

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

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 2/23/2022.

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

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ocr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bills/117/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>North Country Charter Academy</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>703</u> | → Autopopulates upon Selection |
| 3) SAU Number: | | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>2/18/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Lisa Lavoie</u> | |
| 6) Email & Telephone: | <u>llavoie@nccharteracademy.org</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.northcountrycharteracademy.com

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

Yes - Description Required

Description:

The plan is in the format provided

- 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:

Plan is in plain English, if translation is needed we can accommodate and assist

- 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, alternative formates will be provided

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:

Stakeholders were a part of developing the LEA's plan on multiple occasions. For the public involvement, a public hearing was held on October 21, 2022 where the ESSER III budget was proposed and the use of funds template has also been on our school website.

- 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:

Stakeholders were a part of developing the LEA's plan on multiple occasions. For the public involvement a Public Hearing was held on October 21, 2021 where the ESSER III budget was proposed and the use of funds template has also been on our school website.

- 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:

Stakeholders were a part of developing the LEA's plan on multiple occasions. For the public involvement, a public hearing was held on October 21, 2022 where the ESSER III budget was proposed and the use of funds template has also been on our school website.

i) Number of total responses: There were 58 responses received.

ii) Uses consulted on: We asked if there were any specific suggestions/recommendations on how NCCA could spend the funds to address any of the academic needs, social-emotional needs, mental health needs, at-risk populations, special education services, English language learner supports, and others. We also asked if there were any Covid prevention and mitigation strategies they would like to see implemented with the funds.

iii) Description of feedback received: There was no feedback received.

Please indicate how consultation was:

2) Inclusive: Every student was given a survey to participate.

3) Widely advertised and available: Survey is part of intake interview paperwork and is also posted on our website.

4) Ongoing: We have a rolling admission so we continually ask for the survey to be taken.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Stakeholders were a part of developing the LEA's plan on multiple occasions. For the public involvement, a public hearing was held on October 21, 2022 where the ESSER III budget was proposed and the use of funds template has also been on our school website.

i) Number of total responses: There were 58 responses received.

ii) Uses consulted on: We asked if there were any specific suggestions/recommendations on how NCCA could spend the funds to address any of the academic needs, social-emotional needs, mental health needs, at-risk populations, special education services, English language learner supports, and other. We also asked if there were any Covid prevention and mitigation strategies they would like to see implemented with the funds.

iii) Description of feedback received: The use of funding was discussed.

Please indicate how consultation was:

2) Inclusive: All parents who attend intake interviews are given a survey to fill out.

3) Widely advertised and available: Survey is part of intake interview paperwork and is also posted on our website.

4) Ongoing: We have a rolling admission so we continually ask for the survey.

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

Yes - Description Required

1) Description:

Stakeholders were a part of developing the LEA's plan on multiple occasions. For the public involvement, a public hearing was held on October 21, 2022 where the ESSER III budget was proposed and the use of funds template has also been on our school website.

i) Number of total responses: There were 8 responses received.

ii) Uses consulted on: We asked if there were any specific suggestions/recommendations on how NCCA could spend the funds to address any of the academic needs, social-emotional needs, mental health needs, at-risk populations, special education services, English language learner supports, and other. We also asked if there were any Covid prevention and mitigation strategies they would like to see implemented with the funds.

iii) Description of feedback received: Better air flow in classroom, more field trips, more hands on programs, more windows, mental health counselor for students and staff, growth mindset speakers, help students develop a plan beyond high school, snacks for kids, CTE coordination

Please indicate how consultation was:

2) Inclusive: All staff members were given a survey at mandatory orientation.

3) Widely advertised and available: Survey is available on our website and extra copies are placed in the SAU office.

4) Ongoing: When and if we have any new hires, they will fill out this survey as well.

