

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: Bow → Cell C18 Must be Input for Formulas to i
- 2) District ID Number: 57 → Autopopulates upon Selection
- 3) SAU Number: 67 → Autopopulates upon Selection
- 4) Date of Publication: 12/21/2022
- 5) Approver Name - (Superintendent / Head of School): Dr. Dean Cascadden
- 6) Email & Telephone: dcascadden@bownet.org 603-224-4728

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:

<https://sites.google.com/a/bownet.org/sau-67-board/>

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

Yes - Description Required

Description:

The plan has been reviewed and edited for readability and uniformity.

- 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 provided upon request.

- 4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

Yes - Description Required

Description:

The provision is written into the plan.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

- 1) How the LEA provided the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds:

Yes - Description Required

Description:

The plan describes an extensive vetting process that happened over one year using an SAU wide Literacy Committee that had multiple stakeholders. Feedback from stakeholders was used to refine the plan and inform the decisions of the committee that made recommendations to the School Boards. The school board reviewed the plans and approached them at the September 2021 meetings. Prior to formally approving the plan, the board was kept informed of the Literacy Committee's work by regular updates at board meetings. There was an interactive process of review and revision with multiple stakeholder groups.

- 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 committee thoughtfully considered the comments and discussion points throughout the planning process; the board considered and reviewed the Committee's recommendation. Every board meeting has public comment which offered repeated opportunities for 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:

Student feedback and voice was solicited during the vetting process by classroom teachers.

i) Number of total responses: Unknown

ii) Uses consulted on: Literacy Program

iii) Description of feedback received: feedback included information on engagement, student interest, diversity, and equity.

Please indicate how consultation was:

2) Inclusive: Most students in these classes were engaged in the feedback.

3) Widely advertised and available: Most teachers involved in the committee engaged in this process.

4) Ongoing: Feedback has continued throughout the implementation.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Family input was solicited by administrators and classroom teachers during conferences and other meetings and feedback was used in the vetting process. Families were informed of progress of the vetting process via regular school communications.

i) Number of total responses: Unknown

ii) Uses consulted on: Literacy Program

iii) Description of feedback received: Parents concerned with learning loss and engagement.

Please indicate how consultation was:

2) Inclusive: All parents received district communications and had access to parent conferences where feedback was collected.

3) Widely advertised and available: Yes, schoolwide communications were used.

4) Ongoing: This continues to occur during direct teacher/parent communication as well as during conferences.

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

Yes - Description Required

1) Description:

The Use of Funds plan was discussed extensively in the administrative team at multiple meetings which includes all SAU and District administrators including four Special Services professionals, principals, assistant principals, and other district supervisory positions. Revisions and refinements were made in the process.

- i) Number of total responses: This input occurred throughout the process at committee meetings.*
- ii) Uses consulted on: Literacy Program*
- iii) Description of feedback received: Geared toward closing learning gaps, engagement in learning, and improving literacy scores.*

Please indicate how consultation was:

- 2) Inclusive: All were included as part of the administrative team meeting structure.**
- 3) Widely advertised and available: Yes, during admin team meetings.**
- 4) Ongoing: Admin meetings occur every two weeks and feedback from implementation is discussed regularly.**

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

Yes - Description Required

1) Description:

Administrators solicited feedback from school stakeholders as the plan was developed and vetted in the Literacy Committee and the Administrative Team. The Literacy Committee had wide participation and represented multiple stakeholder groups.

- i) Number of total responses: Ongoing*
- ii) Uses consulted on: Literacy Program*
- iii) Description of feedback received: Focus on recovering learning loss and increasing continuity of instruction K-8.*

Please indicate how consultation was:

- 2) Inclusive: All were part of the program vetting process.**
- 3) Widely advertised and available: Yes. Through staff email.**
- 4) Ongoing: Ongoing communication and collaboration around this literacy program has been implemented. Monthly reading specialist meetings K-8 are the main vehicle used to ensure effective implementation of the program.**

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

No

1) Description:

Not applicable - no tribes.

- 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):

Yes - Description Required

1) Description:

The August 6, 2021 "Dear Colleague" letter from the Disability Rights Center - NH was reviewed by SAI 67 administrators in light of the use of funds plans. We reviewed the stated priorities for spending and found that our SAU was already engaged in many of them and that the proposed use of funds really helped us fulfill the major identified need of address learning loss for those most affected by the pandemic.

- i) Number of total responses: Unknown*
- ii) Uses consulted on: Literacy Program*
- iii) Description of feedback received: Learning loss, engagement, and continuity of instruction are priorities.*

Please indicate how consultation was:

- 2) Inclusive: District Diversity, Equity, and Inclusion committee members were part of the committee process.**

3) Widely advertised and available: Yes - through district email.

