges.
- iii) Description of feedback received:* Agreement to continue honest and open communication about the students we share.

Please indicate how consultation was:

- 2) Inclusive:** Staff at the Club was invited to share their input.
- 3) Widely advertised and available:** The survey and opportunity for direct communication were made available.
- 4) Ongoing:** Our ongoing relationship with the Club makes it possible for us to address needs as they arise.

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):

No

1) Description:

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

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

- 2) Inclusive:**
- 3) Widely advertised and available:**
- 4) Ongoing:**

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 During SY 2021-2022:

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 (At least 20 percent of an LEA's 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 During SY 2021-2022:

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.

- 2) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

Description During SY 2021-2022:

Plans 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 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.

Description During SY 2022-2023:

As noted on the budget tab, some of the purchasing of these items may spill over/continue into the 2022/23 school year - specifically known at this time: the Math Montessori Coach, Analysis of Student Data, purchase of a reading program similar to Good Habits, Great Readers.

Description During SY 2023-2024:

None currently planned.

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- 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 choose one):

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 choose one):

Yes - Description Required

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 through work with Communications Consultant Gerri King, to working with a Montessori Math Coach (a multi-part series), to strengthening Montessori observation skills in the classroom through work with renown Montessorian, Elizabeth Slade, to suicide prevention training, to ongoing public Montessori curricular development and refinement. Additionally, certain staff will be trained in the use of: Visualizing & Verbalizing (a tool which helps in the development of concept imagery which improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing); Just Words (by Wilson, for use of this research-based sequential reading intervention program for students in grades 3-6; Executive Function Skills (training provided by the Bureau of Education and Research Program to guide staff in learning to reduce impulsive student behaviors and to increase their focus and development of their working memory). Professional Development via American Montessori Society (among other resources) for our Admin Team and Equity & Belonging Coordinator in the area of educational equity. 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 (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):

Description During SY 2021-2022:

While the majority of our ESSER III Funds will be spent on learning-loss related activities/resources, there are some additional activities we look forward to. 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.
- 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.
- Purchase of Social / Emotional reading and learning materials.

Other Plans to Support the Unique Needs of All Learners

- 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.
- 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.
- Family Engagement Activities/Speaker: We look forward to providing our families with learning opportunities in support of our public Montessori program.
- While we did not have any homeless or migratory students last year, we will certainly respond with supports should these situations arise.

COVID Safety

In support of CDC and state and local guidelines for COVID safety, we will purchase COVID safety related materials including but not limited to: cleaning supplies, PPE, COVID tests, daily online wellness check, thermometers, air filters, etc.

Description During SY 2022-2023:

- Part-time social worker to do some direct support of children with emotional challenges and to support staff in addressing these emotional challenges.
- Family Engagement Activities/Speaker: We look forward to providing our families with learning opportunities in support of our public Montessori program.
- Ongoing Analysis of Student Progress Data, as noted above.
- 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.

Description During SY 2023-2024:

No activities currently planned.

- 2) 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):

- a. Providing individualized instruction:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

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 throughout 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. Our English Language Learner Coordinator will continue her work in engaging the parents/guardians of her students, as she supports the students' English acquisition.

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

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **- Please Select -**

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

One of the professional development programs we are employing is with Gerri King - a communication consultant. We have found that the pandemic has stressed our staff's communication methods and skills. The work with Ms. King is designed to support staff and staff/admin communication tools and methods. While we have provided our teachers with multiple bonuses thus far during the pandemic, we do not currently plan to spend our ESSER funds on this.

c. Improving family engagement:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

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.

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:

a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount:

Percentage:

Description of 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:

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. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:

Amount:

Percentage:

Description, including funds used to support learner attainment of industry-recognized credentials:

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. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access:

During SYs 2021-2024 (select one):

Description of all SYs - 2021 to 2024:

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

- 1) 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.

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.

VIII. Addressing Unique Renovation, Air Quality and/or Construction Needs

- 1) If the LEA plans to use or has used any portion of ARP ESSER funds for construction projects, describe those projects below. Each project should be addressed separately. If needed, LEAs may submit additional supporting information. Please insert "N/A" if this category is not applicable to your plan. Please also note that these projects are subject to the NHDOE's prior conceptual and final approval:
[ESSER Funded Construction](#).

Description:

N/A: Mill Falls is not planning to utilize ESSER III funds to engage in construction projects.

X. Authorization

**Please print and sign this page. Return a signed version with your completed packet to :*

ESSER@doe.nh.gov



2/17/2022

Approver Signature - Superintendent / Head of School

Date

Meryl Levin

Printed Name - Executive Director

Appendix A: ARPA Statutory Excerpt

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 (20U.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

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.*