



RIVER VALLEY CHARTER SCHOOL
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**ESSER III Grant Funding:
River Valley's Implementation Plan
November 2021**

Plans for the use of ESSER III funds:

1. A plan for the safe return to in-person instruction and continuity of services. This plan will be revisited, including the collection of stakeholders' input, and changes in CDC guidance considered every six months.
2. A plan for the use of ESSER III funds, based on broad stakeholder input, and addressing the following:
 - a. The district's prevention and mitigation strategies, including the extent that the district has adopted CDC recommendations.
 - b. How the district will use its 20% reservation of ESSER III funds to address loss of instructional time with evidence-based instruction.
 - c. How the district will expend the remainder of its ESSER III funds on allowable expenses, taking into account special populations of students (students from low-income families, students of color, English language learners, students with disabilities, students experiencing homelessness, students in foster care, migratory students, students who are incarcerated, other underserved students).



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<p>Evidence-Based Strategies, Intervention and Supports: Describe how ESSER III funds, including the 20% reservation, will be used to respond to students’ social, emotional, and academic needs through <i>evidence-based</i> interventions, how progress will be measured, and how/if chosen interventions address disproportionate impact of COVID-19 on underserved groups.</p>		
<p>Enhanced Core Instruction</p>	<p>What data will you use to measure progress?</p>	<p>Does the strategy/intervention address the disproportionate impact of COVID-19 on underserved subgroups (each major ethnic group, students from low-income families, students with disabilities, English learners)? If yes, explain what group(s) are being served, what impact is being addressed, and how the strategy/intervention will provide support.</p>
<p>Purchasing and/or expanding use of high quality, aligned instruction materials (any content area) and associated professional development.</p>	<p>Progress will be measured through increased time on learning in math and STEM, with a focus on hands-on learning experiences. Quantitative data will be measured through growth scores on internal screeners for math and MCAS data.</p>	<p>The strategy/intervention will be school-wide. The special education staff will be consulted to ensure that it is accessible to all learners and able to be differentiated at many different levels. River Valley works to ensure all students have equal access to curriculum regardless of socioeconomic status, EL status, gender, or race identification.</p>



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Enhanced Core Instruction	What data will you use to measure progress?	Does the strategy/intervention address the disproportionate impact of COVID-19 on underserved subgroups (each major ethnic group, students from low-income families, students with disabilities, English learners)? If yes, explain what group(s) are being served, what impact is being addressed, and how the strategy/intervention will provide support.
Screening assessments and associated professional development (e.g. early literacy screening).	Progress will be measured through screening three times per year for literacy. This meets the DESE requirement for dyslexia screening and identifies students at risk for reading challenges and in need of intervention.	Yes. Students will be screened at all levels. River Valley understands that students most at risk for reading struggles are EL populations and low-income students.
Extending the school day/year and prioritizing students' access to additional time by student need.	Progress will be monitored through attendance data and observational data of participation. This will give data about the success of programming and whether or not the program met the targeted goal.	Yes. The intervention will target low-achieving students in need of additional academic support after school.



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Talent Development and Staffing	What data will you use to measure progress?	Does the strategy/intervention address the disproportionate impact of COVID-19 on underserved subgroups (each major ethnic group, students from low-income families, students with disabilities, English learners)? If yes, explain what group(s) are being served, what impact is being addressed, and how the strategy/intervention will provide support.
Academic Support staff, including academic coaches, interventionists, student teaching residency programs, paraprofessionals.	Success of programming supported by a paraprofessional will be measured through pre and post surveys of students as well as student driven projects related to the curriculum. The yearly parent survey will include targeted questions about goals of the program and curriculum addressed.	A paraprofessional will be used to give access to a well-rounded place-based education in a hands-on educational environment. Low staff-student ratios ensure participation by students of all learning styles and needs.



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<p>Conditions for Student Success: Social/Emotional Health Supports</p>	<p>What data will you use to measure progress?</p>	<p>Does the strategy/intervention address the disproportionate impact of COVID-19 on underserved subgroups (each major ethnic group, students from low-income families, students with disabilities, English learners)? If yes, explain what group(s) are being served, what impact is being addressed, and how the strategy/intervention will provide support.</p>
<p>Working with community-based organizations that provide enrichment during the school day and/or out of school time.</p>	<p>Data will be measured through student and parent surveys about the goals of the program.</p>	<p>The program is offered to students in need of social/emotional programming after school at no cost to ensure that all students are able to participate. Low student-staff ratios ensure that students with a variety of learning needs can participate.</p>



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<p>Other Interventions/Strategies/ Supports</p>	<p>What data will you use to measure progress?</p>	<p>Does the strategy/intervention address the disproportionate impact of COVID-19 on underserved subgroups (each major ethnic group, students from low-income families, students with disabilities, English learners)? If yes, explain what group(s) are being served, what impact is being addressed, and how the strategy/intervention will provide support.</p>
<p>Funding will be used to support safe schools through rental of outdoor educational space. This allows for both safe educational space to mitigate health concerns from COVID and give students opportunities to apply hands-on learning experiences. In surveys to stakeholders, the social and hands-on experiences were some of the missing learning opportunities that they would like to see addressed.</p>	<p>River Valley will continue to survey parents and students about the value of hands-on experiences and meeting the educational mission of River Valley.</p>	<p>Yes. Hands-on learning is a strong learning model for all subgroups. With a low student-teacher ratio, River Valley is able to support learners with a variety of needs. Students are transported from school to the site to eliminate the challenges of transportation for low-income students.</p>
<p>Funding will be used to purchase a vehicle to assist with transportation needs for low-income students and other subgroups.</p>	<p>River Valley will measure progress through equal access to all educational experiences for all students.</p>	<p>Purchase of a vehicle gives access for all subgroups and special populations to all educational opportunities that meets the mission of the school.</p>



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Equitable Use of ESSER III Funding

How is your district taking educational equity into account when planning for expending your ESSER III funds?

River Valley is a charter school and a single school district. We have surveyed and met with stakeholder groups to ensure that funding meets the needs of all subgroups and special populations. In the 2021-2022 school year we have a return to full in-person learning. With ESSER II and ESSER III funding, we are funding additional social/emotional supports for students as well as academic supports to ensure that students continue to make effective social and academic progress.



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CDC School Safety Recommendations: This information is part of the Districts reopening plan, as well as supplemental/revised policies.		
CDC Recommendation	Does your district have a policy/policies on this topic?	If “yes”, is it described in your district reopening plan?
Universal and correct wearing of masks.	Yes	Yes
Handwashing and respiratory etiquette.	Yes	Yes
Cleaning and maintaining healthy facilities, including improving ventilation.	Yes	Yes
Contract tracing, isolation, quarantine, in collaboration with local health departments.	Yes	Yes.
Diagnostic and screening testing.	Yes	Yes
Efforts to provide vaccination to school communities.	Yes	Yes
Appropriate accommodations for children with disabilities with respect to health and safety policies.	Yes	Yes
Coordination with state and local health officials.	Yes	Yes