

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>Bath</u> | → <i>Cell C18 Must be Input for Formulas to Populate Correctly</i> |
| 2) District ID Number: | <u>39</u> | → <i>Autopopulates upon Selection</i> |
| 3) SAU Number: | <u>23</u> | → <i>Autopopulates upon Selection</i> |
| 4) Date of Publication: | <u>1/6/2023</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Laurie Melanson, Superintendent</u> | |
| 6) Email & Telephone: | <u>lmelanson@sau23.org 603-787-2113 x118</u> | |

II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

Yes - Description Required

Description:

www.sau23.org

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

Yes - Description Required

Description:

Utilizes template.

- 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:

Will translate orally or use google translate for a document in a language that parents can read if necessary.

- 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:

Available upon request in an alternative format accessible to an individual with a disability as defined by ADA.

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 has had a number of public meetings to discuss the use of ESSER funds. Public input was encouraged at meetings as well as input emailed to the Superintendent.

- 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 district utilized feedback received by the public in constructing its plan. For instance, the stakeholders requested afterschool programming and improving academic achievement scores. The district responded by implementing an afterschool and summer program. In addition, the district has agreed to a goal of improving math and literacy teaching and learning. We have adopted the Fountas & Pinnell literacy program and developed a plan for professional development addressing literacy improvement and improvement in student scores as they move toward grade level proficiency.

- 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:

Student data was used to drive decisions. Student assemblies were conducted.

i) Number of total responses:10

ii) Uses consulted on: Discussion regarding outdoor classroom and social emotional learning.

iii) Description of feedback received:Outdoor classroom and social emotional learning activities.

Please indicate how consultation was:

2) Inclusive: Data from all students was considered. Classroom meetings will be held this spring for ideas on the remaining funds.

3) Widely advertised and available: Analyzed by teachers and administrators.

4) Ongoing: Classroom meetings this spring for ideas on remaining funds.

b. Families (please choose one):

Yes - Description Required

1) Description:

Many families participated in school board meetings in person or via zoom due to covid concerns.

i) Number of total responses:5

ii) Uses consulted on:Social emotional learning; safety protocols related to COVID-19; improved scores

iii) Description of feedback received:Additional support for SEL, safety relating to health and improving literacy program for student achievement

Please indicate how consultation was:

2) Inclusive: Board meetings are available to all families.

3) Widely advertised and available: Meetings were posted in public places, at schools, on the website and facebook.

4) Ongoing: Use of funds was on school board agendas and will be again in the future for use of remaining funds.

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

Yes - Description Required

1) Description:

The school and district Administrators, including the Special Education Director all serve on the Leadership Team. We meet twice per month and

develop priorities and share ideas on use of funds.

i) Number of total responses:14

ii) Uses consulted on: Mostly academic achievement and social emotional learning.

iii) Description of feedback received: Literacy is a priority for all students who are below grade level. We needed training, materials and coaching teachers while implementing.

Please indicate how consultation was:

2) Inclusive: All

3) Widely advertised and available: At our bi-monthly team meetings

4) Ongoing: We continue to discuss academic achievement and SEL at each team meeting.

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

Yes - Description Required

1) Description:

Principal had a number of staff meetings to discuss priorities and school improvement plan. All staff are included.

i) Number of total responses:17

ii) Uses consulted on: Use of funds, priorities and resources available.

iii) Description of feedback received: Program and materials for literacy, after school tutoring and upgrade to a safer parent/bus drop off route.

Please indicate how consultation was:

2) Inclusive: All

3) Widely advertised and available: Regularly held staff meetings

4) Ongoing: Regularly held staff meetings

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:

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

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:

Included Special Education Director in planning use of funds priorities.

i) Number of total responses:1

ii) Uses consulted on: best practices and evidence based

iii) Description of feedback received: We have very few ELL and homeless students. Our families experiencing homelessness would benefit from social worker services (although difficult to hire in our area).

Please indicate how consultation was:

2) Inclusive: All

3) Widely advertised and available: Via email invite and in person

4) Ongoing: We will continue to discuss our student's needs on an on-going basis at team and child study meetings.

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

Yes - Description Required

1) Description:

The district has a strong relationship with the local library. They consult regularly on ways to access additional after school activities.

i) Number of total responses: 2

ii) Uses consulted on: A number of enrichment ideas were provided to improve programming for our students

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: All

3) Widely advertised and available: Via email and in person meetings

4) Ongoing: Continue discussion based on available funds

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:

We do not have a formal preschool program in this District, however, families were invited to monthly Board meetings and via email for input on the use of ESSER funds. Administration and staff have discussed regularly at staff/team meetings.

i) Number of total responses: 20

ii) Uses consulted on: Family engagement and school readiness

iii) Description of feedback received: Family outreach is needed for families with young children. The vision is to provide families information and materials to work with their children on developmental benchmarks.

