

**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 2/23/2022.***

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://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**

- |  |  |  |
|--|--|--|
| <b>1) School District / Charter School Name:</b>                 | <u>Concord</u>   | → <i>Cell C18 Must be Input for Formulas to Populate Correctly</i> |
| <b>2) District ID Number:</b>                                    | 111  | → <i>Autopopulates upon Selection</i>                              |
| <b>3) SAU Number:</b>  | 8  | → <i>Autopopulates upon Selection</i>                              |
| <b>4) Date of Publication:</b>                                   | 2/16/2022  |  |
| <b>5) Approver Name -<br/>(Superintendent / Head of School):</b> | <u>Kathleen Murphy</u>   |  |
| <b>6) Email &amp; Telephone:</b>                                 | <u><a href="mailto:kmurphy@sau8.org">kmurphy@sau8.org</a>; <a href="tel:603.225.0811">603.225.0811</a></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:***

On August 23, 2021, the plan was posted on the District's website.

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

**Yes - Description Required**

***Description:***

The District used the template provided by the NH DOE for this purpose.

- 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 District will provide translation and/or interpretation services for any individual in need.

- 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 plan will be made accessible for anyone in our community.

### 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:**

*In late May and early June 2021, the District solicited input from staff, families, community, and students through surveys. The District received feedback from over 2,000 individuals from these stakeholder groups. In addition, feedback has been sought from our School Board at televised meetings during the summer, with an appeal to the community for additional input. Emails from community members continued to be received by the District across summer months. Interpretation services were provided for family members who do not speak/read English in order to receive their input.*

- 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 information provided by the public was reviewed and considered as we made preliminary plans. Use of ESSER III funds evolves as the pandemic continues.*

- 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:**

*See above. Students were surveyed for their input on the use of funds. Over 600 students responded.*

*i) Number of total responses:  
600+*

*ii) Uses consulted on:  
Please advise - Uses should be clearly defined.*

*iii) Description of feedback received:  
Please advise - What was the feedback received by the student population?*

*Please indicate how consultation was:*

**2) Inclusive:**

*Please advise - How was student consultation inclusive, advertised, and ongoing?*

**3) Widely advertised and available:**

**4) Ongoing:**

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

*See above. Families were surveyed from their input on the use of funds. Over 1,000 responded.*

*i) Number of total responses:  
1,000+*

*ii) Uses consulted on:  
Please advise - Uses should be clearly defined.*

*iii) Description of feedback received:  
Please advise - What was the feedback received by the families?*

*Please indicate how consultation was:*

**2) Inclusive:**

*Please advise - How was familial consultation inclusive, advertised, and ongoing?*

**3) Widely advertised and available:**

**4) Ongoing:**

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

**Yes - Description Required**

**1) Description:**

*School and district administrators were surveyed, including special education administrators. In addition, meetings were held with all administrators.*

**i) Number of total responses:**

*Please advise - If unknown as to the exact number of responses, please provide an estimate.*

**ii) Uses consulted on:**

*Please advise - Uses should be clearly defined.*

**iii) Description of feedback received:**

*Please advise - What was the feedback received by the administrators?*

**2) Inclusive:**

*Please advise - How was administrative consultation inclusive, advertised, and ongoing?*

**3) Widely advertised and available:**

**4) Ongoing:**

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

**Yes - Description Required**

**1) Description:**

*See above. Staff categories noted were surveyed for input. Over 400 replied. In addition, meetings were held at the building and Central Office level with various groups to receive input.*

**i) Number of total responses:**

*400+*

**ii) Uses consulted on:**

*Please advise - Uses should be clearly defined.*

**iii) Description of feedback received:**

*Please advise - What was the feedback received by teachers, principles, etc.?*

*Please indicate how consultation was:*

**2) Inclusive:**

*Please advise - How was administrative consultation inclusive, advertised, and ongoing?*

**3) Widely advertised and available:**

**4) Ongoing:**

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

**No**

**1) Description:**

*N/A*

**i) Number of total responses:**

**ii) Uses consulted on:**

**iii) Description of feedback received:**

*Please indicate how consultation was:*

**2) Inclusive:**

**3) Widely advertised and available:**

**4) Ongoing:**

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

**Yes - Description Required**

**1) Description:**

*Emails soliciting input, with an offer to speak directly, were sent directly to organizations, including the ACLU, Disability Rights, and NAMI NH. Input was received from several groups. NH Disability Rights provided a letter to a districts with important input.*

