

L.E.A. ARP ESSER Plan - A Plan for the L.E.A.'s Use of ARP ESSER Funds

Please submit to Education@leaschools.net by 01/29/21.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides "one flexible and 15% option to support schools in safely reopening and expanding educational opportunities of children while meeting the academic, social, emotional, and mental health needs of children resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory spending is made available to eligible schools to use in a manner that meets the needs of children and youth in order to meet the federal requirement that requires that an L.E.A. shall submit an L.E.A. ARP ESSER Plan, which is also called a "school district use of funds plan." See the Department of Education's most current guidance issued under ARP at <https://www.ed.gov/relief/esserr>.

For further information, please contact the U.S. Department of Education at ESSER@ed.gov. The regulations under title 34 of the Federal Code Regulations at ARP ESSER in which the U.S. Department of Education established the requirements (see: <https://www.govinfo.gov/constitution/48-2021-04-22/48-2021-04-19-048>).

I. General Information

1) School District / Charter School Name:	<u>Leaschools</u>	- Call if it does not appear for Formula or Provider Account
2) District ID Number:	<u>24</u>	- Assignments upon Selection
3) LEA Number:	<u>4</u>	- Assignments upon Selection
4) Date of Publication:	<u>10/20/21</u>	
5) Approval Name:	<u>Jada K. Kim</u>	
6) Approval Title (Head of School):	<u>Superintendent</u>	
7) Email & Telephone:	<u>Education@leaschools.net / 254-757-9300</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:

<https://www.sau3.org/site/default.aspx?PageID=399>

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

Yes - Description Required

Description:

Uses this template for such.

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:

Translated upon request.

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:

Will adapt as needed for individuals requesting this.

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:

1. Surveys 3/15/21, 6/18/21, (links below) 2. School board meeting agendas and open for public comment. 3. District Needs Assessment committee, which includes members of the community, discussion during fall 2022. <https://docs.google.com/document/d/1ZuNUuqbbhKd1C0D9jprum/4:YknlHrZvzkbUqNXY/edit?usp=sharing>

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

Yes - Description Required

Description:

Input and feedback was discussed by administrators and put into a priority list accordingly. The priority list is used by the Superintendent to create the recommendations that are approved by the Board in determining the use of the funds.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

- a. Students (release choose one):

Yes - Description Required

1) Description:

AVEC survey sent out to all of the Androscoggin Valley in March 2021. SEE #1 ABOVE FOR LINKS TO SURVEY RESULTS FROM STUDENTS, FAMILY, STAFF AND COMMUNITY MEMBERS.

i) Number of total responses: 659 (90 were students)

ii) Uses consulted on: In planning during summer 2021 on school reopening and in planning for the educational uses of ARPA funds.

iii) Description of feedback received: SEE #1 ABOVE FOR SURVEY RESULTS.

Please indicate how consultation was:

2) Inclusive: The AVEC survey was open to ALL community members in the Androscoggin Valley, whether they were students, staff, family members or community members at large.

3) Widely advertised and available: The survey link was posted on many Facebook sites, advertised in the newspaper, and targeted through automated calling to families, students and staff.

4) Ongoing: The Board and community are given updates regarding our plan progress at Board mtgs regularly. The public has the ability to comment at those mtgs.

- b. Families (release choose one):

Yes - Description Required

1) Description:

AVEC survey sent out to all of the Androscoggin Valley in March 2021.

i) Number of total responses: 659 total responses

ii) Uses consulted on: In planning during summer 2021 on school reopening and in planning for the educational uses of ARPA funds.

iii) Description of feedback received: Primary feedback from students was that they did NOT want to invest any money in remote learning pathways. They want to be in school. They also showed interest in an enhanced summer program.

Please indicate how consultation was:

2) Inclusive: The AVEC survey was open to ALL community members in the Androscoggin Valley, whether they were students, staff, family members or community members at large.

3) Widely advertised and available: The survey link was posted on many Facebook sites, advertised in the newspaper, and targeted through automated calling to families, students and staff.

4) Ongoing: The Board and community are given updates regarding our plan progress at Board mtgs regularly. The public has the ability to comment at those mtgs.

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

Yes - Description Required

1) Description:

Administrators meet twice a month. At these meetings, spending plans and progress is discussed, feedback is sought and plans are edited as warranted.

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: All admin are consulted regularly.

3) Widely advertised and available: Well-known format of administrative meetings.

4) Ongoing: We meet regularly.

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

Yes - Description Required

1) Description:

Staff participated in the DOE's Bright Futures Survey and also in the AVEC survey. As well, they have access to building-level discussions and attendance at Board meetings (the agenda is shared with staff so they know when the discussions are scheduled).

i) Number of total responses: AVEC survey: 659 (185 staff)

ii) Uses consulted on: In planning during summer 2021 on school reopening and in planning for the educational uses of ARPA funds.

iii) Description of feedback received: Staff and unions support onsite learning with no remote pathway. They are supportive of building enhancements, stipends for the extra work staff is doing, and the enhanced summer programming.

Please indicate how consultation was:

2) Inclusive: All staff members were given the opportunity to participate in the survey.

