

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, 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>The Founders Academy Charter School</u>	→ Cell C18 Must be Input for Formulas
2) District ID Number:	<u>741</u>	→ Autopopulates upon Selection
3) SAU Number:	<u>401</u>	→ Autopopulates upon Selection
4) Date of Publication:	<u>1/17/2023</u>	
5) Approver Name - (Superintendent / Head of School):	<u>Cassie Hayes</u>	
6) Email & Telephone:	<u>cassie.hayes@tfanh.org 603-952-4705</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:

http://www.thefoundersacademy.org/parents/safety_emergencies

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

Yes - Description Required

Description:

The plan is in the same form as the template sent from the NH 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:

The plan is in English and will be translated for any family who request an alternative language, including oral translation.

- 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:

The plan will be made available to any parent with a disability in an alternative format 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 plan was published in the parent newsletter and parents were given the opportunity to comment. Additionally, the plan is posted on the website for review and feedback is accepted via email.

- 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 limited public input was taken into consideration. The program was a success last year and because of the success, the decision was made to continue it

- 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:

The plan was presented at a board meeting and available on the website

i) Number of total responses: 0

ii) Uses consulted on: 0

iii) Description of feedback received: There was no feedback provided from students

Please indicate how consultation was:

2) Inclusive: The board meetings are open to the public

3) Widely advertised and available: These are posted on the schools website and calendar

4) Ongoing: There is an open door policy at Founders and all communication is welcome at any time.

- b. Families (please choose one):

Yes - Description Required

1) Description:

The plan was presented at a board meeting and available on the website

i) Number of total responses: 0

ii) Uses consulted on: 0

iii) Description of feedback received: There was no feedback provided from parents

Please indicate how consultation was:

2) Inclusive: The board meetings are open to the public

3) Widely advertised and available: These are posted on the schools website and calendar

4) Ongoing: There is an open door policy at Founders and all communication is welcome at any time.

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

Yes - Description Required

1) Description:

Feedback from teachers, administrators, and other staff members was solicited through informal conversations. The admin team meets regularly to discuss the needs of the school.

i) Number of total responses: 10

ii) *Uses consulted on: 10*
iii) *Description of feedback received: Teachers commented on the need for specific educational programs they could use in their classroom to support student learning.*

Please indicate how consultation was:

2) **Inclusive: all teachers have the opportunity to share feedback with administration**

3) **Widely advertised and available: available on the website and a public board meeting**

4) **Ongoing: There is an open door policy for anyone to comment at any time.**

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

Yes - Description Required

Feedback from teachers, administrators, and other staff members was solicited through informal conversations. The admin team meets regularly to discuss the needs of the school. There are no unions at Founders.

i) *Number of total responses: 10*

ii) *Uses consulted on: 10*

iii) *Description of feedback received: Teachers commented on the need for specific educational programs they could use in their classroom to support student learning.*

Please indicate how consultation was:

2) **Inclusive: all teachers have the opportunity to share feedback with administration**

3) **Widely advertised and available: available on the website and a public board meeting**

4) **Ongoing: There is an open door policy for anyone to comment at any time.**

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

No

1) Description:

Not applicable. There are no tribes associated with Founders.

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:

Founders is an independent charter school. We do not work with any outside 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):

No

1) Description:

Founders is an independent charter school. We do not work with any outside 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

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

No

1) Description:

Founders is an independent charter school. We do not work with any outside 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

- 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:

Founders is an independent charter school. We do not work with any outside organizations. We only have students in grades 5-12. No student comes to our school directly from an early childhood environment.

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

Section 1	Section 2	Section 3	Section 4	<p>Section 5</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p>																				<p>Section 6</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p>																				<p>Section 7</p> <p>1 2 3 4</p>				<p>Section 8</p> <p>1 2 3 4</p>			
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Table 1: Summary of the data analysis process									
Step	Description	Method	Software	Version	Input	Output	Notes	Reference	Author
1	Data Collection	Survey	SurveyMonkey	2020.1	Questionnaire	Raw Data	Initial Data Set	SurveyMonkey	SurveyMonkey
2	Data Cleaning	Manual	Excel	2016	Raw Data	Cleaned Data	Removal of duplicates and missing values	Excel	Excel
3	Data Analysis	Statistical	SPSS	2019	Cleaned Data	Statistical Results	Descriptive statistics, regression analysis	SPSS	SPSS
4	Result Interpretation	Qualitative	Manual	Excel	Statistical Results	Interpretation	Interpretation of statistical results	Excel	Excel
5	Report Writing	Manual	Word	2016	Interpretation	Final Report	Final report writing	Word	Word

X. Authorization

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

ESSER@doe.nh.gov

Hayes

Approver Signature - Superintendent / Head of School

1/13/23

Date

Cassie Hayes

Printed Name - Superintendent / Head of School

Cassie Hayes

Appendix A: ARPA Statutory Excerpt

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(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;

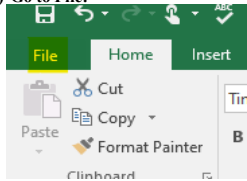
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

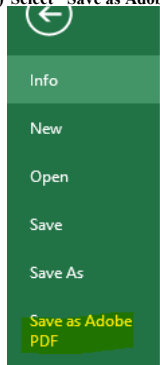
(iv) Be made publicly available on the LEA's website.

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

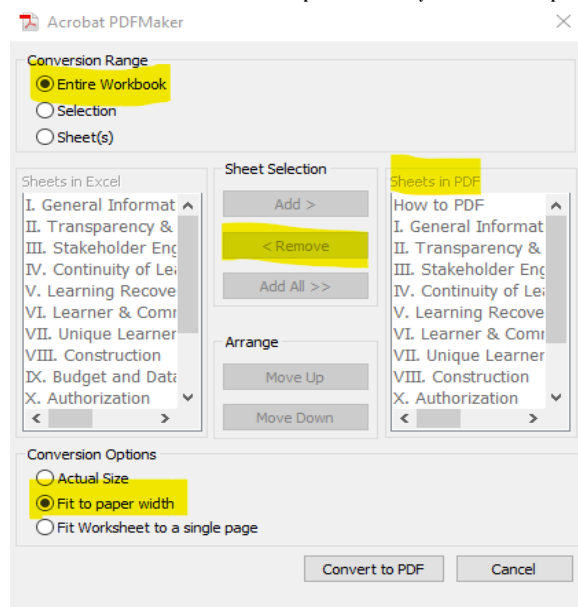
1) Go to File:



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)