**i) Number of total responses:**

*Please advise - If unknown as to the exact number of responses, please provide an estimate.*

**ii) Uses consulted on:**

*Please advise - Uses should be clearly defined.*

**iii) Description of feedback received:**

*Please advise - What was the feedback received by civil rights organizations?*

Please indicate how consultation was:

**2) Inclusive:**

*Please advise - How was civil rights consultation inclusive, advertised, and ongoing?*

**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:**

*Emails soliciting input were sent to a variety of organizations (40 in all) in our area/region that represent the interests of these children. Responses with input were received from some of these groups. We anticipate speaking with several on an ongoing basis as plans are developed, implemented and revised.*

**i) Number of total responses:**

*Please advise - If unknown as to the exact number of responses, please provide an estimate.*

**ii) Uses consulted on:**

*Please advise - Uses should be clearly defined.*

**iii) Description of feedback received:**

*Please advise - What was the feedback received by stakeholders?*

Please indicate how consultation was:

**2) Inclusive:**

*Please advise - How was civil rights consultation inclusive, advertised, and ongoing?*

**3) Widely advertised and available:**

**4) Ongoing:**

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

**Yes - Description Required**

**1) Description:**

*Emails soliciting input were sent to our area organizations, including those who partner with our district to provide childcare (YMCA and Boys & Girls Club), along with many others in our community (see above).*

**i) Number of total responses:**

*Please advise - If unknown as to the exact number of responses, please provide an estimate.*

**ii) Uses consulted on:**

*Please advise - Uses should be clearly defined.*

**iii) Description of feedback received:**

*Please advise - What was the feedback received by community-based organizations?*

**2) Inclusive:**

*Please advise - How was community-based consultation inclusive, advertised, and ongoing?*

**3) Widely advertised and available:**

**4) Ongoing:**

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

**Yes - Description Required**

**1) Description:**

*We have developed partnerships with a number of such organizations to ensure access to care for families through the work of our Early Childhood Coordinator and our family resource programs in Concord. Input and feedback is ongoing.*

**i) Number of total responses:**

*Please advise - If unknown as to the exact number of responses, please provide an estimate.*

**ii) Uses consulted on:**

*Please advise - Uses should be clearly defined.*

**iii) Description of feedback received:**

*Please advise - What was the feedback received by early childhood education providers?*

**2) Inclusive:**

*Please advise - How was community-based consultation inclusive, advertised, and ongoing?*

**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:**

*While plans for the ESSER III grant are still preliminary, we intend to use funds to support key prevention and mitigation strategies. Funds will be used to hire a medical professional to administer COVID-19 Rapid Antigen tests, and to purchase PPE, including masks, gloves and shields for staff and students as needed. We will also use funds to support the use of outdoor spaces for learning. We will hire additional contact tracers and nursing staff. We will support vaccination clinics in our community (for example, by providing transportation services for participants or using our buildings as vaccinations sites). We will potentially use funds to support smaller class sizes/podding, depending on virus conditions. We anticipate using funds to support the upgrade of HVAC systems in at least one of our oldest buildings.*

**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:**

The district will use a variety of data sources, including the results of district and state assessments, as well as grading, enrollment and attendance records, to make these determinations. We will pay special attention to those students who are vulnerable, as described in a-c above.

- 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:**

We will use funds to support hiring additional instructors, including tutors, to provide instructional opportunities for students during the day, at our extended day/afterschool programs, and during the summer, all of which operate across our school locations.

**Description During SY 2022-2023:**

While our plans for ESSER III are still preliminary, it is likely that we will use funds to support additional instructors, including tutors, to provide instructional opportunities for students during the day, at our extended day/afterschool programs, and during the summer, all of which operate across our school locations.

**Description During SY 2023-2024:**

While our plans for ESSER III are still preliminary, it is likely that we will use funds to support additional instructors, including tutors, to provide instructional opportunities for students during the day, at our extended day/afterschool programs, and during the summer, all of which operate across our school locations.

- 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:**

We are using ESSER II funds to support tutoring for our students, including paying salaries to teachers to offer tutoring during afterschool and summer programs. We provide additional targeted instruction, both individualized and in small groups, during the school day. We will evaluate student data as a result of this work on an ongoing basis to determine the needs in the next several years, and we anticipate that the same instructional programming will continue with ESSER III funds.

- 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:**

Yes, we plan to offer professional learning opportunities for teachers, which will allow for them to select experiences which are tied to their job responsibilities and learner needs. Teaching teams are regularly involved in designing professional learning for themselves and colleagues.

