

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/ocr/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: Fall Mountain Regional → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 174 → Autopopulates upon Selection
- 3) SAU Number: 60 → Autopopulates upon Selection
- 4) Date of Publication: 12/22/2023
- 5) Approver Name - (Superintendent / Head of School): Brendan Minnihan
- 6) Email & Telephone: bmminihan@sau60.org & 603-835-0006

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:

[ESSER Funding | FALL MOUNTAIN REGIONAL SCHOOL DISTRICT \(sau60.org\)](#)

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

Yes - Description Required

Description:

The plan was completed on the required template provided by NHED.

- 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 was completed to the extent possible in language that a parent and/or community member can understand.

- 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:

Yes, the plan, upon request by a parent who is an individual with a disability, will be provided in an alternative 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 superintendent presented information about the ESSER funding to the School Board as well as the site based committees. Information is also posted on the district's website. A Districtwide survey was conducted in December 2021 in order to obtain staff, community, and student input. The superintendent also met with students at Fall Mountain Regional High School to explain the ESSER funding. Students were engaged and took an active role in putting out a student survey.

- 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:

Information obtained from the survey guided the choice of activities to dedicate the ESSER funds toward. The Superintendent also planned to meet with interested high school students again.

- 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:

LEA consulted with students as stakeholders. The Superintendent met with members of Student Congress. The students conducted a survey and provided additional information to the Superintendent based on the survey results.

- i) Number of total responses: 218 Students completed the survey*
- ii) Uses consulted on: Students conducted research on the allowable uses for the ESSER funding.*
- iii) Description of feedback received: Students saw improved air quality as a high priority.*

Please indicate how consultation was:

- 2) Inclusive: Students developed and launched the survey to all students in the high school**
- 3) Widely advertised and available: All students were encouraged to participate. The survey was widely advertised by the students.**
- 4) Ongoing: The results were presented by students to the superintendent and one member of the school board.**

- b. Families (please choose one):

Yes - Description Required

1) Description:

A formal survey was conducted to gather family and community member responses. Over 150 people completed the survey. Information from the survey results will be used to build and modify activities in the ESSER III grant.

- i) Number of total responses: 160*
- ii) Uses consulted on: Teachers for tutoring in Math and English, enrichment opportunities during the summer, Extracurricular funding, Improvements to air quality and air conditioning in the high school, Wellness Days with Guest speakers, class expenses*
- iii) Description of feedback received: 25% for a permanent outdoor structures, 25% for improved air quality, 19% for extracurricular funding, 24% for tutoring, 48% for enrichment opportunities during the summer.*

Please indicate how consultation was:

- 2) Inclusive: Superintendent sent out a letter to staff, students, families and community members encouraging participation in the survey.**
- 3) Widely advertised and available: The survey was linked in the letter to the community as well as being posted on the district web site.**
- 4) Ongoing: The survey was initially set up in December and was open for comment until the middle of January.**

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

Yes - Description Required

1) Description:

School based administration meet on a regular basis and had direct input into development of ESSER plan and determining activities to fund.

- i) Number of total responses: 12*
- ii) Uses consulted on: Technology for 1:1 devices; increased nurse support, social worker, math & reading interventionists, after school*
- iii) Description of feedback received: Discussion of the uses consulted on - Technology for 1:1 devices; increased nurse support, social worker,*

math & reading interventionists, after school programming, speech & language assistants to meet increased student needs, social worker, outdoor play equipment, air quality projects

Please indicate how consultation was:

2) **Inclusive:** All administrators, including the Special Education Director, were included in meetings.

3) **Widely advertised and available:** Meeting invites are sent for the year and agendas are provided in advance of the meeting.

4) **Ongoing:** Meetings are held on a bi-weekly basis, or more frequently if needed.

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

Yes - Description Required

1) **Description:**

A districtwide survey was sent out.

i) Number of total responses: 119

ii) Uses consulted on: See iii. Description field below

iii) Description of feedback received: District wide survey results. - 50% of people survey wanted the school to focus on Social and Emotional needs. 40% Improve heating/cooling and air ventilation in the school buildings, 35% noted the offering of summer and after learning activities is needed. 26% create a permanent outdoor learning environment. 16% believe we needed to upgrade our technology equipment and 155 wanted to see targeted professional development activities.

Please indicate how consultation was:

2) **Inclusive:** Many of the target areas were immediately addressed, such as hiring interventionist, address social needs for staff.

3) **Widely advertised and available:** All staff were invited to attend opening day - devoted to addressing one's emotional health.

