

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/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: Andover → Cell C18 Must be Input for Formulas to i
- 2) District ID Number: 19 → Autopopulates upon Selection
- 3) SAU Number: 46 → Autopopulates upon Selection
- 4) Date of Publication: 1/24/2023
- 5) Approver Name - (Superintendent / Head of School): Mark MacLean
- 6) Email & Telephone: mmaclean@mvsdpride.org

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:

acmseagles.org/esser-iii

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

Yes - Description Required

Description:

There is a stakeholder input survey and categories of spending that are very straightforward.

- 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 language is straight forward and offers language translations.

- 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 can request the plan in an alternate format.

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 page mvsdpride.org/esser-iii has a stakeholder input survey first on the page. In addition to the survey, input has been welcomed at board meetings, selectboard meetings, PTO meetings, faculty meetings and other.

- 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:

All of our spending for ARP ESSER is in line with the public input.

- 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:

- i) Number of total responses: 30*
- ii) Uses consulted on: Students were asked about priorities to aid students regarding learning.*
- iii) Description of feedback received: Feedback was received via survey and group discussions in small and large groups.*

Please indicate how consultation was:

- 2) Inclusive: There were no limitations to input, survey was available to all students.**
- 3) Widely advertised and available: E-mail notification was sent to families via weekly principal outreach and announced at Board meetings.**
- 4) Ongoing: The survey remains open and is regularly checked for any major changes.**

- b. Families (please choose one):

Yes - Description Required

1) Description:

- i) Number of total responses: 40*
- ii) Uses consulted on: Families were consulted on district priorities, mental health, outdoor learning spaces, field trips, and other topics.*
- iii) Description of feedback received: Feedback was received via surveys, PTO meetings, and discussions with principal.*

Please indicate how consultation was:

- 2) Inclusive: Surveys were open to all and folks were encouraged to reach out to the building principal with additional comments.**
- 3) Widely advertised and available: The survey is at the top of the ESSER III page and is referenced at meetings and emails home.**
- 4) Ongoing: The survey remains open and families are encouraged to reach out to the school.**

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

Yes - Description Required

1) Description:

- i) Number of total responses: 20 for the SAU that includes Merrimack Valley and Andover*
- ii) Uses consulted on: student and staff needs. Led to spending for PD and additional positions.*
- iii) Description of feedback received: survey and oral discussion during monthly meetings with minutes taken.*

Please indicate how consultation was:

2) Inclusive: Open to all

3) Widely advertised and available: Meetings

4) Ongoing: Bi-weekly meetings

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

Yes - Description Required

1) Description:

- i) Number of total responses: 25*
- ii) Uses consulted on: Teachers were consulted on learning loss, safety, professional development, and district priorities.*
- iii) Description of feedback received: Primarily oral feedback at various regular meetings as well as the creation of summer enrichment programs in each school.*

Please indicate how consultation was:

2) Inclusive: The vast majority of teachers attending teacher meetings.

3) Widely advertised and available: Teachers are all notified of meetings.

4) Ongoing: There are standing meetings weekly that would be an avenue to provide feedback.

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

No

1) Description:

- 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:

There were no separate organizations like this. All were welcomed through wider discussions.

- 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:

There were no separate organizations like this. All were welcomed through wider discussions.

- 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:

There were no separate organizations like this. All were welcomed through wider discussions.

- 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:

There were no separate organizations like this. All were welcomed through wider discussions.