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

**Description:**

Our district school staff will use student assessments, both local and state, to determine outcomes of interventions. Ongoing progress monitoring, including the use of formative assessments in literacy and math, will be implemented and analyzed across school years to determine effectiveness and plans for future intervention needs.



## 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(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

**Description During SY 2021-2022:**

Funds will be used for replacement technology devices, for the development of a comprehensive system of care to support the social-emotional wellness of students and staff, and to improve ventilation in our older buildings. In addition, professional learning opportunities to support or staff, and learning resources for our students, will be purchased (see previous tab). Funds will be used to support authentic and meaningful family partnership activities. Funds will be used to support the purchase of appropriate PPE and to provide for the physical health of students (i.e. additional nursing and PPE). Funds will be used for improved ventilation systems and outdoor learning.

**Description During SY 2022-2023:**

Plans for this year are tentative. We anticipate continuing to support our social-emotional system of care, improved ventilation and outdoor learning opportunities, robust technology support for students and families, and professional learning for staff. We will continue to attend to the physical wellbeing of students and staff as needed, based on the virus conditions. The District has tentative plans to use funds to hire an Equity, Diversity, and Inclusion Officer to oversee and ensure the implementation of supports, services, and systems in an equitable, just and inclusionary fashion.

**Description During SY 2023-2024:**

Plans for this year are tentative. We anticipate continuing to support our social-emotional system of care, improved ventilation and outdoor learning opportunities, robust technology support for students and families, and professional learning for staff. We will continue to attend to the physical wellbeing of students and staff as needed, based on the virus conditions. The District has tentative plans to use funds to hire an Equity, Diversity, and Inclusion Officer to oversee and ensure the implementation of supports, services, and systems in an equitable, just and inclusionary fashion.

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

- a. Providing individualized instruction:

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:**

We will continue to use funds to provide for individual instruction based on the learning needs of students as understood from our comprehensive review of data, including student assessments.

- 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:**

The District has no plans at this point to offer performance-based bonuses to teachers but will continue to provide staff with a variety of opportunities to learn and practice self-care strategies.

- c. Improving 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:**

The District intends to continue to grow our family engagement work, especially the work based on our learning from Dr. Karen Mapp. This work is embedded in our MTSS universal team work in each of our buildings and is connected with Title I, Title III, and special education initiatives.

- 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:**

Funds will be allocated equitably across our district, with specific consideration for students with IEPs, those eligible for free/reduced-price lunch, and our English language learners.

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

*Amount:* This has not yet been determined.

*Percentage:* This has not yet been determined.

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

This has not yet been determined.

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):* - Please Select -

**Description of all SYs - 2021 to 2024:**

This has not yet been determined.

## 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:***

*The District will use data, including academic assessments, attendance, course enrollment, grades, discipline records, and social-emotional screeners to ensure that interventions respond to the needs of all students. The District has preliminary plans to use funds to hire an individual to over equity, diversity, and inclusion in the District using ESSER III funds.*

## 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:***

*The District may use ESSER III funding to support HVAC upgrades in our oldest buildings.*

<b>Specific Use Category</b> <i>*User May Delete Current Selection Prior to Assigning Input(s)</i>	<b>General Use Category</b> <i>*May Select Same General Use Category in Multiple Rows Depending upon Specific Uses; May Delete Current Selection Prior to Assigning Input(s)</i>	<b>Quantifiable Measurement of Expected Outcomes Resulting from Use</b> <i>*Multiple Selections Per Use May Be Selected by Cell; To Clear Selection, Highlight Cell and Enter "Delete"</i>
Physical Health and Safety	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Average Daily Attendance
Construction	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Average Daily Attendance
Other Allowed Uses - Specify in Detailed Use Description	Other Allowed Uses	Other-Please Specify in Detailed Use Description
Physical Health and Safety	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Health and Safety Measurement - Specify in Detailed Use Description
Hiring and Retention - Noninstructional Staff	Meeting Students' Social, Emotional and Other Needs	Chronic Absenteeism , Incidences of Bullying and Harassment , Average Daily Attendance, Rate of Suspension (Including In-School Suspensions and Expulsion)
Physical Health and Safety	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Other-Please Specify in Detailed Use Description
Physical Health and Safety	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Average Daily Attendance
Physical Health and Safety	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Average Daily Attendance
Individualized Instruction	Meeting Students' Academic Needs	% Participating in ELA Assessment, % Participating in Math Assessment, % Participating in Science Assessment, Average Daily Attendance
Student Reengagement	Meeting Students' Social, Emotional and Other Needs	Survey Results - Parent Satisfaction, Rate of Suspension (Including In-School Suspensions and Expulsion) , Incidences of Bullying and Harassment , Incidences of Bullying and Harassment , Chronic Absenteeism , Average Daily Attendance, Other-Please Specify in Detailed Use Description
Instructional Quality Professional Development	Meeting Students' Academic Needs	Other-Please Specify in Detailed Use Description
Educational Technology	Meeting Students' Academic Needs	% Proficient in ELA Assessment, % Proficient in Math Assessment
Instructional Quality Professional Development	Meeting Students' Academic Needs	% Participating in Math Assessment, % Proficient in Math Assessment

