

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

Please submit to both the AEP and PEP groups at ESSEB@leaschools.org by 11/1/2021.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("AEP ESSEB") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides "one flexible and 170 options to support schools in safely reopening 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 request is made to be collected to fulfill required information from an L.E.A. to a government financial audit to assist L.E.A. in meeting the federal requirement that requires that an L.E.A. shall submit an L.E.A. AEP ESSEB Plan, which is also called a "school district use of funds plan." See the Department of Education's most current version posted here: <https://www.ed.gov/programs/arsel/>.

For further context, please reference AEP A-100s: <https://www.gpo.gov/products/matrix> 11/19/2021 or the federal final requirements of AEP ESSEB in which the U.S. Department of Education established these requirements: <https://www.gpo.gov/products/matrix> (p. 18-20) 11/19/2021.

I. General Information

1) School District / Charter School Name:	<u>Leaschools</u>	- Call if Not to Assist for Formula or Provider Account
2) District ID Number:	<u>224</u>	- Assignments upon Selection
3) AEP Number:	<u>24</u>	- Assignments upon Selection
4) Date of Publication:	<u>11/1/2021</u>	
5) Approver Name:	<u>David R. Cox</u>	
6) Email & Telephone:	<u>David.R.Cox@leaschools.org 202-278-5200</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:

www.sau24.org

<https://sites.google.com/sau24.org/sau24continuouslearningplan/use-of-funds-plans?pli=2>

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

Yes - Description Required

Description:

We used the spreadsheet provided by the NHDOE.

- 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:

Alternative access to our plan is available upon request at the SAU 24 Office. Also, the SAU 24 website includes accessibility features.

- 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 SAU 24 website includes accessibility features. Also, alternative access to our plan is available at the SAU 24 office.

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:

Administration does a grant budget presentation monthly at the board meetings to present grant initiatives as part of the budgeted development process, conducts surveys and sent multiple messages to the community.

- 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:

In addition to a specific survey about Use of Funds we have conducted three other surveys of our students, staff, parents and the community about our response to COVID and the needs of the community. We have also been explicit in our use of funds plans throughout the budget process. We shared at a public hearings and deliberative session how grant money has been spent and our plans based on input, for the use of funds in the future. At every school board meeting we update the plan and solicit input from the Board and the public. Those meetings are public and are live streamed.

- 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:

We have engaged students using surveys throughout the pandemic. In June 2020, 198 students in grades 6-12 responded. In March 2021, 457 students in grades 6-12 responded and in January 2022 663 students in grades 6-12 responded.

i) Number of total responses: 198/457/663 across the SAU

ii) Uses consulted on: The student responses provided insight into how they are feeling about their academic progress and their social emotional well-being during the pandemic. They provided feedback about our response measures.

iii) Description of feedback received: In the January 2022 survey most students shared that they felt that our response to the pandemic (including mitigation measures) had been appropriate and that they felt safe at school. Most students felt okay about their academic process, although there were needs. The strongest area of need communicated from the survey was for social/emotional support.

Please indicate how consultation was:

2) Inclusive: All

3) Widely advertised and available: Shared during students' advisory block.

4) Ongoing: We have completed a series of surveys since June 2020 to inform our decision making about grant use and other matters, with another survey planned for 2023.

- b. Families (please choose one):

Yes - Description Required

1) Description:

We have engaged families by email messages, surveys and during board meetings. Families have been asked to take surveys throughout the pandemic. In June 2022, 422 parents/guardians responded. In March 2021, 743 parents/guardians responded and in January 2022, 579 parents/guardians responded. Additionally, in August 2021 we conducted a COVID priorities survey specifically about grant funding. We have 49 responses to that survey. There has been parent participation at board meetings, through email and during the budget process about our use of COVID funds.

i) Number of total responses: 422/743/579/49

ii) Uses consulted on: Parents priorities air quality, learning loss support, special education support and social emotional/behavior support.

iii) Description of feedback received: The majority of parents expressed support for our COVID response. They identified concerns around learning loss and social emotional learning. Parents also identified specific concerns about their own children, which we followed up on.

