

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/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: Mountain Village Charter School → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 704 → Autopopulates upon Selection
- 3) SAU Number: → Autopopulates upon Selection
- 4) Date of Publication: 3/1/2022
- 5) Approver Name - (Superintendent / Head of School): Anna (Katy) Gautsch
- 6) Email & Telephone: katy@mountainvillagecharterschool.org; 603-536-3900

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://static1.squarespace.com/static/5a74673f0abd049a7bd79526/t/611baf2a9e4ad3906807e98/1629204450654/COVID+-19+grant+information+page+%28website%29.pdf>

- 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 all 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:

The plan would be distributed in an alternative format if requested by a parent who is an individual with a disability.

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:

Public announcements via public board meetings and minutes; public advisory board comprised of parents, medical professionals, staff and others.

- 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 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 2 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 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: 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 2 administrators and both were involved in the process. We do not have special education administrators.

i) Number of total responses: 2

ii) Uses consulted on: All areas of the plan including enhanced cleaning as well as increased technology purchases.

iii) Description of feedback received: Administrators were in support of the Use of Funds 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.

- 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 the 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.

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

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 meetings 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:** 1

ii) **Uses consulted on:** Children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

iii) **Description of feedback received:** Feedback 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.

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 included.

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

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.

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

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:

MVCS uses ARP ESSER funds during the 2021-2022 school year to pay a professional cleaning company to clean and disinfect all indoor spaces twice a week, maintain medical grade air purifiers as needed, purchase cleaning supplies to keep all classrooms stocked, as needed.

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:

MVCS will identify individual student learning loss including students most likely to have experienced the impact of loss instructional time due to the pandemic by asking lead teachers to utilize evidence based assessments on all students. MVCS will purchase additional computers and supplemental curriculum to support and bolster the already robust curriculum.

- 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:

MVCS will send out letters to parents of a percentage of identified students asking if they are interested in their child participating in in-person tutoring to address learning loss that may be a result of loss academic time due to the pandemic. Families who agree to the program will have their students tutored in 6 week sessions with progress tracked using pre and post tests.

Description During SY 2022-2023:

MVCS will send out letters to parents of a percentage of identified students asking if they are interested in their child participating in in-person tutoring to address learning loss that may be a result of loss academic time due to the pandemic. Families who agree to the program will have their students tutored in 6 week sessions with progress tracked using pre and post tests.

Description During SY 2023-2024:

MVCS will send out letters to parents of a percentage of identified students asking if they are interested in their child participating in in-person tutoring to address learning loss that may be a result of loss academic time due to the pandemic. Families who agree to the program will have their students tutored in 6 week sessions with progress tracked using pre and post tests.

- 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):

Yes - Description Required

Description:

MVCS will offer lead teachers a tutoring stipend for intensive and supplemental tutoring that will occur after school hours and in an in-person setting.

- 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):

No

Description:

No

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

Description:

Teachers will record pre and post tests and all data will be stored in a secured location in the office.

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:

Increased student support time, additional classroom teachers, collaboration time for instructional staff, updated technology and infrastructure, supplies and materials to support COVID 19 mitigation strategies, restrictions, and changes to learning environments.

Description During SY 2022-2023:

Increased student support time, additional classroom teachers and collaboration time for instructional staff.

Description During SY 2023-2024:

Increased student support time, additional classroom teachers and collaboration time for instructional staff.

- 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:

MVCS will focus on individualized instruction for the students who require it based on results of evidenced based evaluations

- 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): **No**

During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

MVCS has focused and will remain focused on addressing educator fatigue. We will continue to provide bonuses based on dedication and hard work.

- c. Improving family engagement:

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

MVCS will remain committed to family engagement but does not have enough ESSER funds to address this area.

- 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: **The full amount**

Percentage: **100%**

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:

The allocation methodology included student need for special education, free and reduced-priced lunch and English Language Learners. based on our commitment to ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for all faculty, staff, students, and their family members with special needs. MVCS does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity, gender expression, pregnancy, marital status, military status, veteran status, or any other status or classification protected by federal, state or local law in its education, research, health care services and community outreach activities.

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

Amount: \$0

Percentage: 0%

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

MVCS does not have enough ESSER funds to support this.

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): No

Description of all SYs - 2021 to 2024:

No, there not enough ESSER funds to support this.

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:

Mountain Village Charter School (MVCS) will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for all faculty, staff, students, and their family members with special needs. MVCS does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity, gender expression, pregnancy, marital status, military status, veteran status, or any other status or classification protected by federal, state or local law in its education, research, health care services and community outreach activities. MVCS provides reasonable and appropriate accommodations in response to the needs of its students, faculty, community members and other participants. We remain deeply committed to promoting and maintaining a civil community that facilitates opportunities for shared understanding and expression of individual and collective truths. Moreover, we resolve to maintain a community that is respectful of all persons despite differences in age, citizenship, disability, ethnicity, gender identity or expression, geographic origin, language, marital status, nationality, philosophical beliefs, race, religion, sexual orientation, or socioeconomic status.

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

X. Authorization

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

ESSER@doe.nh.gov

Anna (Katy) Gault

Approver Signature - Superintendent / Head of School

Date *3/9/22*

Anna (Katy) Gaultsch

Printed Name - Superintendent / Head of School

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.