

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 1/13/2023.

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, 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/ocr/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: Northeast Woodland Chartered Public School → Cell C18 Must be Input for Formulas to
- 2) District ID Number: 716 → Autopopulates upon Selection
- 3) SAU Number: 401 → Autopopulates upon Selection
- 4) Date of Publication: 1/13/2023
- 5) Approver Name - (Superintendent / Head of School): Sarah Arnold
- 6) Email & Telephone: saraharnold@northeastwoodland.org

II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

Yes - Description Required

Description:

<https://www.northeastwoodland.org/family-info>

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

Yes - Description Required

Description:

We posted this document

- 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:

We posted the plan in English. It can be translated upon request to any language necessary.

- 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:

We will make the plan available in any alternative format necessary to make it available to 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:

In FY 22, the discussion of ARP ESSER use of funds took place on July 7, 2021 at a meeting of the Northeast Woodland Board of Trustees. The meeting and topic were noticed on a public agenda five days prior to the meeting. The discussion of ARP ESSER use of funds for FY 23 took place at the August 17, 2022 meeting of the Northeast Woodland Board of Trustees. The agenda for this meeting was publicly posted five days prior to the meeting. The meeting was open to the public and included opportunities for public comment. Students are also allowed at our Board of Trustee meetings.

- 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 FY 22 meeting included eight parents and two community members. The meeting was made aware of the possibilities of spending Arp ESSER funds on teaching assistants, a student support director, and medical materials useful for mitigating the risk of COVID spread. Public discussion was available. Discussants were favorable about the uses and did not offer other ideas. The FY 23 meeting included five school parents and four community members. The public was made aware of the choice to spend remaining ARP ESSER funds on teaching assistants and medical materials useful for mitigating the risk of COVID spread. Public discussion was available. Discussants were favorable about the uses and did not offer other ideas.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
a. Students (please choose one):

Yes - Description Required

1) Description:

Regarding FY 22 opportunities for student input. Students are allowed at our Board meetings. The meeting was noticed five days prior with a printed agenda. No students were present at our July 2021 Board meeting to offer comment.

- Regarding FY 23: i) Number of total responses: Conversation with 14 Eighth grade students and 11 Seventh grade students
ii) Uses consulted on: Asst. Teachers
iii) Description of feedback received: Students spoke favorably of the idea of Asst. Teachers*

Please indicate how consultation was:

- 2) Inclusive: FY 22 - Students were able to participate in the Board meeting where discussion took place, but no students attended. FY 23 - The conversation took place with all 7th and 8th grade students who were present at school present at school on May 17th, 2022
- 3) Widely advertised and available: FY 22 - The meeting was posted five days prior on our website and on our school door. FY 23 - Students knew the discussion would happen the day prior
- 4) Ongoing: FY 22 - Students were invited to my office to offer feedback at the Board meeting. FY 23 - During our discussion, students were invited to stop by my office or email me with additional thoughts.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Regarding FY 22 and FY 23 opportunities for family input: Families are welcome at our board meetings. The meetings are noticed five days prior with a printed agenda. ARP ESSER funding was discussed at the July '21 meeting and the January '22 Budget meeting.

- i) Number of total responses: FY 22 - Eight families were represented at the Board of Trustees meeting where the ARP-ESSER funding was discussed. FY 23 - Five families were represented at the Board of Trustees meeting where the ARP-ESSER funding was discussed
ii) Uses consulted on: Parents prioritized funding Teacher Assistants over any other use
iii) Description of feedback received: FY 22 - All families were in favor of using funding for teaching assistants, student support director, and medical supplies. FY 23 - All parents present were in favor of Teacher Assistants and medical supplies.*

Please indicate how consultation was:

- 2) Inclusive: The meetings were posted on our website and on our school door five days in advance with the Agenda of topics
- 3) Widely advertised and available: It was posted on the school door and on our website
- 4) Ongoing: Families were invited to offer additional feedback by stopping by my office or emailing me.

