

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/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>The Birches Academy of Academics</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>731</u> | → Autopopulates upon Selection |
| 3) SAU Number: | | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>3/3/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Christopher Smith</u> | |
| 6) Email & Telephone: | <u>chrissmith@birchesacademy.org 603-458-6399</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:

www.birchesacademy.org

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

Yes - Description Required

Description:

the plan is available in pdf format on the web and available in the office as well.

- 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 it in another language if requested.

- 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 in an alternative form if requested.

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 Birches Academy sent surveys out to the community to gather input. We also had an input form on our website. In addition we held weekly online forums where the public could provide input.

- 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 Birches Academy took the information from the survey's and compared it with an internal needs assessment to come up with the combined plan on spending.

- 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:

Middle School students are consulted and interviewed on a continuous basis

- | | |
|---|---|
| i) Number of total responses: | 64 |
| ii) Uses consulted on: | Nov-21 |
| iii) Description of feedback received: | Students are not asked directly what they would spend money on- instead they are asked about academic and non academic goals. We also ask about strengths and weaknesses. |

Please indicate how consultation was:

2) Inclusive: The Birches Academy gave multiple ways in which stakeholders could communicate regarding planning.

3) Widely advertised and available:

The Birches Academy used multiple mediums to get information out regarding the solicitation of the plan. We used the website, social media, emails and newsletters.

4) Ongoing: The Birches Academy continues to solicit feedback on the plan from stakeholders.

- b. Families (please choose one):

Yes - Description Required

1) Description:

We have sent out multiple surveys to parents as well as leave a form on our website open to comments at anytime from parents.

- | | |
|---|---|
| i) Number of total responses: | 54 |
| ii) Uses consulted on: | May-21 |
| iii) Description of feedback received: | Parents shared with us what had worked for their child academically as well as any challenges that they had faced in being successful in their education. Additionally we asked parents about |

Please indicate how consultation was:

2) Inclusive: The Birches Academy gave multiple ways in which stakeholders could communicate regarding the planning

3) Widely advertised and available:

The Birches Academy used multiple mediums to get information out regarding the solicitation of the plan. We used the website, social media, emails and newsletters.

4) Ongoing:

The Birches Academy continues to solicit feedback on the plan from stakeholders.

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

- Please Select -

1) Description:

- 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:**

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

- Please Select -

1) Description:

- 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:**

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

- Please Select -

1) Description:

- 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:**

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):

- Please Select -

1) Description:

- 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:

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

- Please Select -

1) Description:

- 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:

- 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):

- Please Select -

1) Description:

- 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:

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:

The Birches Academy has been open for full in person learning starting in August 2021. The Birches used the funding to : purchase masks, cleaning supplies, air filtration mitigation methods, extra staff to facilitate out door breaks, plastic dividers between students. All of these items allowed The Birches to stay open for full in person learning for the 21-22 school year.

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:

The Birches Academy uses multiple methods to assess students learning loss. The Birches uses the state assessment, internal assessments such as F & P and Diebles as well as portfolio assessments, grades and attendance records. Working with teachers and administration we worked to identify students that need additional help.

- 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:

In August of 2021 we had a summer tutoring program for students that had been identified. During the school year The Birches has an afterschool tutoring program for students that is free for students to use. We also have additional staff that works with students during the school day to help get any students that have fallen behind caught up.

Description During SY 2022-2023:

We will continue our after school free tutoring program for identified students. We also hope to have additional staff that will work with students during the school day. In addition we hope to purchase technology for students that don't have anything at home so they can continue to work after school with any online work.

Description During SY 2023-2024:

We hope to continue our after school free tutoring program for identified students. We also hope to have additional staff that will work with students during the school day.

- 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):

- Please Select -

Description:

YES The Birches will work with families on tutoring and paying teachers for additional time spent.

- 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):

- Please Select -

Description:

YES Teachers provide us with professional development opportunities that we will continue to support.

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

Description:

The Birches tests students at multiple points throughout the year to see progress. We also use the SAS for students in grade 3 and up.

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:

The Birches Academy will use the money to pay for items that are needed as a result of COVID -19. Including but not limited to: Teacher Bonus, Fringe Benefits, Technology for students, paying for a school nurse (which we did not have prior to the pandemic) and SEL opportunities for students.

Description During SY 2022-2023:

The Birches Academy will use the money to pay for items that are needed as a result of COVID-19. Including but not limited to SEL Opportunities, technology, professional development/

Description During SY 2023-2024:

We expect all the money to be spent prior to this period.

- 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): **No**

Description of all SYs - 2021 to 2024:

In years 21-22 and 22-23 we hope to pay teachers for tutoring and working one on one during the day. We will have spent all the money by 23-24.

