

L.E.A. AEP COVID Plan - A Plan for the L.E.A.'s Use of AEP COVID Funds

Please submit to the Board of Education as a PDF per the AEP Guidelines by 03/15/2021.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("AEP COVID") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides "one-time" and "two-year" funding to support schools in meeting and expanding educational opportunities of children while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory spending is made available to eligible schools through direct payments from the U.S. Department of Education ("DOE") to states to assist in meeting the federal requirements that require the use of AEP funds as an L.E.A. AEP COVID Plan, which is also called a "school district use of funds plan." See the Department of Education's "Use of Funds Plan" guidance at: <https://www.ed.gov/programs/arescue/2021/04-22/2021-04-22.pdf>.

1. General Information

- | | | |
|---|--|---|
| 1) School District / Charter School Name: | <u>Lebanon</u> | ↔ Use PDF form for Parents to Provide to Parents Council |
| 2) District ID Number: | <u>104</u> | ↔ Assignment upon Selection |
| 3) AEP Number: | <u>14</u> | ↔ Assignment upon Selection |
| 4) Date of Publication: | <u>03/2021</u> | |
| 5) Approver Name: | <u>Michelle Thomas, Superintendent</u> | |
| 6) District / School / Head of School: | <u>Lebanon High School</u> | |
| 7) Email & Telephone: | <u>mtomson@le.k12.in.us 317-545-2900</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:

[SAU 6.org](http://SAU6.org)

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

Yes - Description Required

Description:

The Plan is written in an understandable format as required by the NH DOE. The ARP Esser III Accountability Plan uses excel sheet format. For the sake of transparency and clarity, the submission format is the same document that is posted on the Claremont Public Schools Web Page.

- 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 and translation are available by using the translation features on the SAU 6 website. Upon request the document could be orally translated if needed.

- 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 document can be provided in an alternative format upon request by a parent 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:

Yes - Description Required

Description:

The Claremont Public Schools provided the public the opportunity to provide input into the development of the LEA's plan for the use of ARP Esser funds by holding public forums, providing the opportunity for the public to speak on the subject during the School Board Meetings and by conducting a public survey sent out to all families, community members, and stakeholders. The Claremont School District has established an Esser Advisory Board for on going support and consultation. Results of the survey, Return to School Plan, Esser Report Plans I, II and III can be viewed at <https://www.snauf.org>

- 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:

The Claremont Public Schools used public input from surveys, community discussions and school board meetings to set the priorities for use of the ESSER Funds. Information from teachers, parents, administrators, and school board members indicated three focused areas to be addressed. Identified priority areas are: 1. Use of funds to respond to student's social and emotional needs to address the impact of Covid 19 on students, 2. Additional staff to provide direct and intensive intervention to address learning loss and 3. Improvements to the facilities to ensure student safety. Claremont School District will use funds from Esser to implement evidence based interventions and to provide intervention strategies in dealing with social and emotional issues.

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

- a. Students (Please check one)

Yes - Description Required

1) Description:

Students had the opportunity to participate in the ESSER survey as it was emailed to all addresses and posted on the District's Web Page. There were no specific student response in the survey of 196 respondents. The district will actively address this lack of information by inviting a student rep to attend the Esser Advisory Board meetings. Direct contact with be made with students to receive their input.

i) Number of total responses: 0

ii) Uses consulted on: N/A

iii) Description of feedback received: The district will make an effort to listen to students comments.

Please indicate how consultation was:

2) Inclusive: Consultation was inclusive as the survey was sent out to all homes and was posted on the district's web site. Student voice was not identified in the survey. The district will make every effort to obtain student comments.

3) Widely advertised and available: The survey was sent out to 4,105 email addresses to 2293 recipients that were delivered to 1790 emails addresses for a total of 196 respondents.

4) Ongoing: We always invite the public to contribute and participate in School Board meetings during. The public comment section of every School Board Meeting. Additionally, parents, student and community members often reach out to board members and members of the Claremont Administrative Team to express opinions and concerns about the use of funds.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Out of the 196 survey respondents, 104 were parents and guardians of Claremont students. This was 53.1 % of the respondents.

i) Number of total responses: 104 families responded to the survey.

ii) Uses consulted on: 104 families completed the survey. Information gathered from families was taken into consideration as the Esser Plan was developed.

iii) Description of feedback received: In response to the survey question, "Please select the three areas below that you believe are the most important. Priorities as the district responds to the impact of the Covid 19 pandemic." The three priority areas most. 1. Address the social and emotional needs of students, 2. The need to provide additional staff to provide intense and improved learning opportunities and 3. Improvements to the facilities.