3) Widely advertised and available: The survey link was posted on many Facebook sites, advertised in the newspaper, and targeted through automated calling to families, students and staff.

4) Ongoing: The Board and community are given updates regarding our plan progress at Board mtgs regularly. The public has the ability to comment at those mtgs.

- e. Tribes, if applicable (release choose one):

No

1) Description:

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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

Yes - Description Required

1) Description:

We received a letter from the Disability Rights Center on 8/6/21 with their suggestions on the use of funds.

i) Number of total responses:

ii) Uses consulted on:
iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students (please choose one):

Yes - Description Required

1) Description:

Stakeholders had access to the DOE's Bright Future Survey and the AVEC survey. They also have access to Board meetings.

i) Number of total responses: AVEC survey: 659 (10 were community stakeholders)

ii) Uses consulted on: In planning during summer 2021 on school reopening and in planning for the educational uses of ARPA funds.

iii) Description of feedback received: Stakeholders support onsite learning with no remote pathway. They are supportive of building enhancements, stipends for the extra work staff is doing, and the enhanced summer programming.

Please indicate how consultation was:

2) Inclusive: All stakeholders were given the opportunity to participate in the survey.

3) Widely advertised and available: The survey link was posted on many Facebook sites, advertised in the newspaper, and targeted through automated calling to families, students and staff.

4) Ongoing: The Board and community are given updates regarding our plan progress at Board mtgs regularly. The public has the ability to comment at those mtgs. Our District Needs Assessment Team contains members representing some of these stakeholders.

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

Yes - Description Required

1) Description:

School Board agenda item on 8/19/21 and on 2/17/22. After-school programming joined forces with our ESY and Title I summer programs to offer an enhanced and extended summer program open to all students. This was funded through ARP.

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: All Board meetings agendas are published on our website and posted in our buildings. Participation is through onsite attendance and also by zoom.

3) Widely advertised and available: All Board meetings agendas are published on our website and posted in our buildings. Participation is through onsite attendance and also by zoom.

4) Ongoing: The Board and community are given updates regarding our plan progress at Board mtgs regularly. The public has the ability to comment at those mtgs. The ASP Director is a member of our district Administrative Team and our District Needs Assessment Team.

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):

Yes - Description Required

1) Description:

Stakeholders had access to the DOE's Bright Future Survey and the AVEC survey. They also have access to Board meetings.

i) Number of total responses: AVEC survey: 659 (10 were community stakeholders)

ii) Uses consulted on: In planning during summer 2021 on school reopening and in planning for the educational uses of ARPA funds.

iii) Description of feedback received: Families expressed two concerns - They need childcare in order to work and they did not find that remote education was practical for young children.

Please indicate how consultation was:

3) Widely advertised and available: The survey link was posted on many Facebook sites, advertised in the newspaper, and targeted through automated calling to families, students and staff. All Board meetings agendas are published on our website and posted in our buildings. Participation is through onsite attendance and also by zoom.

4) Ongoing: The Board and community are given updates regarding our plan progress at Board mtgs regularly. The public has the ability to comment at those mtgs. Our District Needs Assessment Team contains members representing some of these stakeholders. The next Bright Futures survey was just released on 3/13/23 for additional input.

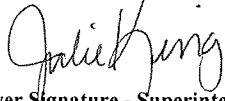
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X. Authorization

**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

Julie King

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

Appendix A. ARPA Statutory Excerpt

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

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

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

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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;

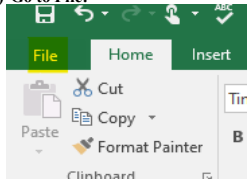
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

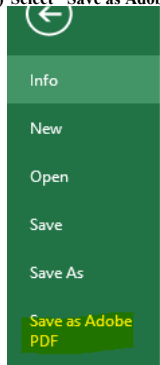
(iv) Be made publicly available on the LEA's website.

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

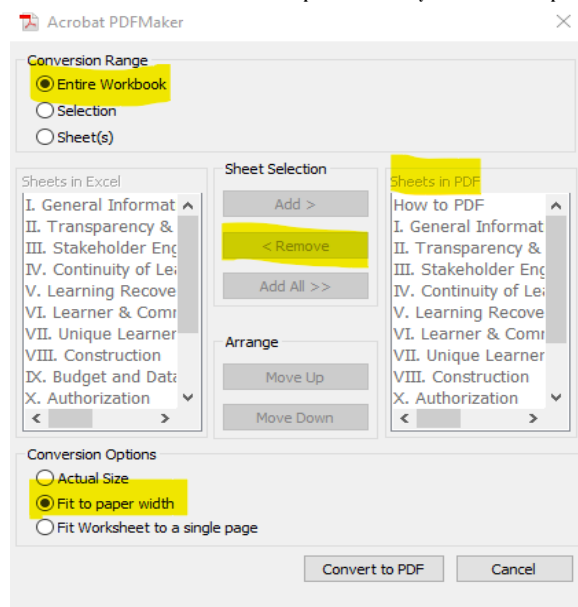
1) Go to File:



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)