Please indicate how consultation was:

2) Inclusive: Board meetings are available to all families. Administration meets twice a month and the staff hold regular monthly staff meetings.

3) Widely advertised and available: Board meetings were posted in public places, at schools, on the website and facebook. Regular bi-monthly and monthly meetings.

4) Ongoing: Use of funds was on school board agendas and will be again in the future for use of remaining funds. Regular bi-monthly and monthly meetings.

Name of Entity <i>Note: Please select entity name from pre-populated dropdown listing.</i>	UEI (SAM)# <i>Note: Upon entity selection, UEI will automatically populate.</i>	NCES ID#	Total ARP ESSER Mandatory Subgrant Amount Awarded to LEA	Total Mandatory Subgrant Amount Expended in Current Reporting Period (07/01/2021-06/30/2022) <i>Note: Please do not include the mandatory set aside for learning loss which is captured later. Please be advised that the sum of Columns H, R, AB, and AL should equal the total amount expended in Column G. The subcategories for each category cannot exceed the expended amount listed in the preceding column.</i>	Amount Expended by Activity						
					Addressing Physical Health and Safety						
					Amount Expended Addressing Physical Health and Safety <i>Note: Pre-populated upon inputs to corresponding cells.</i>	a. Personnel Services – Salaries	b. Personnel Services – Benefits	c. Purchased Professional and Technical Services	d. Purchased Property Services	e. Other Purchased Services	f. Supplies
Woodloch	JS5448799999	1299999	\$3,750,000.00	\$97,492.79	\$23,759.29	\$15,737.25	\$3,560.88	\$40.80	\$9.41	\$63.63	\$1,431.63
Bath	DJHQNKM7M8	3301710	\$135,328.88	\$20,649.75	\$0.00						

			Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)										Mental Health			
g. Property	h. Debt Service and Miscellaneous	i. Other Items	Amount Expended Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports) <i>Note: Pre-populated upon inputs to corresponding cells.</i>	j. Personnel Services – Salaries	k. Personnel Services – Benefits	l. Purchased Professional and Technical Services	m. Purchased Property Services	n. Other Purchased Services	o. Supplies	p. Property	q. Debt Service and Miscellaneous	r. Other Items	Amount Expended on Mental Health Supports for Students and Staff <i>Note: Pre-populated upon inputs to corresponding cells.</i>	s. Personnel Services – Salaries	t. Personnel Services – Benefits	u. Purchased Professional and Technical Services
\$2,878.19	\$28.57	\$8.93	\$64,394.05	\$18,047.39	\$6,034.14	\$247.36	\$63.52	\$10.59	\$22,693.24	\$11,095.18	\$5,583.60	\$619.03	\$4,010.96	\$1,364.93	\$550.58	\$23.18

\$0.00

\$8,172.16

\$6,600.00

\$1,572.16



Supports for S

v. Purchased
Property
Services

\$920.18

Students and Staff					Operational Continuity and Other Allowed Uses										Total Mandatory Subgrant Amount Expended Toward Required Set-Aside to Address Learning Loss in Current Reporting Period (7/1/2021-06/30/2022) <i>Note: This amount should be at least 20% of your total ARP ESSER award amount by the end of the grant period, 9/30/2024</i>
w. Other Purchased Services	x. Supplies	y. Property	z. Debt Service and Miscellaneous	aa. Other Items	Amount Expended on Operational Continuity and Other Allowed Uses <i>Note: Pre-populated upon inputs to corresponding cells.</i>	bb. Personnel Services – Salaries	cc. Personnel Services – Benefits	dd. Purchased Professional and Technical Services	ee. Purchased Property Services	ff. Other Purchased Services	gg. Supplies	hh. Property	ii. Debt Service and Miscellaneous	jj. Other Items	
\$244.36	\$33.44	\$51.55	\$784.02	\$38.72	\$5,328.49	\$1,419.68	\$713.68	\$333.37	\$609.71	\$52.86	\$814.17	\$1,334.82	\$37.97	\$12.23	

\$12,477.59

\$12,477.59

\$53,646.89

Amount Expended Toward Required Set-Aside to Address the impact of Learning Loss by Activity

