

L.E.A. AEP ESSEB Plan - A Plan by the L.E.A. Use of AEP ESSEB Funds

Please submit this form to 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 New Hampshire and VT public schools to support schools in safely reopening and expanding and 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 measure is intended to collect all financially required information from an L.E.A. for assessment and use 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 "school district use of funds plan." See the Department of Education's most current guidance provided below. When completed by 11/1/2021.

For further context, please reference AEP AEP's: <https://www.governor.nh.gov/>. The requirements will 11/1/2021 in the federal final requirements of AEP ESSEB in which the U.S. Department of Education establishes these requirements (<https://www.governor.nh.gov/2021/04/22/2021-04199.pdf>).

1. General Information

1) School District / Charter School Name:	<u>Leaschools</u>	- Call if it does not fit into the format of the provided format
2) District ID Number:	<u>004</u>	- Assignments upon submission
3) AEP Number:	<u>00</u>	- Assignments upon submission
4) Date of Publication:	<u>11/1/2021</u>	
5) Approver Name:	<u>Steve LaParolich, Superintendent of Schools</u>	
6) Approver Title (Head of School):		
6) Email & Telephone:	<u>slaparolich@leaschools.org 603.892.4244</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:

COVID Re-opening Plan https://www.sau33.com/sites/g/files/vyhlf5441/f/pages/2021-22_school_year_reopening_plan_updated_april_2022_approved.pdf

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

Yes - Description Required

Description:

COVID Re-opening Plan is written in simple terms and was reviewed by and presented at School Board Meeting. Ongoing adjustments to Re-opening plan have been made at public school board meetings and posted on district websites.

- 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):

No

Description:

Depending on the individual's disability we would provide the appropriate accommodation to ensure they had access to the plan. To date there have been no requests to my knowledge. Accommodations would be provided if called upon.

- 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):

No

Description:

To date there have been no requests to my knowledge. Accommodations would be provided if called upon.

III. Stakeholder Engagement

[Best Practices in Implementing ARP ESSER LEA Use of Funds Plan](#)

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

Somewhat - Description Required

Description:

Family Surveys were conducted. Climate Surveys for families and staff were conducted. High School Student Surveys were conducted. SAEBRs survey was provided to staff to assess the social/emotional needs of students.

- 2) How the LEA took public input into account regarding the development of the LEA's plan for the use of ARP ESSER funds (please choose one):

Somewhat - Description Required

Description:

Through regular presentations and open discussion at School Board Meetings.

- 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:

High School Student Survey 100 responses feedback reflected students reflection on COVID impacts on them and school environment-SAEBRs Survey 93% response rate teacher describing student social/emotional needs.

ii) Number of total responses: There were 100 responses from students.

ii) Uses consulted on: Social and emotional support was discussed.

iii) Description of feedback received: Feedback included 93% of students with concerns of social/emotional support.

Please indicate how consultation was:

2) Inclusive: Students and teachers.

3) Widely advertised and available: Family Surveys were conducted. Climate Surveys for families and staff were conducted. High School Surveys were conducted. SAEBRs survey was provided to staff.

4) Ongoing: We continue to use original survey data and current assessments to guide this years work.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

2020 School Climate and Culture Survey 250 family responses family feedback was used to support future needs and plans- Family Experience Survey 139 families responded feedback on the experience of remote/hybrid learning used to support future interventions.

ii) Number of total responses: There were 250 responses received for the Climate and Culture Survey and 139 responses received on the Family Feedback survey.

ii) Uses consulted on: School Climate and Culture, and Family Experience. We hired Math, ELA, Academic Interventionists to support students District wide and we created Tier II SEL support groups for students. We also brought in SEL support for teachers.

iii) Description of feedback received: Families responded feedback on the experience of remote/hybrid learning used to support future. Interventions were put in place to support the academic and the social and emotional needs of our student population.

Please indicate how consultation was:

2) Inclusive: All Families

3) Widely advertised and available: Family Surveys were conducted. Climate Surveys for families and staff were conducted. High School Student Surveys were conducted. SAEBRs survey was provided to staff. School Board meetings and leadership teams.

4) Ongoing: We continue to use original survey data and current assessments to guide this years work.

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

Somewhat - Description Required

1) Description:

Using regularly scheduled administrative team meetings we review the current student progress and examine building base and district needs to modify the spending focus of the ESSER Funds. 11 administrators weekly meetings

ii) Number of total responses: SAEBRs Survey 93% response rate.

ii) Uses consulted on: Review the current student progress and examine building base and district needs to modify the spending focus of the ESSER Funds. We use Acadience, Star 360 and state testing data to monitor student progress.

iii) Description of feedback received: Teachers describing student social/emotional status.

