

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/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:	The Founders Academy Charter School	→ Cell C18 Must be Input for Formulas to Populate Correctly
2) District ID Number:	741	→ Autopopulates upon Selection
3) SAU Number:		→ Autopopulates upon Selection
4) Date of Publication:	3/9/2022	
5) Approver Name - (Superintendent / Head of School):	Cassie Hayes	
6) Email & Telephone:	cassie.hayes@tfanh.org 603-952-4705	

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:

http://www.thefoundersacademy.org/parents/safety___emergencies

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

Yes - Description Required

Description:

The plan is in the same form as the template sent from the Department of Education.

- 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 in English and will be translated for any family who request an alternative language, including oral translation.

- 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 will be made available to any parent with a disability in an alternative format if requested.

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 plan was published in the parent newsletter and parents were given the opportunity to comment. Additionally, the plan is posted on the website for review and feedback is accepted via email.

- 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:

The limited public input was taken into consideration. Mask use was re-evaluated based on parent feedback.

- 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:

The plan was presented at a board meeting and available on the website

i) Number of total responses: There were zero responses received from students.

ii) Uses consulted on: No specific uses were consulted on by students.

iii) Description of feedback received: No specific feedback from students but parents wanted more flexible mask use policies.

Please indicate how consultation was:

2) Inclusive: All students are welcome to share their input on the plan.

3) Widely advertised and available: The meetings were published on the website, calendar and open to the public.

4) Ongoing: Open communication is encouraged at the Founders Academy.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

The plan was presented at the Founders Academy board meeting and posted on the website.

i) Number of total responses: There were less than 10 responses received from families.

ii) Uses consulted on: Mask policies were re-evaluated based on parent feedback from the original plan.

iii) Description of feedback received: Parents requested less restrictions on mask use and that was accommodated.

Please indicate how consultation was:

2) Inclusive: All parents are welcome to share their input on the plan.

3) Widely advertised and available: The meetings were published on the website, calendar and open to the public.

4) Ongoing: Open communication is encouraged at the Founders Academy.

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

Yes - Description Required

1) Description:

The plan was created by the school administration. School administration is the district administration as well.

i) Number of total responses: There were 5 responses received.

ii) Uses consulted on: Mask policies were re-evaluated based on parent feedback from the original plan. All aspects of the plan were created by school administration

iii) Description of feedback received: Parents requested less restrictions on mask use and that was accommodated.

Please indicate how consultation was:

2) Inclusive: All members of the administration were included in creating all aspects of the plan.

3) Widely advertised and available: The meetings were published on the website, calendar and open to the public.

4) Ongoing: Open communication is encouraged at the Founders Academy.

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

Somewhat - Description Required

1) Description:

The plan was presented at the Founders Academy board meeting and posted on the website.

i) Number of total responses: There were less than 10 responses received from families.

ii) Uses consulted on: Mask policies were re-evaluated based on parent feedback from the original plan.

iii) Description of feedback received: Parents requested less restrictions on mask use and that was accommodated.

Please indicate how consultation was:

2) Inclusive: All teachers are welcome to share their input on the plan.

3) Widely advertised and available: The meetings were published on the website, calendar and open to the public.

4) Ongoing: Open communication is encouraged at the Founders Academy.

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

Yes - Description Required

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:

There were no civil right organizations consulted on.

i) Number of total responses: There were 0 responses received.

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):

Somewhat - Description Required

1) Description:

All parents were consulted through the weekly newsletter and given the opportunity to comment at the board meetings in public comments.

i) Number of total responses: There were zero responses received.

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: Both written and oral options were given.

3) Widely advertised and available: The meeting and newsletters are sent directly to parents and posted on the website.

4) Ongoing: Updates will continue to be given in the parent newsletter and on the website.

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

Somewhat - Description Required

1) Description:

N/A No before or after school programs are used. the information was posted to the public on the school's website so it was available to community based programs.

i) Number of total responses: There were zero responses received.

