

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 2/22/2022.

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://doe.nh.gov/eser/2021-11/6402.docx> (1/15/2020).

For further context, please reference ARPA (<https://www.congress.gov/bills/1176/congress-house/801/319/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/2021-08-0319.pdf>).

I. General Information

1) School District / Charter School Name:	<u>Cheshire</u>	-- <i>Cell C18 Must be Input for Formulas to Populate Correctly</i>
2) District ID Number:	<u>24</u>	-- <i>Assign unique upon Selection</i>
3) LEA Number:	<u>22</u>	-- <i>Assign unique upon Selection</i>
4) Date of Publication:	<u>1/20/2022</u>	
5) Approver Name: (Superintendent / Head of School):	<u>Sharon Lecky</u>	
6) Email & Telephone:	<u>sharon@cheshire2.nh.gov</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:

<https://drive.google.com/file/d/1YGu9HOEY4Dwt6E2gKaT3qfki-c96uf62/view>

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

Yes - Description Required

Description:

The plan is fashioned according to the NH DOE template and is available in pdf 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:

Translations are available 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:

Alternative formats available upon request.

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:

- a. Chester invited input in multiple ways:
- a. Survey was conducted electronically during the Spring of 2021.
- b. Ongoing input from individual stakeholders
- c. Public input at School Board Meetings - the board encourages public input and added a second opportunity for public input at all Board meetings (one at the beginning of the meeting and one toward the end).
- d. Regular Return to School Plan Meetings
- e. School Board Forums.

2) How the LEA took public input into account regarding the development of the LEA's plan for the use of ARP ESSER funds (please choose one):

Yes - Description Required

Description:

All feedback from the multiple sources was taken into account as the plan was developed and revised.

3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

a. Students (please choose one):

Somewhat - Description Required

1) Description:

We used the Student Council as an advisory group. We are a PK-8 school only.

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

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

b. Families (please choose one):

Yes - Description Required

1) Description:

A survey was used for the initial spending plan. Beginning this Spring, there will be a Strategic Planning Committee who will help determine the priorities for resource allocation of ESSR funds.

- i) **Number of total responses:** 53
- ii) **Uses consulted on:** Reopening Plan
- iii) **Description of feedback received:** Families wanted students to return to in-person learning.

Please indicate how consultation was:

2) Inclusive: The survey was sent via School Messenger to all families.

3) Widely advertised and available:

4) Ongoing: Families have provided ongoing feedback via community forums this year as well as parent representatives on the Return to School Committee.

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

Yes - Description Required

1) Description:

- 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):

- Please Select -

1) Description:

- 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):

- Please Select -

1) Description:

- 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):

- Please Select -

1) Description:

- 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:

Please see sections in red below. Update and resubmit to ESSER@doe.nj.gov.

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):

- Please Select -

1) Description:

- 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):

- Please Select -

1) Description:

- 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):

- Please Select -

1) Description:

- 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:

We utilized ESSR II and SPSRF funds during 2020-2021 to increase internet access and upgrade air handling system.

V. Addressing the Academic Impact of Lost Instructional Time (At least 20 percent of an LEA's Allocation)

- 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:

N/A

- 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:

Summer Programming: Chester provided increased summer program options for approximately 100 students from July 13, 2021 through August 5, 2021 to address both the academic and social/emotional needs of our students. The district intends to repeat this increased programming during the summer of 2022 and 2023.

Description During SY 2022-2023:

In Addition to continuing the services provided in 2021-22, the district will hire an early interventionist to identify, monitor and support students for Grades K/1/2 mainly to get students to grade level. through tutoring, small group instruction. etc.

Description During SY 2023-2024:

Continue services provided in 2022-23

- 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:

Summer, Tier 2 & 3 stipends to cover additional students requiring support both academically and social emotional. Additional transportation for after school. Summer SEL Programs and team building programs through Adventurelore and Natures Classroom for student wellbeing. Summer therapeutic riding lessons for identified students in need.

- 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:

Professional Development provided to all teachers on implementation of the Reading Horizons Intervention program to identify and provide intervention to identified students in need.

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

Description:

Chester will use assessment data and PLC model with our MTSS processes to monitor student learning and interventions.

