

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/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: | <u>Northeast Woodland Chartered Public School</u> | → <i>Cell C16 Must be Input for Formulas to Populate Correctly</i> |
| 2) District ID Number: | <u>728</u> | → <i>Autopopulates upon Selection</i> |
| 3) SAU Number: | <u>N/A</u> | → <i>Autopopulates upon Selection (if applicable)</i> |
| 4) Date of Publication: | <u>6/15/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Sarah Arnold</u> | |
| 6) Email & Telephone: | <u>saraharnold@northeastwoodland.org
603-374-7896 ext. 2</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:

<https://static1.squarespace.com/static/5e3193e5f4dd4a4b1ed3b5fa/t/62ab7ee56979c51a734d7bc9/1655406309641/Northeast+Woodland+AR+PA+ESSER+III+Grant.pdf>

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

Yes - Description Required

Description:

It is a narrative text

- 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 will provide a written translation upon request.

- 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 provide the plan in the alternative format required for any parent that submits a request.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

- 1) How the LEA provided the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds:

Yes - Description Required

Description:

The plan was on a published School Board Agenda. The meeting at which it was discussed was open to the public. ESSER fund use for the 22-23 school year will be discussed at the August 2022 Board meeting. We will have no funds remaining for use in the 23-24 school year.

- 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 public was able to offer input at the school board meeting. Participants at the meeting were happy with the proposed plan. No additional suggestions were made.

- 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:

Our school is an elementary charter school. We did not think it was developmentally appropriate or comprehensible for our students to offer input on the uses of ESSER funds. However, our Board meetings are open to the public and students are able to attend Board meetings. No students attended the Board meeting in 21-22 school year. We will have a meeting to discuss use of funds in the 22-23 school year in August of 2022. Students will be welcome to attend.

i) Number of total responses: 0

ii) Uses consulted on: Student support specialist, Classroom Assistants, and masks and hand sanitizer

iii) Description of feedback received: no feedback was received from students

Please indicate how consultation was:

2) Inclusive: All Board meetings are open to the public.

3) Widely advertised and available: Our Board meeting dates are published on our website and agendas are available 3 days to one week prior to the meeting.

4) Ongoing: ESSER fund use was discussed in the Fall of 2021 and will be discussed in August of 2022. We will have no remaining ESSER funds in the 23-24 school year.

Families (please choose one):

Somewhat - Description Required

1) Description:

Families were given the opportunity to attend the meeting and provide their input on the use of funds.

i) Number of total responses: There were 7 responses received.

ii) Uses consulted on: Personnel salaries (Assistants and Student support specialist) and health related materials was discussed.

iii) Description of feedback received: Families who participated in the meeting were happy with the designated uses of the ARP ESSER funding.

Please indicate how consultation was:

2) Inclusive: Anyone who was interested in participating was able to participate.

3) Widely advertised and available: The information about the public hearing was on our website.

4) Ongoing: As the decisions regarding spending were then put into our budget, consultation with families was not ongoing.

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

Yes - Description Required

1) Description:

School and district administrators were included in the discussions around the use of funds plan.

i) Number of total responses: There were 4 responses received. (All of our administrative staff)

ii) Uses consulted on: Hiring classroom assistants, hiring a student support professional, funds for masks and hand sanitizer.

iii) Description of feedback received: The administrative staff was 100% in support of the designated uses of our funding.

Please indicate how consultation was:

2) Inclusive: We had 100% participation

3) Widely advertised and available: It was on our Administrative staff meeting agenda.

4) Ongoing: Use of funds was discussed for the 20-21 and the 21-22 school year. We will have no ESSER funds remaining for the 23-24 school year.

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

Yes - Description Required

1) Description:

All teachers, principals, school leaders and other school staff were included in the discussions around the use of funds plan.

i) Number of total responses: There were 22 responses received.

ii) Uses consulted on: Staff were asked to identify the most important applications 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 positive regarding our decision to focus on the needs they identified.

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 participate in staff meetings. Agendas are circulated prior to meetings.