- 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

1. Project Name 2. Project ID 3. Project Manager 4. Project Sponsor 5. Project Start Date 6. Project End Date 7. Project Status 8. Project Phase 9. Project Budget 10. Project Risk 11. Project Complexity 12. Project Importance 13. Project Stakeholders 14. Project Objectives 15. Project Deliverables 16. Project Milestones 17. Project Risks 18. Project Issues 19. Project Changes 20. Project Communications 21. Project Reporting 22. Project Governance 23. Project Roles 24. Project Responsibilities 25. Project Performance 26. Project Quality 27. Project Security 28. Project Compliance 29. Project Sustainability 30. Project Innovation 31. Project Resilience 32. Project Agility 33. Project Scalability 34. Project Flexibility 35. Project Adaptability 36. Project Inclusivity 37. Project Transparency 38. Project Accountability 39. Project Integrity 40. Project Honesty 41. Project Fairness 42. Project Equity 43. Project Justice 44. Project Respect 45. Project Dignity 46. Project Honor 47. Project Reputation 48. Project Credibility 49. Project Reliability 50. Project Consistency 51. Project Accuracy 52. Project Precision 53. Project Detail 54. Project Thoroughness 55. Project Completeness 56. Project Finality 57. Project Closure 58. Project Evaluation 59. Project Review 60. Project Reflection 61. Project Learning 62. Project Growth 63. Project Development 64. Project Improvement 65. Project Optimization 66. Project Efficiency 67. Project Effectiveness 68. Project Impact 69. Project Influence 70. Project Legacy 71. Project Success 72. Project Achievement 73. Project Fulfillment 74. Project Satisfaction 75. Project Happiness 76. Project Well-being 77. Project Health 78. Project Vitality 79. Project Energy 80. Project Passion 81. Project Enthusiasm 82. Project Excitement 83. Project Inspiration 84. Project Motivation 85. Project Drive 86. Project Determination 87. Project Persistence 88. Project Perseverance 89. Project Resilience 90. Project Endurance 91. Project Strength 92. Project Power 93. Project Influence 94. Project Authority 95. Project Leadership 96. Project Guidance 97. Project Direction 98. Project Vision 99. Project Future 100. Project Hope 101. Project Faith 102. Project Trust 103. Project Confidence 104. Project Assurance 105. Project Certainty 106. Project Clarity 107. Project Understanding 108. Project Knowledge 109. Project Wisdom 110. Project Insight 111. Project Intuition 112. Project Instinct 113. Project Feeling 114. Project Emotion 115. Project Sensation 116. Project Perception 117. Project Experience 118. Project Memory 119. Project Recall 120. Project Recognition 121. Project Identification 122. Project Distinction 123. Project Differentiation 124. Project Uniqueness 125. Project Originality 126. Project Creativity 127. Project Innovation 128. Project Invention 129. Project Discovery 130. Project Exploration 131. Project Investigation 132. Project Research 133. Project Analysis 134. Project Evaluation 135. Project Assessment 136. Project Measurement 137. Project Quantification 138. Project Calculation 139. Project Computation 140. Project Estimation 141. Project Prediction 142. Project Forecasting 143. Project Projection 144. Project Speculation 145. Project Hypothesis 146. Project Theory 147. Project Model 148. Project Framework 149. Project Structure 150. Project Organization 151. Project System 152. Project Methodology 153. Project Approach 154. Project Strategy 155. Project Plan 156. Project Roadmap 157. Project Schedule 158. Project Timeline 159. Project Calendar 160. Project Gantt Chart 161. Project PERT Chart 162. Project Network Diagram 163. Project Flowchart 164. Project Decision Tree 165. Project SWOT Analysis 166. Project PEST Analysis 167. Project Porter's Five Forces 168. Project BCG Matrix 169. Project GE/McKinsey Matrix 170. Project Portfolio Matrix 171. Project Risk Matrix 172. Project Risk Register 173. Project Risk Assessment 174. Project Risk Mitigation 175. Project Risk Avoidance 176. Project Risk Transfer 177. Project Risk Retention 178. Project Risk Acceptance 179. Project Risk Tolerance 180. Project Risk Appetite 181. Project Risk Capacity 182. Project Risk Resilience 183. Project Risk Redundancy 184. Project Risk Diversity 185. Project Risk Independence 186. Project Risk Non-correlation 187. Project Risk Asymmetry 188. Project Risk Convexity 189. Project Risk Concavity 190. Project Risk Skewness 191. Project Risk Kurtosis 192. Project Risk Tail Risk 193. Project Risk Black Swan 194. Project Risk Fat Tail 195. Project Risk Leptokurtic 196. Project Risk Platykurtic 197. Project Risk Mesokurtic 198. Project Risk Hyperkurtic 199. Project Risk Hypokurtic 200. Project Risk Normal 201. Project Risk Lognormal 202. Project Risk Weibull 203. Project Risk Exponential 204. Project Risk Gamma 205. Project Risk Beta 206. Project Risk Poisson 207. Project Risk Binomial 208. Project Risk Geometric 209. Project Risk Hypergeometric 210. Project Risk Multinomial 211. Project Risk Dirichlet 212. Project Risk Multivariate 213. Project Risk Copula 214. Project Risk Correlation 215. Project Risk Covariance 216. Project Risk Variance 217. Project Risk Standard Deviation 218. Project Risk Coefficient of Variation 219. Project Risk Skewness Coefficient 220. Project Risk Kurtosis Coefficient 221. Project Risk Entropy 222. Project Risk Information 223. Project Risk Uncertainty 224. Project Risk Ambiguity 225. Project Risk Ignorance 226. Project Risk Uncertainty 227. Project Risk Ambiguity 228. Project Risk Ignorance 229. Project Risk Uncertainty 230. Project Risk Ambiguity 231. Project Risk Ignorance 232. Project Risk Uncertainty 233. Project Risk Ambiguity 234. Project Risk Ignorance 235. Project Risk Uncertainty 236. Project Risk Ambiguity 237. Project Risk Ignorance 238. Project Risk Uncertainty 239. Project Risk Ambiguity 240. Project Risk Ignorance 241. Project Risk Uncertainty 242. Project Risk Ambiguity 243. 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Section 1: Initial Assessment										Section 2: Detailed Analysis										Section 3: Final Review									
Item ID	Description	Category	Priority	Status	Assigned To	Start Date	End Date	Progress %	Notes	Item ID	Description	Category	Priority	Status	Assigned To	Start Date	End Date	Progress %	Notes	Item ID	Description	Category	Priority	Status	Assigned To	Start Date	End Date	Progress %	Notes
101	Task 1.1	Development	High	In Progress	John Doe	2023-01-01	2023-01-15	75%	Completed successfully.	102	Task 2.1	Testing	Medium	Not Started	Jane Smith	2023-01-16	2023-01-30	0%	Waiting for resources.	103	Task 3.1	Deployment	Low	Completed	Mike Johnson	2023-01-01	2023-01-05	100%	Final review complete.
104	Task 1.2	Development	Medium	On Hold	John Doe	2023-01-16	2023-01-30	0%	On hold due to priority change.	105	Task 2.2	Testing	High	In Progress	Jane Smith	2023-01-16	2023-02-01	50%	Identified critical bugs.	106	Task 3.2	Deployment	Medium	Not Started	Mike Johnson	2023-01-31	2023-02-15	0%	Preparation phase.
107	Task 1.3	Development	Low	Completed	John Doe	2023-01-01	2023-01-10	100%	Final review complete.	108	Task 2.3	Testing	Low	Not Started	Jane Smith	2023-02-02	2023-02-15	0%	Waiting for resources.	109	Task 3.3	Deployment	High	In Progress	Mike Johnson	2023-02-16	2023-02-28	20%	Rollback plan in place.

Partnership with the State										Partnership with the State										Partnership with the State																																																																															
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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

1/24/2023

Date

Mark MacLean

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.