4) Ongoing: Yes - as part of monthly staff and bi-weekly district meetings.

- 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:

Our Director of Student Services and other staff serving these identified special services were consulted in the development of the plan and their input helped refine the results.

i) Number of total responses: At least 18.

ii) Uses consulted on: Literacy program.

iii) Description of feedback received: Learning loss, engagement, built in RtI are priority areas.

Please indicate how consultation was:

2) Inclusive: All special educators in the elementary and middle levels were encouraged to provide feedback.

3) Widely advertised and available: During special education team meetings.

4) Ongoing: Yes. Yes. We manage this by including it in our administrative team meeting agendas as well as individual school level special education coordinator meetings. At all of these meetings, the ESSR use of funds is often discussed and managed.

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

Yes - Description Required

1) Description:

Not applicable.

i) Number of total responses: Unknown

ii) Uses consulted on: Literacy program.

iii) Description of feedback received: Necessity for access to program via technology.

Please indicate how consultation was:

2) Inclusive: Done via email.

3) Widely advertised and available: Via school email system.

4) Ongoing: Occasional check ins.

- 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:

Preschool teachers and families provided input during conferences and meetings.

i) Number of total responses: Unknown

ii) Uses consulted on: Literacy Program.

iii) Description of feedback received: Concerns with learning loss and social/emotional learning.

Please indicate how consultation was:

2) Inclusive: Yes - as a normal part of meetings and conferences.

3) Widely advertised and available: Yes. Yes. Having students participate in the district preschool program is a diligent process that involves multiple meetings. During these meetings, families are given opportunities to weigh in on their child's services and literacy is a component of these meetings.

4) Ongoing: These practices continue.

General Information				Detailed Information																														Summary	
Item ID	Description	Unit	Quantity	Detailed Information																														Total	Average
001	Item 1 Description	Unit 1	100	Detailed Information																														100	100
002	Item 2 Description	Unit 2	200	Detailed Information																														200	200
003	Item 3 Description	Unit 3	300	Detailed Information																														300	300
004	Item 4 Description	Unit 4	400	Detailed Information																														400	400
005	Item 5 Description	Unit 5	500	Detailed Information																														500	500
006	Item 6 Description	Unit 6	600	Detailed Information																														600	600
007	Item 7 Description	Unit 7	700	Detailed Information																														700	700
008	Item 8 Description	Unit 8	800	Detailed Information																														800	800
009	Item 9 Description	Unit 9	900	Detailed Information																														900	900
010	Item 10 Description	Unit 10	1000	Detailed Information																														1000	1000

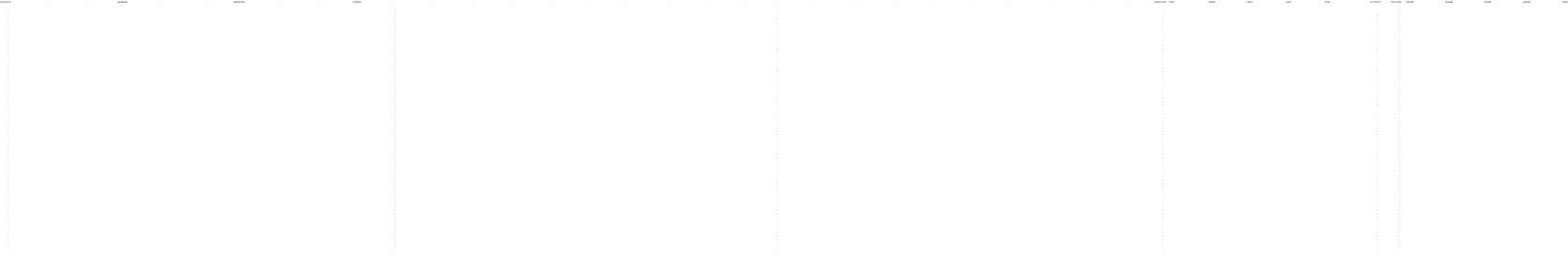
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Section 1: General Information															Section 2: Financial Data										Section 3: Operational Metrics				
Item ID	Description	Category	Unit	Quantity	Value	Cost	Revenue	Profit	Margin	Market Share	Growth Rate	Customer Satisfaction	Employee Retention	Production Volume	Quality Score	Efficiency Index	Energy Consumption	Waste Reduction	Compliance Score	Risk Level	Impact Score								
001	Product A	Electronics	Units	1000	10000	6000	15000	9000	0.60	15%	5%	4.5	90%	10000	95	85	12000	10%	90	High	8.5								
002	Product B	Software	Licenses	500	5000	3000	12000	9000	0.75	20%	10%	4.8	95%	5000	98	90	8000	5%	95	Medium	7.5								
003	Product C	Services	Hours	2000	20000	12000	30000	18000	0.60	10%	3%	4.2	85%	20000	90	75	15000	8%	85	Low	6.5								
004	Product D	Hardware	Units	3000	30000	18000	45000	27000	0.60	8%	2%	4.0	80%	30000	85	70	20000	12%	80	High	5.5								
005	Product E	Cloud	Subscriptions	1500	15000	9000	22000	13000	0.59	12%	7%	4.6	92%	15000	92	80	10000	6%	90	Medium	7.0								
006	Product F	Mobile	Downloads	8000	80000	48000	100000	52000	0.52	5%	1%	4.1	75%	80000	80	65	60000	15%	75	High	4.5								
007	Product G	IoT	Devices	4000	40000	24000	50000	26000	0.52	7%	4%	4.3	88%	40000	88	72	30000	9%	85	Medium	6.0								
008	Product H	AI	Models	2000	20000	12000	25000	13000	0.52	3%	0%	4.4	90%	20000	90	75	15000	7%	88	High	5.0								
009	Product I	AR/VR	Experiences	1000	10000	6000	15000	9000	0.60	2%	0%	4.0	80%	10000	80	65	8000	10%	75	Medium	4.0								
010	Product J	Blockchain	Transactions	5000	50000	30000	60000	30000	0.50	1%	0%	4.2	85%	50000	85	70	40000	12%	80	High	4.5								



