

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 1/13/2023.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides New Hampshire over \$350 million to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ocr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bills/117/congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

- 1) School District / Charter School Name: → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: → Autopopulates upon Selection
- 3) SAU Number: → Autopopulates upon Selection
- 4) Date of Publication:
- 5) Approver Name -
(Superintendent / Head of School):
- 6) Email & Telephone:

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:

On the main page of the Campton Elementary School website there is a button that says ARP ESSER III grant information. This button links to the Grants page of the website which is located at <https://ces.pemibaker.org/for-families/grants>.

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

Yes - Description Required

Description:

The plan uses a template provided by the NHDOE that is understandable, organized, and in a uniform format.

- 3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

Yes - Description Required

Description:

The following statement is located on the SAU48 and CESS website. SAU48 is committed to ensuring accessibility of its website for all students, SAU48 aims to make every effort to conform to the W3C WAI's Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance standard, or updated equivalents of these guidelines. We are committed to complying with the provisions of

- 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:

Yes. Please see the response in #3. An alternative format will be provided when requested.

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 ARP funds have been discussed at multiple school board meetings where the public has the opportunity to speak during public comment at each meeting. The public has been encouraged to provide feedback and comments. The school board will consider comments and suggestions and will work in conjunction with the school board and district personnel to make decisions regarding the use of ESSER funds. There is a link on the CES webpage that provides an email address where anyone can submit suggestions for how to use the ARP funds which can be found at <https://ces.pemibaker.org/for-families/grants>. Emailed comments received are shared with the school board and administration.

- 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 brings any communication that is received to the Campton School Board who then has the ability to vote on how ARP funds are spent.

- 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:

CES is a K-8 school. Students have been asked to provide feedback through conversations with the school administrator. Administration will bring suggestions back to the school based leadership team. The building principal will then consult with district administration and the school board regarding how ESSER funds will be used.

- i) Number of total responses:* None, students have not expressed any opinions on how money should be spent.
- ii) Uses consulted on:* All
- iii) Description of feedback received:* No feedback has been received from students.

Please indicate how consultation was:

2) Inclusive: All students had the ability to provide feedback.

3) Widely advertised and available: Students have been asked for feedback at grade level meetings and with conversations with the Principal.

4) Ongoing: The Principal has regular communication with students and has discussed the use of ESSER funds with students throughout the year.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Parents/Guardians were given an email address where they can submit suggestions and questions regarding the use of funds. The email address is published on the Campton Elementary School website, which can be found in two places; A button on the home page at <https://ces.pemibaker.org/>. This button links to the Grants page on the website that is located at <https://ces.pemibaker.org/for-families/grants>. The email address was also put in the weekly communication to

- i) Number of total responses:* one
- ii) Uses consulted on:* Use of funds for families
- iii) Description of feedback received:* Give money to families that is similar to EBT payments.

Please indicate how consultation was:

2) Inclusive: All parents/guardians were given the email address and request for suggested use of funds.

3) Widely advertised and available: Yes, the email address and request for comment is on the school website, and included in the weekly communication home to families.

4) Ongoing: Yes, feedback is encouraged to be sent at anytime.

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

Yes - Description Required

1) Description:

School and district administrators have attended all school board meetings where ESSER funds have been discussed. Administration feedback is encouraged and welcomed.

- i) Number of total responses:* Monthly at school board meetings.
- ii) Uses consulted on:* Facilitites, additional supports for students experiencing learning loss. Support for teachers.
- iii) Description of feedback received:* Outdoor classroom space. Additional instructional materials.

Please indicate how consultation was:

2) Inclusive: All administrators are encouraged to provide feedback at anytime.

3) Widely advertised and available: School board meetings are posted on the school website and at the town office.

4) Ongoing: The Superintendent meets with the principal once a week and with the other building level administrators at least monthly or as needed. School board meetings occur every month.

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

Yes - Description Required

1) Description:

The principal has discussed ESSER funding with staff during faculty meetings. Teachers, staff, and the union have been encouraged to provide feedback on the use of funds directly to building administration, they can also submit an email to the esser email address the specifially asks for feedback.

- i) Number of total responses:* One
- ii) Uses consulted on:* Supports for students experiencing learning loss and those that are out of school due to isolation.
- iii) Description of feedback received:* Teachers asked for additional teaching materials to support students with learning loss such as MobyMax, IXL, Decodable Reading materials, and Digital Literacy materials. Teachers requested professional development in Math to help students that are behind

Please indicate how consultation was:

2) Inclusive: All teachers, school leaders, school staff, and union representatives were asked for feedback during various regularly scheduled meetings.

3) Widely advertised and available: Meetings with staff are collaborative in nature. ESSER grants were discussed and all employees of the school were asked to reach out to the school administrator if they have any feedback or questions regarding the grant.

4) Ongoing: Yes, at least monthly.

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

No

1) Description:

There are no tribes in Campton

- 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):

Somewhat - Description Required

1) Description:

After researching civil rights organizations in the greater Plymouth area, it was determined that there are no local civil rights organizations to consult with. NH Disability Rights provided a letter to all NH Districts with input on use of funds.

- i) Number of total responses:* None
- ii) Uses consulted on:* None
- iii) Description of feedback received:* None

Please indicate how consultation was:

2) Inclusive: Anyone can provide feedback through the ces-essercomment@pemibaker.org email that has been created. This email is on the school website at <https://ces.pemibaker.org/>.

3) Widely advertised and available: The ces-essercomment@pemibaker.org email is available on the school website and was sent home to families through weekly communication and newsletters.

4) **Ongoing:** Yes, feedback is welcomed and encouraged at any time.