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

Yes - Description Required

1) Description:

Stakeholders were a part of developing the LEA's plan on multiple occasions. For the public involvement, a public hearing was held on October 21, 2022 where the ESSER III budget was proposed and the use of funds template has also been on our school website.

i) Number of total responses: There were 8 responses received.

ii) Uses consulted on: We asked if there were any specific suggestions/recommendations on how NCCA could spend the funds to address any of the academic needs, social-emotional needs, mental health needs, at-risk populations, special education services, English language learner supports, and other. We also asked if there were any Covid prevention and mitigation strategies they would like to see implemented with the funds.

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Please indicate how consultation was:

2) Inclusive: All staff members were given a survey at mandatory orientation.

3) Widely advertised and available: Survey is available on our website and extra copies are placed in the SAU office.

4) Ongoing: When and if we have any new hires, they will fill out this survey as well.

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

We did not consult with any of the above organizations because they are not in our 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

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 stakeholders are included in Part C as well.

i) Number of total responses: There were 8 responses received.

ii) Uses consulted on: We asked if there were any specific suggestions/recommendations on how NCCA could spend the funds to address any of the academic needs, social-emotional needs, mental health needs, at-risk populations, special education services, English language learner supports, and other. We also asked if there were any Covid prevention and mitigation strategies they would like to see implemented with the funds.

iii) Description of feedback received: Better air flow in classroom, more field trips, more hands on programs, more windows, mental health counselor for students and staff, growth mindset speakers, help students develop a plan beyond high school, snacks for kids, CTE coordination

Please indicate how consultation was:

2) Inclusive: All staff members were given a survey at mandatory orientation.

3) Widely advertised and available: Survey is available on our website and extra copies are placed in the SAU office.

4) Ongoing: When and if we have any new hires, they will fill out this survey as well.

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

Somewhat - Description Required

1) Description:

No surveys were specifically handed out to community based organizations however we held a public meeting and the survey is always available on our website

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

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: No surveys were specifically handed out to community based organizations however we held a public meeting and the survey is always available on our website

3) Widely advertised and available: Survey is always available on our website.

4) Ongoing: Survey is always available on our website.

- 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:

This stakeholder group was not included because it was not a relevant group for our school and student body. Our school is for students in grades 7-12.

i) Number of total responses: N/A - Because we did not ask.

ii) Uses consulted on: N/A - Because we did not ask.

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: N/A - Because we did not ask.

3) Widely advertised and available: N/A - Because we did not ask.

4) Ongoing: N/A - Because we did not ask.

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:

With the ESSER III funds, plans are to purchase a bus camera which will ensure that all students are complying with federal busing regulations related to mask mandates. We will also use the funds to support and assist with additional technology costs incurred due to the fact that each student has their own designated work station in the classroom and a Chromebook to support remote learning if needed. Teachers and staff also have their work computer stations and laptop in the event of remote learning.

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:

Description during SY21-22: In order to assess student learning, NCCA students in the categories listed above were given a pre- and post-test in skills relating to math, reading and language, using the research-based tool from North West Evaluation Association (NWEA). By the end of the 2020-2021 school year, several observations became quite clear. Because students moved to remote learning mid-year in the 2019-2020 school year, NCCA students were unable to take the NWEA, resulting in a lack of data on student progress. But the results from the following year (2020-2021) illustrated the effects of remote learning versus in-person learning. Never before had we seen students fall backwards to such a great extent than in our most recent NWEA test results. While most students made some gains in one or more subjects, just over 95% of tested students scored at or below one or more of their pre-test scores at the end of the testing cycle. Additionally, fewer students reached college level scores than in the past.

Because past data shows that this is not a trend, we can assume that the lack of face-to-face instruction as well as a lack of connections made

- 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:

Description during SY21-22: We plan to allocate 50% of funding for learning loss to focus on academic achievement and enrichment experiences. We plan to offer additional personalized courses to meet individual needs and interest, expand extended learning opportunities, offer experiential learning classes/activities, continue and expand our STEM program, and offer special educational field trips to increase motivation and exposure to real world learning. We will also invest in additional instructional assessments from our current educational online coursework partnership.