Please indicate how consultation was:

2) Inclusive: We provided surveys and ongoing meetings with data sources mentioned earlier in this report to monitor and adjust the use of the grant funds.

3) Widely advertised and available: Using regularly scheduled administrative team meetings. 11 administrators weekly meetings. SAEBRs survey was provided to staff.

4) Ongoing: We continue to use original survey data and current assessments to guide this years work.

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

Somewhat - Description Required

1) Description:

Future spending of the ESSER Grants is discussed at our public School Board Meetings.

ii) Number of total responses: SAEBRs Survey 93% response rate. There was a total of 107 responses.

ii) Uses consulted on: Future spending of the ESSER Grants will be brought forward to future leadership and school board meetings to ensure that the grant and spending is aligned to

iii) Description of feedback received: Teacher describing student social/emotional status.

Please indicate how consultation was:

2) Inclusive: Stakeholders had the opportunity to voice opinion at School Board meetings, including parents and students. Administrators attended weekly meetings and were able to provide

3) Widely advertised and available: Using regularly scheduled administrative team meetings. 11 administrators weekly meetings. SAEBRs survey was provided to staff.

4) Ongoing: We continue to use original survey data and current assessments to guide this years work.

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

No

1) Description:

N/A There are no tribes in the area.

ii) Number of total responses: N/A There are no tribes in the area.

ii) Uses consulted on: N/A There are no tribes in the area.

iii) Description of feedback received: N/A There are no tribes in the area.

Please indicate how consultation was:

2) Inclusive: N/A There are no tribes in the area.

3) Widely advertised and available: N/A There are no tribes in the area.

4) Ongoing: We continue to use original survey data and current assessments to guide this years work.

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

Somewhat - Description Required

1) Description:

The surveys were available online and advertised on our websites as well as the Town websites, so any provider, family or partnerships had access to them. Anyone or any organization is always welcome to reach out the individual schools in our district, our Superintendent's Office, School Board members and they are always welcome at our district School Board Meetings.

ii) Number of total responses: Zero.

ii) Uses consulted on: NA

iii) Description of feedback received: There were no responses received.

Please indicate how consultation was:

2) Inclusive: It is the goal of the district to ensure all stakeholders have a voice in decision making in the use of these funds.

3) Widely advertised and available: Surveys were made available on various websites (School and Town), they were spoken about at School Board Meetings, and they were also notified by community newsletters, staff newsletters and parent letters sent home from the Schools.

4) Ongoing: We continue to use original survey data and current assessments to guide this years work.

- g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (please choose one):

Somewhat - Description Required

1) Description:

All survey data was shared with all stakeholder groups. The Director of Student Supports is part of the team making decision on the use of ESSER Fund.

i) Number of total responses: 239 total responses to High School Survey and Climate Survey.

ii) Uses consulted on: The district through the department of student support services has elected to implement a parent university system where parents will have the opportunity to participate in ongoing training with a focus on academia and social emotional components. Through a parent survey, parents have selected topics such as mental health support for their students and executive function of support for their children, as well as overview of the special education process (These are the top categories).

iii) Description of feedback received: Survey data from stake holders was reviewed by current leadership team and provided to building level administration and staff. Added academic supports Math/Science and additional SEI supports in Teir II groups for students and professional development for teachers. Additional Social workers added.

Please indicate how consultation was:

2) Inclusive: It is the goal of the district to ensure all stakeholders have a voice in decision making in the use of these funds. From meeting with district leadership as well as school board to gaining feedback from parents. The district has ensured that all stakeholders had a voice in the decision making process.

3) Widely advertised and available: Regularly scheduled administration meetings and posted School Board Meetings.

4) Ongoing: We continue to use original survey data and current assessments to guide this years work.

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

Somewhat - Description Required

1) Description:

We currently have a before and after school program that we ran prior to the pandemic. The after school program is partially supported by the 21st Century Grant through the DOE. As we came back from remote instruction, students had the same opportunities to attend these programs.

Because we have our own before and after-school programming. The parents would have rec'd the same surveys mentioned earlier.

i) Number of total responses: unsure of this group

ii) Uses consulted on: We have ongoing consultation with our Before School and After School Program Director

iii) Description of feedback received: Survey data from stake holders was reviewed by current leadership team and provided to building level administration and staff. Added

Please indicate how consultation was:

2) Inclusive: It is the goal of the district to ensure all stakeholders have a voice in decision making in the use of these funds. From meeting with district leadership as well as school board to gaining feedback from parents. The district has ensured that all stakeholders had a voice in the decision making process.

3) Widely advertised and available: Surveys were made available on various websites (School and Town), they were spoken about at School Board Meetings, and they were also

4) Ongoing: We continue to use original survey data and current assessments to guide this years work.

