

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, 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/icr/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>Seacoast Charter School</u> | → Cell C18 Must be Input for Formulas to |
| 2) District ID Number: | <u>705</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>403</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>2/23/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Jessica Pine</u> | |
| 6) Email & Telephone: | <u>jessicapine@seacoastcharterschool.org 603-842-5764</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/5214c517e4b0153800ca3eec/t/61bcb6244edc761757839b0e/1639757348372/SCS+Reopening+Plan+updated+December+2021.pdf>

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

Yes - Description Required

Description:

Easy to read format on our website.

- 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:

Our plan is written in English and posted on our website.

- 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:

If requested, we would provide an alternative format that is accessible to the parent.

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:

Seacoast Charter School's plans for use of ESSER funds has been made public at several school board meetings since the pandemic began.

- 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 school board and the public have had the opportunity to ask questions and made suggestions for our use of ESSER funds.

- 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:

Student survey went out to all students asking for suggestions for additions to program or school resources.

i) Number of total responses: 50

ii) Uses consulted on: What types of programs, initiatives they would like at SCS to improve the student experience. Themes for the majority of responses included more outdoor education, more staffing, resources for learning, social emotional support

iii) Description of feedback received: Virtual survey, will continue to survey students during the school year to get feedback for new initiatives that they feel would be beneficial to our school in response to the pandemic.

Please indicate how consultation was:

2) Inclusive: All students were included. (Different formats for younger grades.)

3) Widely advertised and available: All students participated in the written survey.

4) Ongoing: We will continue to survey students.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Family survey (Spring 2021 and Fall 2022)

i) Number of total responses: There were 150 responses received.

ii) Uses consulted on: Use of ESSER funds, suggestions for programs and initiatives to deal with learning loss during the pandemic. Academic programs (intervention program) and educational resources.

iii) Description of feedback received: Survey questions- (open ended)- Themes evident in feedback- more outdoor equipment, foreign language, more staffing to meet needs of individual students, more books, math manipulatives

Please indicate how consultation was:

2) Inclusive: All families had option of completing survey.

3) Widely advertised and available: Survey in weekly newsletter and emailed directly to families.

4) Ongoing: We will continue to discuss use of ESSER funds during monthly Board Meetings and survey families throughout the year.

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

Yes - Description Required

1) Description:

I am the only administrator at our school. Special education Case Managers were included in the staff survey and were able to weigh in on what they thought ESSER funds should be used for at SCS.

- i) Number of total responses: 3
- ii) Uses consulted on: open ended questions on faculty survey regarding educational programming and education resources needed.
- iii) Description of feedback received: math materials, additional staffing to meet needs of students, resources for literacy instruction, intervention

Please indicate how consultation was:

- 2) Inclusive: Survey sent to all staff
- 3) Widely advertised and available: Send out via email and discussed at team and All Staff meetings.
- 4) Ongoing: We will continue to survey regarding use of funds during the school year.

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

Yes - Description Required

1) Description:

Staff were surveyed on use of funds. We also discussed use of funds at Staff Meetings nad during Team meetings.

- i) Number of total responses: 25
- ii) Uses consulted on: Staff were asked about use of ESSER funds to increase student learning and assist with learning loss from the pandemic.
- iii) Description of feedback received: Staff want to use the funds for a variety of instructional purposes: math materials, , online teaching websites, resources for instruction, intervention (small group instruction)

Please indicate how consultation was:

- 2) Inclusive: email sent to all staff with anonymous survey link
- 3) Widely advertised and available: All Staff had access. It was also discussed during Staff and Team meetings.
- 4) Ongoing: We will continue to discuss use of funds at staff meetings, team meetings and through staff surveys throughout the 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 check one):

No

1) Description:

N/A- we don't collaborate with any civil rights or disability rights organizations

- 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

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:

These families were included in the family survey.

- i) Number of total responses: 150
- ii) Uses consulted on: open ended survey questions regarding what families would like us to use our funds for during the year.
- iii) Description of feedback received: instructional resources, outdoor education, additional staffing, social and emotional programs

Please indicate how consultation was:

- 2) Inclusive: All families received link, emails and put in Friday newsletter. Tea on Tuesdays- Open Forum with Head of School
- 3) Widely advertised and available: several formats for accessing survey
- 4) Ongoing: Will continuously do surveys and ask for feedback

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

Yes - Description Required

1) Description:

Our before and after care staff were included in the staff survey.