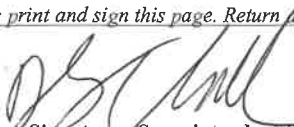
Section 1: General Information										Section 2: Financial Summary		
Item	Description	Quantity	Unit Price	Total Price	Tax	Net Price	Discount	Final Price	Payment Terms	Revenue	Expenses	Profit
1	Item 1	10	100	1000	100	900	0	900	Net 30	1000	0	1000
2	Item 2	5	200	1000	100	900	0	900	Net 30	1000	0	1000
3	Item 3	20	50	1000	100	900	0	900	Net 30	1000	0	1000
4	Item 4	10	100	1000	100	900	0	900	Net 30	1000	0	1000
5	Item 5	5	200	1000	100	900	0	900	Net 30	1000	0	1000
6	Item 6	10	100	1000	100	900	0	900	Net 30	1000	0	1000
7	Item 7	5	200	1000	100	900	0	900	Net 30	1000	0	1000
8	Item 8	10	100	1000	100	900	0	900	Net 30	1000	0	1000
9	Item 9	5	200	1000	100	900	0	900	Net 30	1000	0	1000
10	Item 10	10	100	1000	100	900	0	900	Net 30	1000	0	1000
Total										10000	0	10000

X. Authorization

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

ESSER@doe.nh.gov

1/9/2023


Approver Signature - Superintendent / Head of School

Date

Dean S.T. Cascadden

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;

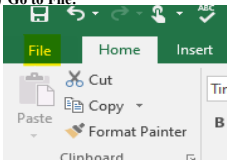
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

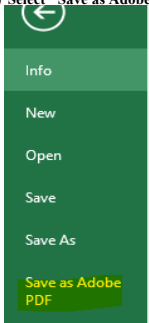
(iv) Be made publicly available on the LEA's website.

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

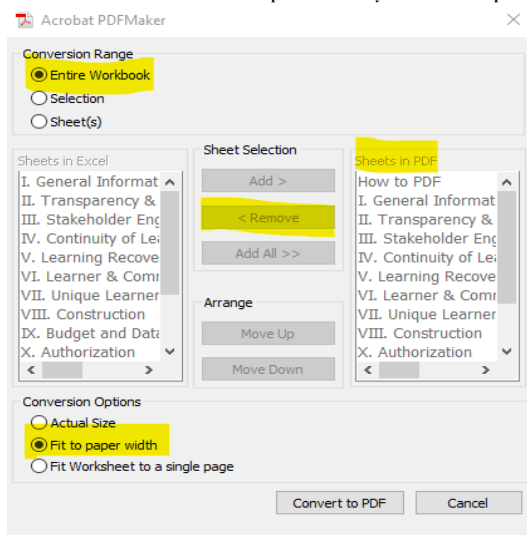
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IV. Budget and Data Reporting" tab from the list beneath "Sheets in PDF." Select "Remove." The reason is because this spreadsheet is so large, that the information will not easily transpose. The V. Authorization tab will need to be printed manually from Excel. The print range within the Excel workbook has been established for all tabs outlined.



3) Items due to the NHDOE by 01/13/2023:

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
 - i Print the "V. Authorization" tab from Excel file
 - i Manually print and sign the "V. Authorization" tab from Excel file
- B. NH ARP ESSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (3 separate attachments)