

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/icer/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>Ledyard Charter School</u>	→ Cell C18 Must be Input for Formulas to Populate Correctly
2) District ID Number:	<u>719</u>	→ Autopopulates upon Selection
3) SAU Number:	<u>NA</u>	→ Autopopulates upon Selection
4) Date of Publication:	<u>1/3/2023</u>	
5) Approver Name - (Superintendent / Head of School):	<u>Wendy Kozak, Executive Director</u>	
6) Email & Telephone:	<u>wkozak@ledyardcharterschool.org 603-727-4772</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: [ledyardcharterschool.com](https://www.ledyardcharterschool.com)

Yes - Description Required

Description:

This plan as well as our subrecipient allocations are posted and available for all at our website at <https://www.ledyardcharterschool.com/general-5-1>

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

Yes - Description Required

Description:

The plan is designed in a clear and understandable format.

- 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:

Translations are available as needed.

- 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:

Any stakeholder may request the plan in an alternate formate and it will be provided to them.

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:

Before the application for this grant was submitted, stakeholder input was sought out in the form of our yearly CALL survey provided and facilitated by WestEd as part of our CSI grant provisions. The results from this survey can be found under the CSI sections of our federal grant page. Additionally, any stakeholder is welcome at monthly Board meetings or to contact the Executive Director about an alternate use of funds. All of the current stakeholder goals/priorities have been discussed at length at public Board meetings, faculty meetings, during our WestEd quarterly progress meetings, and with all

- 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 LEA accepts all stakeholder input through the above listed activities, and additionally any new stakeholder input is brought immediately to the school Board. All of our ARP ESSER funds are in line with the stakeholder surveys and parent/student/staff/community/Board feedback is requested regularly.

- 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:

Students have been surveyed many times - both through formal written surveys and informal group conversations in their advisories, with the ED, and through informal verbal surveys

i) Number of total responses: 42

ii) Uses consulted on: Student Wellness, Mental Health, Learning Loss Remediation, Social/Emotional Learning, Facility Updates, COVID Prevention

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: *There were no limitations, student surveys were available to all and many opportunities were given to answer, so all students had ample opportunity to share their thoughts on how ESSER funds should be used, students are/were welcome to give their feedback verbally if they*

3) Widely advertised and available: *Students were asked for feedback during weekly advisory meetings and through conversations with the Executive Director. Some of these opportunities are formal, while others are included in weekly advisory in an informal and/or verbal way.*

4) Ongoing: Surveys - both formal and informal - continue to be administered to get student feedback on how ESSER funds should be spent.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families have been asked for feedback in the form of the CALL survey, during parent-teacher conferences, during Board meetings, at the school open house, and are regularly invited to give feedback via email or other communications to the Executive Director. Parents are invited to join our school Board and/or sit in on the meetings where all self-assessment data is discussed and where priorities for grant funds are discussed and decided upon.

i) Number of total responses: 9

ii) Uses consulted on: Student Wellness, Learning Loss, Mental Health, Prevention/Mitigation, Technology, and more.

iii) Description of feedback received: Most parents chose to give feedback informally while meeting with the Executive Director or at Parent Teacher conferences. Some parents came to our open house and share how they thought funds could best be used. Two parents joined the school Board and

Please indicate how consultation was:

2) Inclusive: *All parents and guardians were invited to give feedback, parents who came to the building were pressed again to give verbal feedback and many did. Translations, or otherwise altered/accomodated versions of all documents are available to any parent upon request.*

3) Widely advertised and available: *Requests for feedback were widely available, however many did not choose to give any.*

4) Ongoing: *We continue to ask for parent and family feedback on everything we do, including all of the areas in which ESSER funds are being used. All parent feedback and suggestions are discussed in weekly faculty meetings and at monthly Board meetings.*

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

Yes - Description Required

1) Description:

Our one school administrator leads all grant activities, allocations, and applications and thus gives feedback on all elements.

i) Number of total responses: 1
ii) Uses consulted on: Every aspect of ESSER II & III - they facilitated all elements on this program and wrote the grant application.
iii) Description of feedback received: We now have only one administrator, the Executive Director. She participated in every opportunity for discussions about ESSER fund uses, she summarized all information, and gave her own feedback on what the school needs more to help us rebound from. Please indicate how consultation was:
2) Inclusive: Both administrators were required to participate in all opportunities to share input on how the funds are used.
3) Widely advertised and available: The ED was aware and were the ones facilitating everything involved with ESSER.
4) Ongoing: Our sole administrator is responsible for all federal and state grant writing, reporting, etc.

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

Yes - Description Required

1) Description:
All teachers and other school staff completed three consecutive years of the CALL survey administered through WestEd. Teachers and other support staff participated in turning the results from these surveys into our goals. Teachers were directly responsible for helping to administer, gather, and facilitate student and family input. Every decision regarding the ESSER grant funds was communicated to staff in real time.
i) Number of total responses: 8
ii) Uses consulted on: Leadership, Instruction, Talent Development, School Culture, Student Wellness, Technology, Professional Development and
iii) Description of feedback received: The top priorities according to the results of these surveys for priority of funds spent were as follows: turnaround leadership (Leadership PD fund uses,) Recruiting and retaining staff (Professional Development, additional stipend work opportunities, etc.) and Please indicate how consultation was:
2) Inclusive: All teachers were required to complete the surveys.
3) Widely advertised and available: Teacher were sent the link to complete the survey and were given time during a faculty meeting to complete it fully.
4) Ongoing: Our work with WestEd to gather stakeholder input is ending as our 3 years of CSI has ended this year, however we will continue collecting feedback from teachers through weekly faculty meetings, individual progress meetings between leadership and teachers, and at monthly Board 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):

- 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):

Yes - Description Required

1) Description:
A high percentage of our students have disabilities, have experienced homelessness, have lived in foster care, have parents incarcerated, etc. Due to this, responses from students and families are naturally taking all of these things into account. Additionally, staff and administrators are very well versed in

issues affecting our students negatively and what can be done to remedy this.

- i) Number of total responses:** 34
- ii) Uses consulted on:** All categories listed above - these are the same respondents listed in previous categories.
- iii) Description of feedback received:** Informal, formal, surveys, meetings, and conferences.

Please indicate how consultation was:

- 2) Inclusive:** All students and parents were asked for feedback, most of them experience one or more of the factors listed above.
- 3) Widely advertised and available:** The surveys were disseminated through emails, advisories, meetings, surveys, etc. There were many different opportunities and formats to give feedback.
- 4) Ongoing:** We will continue getting input from our stakeholders who have experience with these issues.

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

Yes - Description Required

1) Description:

We work with multiple community organizations that help our students, we have asked for feedback often but we did not provide our yearly survey to community partners.

- i) Number of total responses:** No formal/written responses, 10 informal/verbal
- ii) Uses consulted on:** Community resources, student wellness, professional development, technology, culture, etc.
- iii) Description of feedback received:** Informal/verbal conversations with community members while they are working in our building or working with our students in the community.

Please indicate how consultation was:

- 2) Inclusive:** We accept feedback from any community partner who wants to give it.
- 3) Widely advertised and available:** No, informal and asked for in the moment.
- 4) Ongoing:** We will continue asking our community partners for input on how we can improve in all areas.

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:

- 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:**

X. Authorization

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

ESSER@doe.nh.gov



1/3/2023

Approver Signature - Superintendent / Head of School

Date

Wendy Kozak, Executive Director

Printed Name - Superintendent / Head of School

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.