Addressing Physical Health and Safety										Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health)						
Amount expended toward required set-aside <i>Note: Pre-populated upon inputs to corresponding cells.</i>	a. Personnel Services – Salaries	b. Personnel Services – Benefits	c. Purchased Professional and Technical Services	d. Purchased Property Services	e. Other Purchased Services	f. Supplies	g. Property	h. Debt Service and Miscellaneous	i. Other Items	Amount expended toward required set-aside <i>Note: Pre-populated upon inputs to corresponding cells.</i>	j. Personnel Services – Salaries	k. Personnel Services – Benefits	l. Purchased Professional and Technical Services	m. Purchased Property Services	n. Other Purchased Services	o. Supplies
\$475,185.82	\$314,744.99	\$71,217.63	\$815.93	\$188.25	\$1,272.54	\$28,632.69	\$57,563.77	\$571.48	\$178.54	\$1,275,175.74	\$360,947.82	\$120,682.88	\$4,947.13	\$1,270.32	\$211.67	\$453,724.01

\$0.00

\$53,646.89

\$2,459.20

\$476.09

\$44,735.00



Health Supports)

p. Property

\$221,762.82

\$5,976.60

		Mental Health Supports for Students and Staff										Operational Continuity and Other Allowed U					
q. Debt Service and Miscellaneous	r. Other Items	Amount expended toward required set-aside <i>Note: Pre-populated upon inputs to corresponding cells.</i>	s. Personnel Services – Salaries	t. Personnel Services – Benefits	u. Purchased Professional and Technical Services	v. Purchased Property Services	w. Other Purchased Services	x. Supplies	y. Property	z. Debt Service and Miscellaneous	aa. Other Items	Amount expended toward required set-aside <i>Note: Pre-populated upon inputs to corresponding cells.</i>	bb. Personnel Services – Salaries	cc. Personnel Services – Benefits	dd. Purchased Professional and Technical Services	ee. Purchased Property Services	ff. Other Purchased Services
\$111,531.27	\$97.82	\$80,218.99	\$27,298.55	\$11,011.55	\$463.55	\$18,403.55	\$4,887.20	\$668.75	\$1,031.07	\$15,680.47	\$774.30	\$106,569.90	\$28,393.55	\$14,273.55	\$6,667.44	\$12,194.12	\$1,057.29

\$0.00

\$0.00

				Remaining ARP ESSER Mandatory Subgrant Funds <i>Note: Remaining funding should be allocated by percentage across categories and should total 100%.</i>	Planned Uses of Remaining ARP ESSER Subgrant Funds by Percentage <i>Note: Categories must sum to 100%</i>					The total amount reserved by the LEA to address the impact of learning loss	Total expenditures of ARP ESSER LEA Learning Loss Reserve in this reporting period	Activities or interventions the LEA implemented to satisfy the				
es	gg. Supplies	hh. Property	ii. Debt Service and Miscellaneous		jj. Other Items	% Remaining Funds Planned for Addressing Physical Health and Safety	% Remaining Funds Planned for Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)	% Remaining Funds Planned for Mental Health Supports for Students and Staff	% Remaining Funds Planned for Operational Continuity and Other Uses			% Remaining Funds Not Yet Planned for Specific Use	a. Summer learning or summer enrichment	b. Afterschool programs	c. Extended instructional time (school day, school week, or school year)	d. Tutoring
	\$16,283.49	\$26,696.45	\$759.41	\$244.60	\$1,715,356.76	40	25	10	5	20	\$750,000.00	\$1,937,150.45	FALSE	TRUE	FALSE	TRUE
					\$61,032.24	0	50	0	0	50	\$27,065.78	\$53,646.89	FALSE	TRUE	FALSE	FALSE

LEA's mandate
e. Additional classroom teachers
TRUE

FALSE

Primary Learning Loss set-aside requirement of ARP ESSER funds										LEA to Also Complete Column
f. Other additional staffing and/or activities to assess and support social-emotional well-being (excluding mental health supports), for students, educators and/or families	g. Other additional staffing and/or activities to assess and support mental health needs, for students, educators and/or families	h. Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)	i. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems.	j. Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as foster care services	k. Early childhood programs	l. Curriculum adoption and learning materials	m. Core staff capacity building/training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff	n. Other	n. Description of other activities (1500 character limit)	Please describe how the selected activities or interventions respond to students' academic, social, and emotional needs. (3,000 character limit)
TRUE	TRUE	TRUE	FALSE	FALSE	FALSE	TRUE	TRUE	FALSE	N/A	Description of how activities impacted underserved student groups

FALSE

FALSE

FALSE

FALSE

FALSE

FALSE

TRUE

TRUE

TRUE

Student Chromebooks

A new literacy program school-wide will improve students' grade level proficiency. New equipment for students allows access to instruction, be it remotely or in class, to minimize learning loss. After school program: students benefit from instructional support to correct deficits created by interruption due to Covid-19.

<i>Transfers DH to DJ</i>	
Total ARP ESSER Allocation (as of 01/13/2023)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/13/2023)
\$3,750,000.00	\$2,034,643.24

\$135,328.88

\$33,616.28

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

Date

Laurie Melanson

6-Jan-23

Printed Name - Superintendent / Head of School