

LEA ARP ESSER Plan: “A Plan for the LEA’s Use of ARP ESSER funds”

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s 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 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, within 90 days of receiving ARP ESSER LEA allocation (90% of New Hampshire’s total allocation), an LEA shall publish an LEA ARP ESSER Plan, which is often called a “school district use of funds plan.”

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. LEA Name: Kreiva Academy Public Charter School
2. Date of Publication: 8/23/2021
3. Contact Name and Title: Jennifer Siegfried Head of School
4. Email and Telephone: jsiegfried@kreiva.org 603-232-7974

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:

Description: The plan will be available to view at www.kreiva.org.

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

Yes: Somewhat: No:

Description: The plan is available as a pdf that can be downloaded and viewed.

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 check one):

Yes: Somewhat: No:

Description: The plan is written in English but if requested we have resources for 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 check one):

Yes: Somewhat: No:

Description: We are committed to providing equitable access to information.

~~We will work with families with disabilities to provide access in a manner that meets their needs.~~

III. Stakeholder Engagement

1. How the LEA will provide the public the opportunity to provide input in the development of the LEA’s plan for the use of ARP ESSER funds and take such input into account:

Description: Our survey is posted on our website (www.kreiva.org), was emailed to staff/students/families, was created with input from our board of directors, and is posted on our school Facebook page to continually gather community feedback.

2. How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

- a. Students (please check one):

Yes: Somewhat: No:

Description: Survey access on website, through email, and Facebook

- b. Families (please check one):

Yes: Somewhat: No:

Description: Survey access on website, through email, and Facebook

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

Yes: Somewhat: No:

Description: Survey access on website, through email, and Facebook

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

Yes: Somewhat: No:

Description: Survey access on website, through email, and Facebook

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

Yes: Somewhat: No:

Description: Survey access on website, through email, and Facebook

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

Yes: Somewhat: No:

Description: Survey access on website, through email, and Facebook

- 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 check one):

Yes: Somewhat: No:

Description: Survey access on website, through email, and Facebook

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

Yes: Somewhat: No:

Description: Survey access on website, through email, and Facebook

- 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: Somewhat: No:

Description: Survey access on website, through email, and Facebook

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.)

Additional portable air filtration devices, cleaning services, PPE, school facility
Description during SY21-22: repairs and improvements to enable operation of schools to reduce risk of transmission and exposure to environmental health hazards, and to support student health needs, resources for student and staff mental health, resources for providing safe/inclusive learning environments.

V. Addressing the Academic Impact of Lost Instructional Time (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 SY21-22: Reassess students using internal/local assessments, ongoing review of attendance reports, through tutoring support, NAMI Connect program staff and student groups, Agilemind/Achieve 3000 assessment.

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time for such students through the implementation of evidence-based interventions as defined by ESSA (<https://ies.ed.gov/ncee/wwc/essa>), such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

Description during SY21-22: Ongoing assessment to identify, monitor, and support student progress and inform differentiated instruction. 4 week summer enrichment program, Agile Mind implementation for more robust and personalized math instruction. hired tutors for assisted studv tutorina proaram durina and after school. NAMI Connect

Description during SY22-23: Ongoing assessment, 2022 Summer Enrichment, Agile Mind Math program,

Achieve 3000 Literacy program, tutoring program, continue NAMI Connect implementation

Description during SY23-24: Ongoing assessment, 2022 Summer Enrichment, Agile Mind Math program, Achieve 3000 Literacy program, tutoring program, continue NAMI Connect implementation

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 check one):

Yes: Somewhat: No:

Description: 1-1 and small group tutoring, small group interventions

- b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please check one):

Yes: Somewhat: No:

Description: Each teacher has been provided an annual \$500.00 professional development budget towards their professional goals aligned with our frameworks for teaching evaluative rubrics

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

Description: NWEA Assessment results bi-annually and state assessment, student, staff, and parent forrums/surveys

VI. Addressing Learner and Community Needs (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 SY21-22: Hiring additional staff to provide support to students returning from remote/hybrid and meet their comprehensive educational needs, implementation of UNH Stem program to build a more robust and rigorous STEM offering to positively impact student achievement, facility improvements to provide effective and safe learning environments.

Description during SY22-23: Continue with enhancements to STEM programming, hire additional staff as able, continue any needed facility improvements to provide effective and safe learning environments.

Description during SY23-24: Continue with enhancements to STEM programming, hire additional staff as able, continue any needed facility improvements to provide effective and safe learning environments.

2. The LEA's use of funds to address the top priority needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

- a. Providing individualized instruction:

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: Implementation of NWEA Growth MAP System, Agile Mind Math Program, Achieve 3000 Literacy Program, Annual prof. dev. on NWEA data analysis and application, differentiation, CBE, and PBL as means to differentiate and personalize instruction. Hiring of Americorps members will enable us to implement a tutoring program for both small group and individualized tutoring sessions.

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

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: Additional staff will be hired to reduce class sizes including a physical education teacher. Teacher appreciation events will be held throughout the school year to provide opportunities for staff to re-energize staff, salary increases based on demonstrating proficiency on framework for teaching rubrics.

- c. Improving family engagement:

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: A family engagement specialist has been hired to more effectively support our families, their involvement, and the specific needs of students and families.

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: \$203,458.98 in collaboration with the Kreiva Board of Directors

Percentage: 100%

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: Kreiva will provide equitable access to initiatives associated with ESSER funds to all in our student population.

b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:
Amount: \$6850.00

Percentage: 3%

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

Kreiva will be supporting students' college and career readiness through the adoption of the Naviance system. Our school counselor will also be building a comprehensive ELO program over the next 3 years. Additional monies will be allocated towards the ELO program as needs are identified.

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 21-24 (check one): Yes: Somewhat: No:

Description of all SYs: Kreiva Academy is a project-based learning school and as such our programming takes students to learn in the field outside of the school for application of learning.

The Kreiva partnership with UNH Stem Lab will enable students to partake in learning both at Kreiva Academy and at UNH Durham through Sea Perch competitions.

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: Kreiva Academy will use ongoing assessment data, as well as data gathered by student, parent, and staff forums and surveys to assess efficacy of interventions.

VIII. Authorization

LEA Superintendent's Signature:

Date:

Jennifer Siegfried

8/23/21