Please indicate how consultation was:

2) Inclusive: Consultation was inclusive as the survey was sent out to all homes and was posted on the district's website.

3) Widely advertised and available: Consultation was inclusive as the survey was sent out to all homes and was posted on the district's website. The district has initiated a Esser Advisory Board to review current and on going needs. The advisory board will seek student input and will work with the administration to develop a vision for the district. The "vision" is a way to decided the best use of the funds and how to plan sustainably and strategically for life after Esser.

4) Ongoing: We always invite the public to contribute and participate in School Board meetings during the public comment section of every Claremont School Board Agenda. Additionally, parents, students, and community members often reach out to Board members and members of the Claremont Administrative Team to express opinions and concerns about the use of funds. It is also important to have a committee that will answer questions community members may have. Secondly, to look at state and local funding and ensure maintenance of equity in our high proverty schools.

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

Yes - Description Required

1) Description:

There was a total of 4 administrators identified who participated in the survey

i) Number of total responses: There were four respondents who identified as administrators on the survey

ii) Uses consulted on: Administrators participate in regular administration team meetings where priorities and district needs as it pertains to Esser Funding are discussed on an ongoing basis. It must be noted that there was numerous changes in the administrative structure of the district's leaders.. The superintendent holds scheduled meetings with all principals and Esser is a constant topic of discussions.

iii) Description of feedback received: The feedback from administrators was varied, but focused on student safety, more social emotional supports and continuity of STEAM program initiatives. Administrative team meetings are focused on the hardships in returning to back to school with limited staffing.

Please indicate how consultation was:

2) Inclusive: Consultation was inclusive as the survey was sent out to all homes and was posted on the district's web site. Superintendent now holds regularly scheduled team meetings.

3) Widely advertised and available: Consultation was inclusive as the survey was sent to all homes and was posted on the district's website. The superintendent has now established an Advisory Board to discuss Esser focused projects.

4) Ongoing: We always invite the public to contribute and participate in the School Board meetings during the public comment section of the board meeting. Additionally, parents, students and community members often reach out to the board members and members of the Claremont Administrative Team to express opinions and concerns about the use of funds. The district's administrative team is committed to continuously engage all students. We are committed to improve learning opportunities for students and will use Esser Funding to provide multiple supports for students to address learning loss during Covid. The administrative team have scheduled meetings and the impact of Covid and Esser Funding are topics of discussion. Our school leaders are using funds to develop comprehensive programs and also by hiring a full time staff in key areas, such as curriculum coordinator, academic and behavior interventions, safety training programs and equipment...

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

Yes - Description Required

1) Description:

37% of the 196 respondents (72 people) to the ESSER III Fund Use survey identified as teachers, support staff or school staff.

i) Number of total responses: 72

ii) Uses consulted on: Staff are consulted regularly in school facility meetings, forums, and through regular communication within the district.

iii) Description of feedback received: An Esser Advisory Board has been established. As we are now moving from a crisis situation to post covid recovery, input from staff, administrators are on going and changes to programs and support reflect the current needs.

Please indicate how consultation was:

2) Inclusive: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website.

3) Widely advertised and available: Consultation was inclusive as the survey was sent out to all teachers and staff. Survey was also posted on the district website.

4) Ongoing: We always invite the public to contribute and participate in School Board meetings during the public comment section of every school board meeting. We have recently established Math and ELA Advisory Boards. They meet monthly and are supported by the administration at the district and school level.

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

No

1) Description:

There were no identified response from members of any affiliated tribal groups in our survey as well with our ongoing communication with the public.

i) Number of total responses: N/A

ii) Uses consulted on: N/A

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: Consultation was inclusive as the survey was sent out to all homes and was posted on the district's web site.

3) Widely advertised and available: Consultation was inclusive as the survey was sent out to all homes and posted on the district's website.