Please indicate how consultation was:

2) Inclusive: All parents/guardians in our system were sent links for these surveys through our messaging system.

3) Widely advertised and available: We used the Panorama survey software, which allows for follow up emails to those who hadn't responded. Over the course of the weeks that the surveys were open, reminder emails were sent out. We also advertised the survey on Facebook and in the weekly

4) Ongoing: We have completed a series of surveys since June 2020, with another planned for 2023, to inform our decision making about grant use and other matters. There continues to be participation at school board meetings.

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

Yes - Description Required

1) Description:

Administration discusses needs of our buildings and implements initiatives. Administration also has access to a request form to justify a need in their building.

i) Number of total responses: 24

ii) Uses consulted on: 24

iii) Description of feedback received: Many pieces of feedback from our administration revolve around the need to address learning in their buildings. This has led to tutoring services and providing additional SEL support.

Please indicate how consultation was:

2) Inclusive: *All district administration has the ability to express their needs.*

3) Widely advertised and available: *We meet regularly as a leadership team and the principals in the buildings meet with SAU leadership weekly.*

4) Ongoing: *Our request form remains open and we have frequent meetings on how to run our schools.*

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

Yes - Description Required

1) Description:

We have engaged staff through faculty meetings, email messages, surveys and during board meetings. Staff members have been asked to take surveys throughout the pandemic. In June 2020, 156 members of the staff responded. In March 2021, 142 members of the staff responded and in January 2022, 263 members of the staff responded. Additionally, in August 2021 we conducted a COVID priorities survey specifically about grant funding. We had 49 responses to that survey. There has been staff participation at board meeting discussions, though email and during the budget process about our use of COVID funds.

i) Number of total responses: 156/142/263/49

ii) Uses consulted on:

iii) Description of feedback received: While a large number of staff felt that our response to COVID was appropriate, there is a larger number of staff members who feel that we have not done enough to mitigate the impact of the virus. In this group more than any other, there was more of a feeling that they were unsafe in the building. Additionally, staff members had significant concerns about the academic, behavioral and social/emotional well being of students.

Please indicate how consultation was:

2) Inclusive: *All staff members were sent links for these surveys through our messaging system and reminded through email.*

3) Widely advertised and available: *We used the Panorama survey software, which allows for follow up emails to those who hadn't responded. Over the course of the weeks that the surveys were open, reminder emails were sent out. We also advertised the survey on Facebook and in the weekly newsletters.*

4) Ongoing: *An additional staff survey is planned for 2023.*

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

No

1) Description:

We have engaged staff through faculty meetings, email messages, surveys and during board meetings. Members of our student services teams, which represent our teachers, students, and parents of students with disabilities, have been active members of the conversation relative to the use of funds.

Most recently the School District and School Boards presented the plans for using ESSER funds at both the public hearing and the deliberative session.

- 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:** School board meetings are open to public comment from the community. Surveys have been available to all.
- 3) Widely advertised and available:** Opportunities are made available through established staff relationships and mindful inclusion.
- 4) Ongoing:** We received feedback that people were concerned about learning loss from varied populations.

- 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):

No

1) Description:

In addition to our COVID response and Use of Funds as a standing agenda item for the monthly school board meetings since Spring 2021 and an explicit part of the budget process for three budget seasons, we surveyed our community in August 2021 about their thoughts on use of funds with 49 respondents. In January 2022, we conducted another survey to identify community concerns around our response to COVID with 163 respondents.

- i) Number of total responses:** 49/163
- ii) Uses consulted on:** Learning loss, COVID response and Social Emotional Learning.
- iii) Description of feedback received:** We received feedback that people were concerned about learning loss, specifically for students who are identified.