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: Both written and oral options were given.

3) Widely advertised and available: The meeting and newsletters are sent directly to parents and posted on the website.

4) Ongoing: Updates will continue to be given in the parent newsletter and on the website.

- 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):

Somewhat - Description Required

N/A no early childhood programs at the school

i) Number of total responses: There were zero responses received.

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: Both written and oral options were given.

3) Widely advertised and available: The meeting and newsletters are sent directly to parents and posted on the website.

4) Ongoing: Updates will continue to be given in the parent newsletter and on the website.

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:

ARP ESSER funds will be used to hire School MD which is a company that will provide PA's and MD's to the school to assess students who are sick and administer covid tests.

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:

Founders will hire a Post Pandemic Support Counselor for the 21-22 school year. This counselor will work with students who have been identified as struggling academically during the 20-21 school year, struggling to return to school, or needed other support because of the pandemic and remote learning.

- 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:

Founders will hire a Post Pandemic Support Counselor for the 21-22 school year. This counselor will work with students who have been identified as struggling academically during the 20-21 school year, struggling to return to school, or needed other support because of the pandemic and remote learning. All programs that are being purchases to address learning loss. (Screencastify, Learning Ally and Moby Max)

Description During SY 2022-2023:

The plan for the 22/23 school year is still being developed.

Description During SY 2023-2024:

The plan for the 23/24 school year is still being developed.

- 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):

No

Description:

N/A

- 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:

N/A

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

Description:

Moby Max- Our solutions help teachers close learning gaps among all students, create informed teaching with formative assessments, and make classrooms exciting with team and fluency games. Teachers who use MobyMax ensure that their students succeed, whether in the classroom or while learning remotely during school closures. Total: \$3,495 Screencastify- Video recording tool for teachers to create flipped classroom videos Total \$1,200 EdPuzzle- Check if students are watching your videos, how many times they're watching each section, and if they're understanding the content. Introduce students to self-paced learning with interactive video lessons. It's easy to add your own voice narration and questions! Total \$1,200 Learning Ally- Based on brain science and leading instructional practice research, Learning Ally provides new, integrated tools to help educators drive sustainable transformational change in literacy leadership and student achievement. We help school systems and leaders address the equity gap through evidence-based solutions that combine early assessment, intervention, and accommodation with interactive professional development and coaching. Our programs help educators identify and prevent learning issues, allowing struggling readers to become independent, engaged learners who are empowered to achieve socially, emotionally and academically, regardless of background or learning difference.

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:

Founders will hire a Post Pandemic Support Counselor for the 21-22 school year. This counselor will work with students who have been identified as struggling academically during the 20-21 school year, struggling to return to school, or needed other support because of the pandemic and remote learning. Programs such as MobyMax, EdPuzzle, and screencastify have been purchased to address learning needs.

Description During SY 2022-2023:

This plan is still being developed

Description During SY 2023-2024:

This plan is still being developed.

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): **No**

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

Description of all SYs - 2021 to 2024:

Individualized learning programs such as MobyMax

b. Addressing educator fatigue, including providing performance-based bonuses to teachers:

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:

N/A

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:

N/A

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: **None**

Percentage: **None**

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:

N/A

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

Amount:

Percentage:

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

No CTE programs currently at the school.

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):

Description of all SYs - 2021 to 2024:

N/A

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:

Founders will hire a Post Pandemic Support Counselor for the 21-22 school year. This counselor will work with students who have been identified as struggling academically during the 20-21 school year, struggling to return to school, or needed other support because of the pandemic and remote learning.

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:

Possible roof repairs will be budgeted under this grant but no final decisions have been made.

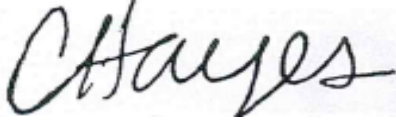
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X. Authorization

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

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School

Date

3.9.2022

Printed Name - Superintendent / Head of School

Cassie Hayes

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.