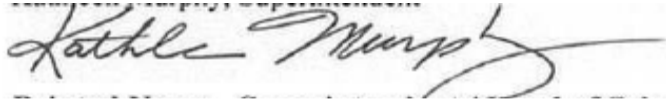
Learning Loss- Y/N <i>*At least 20% of an LEA's Total Allocation Statutorily Required</i>	Detailed Use Description <i>*Written Description, Including "Other" Responses (Columns A and C) and Vendor if Applicable</i>	Implementation Timeline - Please Select All that Apply				Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER Allocation (as of 01/31/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/31/2022)
		SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024				
No	Activity # 116376 - Air purifiers, excess natural gas and electricity due to air purification systems running to ensure air quality in buildings.	No	Yes	Yes	Yes	\$ 1,295,000.00	\$ -	\$ 9,668,720.39	\$ 6,959,439.54
No	Activity # 116112 - Outdoor courtyard at CHS to ensure student access to open area spaces.	No	Yes	No	No	\$ 48,287.11	\$ 48,287.11		
No	Activity # 111784 - Indirect costs to ensure effective and compliant use of funds. BFC audits will measure expected outcomes.	No	Yes	Yes	Yes	\$ 63,568.50	\$ -		
No	Activity # 112190 - Indoor air quality assessments. IAQ results will measure expected outcomes.	No	No	Yes	No	\$ 14,500.00	\$ -		
No	Activity # 112313 - Student wellness staffing: Director of Staff and Student Wellness and Elementary Social Worker.	No	Yes	Yes	No	\$ 418,318.27			
No	Activity # 116322 - Concert venue rental to ensure physical distancing. Family attendance at concerts measures expected outcomes.	No	Yes	No	No	\$ 3,100.00			
No	Activity # 116107 - PPE, nursing services.	No	Yes	Yes	Yes	\$ 734,383.97			
No	Activity # 116109 - Food programming supplies to ensure clean, safe eating environments.	No	Yes	Yes	No	\$ 49,000.00			
Yes - Description Required	Activity # 116375 - BMS Special Education Instructional Assistant to provide 1:1 educational support based on student's IEP. Activity has subsequently been moved to ARP IDEA since those funds are dedicated for this use.	No	Yes	No	No	\$ 4,794.24	\$ 4,794.24		
No	Activity # 117078 - We R Hope contract to support anxiety coping skills education. Individual student progress monitoring data and parent feedback will measure expected outcomes.	No	Yes	No	No	\$ 52,640.00	\$ -		
Yes - Description Required	Activity # 115257 - RMS Responsive Classroom resources to ensure implementation with fidelity. Expected outcomes measured through educator assessments/evaluations as well as student data. Data should reflect student academic and social skill-building when teachers implement Responsive Classroom with fidelity.	No	Yes	No	No	\$ 2,932.50	\$ 2,932.50		
Yes - Description Required	Activity # 111843 - Software with individualized learning functions to mitigate learning loss.	No	Yes	Yes	Yes	\$ 24,144.00			
Yes - Description Required	Activity # 117105 - Ongoing math PD to support student learning loss. Expected outcomes also measured through OGAP indicators.	No	Yes	Yes	Yes	\$ 1,225.00	\$ 1,225.00		

Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
LEA Enrollment <i>*October 2021 Data Prepopulated</i>	% Participation Math Assessment	% Participation - Science Assessment	% Participation - ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment
4,079	81	77	82	92%	96%	40	0	14

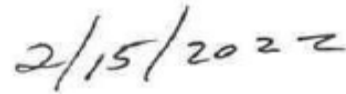
**X. Authorization**

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

[ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov)



**Approver Signature - Superintendent / Head of School**



**Date**

*Kathleen Murphy, 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, 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.*