

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 August 23, 2021, the plan was posted on the District's website. Updates were posted February 16, 2022.

- 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:

Academic and social-emotional support strategies needed, physical safety concerns and suggestions, free text for other ideas to improve support and students and improve school safety.

iii) Description of feedback received:

Student priorities: WIN Block (What I Need - personalized and student-directed block), advisory, afterschool activities, increased academic support, safety precautions (social distancing, student screening, masking). Free text responses included: use of outdoor classes, more opportunities to socialize, proactive social/emotional support, mask breaks.

2) Inclusive:

All middle and high school students were given a survey, which they could take with whatever supports they typically would require for an exit ticket.

3) Widely advertised and available:

Open for public comment at Board meetings and finance committee meetings. Buildings use feedback from students to inform the requests they have made with regard to use of funds.

4) Ongoing:

Advisory is also used for students to provide feedback on their needs. If there is financial implication, that feedback gets passed along to building admin and then to Central Office for collaborative conversation. We also use student data to drive needs-based decision-making.

- 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:

Supports and services to promote social emotional well-being, academic success, physical safety and well-being, family support and engagement, use of technology, remote learning, specific student needs

iii) Description of feedback received:

Family priorities: Small group and 1:1 social/emotional and behavioral support for students, additional mental health clinicians in schools, family support; smaller class sizes, additional small group or 1:1 tutoring or other academic supports during the day, project-based/hands-on materials for use in classrooms; improved ventilation systems, outdoor learning equipment, additional opportunities and strategies for physical fitness; school-generated strategies for helping students succeed; devices for students

2) Inclusive:

Shared with all families via ParentSquare, promoted by building principals. Translation services provided as needed.

3) Widely advertised and available:

Shared with all families via ParentSquare, promoted by building principals. Translation services provided as needed.

4) Ongoing:

Open for public comment at Board meetings and finance committee meetings. Buildings use feedback from families to inform the requests they have made with regard to use of funds.

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:

400+

ii) Uses consulted on:

Supports and services to promote social emotional well-being, academic success, physical safety and well-being, family support and engagement, use of technology, remote learning, specific student needs, staff needs

iii) Description of feedback received:

Staff priorities: small group and 1:1 social/emotional and behavioral supports for students, additional mental health clinicians in schools, support to families to help their children in difficult times; small class sizes, additional small group or 1:1 tutoring or other academic supports during the day; improved ventilation, outdoor learning equipment; family support with food and nutrition, tech and wifi access, and home-school partnership activities, strategies for families to help students succeed; support for families with technology, devices for students.

2) Inclusive:

Survey was sent from the SAU to all district employees via ParentSquare.

3) Widely advertised and available:

Survey was sent from the SAU to all district employees via ParentSquare.

4) Ongoing:

Administrators regularly meet with their building staff, each other, and Central Office staff for ongoing input, data dives/reviews.

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: See above. All staff were surveyed together.

See above. All staff were surveyed together.

iii) Description of feedback received:

See above. All staff were surveyed together.

Please indicate how consultation was:

2) Inclusive:

See above. All staff were surveyed together.

3) Widely advertised and available:

See above. All staff were surveyed together.

4) Ongoing:

See above. All staff were surveyed together.

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):

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:

Unknown - approx. 3

ii) Uses consulted on:

Supports and services to promote social emotional well-being, academic success, physical safety and well-being, family support and engagement, use of technology, remote learning

iii) Description of feedback received:

Encouragement to partner/collaborate, prioritize immediate student needs and accommodations.

Please indicate how consultation was:

2) Inclusive:

The Assistant Superintendent invited feedback from all of our community partners.

3) Widely advertised and available:

The Assistant Superintendent invited feedback from all of our community partners.

4) Ongoing:

Open for public comment at Board meetings and committee meetings. Community stakeholders sit on committees that weigh programmatic and fiscal implications of civil rights matters.

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:

Unknown - formal replies from a handful but we continually collaborate with many community partners.

ii) Uses consulted on:

Supports and services to promote social emotional well-being, academic success, physical safety and well-being, family support and engagement, use of technology, remote learning

iii) Description of feedback received:

We have increased our home visiting staffing and programming to better ascertain the needs of these stakeholders.

Please indicate how consultation was:

2) Inclusive:

The Assistant Superintendent invited feedback from all of our community partners.

3) Widely advertised and available:

The Assistant Superintendent invited feedback from all of our community partners.

4) Ongoing:

We have increased our home visiting staffing and programming to better ascertain the needs of these stakeholders.

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:

Unknown - approx. 2

ii) Uses consulted on:

Before/after school care

iii) Description of feedback received:

Willingness to continue to partner

2) Inclusive:

The Assistant Superintendent invited feedback from all of our community partners.

3) Widely advertised and available:

The Assistant Superintendent invited feedback from all of our community partners.

4) Ongoing:

Current staff at Central Office, building admins, and the Afterschool Director meet to discuss ongoing partnership opportunities, shared programming, use of space, etc.

- 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:

Unknown - approx. 5

ii) Uses consulted on:

Supports and services to promote social emotional well-being, academic success, physical safety and well-being, family support and engagement, use of technology, remote learning

iii) Description of feedback received:

Concerns around social-emotional preparedness for entering pre-K through grade 1 students who have had minimal opportunities to practice social-emotional competency-building.

Please indicate how consultation was:

2) Inclusive:

The Assistant Superintendent invited feedback from all of our community partners.

3) Widely

The Assistant Superintendent invited feedback from all of our community partners.

4) Ongoing:

X. Authorization

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

ESSER@doe.nh.gov

Kathleen Murphy
Approver Signature - Superintendent / Head of School

12-29-22
Date

KATHLEEN MURPHY, SUPERINTENDENT OF SCHOOLS

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;

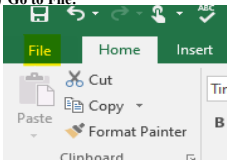
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

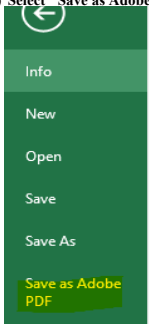
(iv) Be made publicly available on the LEA's website.

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

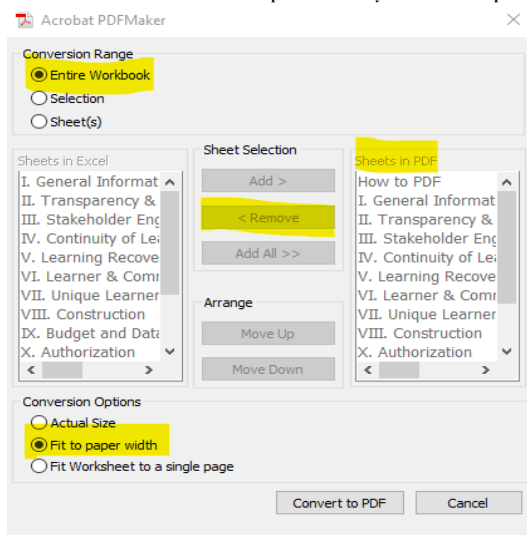
1) Go to File:



2) Select "Save as Adobe PDF":



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



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

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