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, if applicable, 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.


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

| 1) School District / Charter School Name: | Bath |
| 2) District ID Number: | 39 |
| 3) HAU Number: | 23 |
| 4) Date of Publication: | 3/4/2022 |
| 5) Approver Name - (Superintendent / Head of School): | Laurie Melanson, Superintendent |
| 6) Email & Telephone: | lmelanson@sau23.org 603-787-3113 |
### 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:

<table>
<thead>
<tr>
<th>Yes - Description Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td><a href="http://www.san23.org">www.san23.org</a></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Yes - Description Required</th>
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</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td>A consistent PDF format was used.</td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Yes - Description Required</th>
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</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td>Upon request, the plan will be translated in a language that parents can understand.</td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Yes - Description Required</th>
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<tbody>
<tr>
<td><strong>Description:</strong></td>
</tr>
<tr>
<td>Upon request, the plan will be provided in an alternative format assessible to an individual with a disability.</td>
</tr>
</tbody>
</table>
### 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 school board had a number of public meetings to discuss the use of funds. In addition to public statements made at meetings, the public was able to call or email the superintendent. Many community members needed help understanding the approvable uses of these funds and suggested ideas that would supplant.

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 considered public input when deciding on priorities.

3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
   a. Students (please choose one):

      **Yes - Description Required**

      **1) Description:**
      The LEA used student data to drive decisions.

      **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:**

   b. Families (please choose one):

      **Yes - Description Required**

      **1) Description:**
      Families wanted afterschool programming which the school board added as a priority.

      **i) Number of total responses:**
      **ii) Uses consulted on:**
      **iii) Description of feedback received:**

      **Please indicate how consultation was:**

      **2) Inclusive:**
      All families were informed of the public meetings, which were available via zoom.
      **3) Widely advertised and available:**
      **4) Ongoing:**
III. Stakeholder Engagement

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

<table>
<thead>
<tr>
<th>Yes - Description Required</th>
<th>1) Description:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The special education director was involved in all meetings and discussions as was the principal, facility director, technology director and superintendent.</td>
</tr>
</tbody>
</table>

| i) Number of total responses: |
| ii) Uses consulted on: |
| iii) Description of feedback received: |

Please indicate how consultation was:

| 2) Inclusive: |
| 3) Widely advertised and available: |
| 4) Ongoing: |

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

<table>
<thead>
<tr>
<th>Yes - Description Required</th>
<th>1) Description:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Teachers participated in multiple meetings to generate ideas for use of funds. There is no union in Bath.</td>
</tr>
</tbody>
</table>

| 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: |

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

| No |

| 1) Description: |
| N/A |

| 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: |
III. Stakeholder Engagement

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

Yes - Description Required

1) Description:

Suggestions from the NH Disability Rights Center were included

   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

The Homeless liaison and special ed director were involved.

   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:

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

Yes - Description Required

1) Description:

The LEA has a partnership with the Boys and Girls Club in Lisbon.

   i) Number of total responses:
   ii) Uses consulted on:
   iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:
i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

Yes - Description Required

1) Description:
   The Special Education Director is also the preschool coordinator for the district and conducts the child find screenings. She works closely with Headstart and Early Intervention for smooth transitions to school.

   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:
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:**
BVS used CARES funds and SPSRF funds for PPE. Eser 2 funds were used for Reading Intervention training, additional school nurse hours and additional Title I Teacher time. Eser 3 funds will be used for chromebooks, afterschool programming, new literacy materials for all students and pending approval, paving work for a safer bus loop.
## V. Learning Recovery

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:**
   BVS has analyzed state and local assessments and have prioritized reading skills as the most significant area of learning loss. New reading interventions were identified and implemented as well as a new school-wide literacy program for K-6 classrooms. The school uses a tiered approach to instruction and intervention for students needing additional small group and 1:1 instruction to close gaps and bring up to grade level.

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:**
   Afterschool and summer programming, improved classroom instruction and materials, evidence based reading intervention. Data analysis quarterly.

   **Description During SY 2022-2023:**
   Continue FY 22 plan with the addition of a new math curriculum and teacher training.

   **Description During SY 2023-2024:**
   Continue new evidence based reading and math instruction and interventions invested in FY 22 and 23.

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:**
     Tutors are available afterschool and in the summer.

   - 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:**
     The PD plan allows for teacher directed opportunities and courses.

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

   **Description:**
   Quarterly review of formative and summative assessments, school board reports.
VI. Learner & Community Needs

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:
Additional school nurse time, chromebooks.

Description During SY 2022-2023:
Paving bus loop, if approved.

Description During SY 2023-2024:
A balance of $62,448 had not yet been allocated.

