

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: Dover → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 141 → Autopopulates upon Selection
- 3) SAU Number: 11 → Autopopulates upon Selection
- 4) Date of Publication: 3/9/2022
- 5) Approver Name -
(Superintendent / Head of School): Dr. William Harbron
- 6) Email & Telephone: w.harbron@dover.k12.nh.us (603) 516-6802

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.dover.k12.nh.us/apps/pages/index.jsp?uREC_ID=1280352&type=d&pREC_ID=2222534

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

Yes - Description Required

Description:

It is in the same format as our strategic plan, which people are comfortable using.

- 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:

When our ESL families are in need, our ESL teachers are available to translate or get in translated.

- 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:

Our student services director works with families to ensure they have access to the needed format.

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 district leadership team created the Esser III plan based on the needs of students. We considered their physical, academic and social emotional needs. A public hearing including a citizens' forum was held on August 16, 2021. The hearing was publically posted.

- 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 board voted on Proposal B after the public hearing, taking into account the feedback from citizens.

- 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:

Dover Senior High School students enrolled in grades 9 through 12 completed an administration of the Youth Risk Behavior Survey (YRBS - 2019). The district received the student self-reported results during the 2021-2022 school year. Data from the survey was used to help inform student well-being resources related to MTSS-B, social-emotional learning, and school-based mental health services.

i) Number of total responses: 1200

ii) Uses consulted on: MTSS-B, Social-emotional learning, School-based mental health

iii) Description of feedback received: Approximately 45% of high school students reported feeling sad or hopeless over a two week time span.

Please indicate how consultation was:

2) Inclusive: 79% of Dover High School students completed administrations of the YRBS

3) Widely advertised and available: The district distributed parent/caregiver YRBS notifications, including the option to opt-out

4) Ongoing: During the 2021-2022 school year, Dover High School students developed a student led mental initiative that met throughout the year. Students provided feedback about their mental health needs.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Between the dates of 06/24/2020 and 07/15/2020 surveys were sent to parents asking about their family needs regarding safety in school, with 2024 responses excluding spam. The School Board held a public hearing regarding ESSER funding on August 16, 2021 at 6:00 PM with opportunity for public input.

i) Number of total responses: 2024 for survey

ii) Uses consulted on: Two proposals were presented at board hearing, including addressing loss through an MTSS project. Survey related to

iii) Description of feedback received: In the survey, parents strongly valued in person learning and attention to student academic need. Each citizen gets 5 minutes to share verbal feedback regarding agenda items on the special meeting agenda.

Please indicate how consultation was:

2) Inclusive: Survey was sent repeatedly. The special meeting was open to anyone who would like to attend

3) Widely advertised and available: Meeting time, location, and agenda were publically posted prior to the meeting

4) Ongoing: Citizens continue to be welcomed to speak during Citizen's Forum at all school board meetings.

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

Yes - Description Required

1) Description:

The district leadership team created the Esser III plan based on the needs of students. We considered their physical, academic and social emotional needs.

i) Number of total responses: 15

ii) Uses consulted on: All of the uses outlined in Proposal A and Proposal B were consulted on by the leadership team.

iii) Description of feedback received: The leadership team provided feedback regarding the structure and framework of MTSS, building locations for HVAC, and implementation of programming.

Please indicate how consultation was:

2) Inclusive: All district leaders had the opportunity to provide feedback.

3) Widely advertised and available: These meeting were available for all administrators.

4) Ongoing: Regularly scheduled meetings

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

Yes - Description Required

1) Description:

The superintendent met regularly with the union president. Teacher leadership teams were updated regularly. The superintendent also met with educational specialists, such a school psychologists and instructional coaches reagrding developing a MTSS prevention-based framework to address student learning loss.

i) Number of total responses: data was not collected on total number of responses

ii) Uses consulted on: MTSS, Student Learning and Infrastructure

iii) Description of feedback received: Informal feedback was collected in a varitey of formats including teacher leadership meetings .

Please indicate how consultation was:

2) Inclusive: included teacher groups and union representation.

3) Widely advertised and available: not widely advertised

4) Ongoing: meetings were regular

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

No

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:

The district partnered with community stakeholders to develop an equity-based framework to address systemic barriers for students, personnel, and families.

i) Number of total responses: data was not collected on total number of responses

ii) Uses consulted on: in-person learning for students and equitable attention to student academic needs

iii) Description of feedback received: The equity community concluded a structure was needed to address all student needs, such MTSS.

Please indicate how consultation was:

2) Inclusive: Anyone who wants to join is welcome to join.

3) Widely advertised and available: Notfications were emailed out to stakeholders regarding participation. Monthly agendas were also distributed. Meetings were also posted in the district's community update newsletter

4) Ongoing: Monthly meetings were held with Vision Equity Keepers.