- i) Number of total responses: 25
- ii) Uses consulted on: open ended survey questions- what programs or resources they want to see us use our funds on for the year.
- iii) Description of feedback received: instructional resources, math manipulatives

Please indicate how consultation was:

- 2) Inclusive: Everyone had access to survey
- 3) Widely advertised and available: email, Friday news
- 4) Ongoing: We will continue to ask for feedback during staff meetings and in surveys.

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

No

1) Description:

n/a

- 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

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:

Seacoast Charter School has had universal masking throughout the 2021-2022 school year. Additionally, students eat outside unless prohibited by weather. We have followed CDC guidelines for positive cases. Our policy for quarantining and returning to school has changed as CDC guidelines have changed.

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:

SCS implemented the NWEA test for all 3-8 graders to efficiently identify where students are struggling in math and language arts. In addition, SCS created an Intervention Coordinator position to organize, monitor and provide necessary intervention. The Intervention team also expanded in 2021-2022 to include a half-time interventionist. A Student Support Team was also created to provide teachers support in meeting the needs of students with learning loss and those experiencing mental health issues.

- 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:

NWEA and salaries for both the Intervention Coordinator and Intervention Specialist are drawn from ESSER funds.

Description During SY 2022-2023:

We will continue to use ESSER funds for NWEA and intervention positions. We will hire a math coordinator and an additional teaching assistant in our 1/2 classrooms to mitigate the learning loss and emotional strains of the pandemic.

Description During SY 2023-2024:

Our use of ESSER funds in school year 23-24 will depend on the impact of the Intervention team in school year 22-23.

- 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):

Yes - Description Required

Description:

SCS has used and will continue to use ESSER funds to support students after loss of instructional time by hiring an Intervention Coordinator to oversee all intervention, provide intervention services and to work with teachers, teaching assistants and interventionists on best practices for students. In addition, SCS also hired a part-time interventionist to work with all students. Monies towards positions to support students will continue to be a priority for SCS.

- 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):

Yes - Description Required

Description:

SCS is committed to using grant money, ESSER and other funds, to support professional development for teachers. All school-wide professional development is approved by our school Council which is made up of representatives from each teaching team. In addition, teachers can propose PD for themselves and invite others to join which will be paid for using ESSER or Title II funds. Teachers are also surveyed at least twice yearly on how they would like to see ESSER funds used, and what kind of PD they would like to see for themselves and their colleagues.

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

Description:

With ESSER funds, SCS hired an Intervention Coordinator for SY 2021-2022. Part of that job description for that position is overseeing all intervention in the school. The intervention Coordinator meets with teaching teams as well as the Student Support Team to discuss methods of evidence-based intervention, and to oversee documentation of intervention.

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:

We will use these funds to address learning loss through curriculum resources and additional staffing.

Description During SY 2022-2023:

We will use these funds to address learning loss through curriculum resources and additional staffing.

Description During SY 2023-2024:

We will use these funds to address learning loss through curriculum resources and additional staffing.

- 2) 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): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

We will use these funds to address learning loss through curriculum resources and additional staffing.

- 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): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

We have added additional teacher work days and professional development opportunities for teachers.

- 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): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

The HOS has held monthly virtual meetings with families. There have also been outdoor community events. The Parent Volunteer Group has also started up again. We continue to survey and communicate with families through ongoing weekly newsletters and emails.

- 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: \$0

Percentage: 0%

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:

All decisions about fund use will be decided upon by the Staff Council, Grant Manager, Board of Trustees and the Head of School in unison.



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

Amount: \$0

Percentage: 0%

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

N/A- K-8 School

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- K-8 school

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:

There will be baseline assessments given to identify students who need intervention. Special consideration will be taken for students from low-income families and students with disabilities. Students who need intervention will engage on a regular bases with staff members trained in special education and literacy instruction.

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: HVAC repair

We would like to use some of our funds for HVAC construction.

X. Authorization

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

Jessica Pine

8/1/2022

Approver Signature - Superintendent / Head of School

Date

Jessica Pine

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.*