Please indicate how consultation was:

- 2) Inclusive:** Anyone had access to complete these surveys.
- 3) Widely advertised and available:** The link to the survey was on our website and Facebook. The January 2022 survey was also posted publicly throughout the town.
- 4) Ongoing:** We have conducted two surveys in the past year, with another planned for 2023.

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

Yes - Description Required

1) Description:

In addition to our COVID response and Use of Funds as a standing agenda item for the monthly school board meetings since Spring 2021 and an explicit part of the budget process for three budget seasons, we surveyed our community in August 2021 about their thoughts on use of funds with 49 respondents. In January 2022, we conducted another survey to identify community concerns around our response to COVID with 163 respondents.

- i) Number of total responses:** 49/163
- ii) Uses consulted on:** Learning loss, COVID response and Social Emotional Learning.
- iii) Description of feedback received:** We received feedback that people were concerned about learning loss, specifically for students who are identified.

Please indicate how consultation was:

- 2) Inclusive:** The surveys were open to all.
- 3) Widely advertised and available:** The link to the surveys were on our website and Facebook. The January 2022 survey was also posted publicly throughout the town.
- 4) Ongoing:** We have conducted two surveys in the past year, with another planned for 2023.

- 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:

Not applicable to John Stark school district, as it's only school is a high school.

- 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:**
- 3) Widely advertised and available:** n/a

4) Ongoing: This section is not applicable, as this district is only one high school and no younger students.

Sistem Informasi Manajemen (SIM) - Laporan Tahunan 2023									
Kategori Utama					Detail Operasional				
1	2	3	4	5	6	7	8	9	10
1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5
1.1.1	1.1.2	1.1.3	1.1.4	1.1.5	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5
1.1.1.1	1.1.1.2	1.1.1.3	1.1.1.4	1.1.1.5	2.1.1.1	2.1.1.2	2.1.1.3	2.1.1.4	2.1.1.5
1.1.1.1.1	1.1.1.1.2	1.1.1.1.3	1.1.1.1.4	1.1.1.1.5	2.1.1.1.1	2.1.1.1.2	2.1.1.1.3	2.1.1.1.4	2.1.1.1.5

X. Authorization

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

ESSEER@doe.nh.gov

Jacqueline Coe

Approver Signature - Superintendent / Head of School

1/13/2023

Date

Jacqueline Coe

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

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(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;

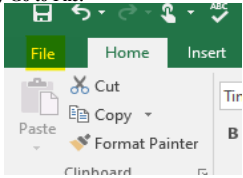
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

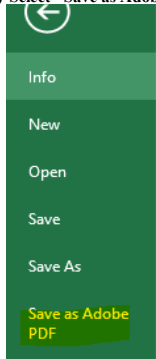
(iv) Be made publicly available on the LEA's website.

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

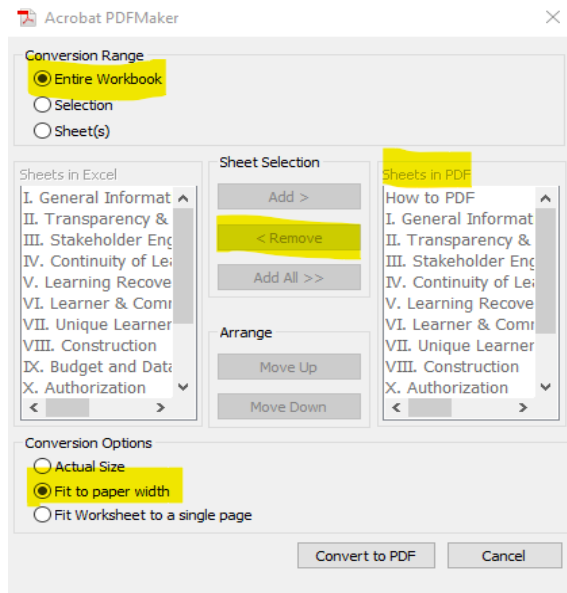
1) Go to File:



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)