

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: | <u>Mountain Village Charter School</u> | → Cell C18 Must be Input for Formulas to i |
| 2) District ID Number: | <u>704</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>401</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>1/3/2023</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Merrill DeGraff</u> | |
| 6) Email & Telephone: | <u>merrill@mountainvillagecharterschool.org 603 536-3900</u> | |

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:

Public announcements via public board meetings and minutes can be found on our website. The board is comprised of parents, medical professionals, staff and others. .

<https://www.mountainvillagecharterschool.org/>

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

Yes - Description Required

Description:

The plan is on our website as a pdf.

- 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:

The plan is written in English, the primary language of our families.

- 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:

Upon request the document can be read on Screencastomatic. The audio recording can then be sent to them via email.

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:

Somewhat - Description Required

Description:

The public was given the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds during our public Board of Trustees meetings.

- 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):

Somewhat - Description Required

Description:

MVCS considered public input regarding the development of the use of ARP ESSER funds knowing that the decisions made would directly and indirectly impact the entire community and the plan needed to be inclusive to all.

- 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:

Students were not directly consulted but taken into account throughout the entire process. Two of the biggest needs at MVCS were determined to be increased outdoor classroom space and technology support, both directly related to students.

- i) Number of total responses: N/A
- ii) Uses consulted on: Increased outdoor classroom space and technology support.
- iii) Description of feedback received: N/A

Please indicate how consultation was:

- 2) Inclusive: The meetings have been available through zoom and in person for 3 years; minutes are posted on the website.
- 3) Widely advertised and available: The meeting times are posted to the website and there is a bill board at the bottom of the driveway.
- 4) Ongoing: Discussion of fund use happens publicly at monthly Board of Trustees meetings.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Families have the opportunity to attend every Board of Trustees meeting where ESSER funding was discussed. Minutes are posted, for review, on our website. So many appreciated and supported the plan for continued enhanced cleaning as well as increased technology purchases.

- i) Number of total responses: No direct responses received.
- ii) Uses consulted on: Enhanced cleaning as well as increased technology purchases.
- iii) Description of feedback received: The COVID committee, comprised of several parents approved the continuation of this service.

Please indicate how consultation was:

- 2) Inclusive: Meetings were held via Zoom for all to attend who were able.
- 3) Widely advertised and available: There is a sign in our driveway and all meetings are posted on our website.
- 4) Ongoing: Discussion of fund use happens publicly at monthly Board of Trustees meetings.

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

Yes - Description Required

1) Description:

MVCS has 3 administrators and all are involved in the process. We also have 1 special education administrator.

- i) Number of total responses: 4
- ii) Uses consulted on: All areas of the plan including enhanced cleaning as well as increased technology purchases.
- iii) Description of feedback received: All areas of the plan including enhanced cleaning as well as increased technology purchases.

Please indicate how consultation was:

- 2) Inclusive: Meetings are held via zoom and in person for all who were able to attend.
- 3) Widely advertised and available: Dates are posted on the website and there is a sign posted at the bottom of the driveway.
- 4) Ongoing: Public board meetings will continue to occur monthly.

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

Yes - Description Required

1) Description:

Teachers had the opportunity to attend every Board of Trustees meeting where ESSER funding was discussed. Minutes are posted, for review, on our website. So many appreciated and supported the plan for continued enhanced cleaning as well as increased technology purchases.

- i) Number of total responses: No direct responses received.
- ii) Uses consulted on: All areas of the plan including enhanced cleaning as well as increased technology purchases.
- iii) Description of feedback received: Feed back received was positive and supportive of the plan.

Please indicate how consultation was:

- 2) Inclusive: Meetings were held via zoom and in person for all who were able to attend.
- 3) Widely advertised and available: Dates are posted on the website and there is a sign posted at the bottom of the driveway.
- 4) Ongoing: Public board meetings will continue to occur monthly.

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

No

1) Description:

There are no tribes in this area.

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

Please indicate how consultation was:

- 2) Inclusive: N/A
- 3) Widely advertised and available: N/A
- 4) Ongoing: N/A

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

No

1) Description:

We did not consult with any civil rights organizations. But, we are in the process of forming a committee focused on Diversity, Equity and Inclusion.