4) Ongoing: Conversations took place over several months. Once the plan was put into place, the funds for the 21-22 school year were obligated, so discussion has not been ongoing. The use for the 22-23 school year will be discussed in our first school staff meeting of the 22-23 school year

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

No

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 choose one):

Somewhat - Description Required

1) Description:

Our school diversity, equity, and inclusion committee is a Board member lead 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 Specialist, and masks and hand sanitizer.

iii) Description of feedback received: The Committee supported using the funds for the purposes listed above.

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):

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 20-21 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, masks and hand sanitizer.

iii) Description of feedback received: No parents whose child fell in these categories participated in the meeting where the uses of ESSER III funds for the 20-21 school year were discussed.

Please indicate how consultation was:

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

3) Widely advertised and available: We advertise our Board of Trustee meetings on our website and post our board meeting agendas 3 days to 1 week prior to the meeting.

4) Ongoing: Spending for 22-23 ESSER funds will be discussed at the August 2022 Board meeting. We will have expended our ESSER III funds by the end of the 22-23 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.

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

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, hand sanitizer and masks.

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: Our Board meetings are open to the public.

3) Widely advertised and available: Our Board meetings are posted on our website and the Agenda is posted one week to 3 days prior to the meeting.

4) Ongoing: ESSER uses for the 22-23 school year will be discussed at the August 2022 Board meeting.

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:

We used a portion (1%) of our funding to buy masks and other medical supplies to mitigate the spread of COVID. Having an additional adult in the classroom (79.6% of our funding) helps with the enforcement of hygienic behavior by students in the classroom.

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:

Northeast Woodland used a combination of NH SAS for grades 3-7 from this Spring, in-class formative and summative assessments, and students demonstration of mastery of core competencies to assess students greatest academic educational needs as a result of COVID-19.

- 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:

We will use 97.35% of our funds in 2021-2022. We have used the funds to support academic growth by adding six teaching assistants to our staff to work with students one-on-one in classrooms. This represents 79.6% of our total ARP ESSER funds.

Description During SY 2022-2023:

We will use any additional funds to support academic growth by using the remaining funds towards our teacher assistant salaries. This use will be discussed and voted on at our Board of Trustees meeting in August of 2022.

Description During SY 2023-2024:

We will not have any remaining ESSER III funds in the 23-24 school year.

- 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:

We chose to use our funds to address the academic impact of lost instructional time through additional in-class assistance provided by our Assistant teachers.

- 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:

We are currently in receipt of Charter School Start-up Funds. We are using almost 1/3 of our 1.5 million dollar award on professional development. \$99,500 of that money is at teacher discretion for professional development opportunities best suited to their career pathway and current learner needs. This is ample PD funding, so we did not choose to use our ESSER III funds on additional professional development.

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

Description:

Northeast Woodland will compare NH SAS scores from 2022 to scores from 2021 to provide evidence of the effectiveness of evidence-based learning loss interventions employed.

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:

16.4% of our funds have been directed to funding a .5 school counseling position.

Description During SY 2022-2023:

The remaining funds will be used to partially fund one classroom assistant position.

Description During SY 2023-2024:

We will have no remaining ESSER III funds.

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): **Yes - Description Required**

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

Description of all SYs - 2021 to 2024:

The funds that provide for classroom assistants also create more opportunities for the teacher and the assistant teacher to work one on one with students. We will be able to partially fund a classroom assistant in 22-23 school year. We will have no remaining funds in the 23-24 school year.

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

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

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

Description of all SYs - 2021 to 2024:

Having classroom teaching assistants also addresses teacher fatigue by having two individuals in the classroom who are able to support student learning and student behavior. We will have no remaining ESSER III funds in the 23-24 school year.

- c. Improving family engagement:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

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

Description of all SYs - 2021 to 2024:

Having classroom teaching assistants allows teachers more time to engage with families via email and phone. We will have no ESSER III funds remaining in the 23-24 school year.

- 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: \$ 169,643.39

Percentage: 100%

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:

We are a charter school, so district and school leadership are the same.

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

Amount: \$ -

Percentage: 0%

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

We are a k-8 charter school, so this is not applicable.

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): No

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:

99% of our funding is being used to respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID 19 pandemic. In class formative and summative assessments, teacher report and parent report will be used to monitor which students are in need of additional academic, social, emotional, and mental health support.

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:

N/A

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

Date *6/16/2022*

Sarah Arnold
Printed Name - Superintendent / Head of School

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 ([20](#)

[U.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

(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.