VI. Addressing Learner and Community Needs (Up to 80 percent of an LEA's Allocation)

- 1) After accounting for the funds reserved under section 2001(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):

Description During SY 2021-2022:

PickUp patrol software to be used to maintain smooth dismissal with social distancing. Also continued use of Zoom to conduct socially distant meetings when necessary.
In order to maintain social distancing in Grade 1 an additional teacher was hired to reduce classroom sizes with appropriate distancing between students.
Purchase of Water bottle filler vs drinking fountain for sanitary reasons. Air purifier for Nurse's office, replacement wall mounted automatic hand sanitizers, rental of storage units for classroom furniture to ensure distancing, increase air filter replacement and upgrade of filters.
Summer SEL Programs and team building programs through Adventurelore and Natures Classroom for student wellbeing. Summer therapeutic riding lessons for identified students in need.
Nurse supplies and PPE, rework nurse's office to maintain isolation area, additional stipend to 1.5FTE nurses for additional covid reporting time over base contract.
Food service supplies to ensure individual breakfast and lunch packaging necessary to serve in classrooms to maintain social distancing. Substitute pay increased to attract and retain substitutes needed to cover while classroom teachers and paraeducators are out for covid exposure or illness.
Additional bandwidth purchased to support increased computer use and remote use. Also purchased additional chargers for student use.
Due to supply chain issues there was a delay in new chromebooks so an additional month lease payment was necessary.
Additional Access Point for consistent internet connectivity.

Description During SY 2022-2023:

PickUp patrol software to be used to maintain smooth dismissal with social distancing. Also continued use of Zoom to conduct socially distant meetings when necessary.
Purchase of Water bottle filler vs drinking fountain for sanitary reasons. Air purifier for Nurse's office, replacement wall mounted automatic hand sanitizers, rental of storage units for classroom furniture to ensure distancing, increase air filter replacement and upgrade of filters.
Nurse supplies and PPE, rework nurse's office to maintain isolation area, additional stipend to 1.5FTE nurses for additional covid reporting time over base contract.
Additional bandwidth purchased to support increased computer use and remote use. Also purchased additional chargers for student use.
Due to supply chain issues there was a delay in new chromebooks so an additional month lease payment was necessary.
Additional Access Point for consistent internet connectivity.

Description During SY 2023-2024:

PickUp patrol software to be used to maintain smooth dismissal with social distancing. Also continued use of Zoom to conduct socially distant meetings when necessary.
Purchase of Water bottle filler vs drinking fountain for sanitary reasons. Air purifier for Nurse's office, replacement wall mounted automatic hand sanitizers, rental of storage units for classroom furniture to ensure distancing, increase air filter replacement and upgrade of filters.
Nurse supplies and PPE, rework nurse's office to maintain isolation area, additional stipend to 1.5FTE nurses for additional covid reporting time over base contract.
Additional bandwidth purchased to support increased computer use and remote use. Also purchased additional chargers for student use.
Due to supply chain issues there was a delay in new chromebooks so an additional month lease payment was necessary.
Additional Access Point for consistent internet connectivity.

- 2) After accounting for the funds reserved under section 2001(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):

- a. Provide individualized instruction:

During SY 2021-2022 (select one):
 During SY 2022-2023 (select one):
 During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

N/A

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

During SY 2021-2022 (select one):
 During SY 2022-2023 (select one):
 During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

Substitute Pay increase

- c. Improve family engagement:

During SY 2021-2022 (select one):
 During SY 2022-2023 (select one):
 During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

N/A

- 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:
 Percentage:

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:

N/A

- b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:

Amount:
 Percentage:

Description, including funds used to support learner attainment of industry-recognized credentials:

N/A

- 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):

Description of all SYs - 2021 to 2024:

N/A

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:

Chester will implement a comprehensive MTSS system to monitor and ensure the needs of each and every student are being met.

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:

N/A

X. Authorization

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

ESSER@doe.nh.gov



3/8/2022

Approver Signature - Superintendent / Head of School

Date

Sharon Locke, EdD

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

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;

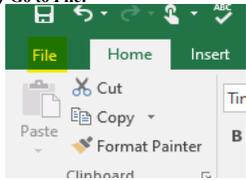
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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.

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

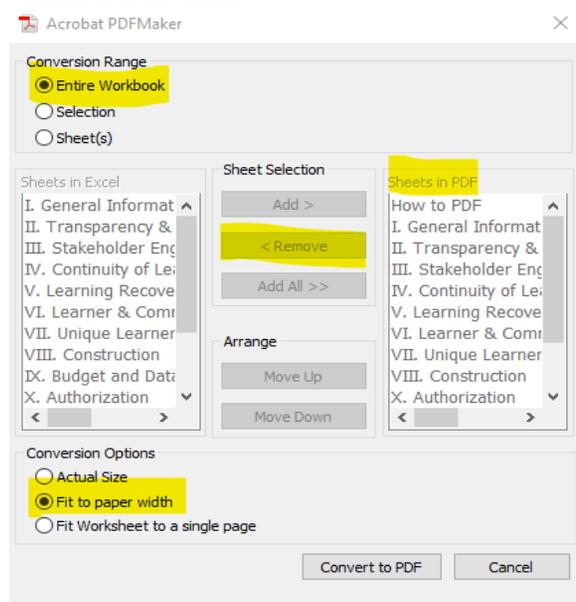
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "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)