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

Somewhat - Description Required

1) Description:

The surveys were available online and advertised on our websites as well as the Town websites, so any provider, family or partnerships had access to them.

i) Number of total responses: N/A early childhood and preschool is inclusive in our feedback. We did not delineate between professional, paraprofessional or early childhood staff

ii) Uses consulted on: This was all inclusive.

iii) Description of feedback received: Unsure of this group responses

Survey data from stake holders was reviewed by current leadership team and provided to building level administration and staff. Added academic supports Math/Science and additional SEI supports in Teir II groups for students and professional development for teachers. Additional Social workers added.

Please indicate how consultation was:

2) Inclusive: It was inclusive all staff, again, we did not delineate between school age staff and preschool staff.

3) Widely advertised and available: Surveys were made available on various website (School and Town), they were spoken about at School Board Meetings, and they were also notified by community newsletters, staff newsletters and parent letters sent home from the Schools.

4) Ongoing: We continue to use original survey data and current assessments to guide this years work.

Project Information		Client Information		Contract Information		Financial Information		Operational Information		Compliance Information		Risk Information		Reporting Information	
Project Name	Project ID	Client Name	Client Address	Contract No.	Contract Value	Start Date	End Date	Operational Status	Operational Location	Compliance Status	Compliance Reference	Risk Level	Risk Description	Reporting Frequency	Reporting Contact
Project A	001	Client A	123 Main St	CA-001	\$1,000,000	2023-01-01	2023-12-31	Active	New York	Compliant	CA-001-001	High	Operational Risk	Monthly	John Doe
Project B	002	Client B	456 Main St	CB-002	\$500,000	2023-03-01	2023-06-30	Completed	Los Angeles	Compliant	CB-002-001	Low	Operational Risk	Quarterly	Jane Smith
Project C	003	Client C	789 Main St	CC-003	\$2,000,000	2023-07-01	2024-06-30	On Hold	Chicago	Non-Compliant	CC-003-001	Medium	Operational Risk	Quarterly	Mike Johnson
Project D	004	Client D	101 Main St	CD-004	\$750,000	2023-09-01	2023-11-30	Active	San Francisco	Compliant	CD-004-001	Medium	Operational Risk	Monthly	Alice Brown
Project E	005	Client E	202 Main St	CE-005	\$1,200,000	2023-11-01	2024-03-31	Active	Seattle	Compliant	CE-005-001	High	Operational Risk	Monthly	Bob White

[Redacted]											[Redacted]			
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	

[Redacted]

X. Authorization

*Please print and sign this page. Return a signed version with your completed packet to: ESSEER@doe.nh.gov

Terry Leatherman

Approver Signature - Superintendent / Head of School

11/27/23

Date

Terry Leatherman

Terry Leatherman, Superintendent of Schools.

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

Appendix A. ARPA Statutory Excerpt

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—

(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

(b) In developing its ARP ESSER plan, an LEA must—

(i) Engage in meaningful consultation—

(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and

(ii) Provide the public the opportunity to provide input and take such input into account.

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

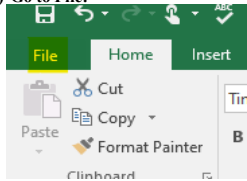
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and

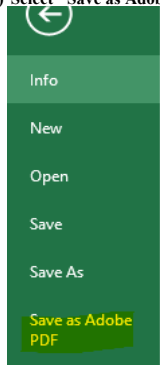
(iv) Be made publicly available on the LEA's website.

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

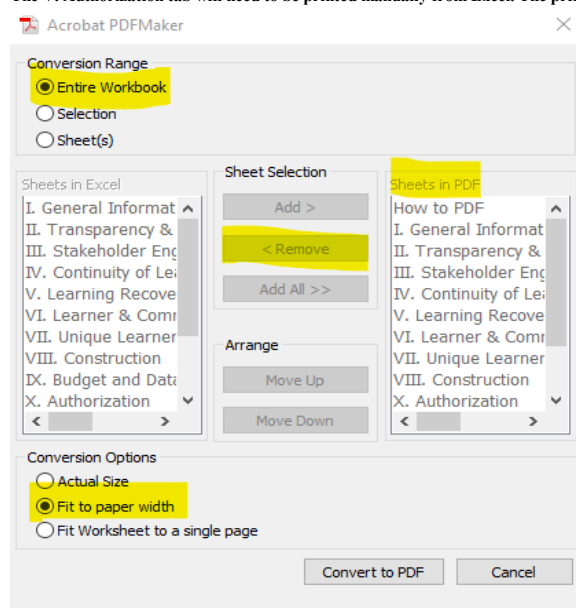
1) Go to File:



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)