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

Yes - Description Required

1) Description:

We are a chartered public school, so all administrators are on site at our school. The administrative team is closely involved in all budgeting decisions.

- i) Number of total responses: In FY 22 and FY 23 - 4 All Administrators at our school were consulted. We are a public charter school, so we are own district.*
- ii) Uses consulted on: Classroom assistants, student emotional support, and student wellness*
- iii) Description of feedback received: FY 22 - All administrators were in support of using ARP ESSER funding for teaching assistants, a student support director, and medical supplies. FY 23 All administrators were in support of using ARP ESSER funding for teaching assistants and medical supplies.*

Please indicate how consultation was:

2) Inclusive: FY 22 and FY 23 All administrators were included in the discussion.

3) Widely advertised and available: This topic was on our Agenda for weekly Leadership meetings beginning in April of 2021. Agendas are shared in Google Drive among our Administrative team. In April of 2022, the administrators discussed

4) Ongoing: This topic was revisited at weekly meetings over the course of April, May, and June.

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

Yes - Description Required

1) Description:

In FY 22 and FY 23 All teachers, principals, school leaders, and other educators, school staff were included in the discussions around the uses of the ARP ESSER funding.

- i) Number of total responses: 22*
- ii) Uses consulted on: Staff were asked to identify the most important needs for the funding. In group discussion, the staff collectively identified a need for classroom assistants who could support student learning loss and a student support professional, who could support students social and emotional struggles. Staff were in agreement that it was important to provide masks and hand sanitizer.*
- iii) Description of feedback received: Staff were pleased with the three needs identified and agreed they were the highest priority for our school.*

Please indicate how consultation was:

2) Inclusive: Multiple conversations took place with staff regarding the options for fund use during staff meetings.

3) Widely advertised and available: All staff are required to attend and participated in staff meetings. Agendas are circulated in Google Docs 2-4 days prior to meetings.

4) Ongoing: Conversations were had over time. Staff were invited to consult with the Head of School if they had additional thoughts or concerns.

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

No

1) Description:

There are no local tribes.

- 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):

Yes - Description Required

1) Description:

Our school diversity, equity, and inclusion committee is a Board member led committee. The Committee was able to offer input on our uses of funds through their Board representative at our Board meeting discussion. The Committee had four members at the time of our first Board discussion

i) Number of total responses:4

ii) Uses consulted on: Teacher Assistants, Student Support Director, and medical supplies to mitigate the spread of COVID

iii) Description of feedback received: The committee unanimously supported using the funds for the above uses.

Please indicate how consultation was:

2) Inclusive: The Committee includes the parent of a mixed-race child, the parent of a transgendered child, and the parent of a child who participates in the special education program, and a parent who identifies as gay.

3) Widely advertised and available: Our DEI committee meetings are available for participation upon request.

4) Ongoing: The committee was informed they could bring feedback to the head of school in an ongoing manner.

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:

All parents/caregivers were given the opportunity to participate in our conversation regarding the uses of the ESSER III funds at the fy 22 Board meeting where the uses were discussed. We are a small charter school and do serve children with disabilities and students who have been historically underserved. We currently do not have any students enrolled who qualify as EL, homeless, in foster care, migratory students, or students who are incarcerated

i) Number of total responses:0

ii) Uses consulted on:Classroom Assistants, Student Support Specialist, and Medical supplies to mitigate the spread of COVID

iii) Description of feedback received:No parent whose child fell into these categories was present at the meeting where these uses were discussed.

Please indicate how consultation was:

2) Inclusive:Our Board of Trustees meetings are open to the public

3) Widely advertised and available:Our Board of Trustees meeting are open to the public. Our agendas are posted on our website 3 days prior to our meetings.

4) Ongoing: Parents can give feedback at any time. The topic was revisited at the August 22 Board meeting for the FY 23 school year.

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

No

1) Description:

We did not consult with any community based organizations. Parents are able to drop students off at our school beginning at 7:45. We offer aftercare until 5 pm on our campus. Scholarships are available to anyone who is unable to pay.

