

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 1/13/2023.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides New Hampshire over \$350 million to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, 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>Virtual Learning Academy Charter School</u>	→ Cell C18 Must be Input for Formulas to
2) District ID Number:	<u>727</u>	→ Autopopulates upon Selection
3) SAU Number:	<u>401</u>	→ Autopopulates upon Selection
4) Date of Publication:	<u>1/13/2023</u>	
5) Approver Name - (Superintendent / Head of School):	<u>Steve Kossakoski</u>	
6) Email & Telephone:	<u>skossakoski@vlacs.org 603778-2500</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:

The plan is available on our website

<https://vlacs.org/federal-grants-info/>

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

Yes - Description Required

Description:

The plan was organized using the template provided by the New Hampshire Department of Education.

- 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 translate the plan in a written or oral format for parents with limited English proficiency.

- 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:

Upon request, the district will provide an accessible, alternative format of the plan to any individual with a disability who is unable to read and understand the contents of the plan.

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:

A survey was sent to full-time students and their parents on June 1st, 2022. The survey was accessible from our website for additional public comment for a period of two weeks. Additionally, the plan was discussed at the May 26th VLACS Board of Trustees meeting.

- 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 survey results and board feedback were used to inform the decisions we made regarding plan priorities.

- 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 surveys were the main form of feedback from K-12 students and parents. We have also interviewed our full-time student advisors about the needs of our students. Advisors are assigned to work with the same family throughout their VLACS career which provides them with a powerful understanding of the needs of students and parents.

i) Number of total responses: 16

ii) Uses consulted on: We asked respondents to provide feedback on the plan priorities (Supporting at risk students, drop out recovery, teacher professional development, and parent assistance) and to offer ideas for implementing interventions.

iii) Description of feedback received: We have received the following feedback: People would like to see extra supports in the order of- Supporting at risk students, drop out recovery, teacher professional development, and parent assistance.

Please indicate how consultation was:

2) Inclusive: Families were provided with the opportunity to share feedback through a survey and we interviewed student advisors to gain an additional perspective regarding student and parent needs.

3) Widely advertised and available: Survey will be sent directly to students, parents, and employees via an emailed newsletter and Slack.

4) Ongoing: We will solicit feedback during grant implementation via surveys and during monthly advisory meetings.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Student surveys will be the main form of feedback from K-12 students and parents. We have also interviewed our full-time student advisors about the needs of our students. Advisors are assigned to work with the same family throughout their VLACS career which provides them with a powerful understanding of the needs of students and parents.

i) Number of total responses: 70

ii) Uses consulted on: We asked respondents to provide feedback on the plan priorities (Supporting at risk students, drop out recovery, teacher professional development, and parent assistance) and to offer ideas for implementing interventions.

iii) Description of feedback received: We have received the following feedback: People would like to see extra supports in the order of- Supporting at risk students, drop out recovery, teacher professional development, and parent assistance.

Please indicate how consultation was:

2) Inclusive: Families were provided with the opportunity to share feedback through a survey and we interviewed student advisors to gain an additional perspective regarding student and parent needs.

3) Widely advertised and available: Survey will be sent directly to students, parents, and employees via an emailed newsletter and Slack.

4) Ongoing: We will solicit feedback during grant implementation via surveys and during monthly advisory meetings.

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

No

1) Description:

Our c-level administrative staff is small and we do not have special educators on staff. Feedback from our CEO, COO, and CFO included in item d

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):

Yes - Description Required

1) Description:

In April of 2022 a faculty survey was handed out and faculty was interviewed

i) Number of total responses: 80

ii) Uses consulted on: We asked respondents to provide feedback on the plan priorities (Supporting at risk students, drop out recovery, teacher professional development, and parent assistance) and to offer ideas for implementing interventions.

iii) Description of feedback received: To date we have received the following feedback from advisors and staff: Extra supports are needed in math, ELA, executive functioning skills, professional development, mental and behavioral health.

Please indicate how consultation was:

2) Inclusive: Teacher were provided with the opportunity to share feedback through a survey and we interviewed student advisors to gain an additional perspective regarding student and parent needs.

3) Widely advertised and available: On our internal communication channel, SLACK

4) Ongoing: We will solicit feedback during grant implementation via surveys and during monthly advisory meetings.

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

No

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:

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

No

1) Description:

We did not reach out to these groups.

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):

Yes - Description Required

1) Description:

We used the Disability Rights Letter from the DRC-NH to inform the plan to use ESSER funds.

i) Number of total responses: 1

ii) Uses consulted on: Learning Loss, Emotional/Behavioral Health, Transition Services.

iii) Description of feedback received: Schools should assess the extent of learning loss, address identified learning loss, and prevent further regression and implement a trauma-informed response to students' emotional and behavioral needs. ESSER funding could be used to implement innovative strategies to transition students with disabilities to post-secondary education and employment.

3) Widely advertised and available: The letter was sent to superintendents and school board members and is available on the NH Disability Rights Center website.

4) Ongoing: Our school planning team will continue to reference the contents of this letter during planning and implementation.

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

No

1) Description:

We are a remote school and do not have before and after-school programming

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):

No

1) Description:

We are a remote school and do not have before and after-school transition programming

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:

1. Introduction		2. Methodology		3. Results		4. Discussion		5. Conclusion	
1.1	Background	2.1	Study Design	3.1	Primary Results	4.1	Key Findings	5.1	Summary
1.2	Objectives	2.2	Data Collection	3.2	Secondary Results	4.2	Interpretation	5.2	Implications
1.3	Significance	2.3	Analysis	3.3	Limitations	4.3	Future Research	5.3	References
1.4	Structure	2.4	Conclusion	3.4	Acknowledgements	4.4	Appendix	5.4	Index



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 1/20/2023

STEVE KOSSAKOSKI
Printed Name - Superintendent / Head of School

V. Authorization

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

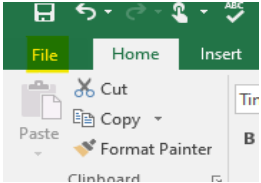
Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

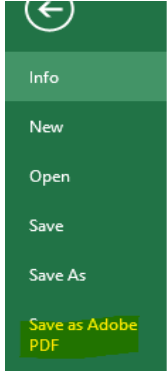
- (a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established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

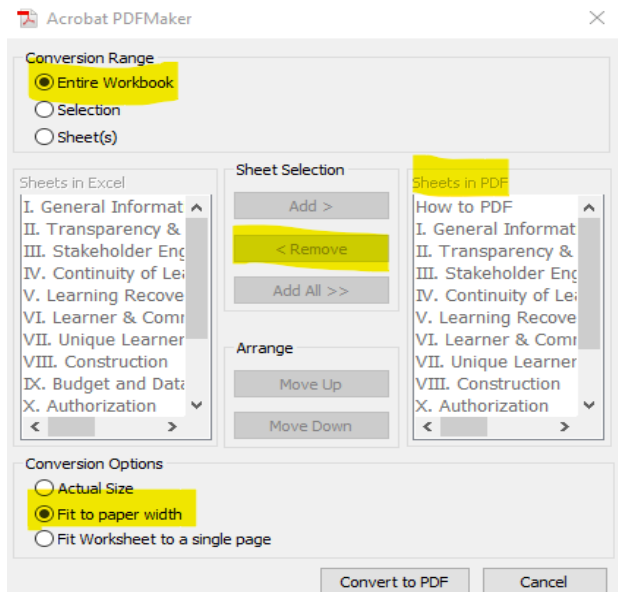
1) Go to File:



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)