

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 1/13/2023.

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, 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/ocr/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
- 2) District ID Number: 729 → Autopopulates upon Selection
- 3) SAU Number: 401 → Autopopulates upon Selection
- 4) Date of Publication: 1/11/2023
- 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:

- Please Select -

**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. 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. Our plan was then posted on our website, as per requirement, and for review and submission of any additional input.

- 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:* 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.

*iii) Description of feedback received:* Students asked for additional time and resources to help them in their social/emotional learning and in academic areas including math and language.

*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.

*iii) Description of feedback received:* 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.

*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 Support 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), learning loss, 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 and Student Support Coordinator 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, weekly level collaboration 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. Additional feedback has included, but is not limited to the need for improved record keeping to coordinate trimester progress reports; additional reading and math resources and assessment tools.

*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:**

*We do not serve students from any tribes.*

*i) Number of total responses: NA*

*ii) Uses consulted on: NA*

**iii) Description of feedback received: NA**

Please indicate how consultation was:

**2) Inclusive: NA**

**3) Widely advertised and available: NA**

**4) Ongoing: NA**

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

**No**

**1) Description:**

We do not work with any civil rights organizations.

**i) Number of total responses: NA**

**ii) Uses consulted on: NA**

**iii) Description of feedback received: NA**

Please indicate how consultation was:

**2) Inclusive: NA**

**3) Widely advertised and available: NA**

**4) Ongoing: NA**

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:** 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 students regulate behaviors in order to be available for learning, among others.

**iii) Description of feedback received:** Addressing food and financial insecurities faced by our families; Addressing needs of our Special Education Students and EL Students; and potential resources to explore, among other issues.

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:** Our partnership is focused around an agreement/commitment to continue honest and open communication about the students we share, helping them through staff supports and other resources if necessary, to regulate their emotions and be productive at school and engaged while at the club.

**iii) Description of feedback received:** Making sure to focus on student social/emotional well-being and ongoing family challenges.

*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:**

We do not work with early childhood programs.

**i) Number of total responses:** NA

**ii) Uses consulted on:** NA

**iii) Description of feedback received:** NA

*Please indicate how consultation was:*

**2) Inclusive:** NA

**3) Widely advertised and available:** NA

**4) Ongoing:** NA

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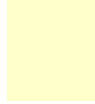


Table 1: Summary of Key Findings									
Category	Item	Value	Unit	Notes	Source	Methodology	Assumptions	Limitations	Conclusions
Financial	Revenue	100	Million USD	Annual	Market Data	Survey	Stable	Market Volatility	Positive Growth
	Expenses	80	Million USD	Annual	Internal Reports	Analysis	Controlled	Operational Costs	Efficient
	Profit	20	Million USD	Annual	Calculated	Model	Accurate	Forecasting	Stable
	ROI	20%	%	Annual	Calculated	Model	Accurate	Forecasting	Stable
	Market Share	15%	%	Annual	Market Data	Survey	Stable	Market Volatility	Positive Growth
	Customer Satisfaction	4.5	Score	Annual	Survey Data	Survey	Stable	Market Volatility	Positive Growth
	Employee Retention	90%	%	Annual	Internal Reports	Analysis	Controlled	Operational Costs	Efficient
	Operational Efficiency	85%	%	Annual	Internal Reports	Analysis	Controlled	Operational Costs	Efficient
	Customer Acquisition	1200	Customers	Annual	Market Data	Survey	Stable	Market Volatility	Positive Growth
	Product Development	3	Products	Annual	Internal Reports	Analysis	Controlled	Operational Costs	Efficient



**X. Authorization**

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

*ESSER@doe.nh.gov*



**Approver Signature - Executive Director**

1/11/23

**Date**

Meryl Levin, Executive Director

**Printed Name - Executive Director**

**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;*

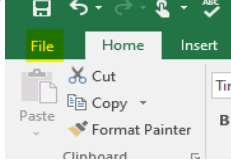
*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(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*

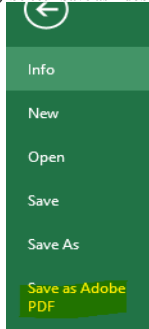
*(iv) Be made publicly available on the LEA's website.*

Please follow these steps once all tabs of your Districts Excel workbook are completed.

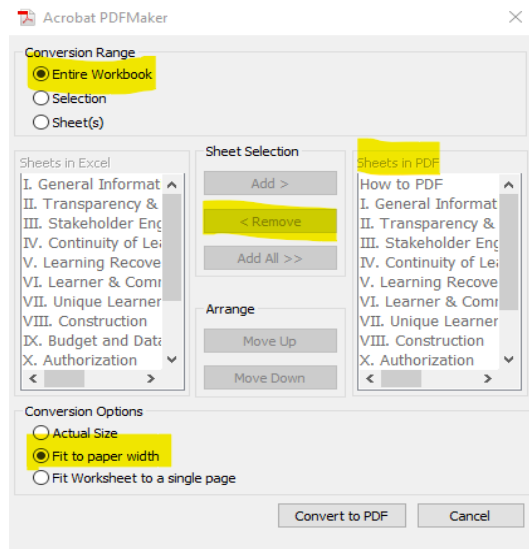
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IV. Budget and Data Reporting" tab from the list beneath "Sheets in PDF." Select "Remove." The reason is because this spreadsheet is so large, that the information will not easily transpose. The V. Authorization tab will need to be printed manually from Excel. The print range within the Excel workbook has been established for all tabs outlined.



3) Items due to the NHDOE by 01/13/2023:

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
  - i. Print the "V. Authorization" tab from Excel file
  - ii. Manually print and sign the "V. Authorization" tab from Excel file
- B. NH ARP ESSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (3 separate attachments)