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

During SY 2021-2022 (select one): **- Please Select -**

During SY 2022-2023 (select one): **- Please Select -**

During SY 2023-2024 (select one): **- Please Select -**

Description of all SYs - 2021 to 2024:

We will use the money to pay teacher Bonus's in 21-22 but except all the money to be spent by 22-23 and 23-24 for other items.

- c. Improving family engagement:

During SY 2021-2022 (select one): **- Please Select -**

During SY 2022-2023 (select one): **- Please Select -**

During SY 2023-2024 (select one): **- Please Select -**

Description of all SYs - 2021 to 2024:

For 21-22 and 22-23 we hope to use some money for SEL and field trip opportunities. The money will be spent by 23-24

- 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:

Percentage:

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:

The Birches Academy only has one school.

[Redacted]

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

Amount: [Redacted]

Percentage: 0 [Redacted]

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

As a k-8 school we do not have that.
[Redacted]

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): - Please Select - [Redacted]

Description of all SYs - 2021 to 2024:

No- we do not offer that.
[Redacted]

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:

Teachers and administrators meet weekly in the middle school, bi-weekly in the elementary grades and bi-weekly as a whole staff to discuss needs, issues and successes. As a whole school we address issues of curriculum change to address needs or areas where students seem to struggle across grades. In grade level meetings we dial in more precisely and discuss programs that might be instituted to bolster students where they need help. These programs are then tracked for efficacy and if they are successful we institute them in other grades as well. The student services coordinator and the RTI practitioner attend these meetings and are able to help determine specific areas of need in different populations as well as strategies for addressing the issues.

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

<p style="text-align: center;">Specific Use Category</p>	<p style="text-align: center;">General Use Category <i>*May Select Same General Use Category in Multiple Rows Depending upon Specific Uses</i></p>
<p>Hiring and Retention - Noninstructional Staff</p>	<p>Addressing Physical Health and Safety - Please Specify in Detailed Use Description</p>
<p>Teacher Performance Bonuses</p>	<p>Other Allowed Uses</p>
<p>Hiring and Retention - Instructional Staff</p>	<p>Other Allowed Uses</p>
<p>Educational Technology</p>	<p>Meeting Students' Academic Needs</p>
<p>After-school/Out-of-school Learning and Enrichment</p>	<p>Meeting Students' Social, Emotional and Other Needs</p>
<p>Physical Health and Safety</p>	<p>Addressing Physical Health and Safety - Please Specify in Detailed Use Description</p>
<p>- Please Select From One of the Following -</p>	<p>- Please Select From One of the Following -</p>

Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections Per Use May Be Selected by Cell; To Clear Selection, Highlight Cell and Enter "Delete"</i>	Learning Loss- Y/N <i>*At least 20% of an LEA's Total Allocation Statutorily Required</i>	Detailed Use Description <i>*Written Description, Including "Other" Responses (Columns A and C) and Vendor if Applicable</i>	Implementation Timeline - Please Select All that Apply			
			SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024
- Please Select From the Following: May Select Multiple Categories - , Health and Safety Measurement - Specify in Detailed Use Description	No	Nurse	No	No	Yes	No
- Please Select From the Following: May Select Multiple Categories - , Teacher Retention	No	Teacher Bonus	No	Yes	No	No
- Please Select From the Following: May Select Multiple Categories - , Teacher Retention	No	Fridge Benefits	No	Yes	Yes	No
- Please Select From the Following: May Select Multiple Categories - , % Proficient in Science Assessment	Yes - Description Required	Technolgy for students to continue work at home	No	Yes	Yes	No
- Please Select From the Following: May Select Multiple Categories - , Survey Results - Parent Satisfaction	Yes - Description Required	Field Trips for Students	No	No	Yes	No
- Please Select From the Following: May Select Multiple Categories - , Health and Safety Measurement - Specify in Detailed Use Description	No	Masks, COVID Tests, Air Filters	No	Yes	Yes	No
- Please Select From the Following: May Select Multiple Categories -	- Please Select -		- Please Select -	- Please Select -	- Please Select -	- Please Select -

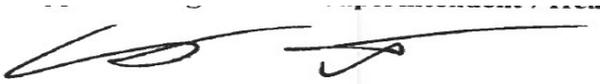
Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER Allocation (as of 01/26/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/26/2022)
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -		
\$ 1,200.00	\$ 1,200.00		
\$ -	\$ -		
\$ -	\$ -		
\$ -	\$ -		

Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
LEA Enrollment <i>*October 2021 Data Prepopulated</i>	% Participation Math Assessment	% Participation Science Assessment	% Participation - ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment
0	#N/A	#N/A	#N/A	0%	0%	6	0	2

X. Authorization

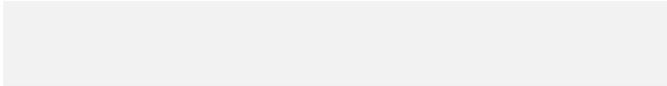
**Please print and sign this page. Return a signed version with your completed packet to :*

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School

Date



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 (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

(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.