- 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:

The Assistant Superintendent of Student Services held monthly coffee and conversations for caregivers of children receiving services. Open conversations and Q&A sessions allowed for families to share feedback, ask for clarification, and collaborate on goals for students.

i) Number of total responses: Data on number of responses for coffee and conversations was not collected

ii) Uses consulted on: Feedback was taken into account by the Director of Student Services when contributing to the writing of the ESSER III plan

iii) Description of feedback received: verbal feedback collected during conversations and open Q&A sessions.

Please indicate how consultation was:

2) Inclusive: All families of students receiving services were invited to attend.

3) Widely advertised and available: Notices were sent home via paper and email.

4) Ongoing: Meetings were held on a monthly basis.

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

Yes - Description Required

1) Description:

The superintendent serves on the Strafford County YMCA Advisory Board. Additionally, the superintendent held meetings with the YMCA Executive Director. The district has a partnership with the Seymour Osman Community Center. Agenda topics pertained to before and after school services to address student needs for both of these community organizations.

i) Number of total responses: data was not collected on total number of responses

ii) Uses consulted on: Out-of-school time to address academic and social-behavioral needs

iii) Description of feedback received: The district received information on how the YMCA could help address student needs. The district established a partnership to provide after school programming at the elementary level. The YMCA also collaborated with the district to integrate time to address student learning needs.

Please indicate how consultation was:

2) Inclusive: Both community-based programs offer a sliding scale for student before and after school services

3) Widely advertised and available: The district distributed notifications advertising the YMCA and Seymour Osman Community Center - email and paper brochures.

4) Ongoing: The superintendent participates in monthly YMCA meetings. The director of the Seymour Osman Community Center communicates with district administrators monthly.

- 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:

The superintendent met with a number of community-based preschool programs to elicit observational feedback about student development needs in academics and social-behavioral skills for transitioning to public school.

i) Number of total responses: data was not collected on total number of responses

ii) Uses consulted on: Early childhood readiness skills

iii) Description of feedback received: Preschool programs indicated student readiness skills appeared to be interrupted due to COVID-19 pandemic effects.

Please indicate how consultation was:

2) Inclusive: The district solicited feedback from community-based PK programs and the district's PK program.

3) Widely advertised and available: The district directly contacted prospective stakeholders.

4) Ongoing: Contacting stakeholders was as needed to help inform district planning.

General Information		Section 1: [Detailed Description]										Section 2: [Detailed Description]										Section 3: [Detailed Description]				Section 4: [Detailed Description]	
Item No.	Description	Unit	QTY	UNIT PRICE	AMOUNT	QTY	UNIT PRICE	AMOUNT	QTY	UNIT PRICE	AMOUNT	QTY	UNIT PRICE	AMOUNT	QTY	UNIT PRICE	AMOUNT	QTY	UNIT PRICE	AMOUNT	QTY	UNIT PRICE	AMOUNT	QTY	UNIT PRICE	AMOUNT	
1	[Item Description]	[Unit]	[QTY]	[PRICE]	[AMOUNT]	[QTY]	[PRICE]	[AMOUNT]	[QTY]	[PRICE]	[AMOUNT]	[QTY]	[PRICE]	[AMOUNT]	[QTY]	[PRICE]	[AMOUNT]	[QTY]	[PRICE]	[AMOUNT]	[QTY]	[PRICE]	[AMOUNT]	[QTY]	[PRICE]	[AMOUNT]	

Kategorie: (Zusammenfassung)	
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X. Authorization

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

ESSER@doe.nh.gov

William R. Harbron, Superintendent

December 21, 2023

Date

Approver Signature - Superintendent / Head of School

William R. Harbron, Superintendent

Printed Name - Superintendent / Head of School

Appendix A. ARPA Statutory Excerpt

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

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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;

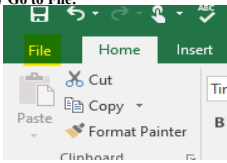
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

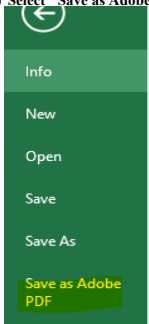
(iv) Be made publicly available on the LEA's website.

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

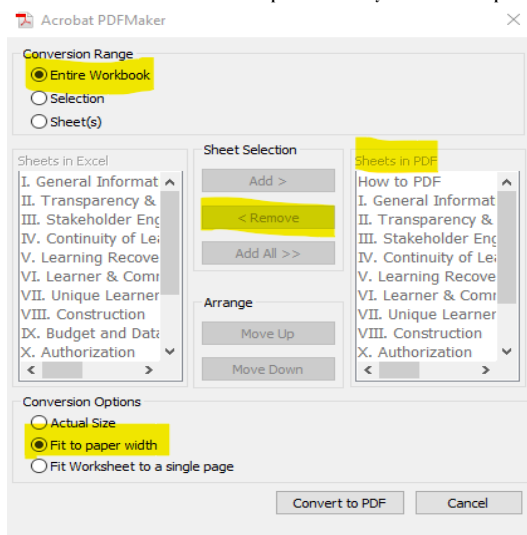
1) Go to File:



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 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)