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

i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

Yes - Description Required

1) Description:

We did not consult with any outside early childhood education providers. Our school has its own early childhood program serving students ages 3-5. Our Early Childhood teacher and her Assistant were involved in our staff discussions. Our Board of Trustee meetings were open to the public, so any interested early childhood family would have been able to attend

i) Number of total responses: 2

ii) Uses consulted on: Assistants for elementary classrooms, Student support personnel, medical supplies to mitigate the spread of COVID

iii) Description of feedback received: Our two early childhood program staff also supported our decision to use the ESSER III funds for classroom assistants, student support, and masks and hand sanitizer. Two parents with children in the 0-5 age range were present at our Board meeting where the uses were discussed. They spoke in favor of the uses discussed.

Please indicate how consultation was:

2) Inclusive: All of our early childhood educators were consulted

3) Widely advertised and available: They were part of staff discussions at out staff meetings

4) Ongoing: All staff were told they could bring feedback to the Head of School at any time. The uses for the FY 23 school year were revisited in the Spring of 2022 at staff meetings.

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<p>← Section 101</p>		<p>Section 102</p>		<p>Section 103</p>		<p>Section 104</p>		<p>Section 105</p>		<p>Section 106</p>		<p>Section 107</p>		<p>Section 108</p>		<p>Section 109</p>		<p>Section 110</p>		<p>Section 111</p>		<p>Section 112</p>		<p>Section 113</p>		<p>Section 114</p>		<p>Section 115</p>		<p>Section 116</p>		<p>Section 117</p>		<p>Section 118</p>		<p>Section 119</p>		<p>Section 120</p>		<p>Section 121</p>		<p>Section 122</p>		<p>Section 123</p>		<p>Section 124</p>		<p>Section 125</p>		<p>Section 126</p>		<p>Section 127</p>		<p>Section 128</p>		<p>Section 129</p>		<p>Section 130</p>		<p>Section 131</p>		<p>Section 132</p>		<p>Section 133</p>		<p>Section 134</p>		<p>Section 135</p>		<p>Section 136</p>		<p>Section 137</p>		<p>Section 138</p>		<p>Section 139</p>		<p>Section 140</p>		<p>Section 141</p>		<p>Section 142</p>		<p>Section 143</p>		<p>Section 144</p>		<p>Section 145</p>		<p>Section 146</p>		<p>Section 147</p>		<p>Section 148</p>		<p>Section 149</p>		<p>Section 150</p>																																																																																																			

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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

Sarah Arnold

Approver Signature - Superintendent / Head of School

1/6/2023

Date

Sarah Arnold

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

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;

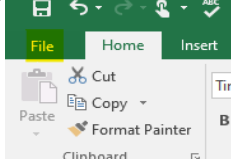
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

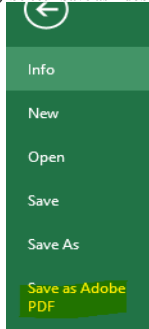
(iv) Be made publicly available on the LEA's website.

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

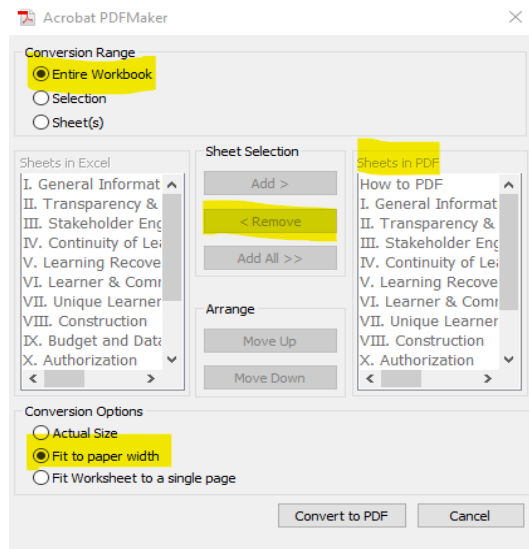
1) Go to File:



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)