- i) Number of total responses: N/A
- ii) Uses consulted on: DEI in regards to ESSER funding.
- iii) Description of feedback received: In process

Please indicate how consultation was:

- 2) Inclusive: Public invited to join the committee through the monthly Head of School Report and STAFF Meeting Agenda.
- 3) Widely advertised and available: Public invited to join the committee through the monthly Head of School Report and STAFF Meeting Agendas.
- 4) Ongoing: This committee intends to meet twice a year.

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:

MVCS staff and teachers, who represent the interests of all groups listed, were consulted. There are families involved in the MVCS Family Committee who were consulted and represent the interests of all groups listed. Each group had the opportunity to attend every Board of Trustees meeting where ESSER funding was discussed. Minutes are posted, for review, on our website. So many appreciated and supported the plan for continued enhanced cleaning as well as

- i) Number of total responses: 1
- ii) Uses consulted on: the equity and access for children experiencing homelessness, children and youth in foster care, migratory students, children who
- iii) Description of feedback received: Feed back received was positive and supportive of the plan.

Please indicate how consultation was:

- 2) Inclusive: Meetings were held via zoom and in person for all who were able to attend
- 3) Widely advertised and available: Dates are posted on the website and there is a sign posted at the bottom of the driveway
- 4) Ongoing: Public board meetings will continue to occur monthly

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

No

1) Description:

No community based organizations were consulted regarding ESSER III funding (tutoring, technology, and on-campus cleaning) but we do reach out to our community partners regarding afterschool programming (Plymouth Elementary, Russell Elementary, The Wylde program in Thorton and PSU) and additional on campus activities (Prescott Farms, The Holderness School, The New Hampton School, PSU, etc.) regularly.

- i) Number of total responses: None
- ii) Uses consulted on: N/A
- iii) Description of feedback received: N/A

Please indicate how consultation was:

- 2) Inclusive: N/A
- 3) Widely advertised and available: N/A
- 4) Ongoing: N/A

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:

No early childhood education providers or families were included in conversations specific to ESSER III funds but we are in contact with local Montessori early childhood programs and the PSU early childhood program regularly regarding enrollment, family events, etc.

- i) Number of total responses: None
- ii) Uses consulted on: N/A
- iii) Description of feedback received: N/A

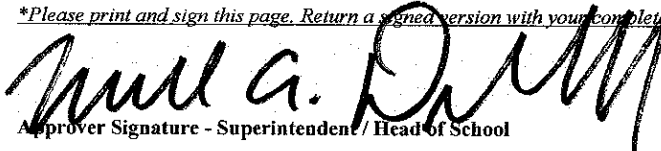
Please indicate how consultation was:

- 2) Inclusive: N/A
- 3) Widely advertised and available: N/A
- 4) Ongoing: N/A

X. Authorization

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

ESSER@doe.nh.gov

 1/9/2023

Approver Signature - Superintendent / Head of School

Date

MERRILL A. DE GORSIVE 1/9/2023

Printed Name - Superintendent / Head of School

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

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(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.

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.

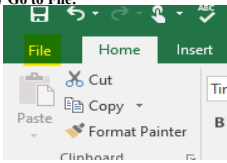
(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and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

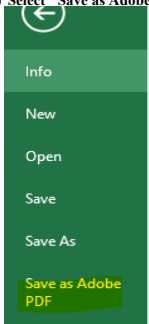
(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

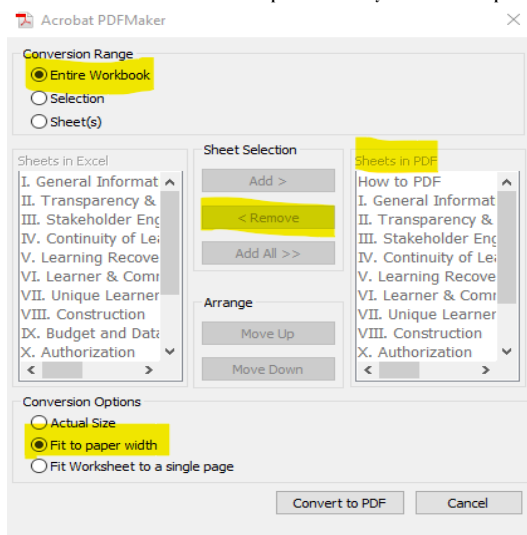
1) Go to File:



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
 - i 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)