4) Ongoing: We always invite the public to contribute and participate in School Board meetings during. The public comment section of every Claremont School Board Meeting. Additionally, parents, student and community members often reach out to board members and members of the Claremont Administrative Team to express opinions and concerns about the use of funds.

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

Yes - Description Required

1) Description:

No specific civil rights organizations were recognized in the survey sample.

i) Number of total responses: 53

ii) Uses consulted on:

iii) Description of feedback received: We usually have conversations with special education advocates and have meetings with a special education parent group during the course of the school year.

Please indicate how consultation was:

2) Inclusive: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website.

3) Widely advertised and available: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website.

4) Ongoing: We always invite the public to contribute and participate in School Board meetings during. The public comment section of every Claremont School Board Meeting. Additionally, parents, student and community members often reach out to board members and members of the Claremont Administrative Team to express opinions and concerns about the use of funds.

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:

53 total respondents (27%) identified as being stakeholders of students with special needs, migrant, foster, homelessness, ELL or incarcerated populations.

i) Number of total responses: 53

ii) Uses consulted on:

iii) Description of feedback received: We have many community partnerships with social organization, parents groups and our Special Education parent Advisory Council to discuss issues in an on-going basis with our most at risk populations.

Please indicate how consultation was:

2) Inclusive: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website.

3) Widely advertised and available: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website.

4) Ongoing: We always invite the public to contribute and participate in School Board meetings during. The public comment section of every Claremont School Board Meeting. Additionally, parents, student and community members often reach out to board members and members of the Claremont Administrative Team to express opinions and concerns about the use of funds. An Esser Advisory Board has been established. As we are now moving from a crisis situation to post covid recovery, input from staff, administrators is important as we continue to evaluate our progress.

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

Somewhat - Description Required

1) Description:

No specific organizations or groups responded to the survey, but there are ongoing dialogues with community groups regarding after school and before school programming

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website.

3) Widely advertised and available: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website.

4) Ongoing: We always invite the public to contribute and participate in School Board meetings during. The public comment section of every Claremont School Board Meeting. Additionally, parents, student and community members often reach out to board members and members of the Claremont Administrative Team to express opinions and concerns about the use of funds.

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 (release check one):

Yes - Description Required

1) Description:

We have ongoing dialogues and meetings with community partners through our early childhood program with regard to early intervention, child find and providing services for all students who are in need and eligible within Claremont.

i) Number of total responses: n/a

ii) Uses consulted on:

iii) Description of feedback received: The district is looking at a restructure plan that would bring pre school program into the schools. Currently, the early childhood programs are located in one location at the River Valley Tech Center. The superintendent has outlined a plan that would put "Pre-K into a typical elementary school environment rather than the current isolation of the program at the Sugar River Valley Regional Technical Center."

Please indicate how consultation was:

2) Inclusive: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website. The District has worked with an outside consultant to hold conversations with the community.

3) Widely advertised and available: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website.

4) Ongoing: We always invite the public to contribute and participate in School Board meetings during. The public comment section of every Claremont School Board Meeting. Additionally, parents, student and community members often reach out to board members and members of the Claremont Administrative Team to express opinions and concerns about the use of Esser funds. The district using an outside facilitator to gather information regarding equity between the schools.

1. Project Information Project Name: [Redacted] Project Number: [Redacted]	2. Client Information Client Name: [Redacted] Client Address: [Redacted]	3. Project Manager Name: [Redacted] Contact: [Redacted]	4. Project Description															5. Project Status Status: [Redacted]	6. Project Budget Budget: [Redacted]	7. Project Risk Risk Level: [Redacted]																	
			8. Project Start Date Start Date: [Redacted]	9. Project End Date End Date: [Redacted]	10. Project Duration Duration: [Redacted]	11. Project Scope Scope: [Redacted]	12. Project Objectives Objectives: [Redacted]	13. Project Deliverables Deliverables: [Redacted]	14. Project Milestones Milestones: [Redacted]	15. Project Risks Risks: [Redacted]	16. Project Issues Issues: [Redacted]	17. Project Changes Changes: [Redacted]	18. Project Communications Communications: [Redacted]	19. Project Stakeholders Stakeholders: [Redacted]	20. Project Resources Resources: [Redacted]	21. Project Tools Tools: [Redacted]	22. Project Templates Templates: [Redacted]				23. Project Reports Reports: [Redacted]	24. Project Documents Documents: [Redacted]	25. Project Archives Archives: [Redacted]	26. Project Backups Backups: [Redacted]	27. Project Security Security: [Redacted]	28. Project Compliance Compliance: [Redacted]	29. Project Governance Governance: [Redacted]	30. Project Performance Performance: [Redacted]	31. Project Quality Quality: [Redacted]	32. Project Innovation Innovation: [Redacted]	33. Project Sustainability Sustainability: [Redacted]	34. Project Ethics Ethics: [Redacted]	35. Project Social Responsibility Social Responsibility: [Redacted]	36. Project Environmental Impact Environmental Impact: [Redacted]	37. Project Economic Impact Economic Impact: [Redacted]	38. Project Cultural Impact Cultural Impact: [Redacted]	39. Project Political Impact Political Impact: [Redacted]