Description During SY 2022-2023:

Description during SY22-23: We plan to allocate 50% of funding for learning loss to focus on academic achievement and enrichment experiences. We plan to offer additional personalized courses to meet individual needs and interest, expand extended learning opportunities, offer experiential learning classes/activities, continue and expand our STEM program, and offer special educational field trips to increase motivation and exposure to real world learning. We will also invest in additional instructional assessments from our current educational online coursework partnership.

Description During SY 2023-2024:

Description during SY22-23: We plan to allocate 50% of funding for learning loss to focus on academic achievement and enrichment experiences. We plan to offer additional personalized courses to meet individual needs and interest, expand extended learning opportunities, offer experiential learning classes/activities, continue and expand our STEM program, and offer special educational field trips to increase motivation and exposure to real world learning. We will also invest in additional instructional assessments from our current educational online coursework partnership.

- 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:

We plan to provide each staff member a professional development stipend annually to provide teachers and staff the funds to update, modify, and supplement daily academic instruction. This will also be focused on increasing rigor, relevancy and relationships within all our practices.

- 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:

Funds will be set aside to allow teachers to participate in professional development of their choosing while aligning with the goals and mission of the charter school and the purpose of this grant.

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

Description:

We will produce evidence of the effectiveness of evidence-based learning loss by continuing with our current pre and post assessment, Northwest Evaluation Association (NWEA) and the purchase of an additional supplemental assessment from our current educational provider.

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 have reserved 50% of our monies to Personnel, Community, Technology and Facilities. 35% is intended to reduce educator fatigue, show staff appreciation and strengthen our school community by engaging in teambuilding activities. 4% is allocated towards sharing our school and students achievement with their family, friends and community members. 5% will be reserved for additional technology expenses associated with additional equipment, supplies and support needed. 6% will be used for our facilities to uplift and increase safety to our current classrooms and offices.

Description During SY 2022-2023:

We have reserved 50% of our monies to Personnel, Community, Technology and Facilities. 35% is intended to reduce educator fatigue, show staff appreciation and strengthen our school community by engaging in teambuilding activities. 4% is allocated towards sharing our school and students achievement with their family, friends and community members. 5% will be reserved for additional technology expenses associated with additional equipment, supplies and support needed. 6% will be used for our facilities to uplift and increase safety to our current classrooms and offices.

Description During SY 2023-2024:

We have reserved 50% of our monies to Personnel, Community, Technology and Facilities. 35% is intended to reduce educator fatigue, show staff appreciation and strengthen our school community by engaging in teambuilding activities. 4% is allocated towards sharing our school and students achievement with their family, friends and community members. It is also planned to host an educational roundtable with local business members, educators, community members and current and prospective students. 5% will be reserved for additional technology expenses associated with additional equipment, supplies and support needed. 6% will be used for our facilities to uplift and increase safety to our current classrooms and offices.

- 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:

North Country Charter Academy has a teacher student ratio of 1:7. The foundation of the charter school was built upon individualized and personalized instruction. We plan to continue this.

- 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:

North Country Charter Academy currently does not have a teacher's lounge, fitness room or simply a place to eat lunch together. Currently every teacher and staff eats at their workstation. It is our plan to use these funds to ensure our educators and staff has a reprieve to have a mental or physical break before, during or after school. This will include wellness workshops, local gym memberships or facility space rental in our current building where we can address fatigue by allowing staff and teachers to release steam, exercising with purchased equipment, meditating or participating in yoga.

- 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:

We are going to host a showcase event annually for our students and family with serving of a meal. The focus will be on the student achievement as well as building school community.

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: 10,511.00

Percentage: 3%

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:

This amount was the remaining unbudgeted amount of Esser III and the BOT has determined that this can be administered under school leader discretion. There was no methodology to allocate any of the funds towards Special Education, free and reduced lunch or English language learners. This money will remain available if a need arises.