- 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:

CES is a Title I school wide school. Title I meetings address the needs of the children in the categories listed above. Title I meetings are held once a month with Title I teachers, ARP fund use was discussed at these meetings. the ces-essercmment@pemibaker.org email was sent to all families and is on the school website.

- i) Number of total responses:* Three
- ii) Uses consulted on:* Additional supports for students in both math and english.
- iii) Description of feedback received:* Teachers requested math support for working with studnets that are behind their peers. Additional student materials were requested to support studens with learning loss.

Please indicate how consultation was:

2) **Inclusive:** All stakeholders that represent disadvantaged youth were asked for feedback.

3) **Widely advertised and available:** Feedback was requested during weekly staff meetings, and Title I meetings. Feedback was also requested on the school website at <https://ces.pemibaker.org>.

4) **Ongoing:** Feedback can be submitted at anytime for consideration.

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

Yes - Description Required

1) Description:

The Campton Recreation Department provides after school programming for students throughout the year. ADAPT/YLTA provides additional wilderness based programming to students outside of school hours. A Conversations with ADAPT/YLTA occur throughout the year. SAU48 works closely with Communities for Alcohol and Drug-Free Youth (CADY). CADY's mission is to help our local youth make healthy and safe choices and to promote

- i) Number of total responses:* None
- ii) Uses consulted on:* Before and afterschool support. SEL supports for students and families.
- iii) Description of feedback received:* CES families and students want the enrichment activities and programming available through both Campton Recreation, YLTA, and CADY.

Please indicate how consultation was:

2) **Inclusive:** All stakeholders throughout the community have had the opportunity to provide feedback by attending school board meetings and/or emailing comments to the email that has been set up to receive fedback on the use of ESSER funds - ces-essercmment@pemibaker.org email. which is available on the

3) **Widely advertised and available:** Before and afterschool support. SEL supports for students and families.

4) **Ongoing:** Feedback can be submitted at anytime for consideration.

- 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:

Stakeholders representing this group can also speak directly to the school administrator and the school board during public comment portions of the school board meetings. Additionally, comments and suggestions can be sent to the ces-essercmment@pemibaker.org email.

- i) Number of total responses:* None
- ii) Uses consulted on:* None
- iii) Description of feedback received:* No feedback has been received.

Please indicate how consultation was:

2) **Inclusive:** Anyone can provide feedback through the ces-essercmment@pemibaker.org email which is available on the website at <https://hcs.pemibaker.org/>.

3) **Widely advertised and available:** The ces-essercmment@pemibaker.org email is available on the website at <https://ces.pemibaker.org/>.

4) **Ongoing:** Feedback can be submitted at anytime for consideration.

1. General Information		2. Financial Data (2018-2022)										3. Operational Data (2018-2022)										4. Summary and Outlook																																																																																																																																																																															
Item	Unit	Revenue					Expenses					Production					Sales					Total	Trend	Forecast																																																																																																																																																																													
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Revenue	€	100	110	120	130	140	80	85	90	95	100	1000	1050	1100	1150	1200	1000	1050	1100	1150	1200	1250	1300	1350	1400	1450	1500	1550	1600	1650	1700	1750	1800	1850	1900	1950	2000	2050	2100	2150	2200	2250	2300	2350	2400	2450	2500	2550	2600	2650	2700	2750	2800	2850	2900	2950	3000	3050	3100	3150	3200	3250	3300	3350	3400	3450	3500	3550	3600	3650	3700	3750	3800	3850	3900	3950	4000	4050	4100	4150	4200	4250	4300	4350	4400	4450	4500	4550	4600	4650	4700	4750	4800	4850	4900	4950	5000	5050	5100	5150	5200	5250	5300	5350	5400	5450	5500	5550	5600	5650	5700	5750	5800	5850	5900	5950	6000	6050	6100	6150	6200	6250	6300	6350	6400	6450	6500	6550	6600	6650	6700	6750	6800	6850	6900	6950	7000	7050	7100	7150	7200	7250	7300	7350	7400	7450	7500	7550	7600	7650	7700	7750	7800	7850	7900	7950	8000	8050	8100	8150	8200	8250	8300	8350	8400	8450	8500	8550	8600	8650	8700	8750	8800	8850	8900	8950	9000	9050	9100	9150	9200	9250	9300	9350	9400	9450	9500	9550	9600	9650	9700	9750	9800	9850	9900	9950	10000

Table 1: Summary of Key Findings									
Category	Item	Description	Impact	Recommendation	Priority	Timeline	Responsible Party	Status	Notes
Operational	Process A	Inefficient workflow	Increased costs	Streamline steps	High	Q3 2024	John Doe	In Progress	Review by end of month
	Process B	Redundant tasks	Wasted resources	Eliminate duplicates	Medium	Q4 2024	Jane Smith	Not Started	Identify redundancies
	Process C	Complex approvals	Delays in execution	Simplify approval chain	High	Q1 2025	Mike Johnson	On Hold	Need executive sign-off
Strategic	Market Expansion	Entering new regions	Revenue growth	Targeted marketing	High	Ongoing	Sarah Lee	Active	Monitor quarterly
	Product Innovation	R&D investment	Competitive edge	Patent protection	Medium	Q2 2025	David Kim	Planning	Secure IP early
Overall Summary					Key Takeaways and Next Steps				
Key Findings					Actionable Insights				
Recommendations					Implementation Plan				

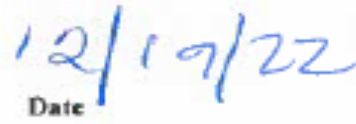
X. Authorization

**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

Kyla Welch, Superintendent

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

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.