

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

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

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

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

- 1) School District / Charter School Name: Cornish → Cell C18 Must be Input for Formulas to
- 2) District ID Number: 115 → Autopopulates upon Selection
- 3) SAU Number: 100 → Autopopulates upon Selection
- 4) Date of Publication: 3/1/2023
- 5) Approver Name - (Superintendent / Head of School): Dr. Sydney Leggett - Interim Superintendent
- 6) Email & Telephone: sydney.leggett@cornishschool.org

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://www.cornishschool.org/esser-iii>

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

Yes - Description Required

Description:

<https://www.cornishschool.org/esser-iii>

- 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 plan has been written in English and can be translated into both Spanish and Portugese if needed. Our parent population is all English speaking.

- 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:

We have hard copy formats available which can be made into large text if necessary. We can also provide a dictated version to individuals if needed.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

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

Yes - Description Required

Description:

The public will be provided with an outline from administration and will be able to comment and provide input around the plan through our school board meetings, reaching out to administration or school board members either via phone, letter, or email, and potentially through the use of surveys.

- 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:

As we begin to plan out the use of the ESSER III funding, we will be looking at the information we have gathered from the public from all the above mentioned means of communication and making determinations based on that information about expenditures.

- 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:

As we plan for the spending of ESSER funding, we plan to talk with the students in grades 5-8 around their thoughts about what would be helpful to them to address support of learning.

- i) Number of total responses: We have not yet started this grant.*
- ii) Uses consulted on: We have not yet started this grant.*
- iii) Description of feedback received: We have not yet started this grant.*

Please indicate how consultation was:

- 2) Inclusive: Students in grades 5-8 will have a conversation with their homeroom teachers about how they feel these funds would be best spent in support of learning.**
- 3) Widely advertised and available: All students in grades 5-8 will get an email, and will hear through word of mouth from staff about their ability to participate in the discussion.**
- 4) Ongoing: If at any time any student has a thought about the process, they would be able to contact their teacher, the school administration, or the school board via the contact information on our website, or attend a school board meeting to discuss their concerns or ideas.**

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families are always welcome to attend our school board meetings, which are advertised in our weekly newsletter, to give comment around the use of our ESSER III funds. Agendas are made available to all families prior to the meeting via email, physical postings, and are posted in the town listserv and on our school website.

- i) Number of total responses: We have not yet started this grant.*
- ii) Uses consulted on: We have not yet started this grant.*
- iii) Description of feedback received: We have not yet started this grant.*

Please indicate how consultation was:

- 2) Inclusive: As this is made publicly available on the school website, everyone should have access to our funding plan. Options are available for those with disabilities and for those who do not speak English.**
- 3) Widely advertised and available: We have not yet started this grant.**
- 4) Ongoing: If at any time anyone has a thought about the process, they would be able to contact the school board via the contact information on our website, or attend a school board meeting to discuss their concerns or ideas.**

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

Yes - Description Required

1) Description:

School administrators and special education administrators will be able to provide input through meetings with the superintendent and school board meetings.

- i) Number of total responses: We have not yet started this grant.*
- ii) Uses consulted on: We have not yet started this grant.*
- iii) Description of feedback received: We have not yet started this grant.*

Please indicate how consultation was:

2) Inclusive: Meeting times to discuss grants will be set for all school and district administrators.

3) Widely advertised and available: Meetings with district administrators will be sent via email and through word of mouth.

4) Ongoing: If at any time anyone has a thought about the process, they would be able to contact the school board via the contact information on our website, or attend a school board meeting to discuss their concerns or ideas.

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

Yes - Description Required

1) Description:

As we move through the process of spending grant funds, teachers will be consulted about how we can address learning using the funding that we have. Teachers will be able to express their thoughts through meetings with the principal and their teams.

- i) Number of total responses: We have not yet started this grant.*
- ii) Uses consulted on: We have not yet started this grant.*
- iii) Description of feedback received: We have not yet started this grant.*

Please indicate how consultation was:

2) Inclusive: We plan to meet with all staff members at various team meetings and through various communications.

3) Widely advertised and available: We plan on getting on the team agendas, and will put information in our full staff communications.

4) Ongoing: Staff will be advised that they are able to speak with administration or school board officials at any time should they have ideas about how to use the funds appropriately.

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

- Please Select -

1) Description:

This is not applicable

- i) Number of total responses: This is not applicable*
- ii) Uses consulted on: This is not applicable*
- iii) Description of feedback received: This is not applicable*

Please indicate how consultation was:

2) Inclusive: This is not applicable

3) Widely advertised and available: This is not applicable

4) Ongoing: This is not applicable

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

Yes - Description Required

1) Description:

All information will be public and transparent on our website. Should a civil rights organization like the ability to weigh in on our use of funds, they will be able to contact the school board with their input via the contact information on the school website.

- i) Number of total responses: We have not yet started this grant.*
- ii) Uses consulted on: We have not yet started this grant.*
- iii) Description of feedback received: We have not yet started this grant.*

Please indicate how consultation was:

2) Inclusive: As this is made publicly available on the school website, everyone should have access to our funding plan. Options are available for

those with disabilities.

3) Widely advertised and available: The information will be put in various publications locally for everyone to see.