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 attainment of industry-recognized credentials:

Zero funds have been allocated. Enrollment at the Career and Technical Centers are an integral part of enrolling at the charter school. This is a current practice that is organized by the founding principles of our charter.

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): Yes - Description Required

Description of all SYs - 2021 to 2024:

Funds were set aside for individual courses and extended learning opportunities for students that express an interest in this educational offering outside of our core curriculum.

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:

North Country Charter Academy has operated for the past 18 years as a school that is tailored toward enrolling at-risk students to include those demographics listed above to provide them with an alternative option to obtaining their high school diploma. We will continue to track and monitor our assessment evaluations to ensure effective individual instruction and enrichment experiences are supporting our students' academic, social emotional and mental health needs of all our students.

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:

No construction plans

Specific Use Category <i>*User May Select Current Selection Prior to Assigning Input(s)</i>	General Use Category <i>*May Select Same General Use Category in Multiple Rows Depending upon Specific Uses. May Delete Current Selection Prior to Assigning Input(s)</i>	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 Low-Y/N <i>*At least 20% on ELA's Total Allocation Statistically 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				Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSEER Allocation (as of 8/31/2021)	Total ARP ESSEER Allocation Unbudgeted To Date (as of 8/31/2021)				
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024								
Educator Fatigue - Other Allowed Uses	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	- Please Select From the Following: May Select Multiple Categories - , Teacher Retention	No	additional space for staff and students, to promote an area of respite, Staff Appreciation events, staff retreat, PD stipends, professional development and annual conference	No	Yes	Yes	Yes	\$	153,650.00	\$	-	\$	406,561.24	\$	10,511.24
Family Engagement	Other Allowed Uses	- Please Select From the Following: May Select Multiple Categories - , Other- Please Specify in Detailed Use Description	No	Showcase events for the educational community and our students to improve family engagement	No	Yes	Yes	Yes	\$	3,000.00	\$	-				
Internet Connectivity	Operational Continuity	- Please Select From the Following: May Select Multiple Categories - , Other- Please Specify in Detailed Use Description	No	additional expenses due to tech support for additional technology needed to support student and staff during COVID	No	Yes	Yes	Yes	\$	10,800.00	\$	-				
Educational Technology	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , Other- Please Specify in Detailed Use Description	No	Purchase of new office/classroom equipment and supplies	No	Yes	Yes	Yes	\$	13,900.00	\$	-				
After-school Out-of-school Learning and Enrichment	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment, % Proficient in Science Assessment, College and Career Readiness	Yes - Description Required	creating expanded learning opportunities & experiential learning classes, field trips and transportation	No	Yes	Yes	Yes	\$	122,500.00	\$	-				
Curriculum Adoption	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment, % Proficient in Science Assessment, Average Daily Attendance	Yes - Description Required	expanding our course offerings, instructional assessments and renewing our 5 year contract with Edmentum our online courseware	No	No	Yes	Yes	\$	72,000.00	\$	-				
Student Reengagement	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , College and Career Readiness	No	Educational roundtable with local business members and educators	No	No	No	No	\$	7,500.00	\$	-				
Other Allowed Uses - Specify in Detailed Use Description	Other Allowed Uses	- Please Select From the Following: May Select Multiple Categories - , Other- Please Specify in Detailed Use Description	No	new paint for classrooms, offices conference rooms, breakroom table, interior door replacement	Yes	Yes	No	No	\$	12,700.00	\$	-				

Baseline Data SY 2020 to 2021 - For Reference Purposes Only									
LEA Enrollment *October 2021 Data Prepopulation	% 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	0%	0%	0%	0%	0%	0	0	0	0

X. Authorization

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

Lisa Lavoie

Approver Signature - Superintendent / Head of School

3/14/2022

Date

Lisa Lavoie

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

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(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.