																								REVISIONS 1. 01/15/2024: Initial Release 2. 02/10/2024: Updated Section 4.2 3. 03/05/2024: Revised Table 1.1					APPROVALS 1. 01/15/2024: Approved 2. 02/10/2024: Approved 3. 03/05/2024: Approved				
																								REVISIONS 4. 04/01/2024: Updated Section 5.1 5. 05/01/2024: Revised Table 2.1					APPROVALS 4. 04/01/2024: Approved 5. 05/01/2024: Approved				

1. 01/15/2024: Initial Release
 2. 02/10/2024: Updated Section 4.2
 3. 03/05/2024: Revised Table 1.1
 4. 04/01/2024: Updated Section 5.1
 5. 05/01/2024: Revised Table 2.1

Sistem Informasi Manajemen (SIM) - Analisis Kebutuhan										Sistem Informasi Manajemen (SIM)		
Identifikasi Masalah	Analisis Masalah	Analisis Kebutuhan	Analisis Sistem	Analisis Data	Analisis Proses	Analisis Organisasi	Analisis Sumber Daya	Analisis Risiko	Analisis Biaya	Analisis Manfaat	Analisis Implementasi	Analisis Evaluasi
1.1.1	1.1.2	1.1.3	1.1.4	1.1.5	1.1.6	1.1.7	1.1.8	1.1.9	1.1.10	1.1.11	1.1.12	1.1.13

1.1.11 Analisis Implementasi

1.1.12 Analisis Evaluasi

1.1.13 Analisis Manfaat

X. Authorization

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



Approver Signature - Superintendent / Head of School

1/12/23

Date

Michael Tempesta - Superintendent

Michael Tempesta

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

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;

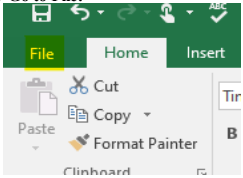
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

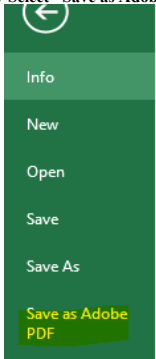
(iv) Be made publicly available on the LEA's website.

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

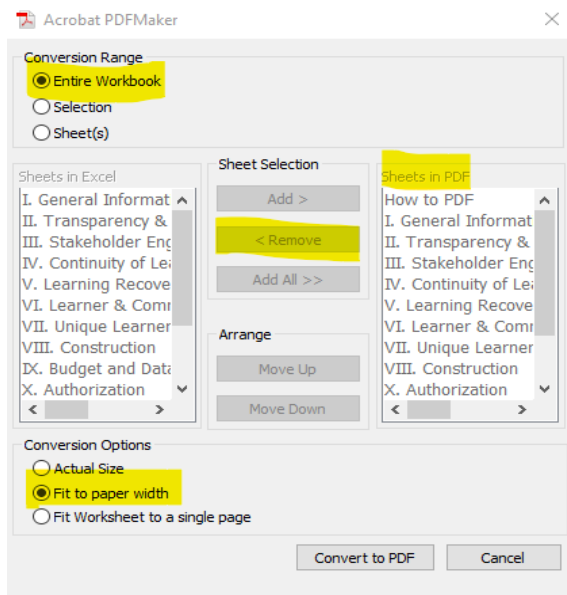
1) Go to File:



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)