4) Ongoing: If at any time anyone has a thought about the process, they would be able to contact the school board via the contact information on our website, or attend a school board meeting to discuss their concerns or ideas.

- 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:

All information will be public and transparent on our website. Should a stakeholder 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 children like the ability to weigh in on our use of funds, they will be able to contact the school board with their input via the contact information on the school website or by attending a school board meeting.

- i) Number of total responses: We have not yet started this grant.*
- ii) Uses consulted on: We have not yet started this grant.*
- iii) Description of feedback received: We have not yet started this grant.*

Please indicate how consultation was:

2) Inclusive: As this is made publicly available on the school website, everyone should have access to our funding plan. Options are available for those with disabilities and for those who do not speak English.

3) Widely advertised and available: The information will be put in various publications locally for all everyone to see.

4) Ongoing: If at any time anyone has a thought about the process, they would be able to contact the school board via the contact information on our website, or attend a school board meeting to discuss their concerns or ideas.

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

- Please Select -

1) Description:

All information will be public and transparent on our website. Should a community based organization like the ability to weigh in on our use of funds, they will be able to contact the school board with their input via the contact information on the school website or by attending a school board meeting.

- i) Number of total responses: We have not yet started this grant.*
- ii) Uses consulted on: We have not yet started this grant.*
- iii) Description of feedback received: We have not yet started this grant.*

Please indicate how consultation was:

2) Inclusive: As this is made publicly available on the school website, everyone should have access to our funding plan. Options are available for those with disabilities and for those who do not speak English.

3) Widely advertised and available: The information will be put in various publications locally for all everyone to see.

4) Ongoing: If at any time anyone has a thought about the process, they would be able to contact the school board via the contact information on our website, or attend a school board meeting to discuss their concerns or ideas.

- 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:

All information will be public and transparent on the website. Should an early childhood education provider or family who seek to ensure care for families with children of different ages like the ability to weigh in on our use of funds, they will be able to contact the school board via the contact information on the school website or by attending a school board meeting.

- i) Number of total responses: We have not yet started this grant.*
- ii) Uses consulted on: We have not yet started this grant.*
- iii) Description of feedback received: We have not yet started this grant.*

Please indicate how consultation was:

2) Inclusive: As this is made publicly available on the school website, everyone should have access to our funding plan. Options are available for those with disabilities and for those who do not speak English.

3) Widely advertised and available: The information will be put in various publications locally for all everyone to see.

4) Ongoing: If at any time anyone has a thought about the process, they would be able to contact the school board via the contact information on our website, or attend a school board meeting to discuss their concerns or ideas.

																								Section 100 <small>Section 100 - General Information</small>		Section 101 <small>Section 101 - General Information</small>					Section 102 <small>Section 102 - General Information</small>																																																																				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

Information on the company's business model and its impact on the environment and society									
1. Description of the company's business model	2. Description of the company's products and services	3. Description of the company's operations and supply chain	4. Description of the company's environmental and social impacts	5. Description of the company's environmental and social risks	6. Description of the company's environmental and social opportunities	7. Description of the company's environmental and social policies	8. Description of the company's environmental and social performance	9. Description of the company's environmental and social governance	10. Description of the company's environmental and social reporting

X. Authorization

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

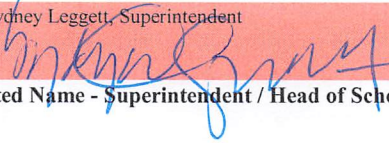
ESSER@doe.nh.gov

3/1/2023

Approver Signature - Superintendent / Head of School

Date

Dr. Sydney Leggett, Superintendent



Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

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(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

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(2) LEA ARP ESSER Plan.

(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—

(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

(b) In developing its ARP ESSER plan, an LEA must—

(i) Engage in meaningful consultation—

(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and

(ii) Provide the public the opportunity to provide input and take such input into account.

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

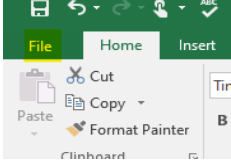
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and

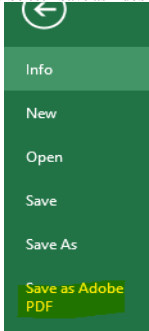
(iv) Be made publicly available on the LEA's website.

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

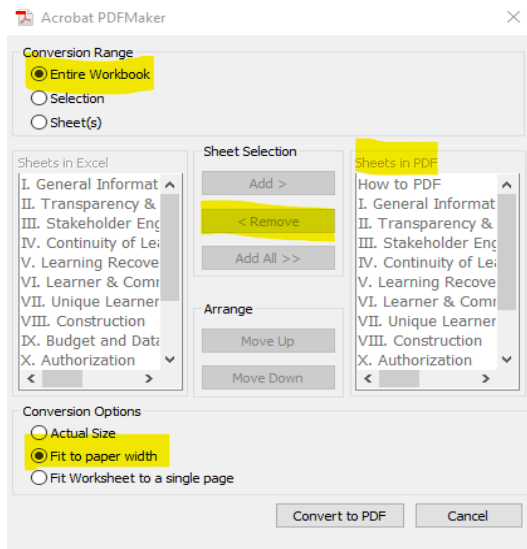
1) Go to File:



2) Select "Save as Adobe PDF":



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



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

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