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:

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes - Description Required</th>
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</thead>
<tbody>
<tr>
<td>During SY 2021-2022 (select one):</td>
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<tr>
<td>During SY 2022-2023 (select one):</td>
<td></td>
</tr>
<tr>
<td>During SY 2023-2024 (select one):</td>
<td></td>
</tr>
</tbody>
</table>

Description of all SYs - 2021 to 2024:
The district is spending the majority of the funds on individualized instruction for students.

b. Addressing educator fatigue, including providing performance-based bonuses to teachers:

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes - Description Required</th>
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</thead>
<tbody>
<tr>
<td>During SY 2021-2022 (select one):</td>
<td></td>
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<tr>
<td>During SY 2022-2023 (select one):</td>
<td></td>
</tr>
<tr>
<td>During SY 2023-2024 (select one):</td>
<td></td>
</tr>
</tbody>
</table>

Description of all SYs - 2021 to 2024:
The district provided SEL training in August, 2021. Teachers had access to free online courses to deepen their understanding of SEL. The district will continue to focus on SEL and trauma informed practices with free resources from the DOE featuring material from Emily Daniels. The district provided SEL training in August, 2021. Teachers had access to free online courses to deepen their understanding of SEL.

c. Improving family engagement:

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes - Description Required</th>
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<tbody>
<tr>
<td>During SY 2021-2022 (select one):</td>
<td></td>
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<tr>
<td>During SY 2022-2023 (select one):</td>
<td></td>
</tr>
<tr>
<td>During SY 2023-2024 (select one):</td>
<td></td>
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</table>

Description of all SYs - 2021 to 2024:
The district set a family engagement goal for the 21-22 school year to welcome families back into the school after covid restrictions were lifted. Many of the school traditions the community valued in the past were brought back, even if the event looked differently. For example, the winter concert was held outside with the school and community singing together while the tree was lit and beverages and snacks were served. In back to school events, families are introduced to the grade level curriculum and asked to partner with teachers to help reinforce an essential area of the curriculum, like multiplication tables in 3rd and 4th grade.

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: | $135,328 |
| Percentage: | 100% |

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:
The teachers and school administrator generated a list of priorities for use of the funds and presented to the school board. The board approved of.
the school identified priorities. Discussions were all held in public meetings with in person and zoom options for family and community participation.

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 obtainment of industry-recognized credentials:*

  BVS is a K-6 school. The general fund supports BVS students who attend a CTE program or seek an industry recognized credential through an ELO.

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):*  
  
<table>
<thead>
<tr>
<th>Description of all SYs - 2021 to 2024:</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>
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:
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:*
<table>
<thead>
<tr>
<th>Phase</th>
<th>Specific Vendor or the Following</th>
<th>General Vendor or the Following</th>
<th>Quantitative Measurement of Equitable Services Receiving [Note 1]</th>
<th>Quantitative Measurement of Essential Services Receiving [Note 1]</th>
<th>Learning Loss, N/Y [Note 2]</th>
<th>Written Description, Including Other Responses (Columns A and C), and Detailed Use Description, If Applicable</th>
<th>Implementation Timeline - Please Select All That Apply</th>
<th>SY 2020-2021</th>
<th>SY 2021-2022</th>
<th>SY 2022-2023</th>
<th>SY 2023-2024</th>
<th>12/31/21 Spent Through (as of 01/31/2022)</th>
<th>Total ARP ESSER Unbudgeted To Date</th>
<th>LEA Enrollment as of 01/31/2022</th>
<th>LEA Average Daily Attendance</th>
<th>LEA 4-Year Adjusted Cohort Graduation Rate</th>
<th>LEA Suspension / Expulsion Rates of In-School Harassment / Incidents of Bullying / Other Harassment / Incidents of Harassment / Incidents of Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
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<td>General Vendor or the Following</td>
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<td>Phase 4</td>
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<td>Phase 5</td>
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<td>Phase 8</td>
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<td>Phase 9</td>
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<td>Phase 10</td>
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</tbody>
</table>

*User May Delete Current Selection Prior to Assigning Input(s)*

Depending upon Specific Uses; May Delete Current Selection

*Written Description, Including Other Responses (Columns A and C), and Detailed Use Description, If Applicable*

**Note 1:**
- Please Select From One of the Following

**Note 2:**
- Please Select From the Following: May Select Multiple Categories

**Note 3:**
At least 20% of an LEA’s Total Allocation Statutorily Required Learning Loss - Y/N

**Note 4:**
Baseline & Site for LEA

**Note 5:**
 Implemented Timeline - Please Select All That Apply
*Please print and sign this page. Return a signed version with your completed packet to: ESSER@doe.nh.gov

3/17/2022

Approver Signature - Superintendent / Head of School Date

Laurie Melanson, Ed.D.

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 (20 U.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.
(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) Providing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(K) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(L) Inspecting, testing, maintenance, repair, and replacement 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

(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.
1) Go to File:

2) Select "Save as Adobe PDF":

3) Select "Entire Workbook" and "Fit to paper width." Locate the "IX. 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 IX. Budget and Data Reporting tab will need to be printed manually from Excel and sent along with the rest of your materials. The X. Authorization tab will also 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 02/23/2022:
   A. NH ARP ESSER LEA Fund Use - Excel Workbook
      i. Print the "IX. Budget and Data Reporting" and "X. Authorization" tabs from Excel file
      ii. Manually print and sign the "X. 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 (4 separate attachments)