4) **Ongoing:** Monthly the administration is providing special lunches, meetings, and administration provides consultation with staff on the Covid updates.

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

No

1) **Description:**

There are no tribes in NH

i) Number of total responses: N/A

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) **Inclusive:** N/A

3) **Widely advertised and available:** N/A

4) **Ongoing:** N/A

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

No

1) **Description:**

We are made up of smaller remote communities and do not have these organizations locally.

i) Number of total responses: na

ii) Uses consulted on: na

iii) Description of feedback received: na

Please indicate how consultation was:

2) **Inclusive:** na

3) **Widely advertised and available:** na

4) **Ongoing:** na

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):

Somewhat - Description Required

1) Description:

All stakeholders are part of the community survey. We did not separate out the various groups.

i) Number of total responses: 228

ii) Uses consulted on: permanent outdoor learning spaces, improve heating/cooling and ventilation systems, social and emotional health of staff and students, additional learning supports, summer and after school program opportunities, targeted PD for educators to address learning deficits, upgrade technology and other

iii) Description of feedback received: permanent outdoor learning spaces, summer and after school programming, improvement of hvac systems and social & emotional wellbeing of staff and students account for 71% of the responses.

Please indicate how consultation was:

2) Inclusive: All stakeholders are part of the community survey. We did not separate out the various groups.

3) Widely advertised and available: Communication was sent to district families & staff as well as published on website

4) Ongoing: Stakeholder engagement continues through regular meetings that are open to the public. No further surveys have been conducted.

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

Somewhat - Description Required

1) Description:

All stakeholders are part of the community survey. We did not separate out the various groups.

i) Number of total responses: 228

ii) Uses consulted on: permanent outdoor learning spaces, improve heating/cooling and ventilation systems, social and emotional health of staff and students, additional learning supports, summer and after school program opportunities, targeted pd for educators to address learning deficits, upgrade technology and other

iii) Description of feedback received: permanent outdoor learning spaces, summer and after school programming, improvement of hvac systems and social & emotional wellbeing of staff and students account for 71% of the responses.

Please indicate how consultation was:

2) Inclusive: All stakeholders are part of the community survey. We did not separate out the various groups.

3) Widely advertised and available: Communication was sent to district families & staff as well as published on website

4) Ongoing: Stakeholder engagement continues through regular meetings that are open to the public. No further surveys have been conducted.

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):

No

1) Description:

School District provides early childhood education and this LEA is not aware of any other provided in the community.

i) Number of total responses: N/A

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

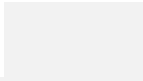
4) Ongoing: N/A

General Information		Project Details		Phase 1: Initial Assessment & Planning															Phase 2: Data Collection & Analysis															Phase 3: Reporting & Review				
Item ID	Description	Start Date	End Date	Task Name	Duration	Priority	Assignee	Status	Start Date	End Date	Task Name	Duration	Priority	Assignee	Status	Start Date	End Date	Task Name	Duration	Priority	Assignee	Status	Start Date	End Date	Task Name	Duration	Priority	Assignee	Status									
001	Project Kick-off Meeting	2023-01-15	2023-01-15	Define Project Scope	1 Day	High	J. Doe	Completed	2023-01-16	2023-01-16	Identify Stakeholders	1 Day	Medium	A. Smith	Completed	2023-01-17	2023-01-17	Conduct Literature Review	1 Day	Medium	M. Johnson	Completed	2023-01-18	2023-01-18	Develop Research Questions	1 Day	High	J. Doe	Completed	2023-01-19	2023-01-19	Design Data Collection Methods	1 Day	Medium	A. Smith	Completed		
002	Stakeholder Interviews	2023-01-20	2023-01-25	Review Research Questions	5 Days	Medium	J. Doe	In Progress	2023-01-20	2023-01-20	Recruit Participants	1 Day	Medium	A. Smith	Completed	2023-01-21	2023-01-21	Obtain Ethics Approval	1 Day	High	M. Johnson	Completed	2023-01-22	2023-01-22	Finalize Data Collection Tools	1 Day	Medium	J. Doe	Completed	2023-01-23	2023-01-23	Begin Data Collection	1 Day	Medium	A. Smith	Completed		
003	Data Collection Phase	2023-01-26	2023-02-10	Finalize Data Collection Tools	15 Days	Medium	J. Doe	In Progress	2023-01-26	2023-01-26	Recruit Participants	1 Day	Medium	A. Smith	Completed	2023-01-27	2023-01-27	Obtain Ethics Approval	1 Day	High	M. Johnson	Completed	2023-01-28	2023-01-28	Finalize Data Collection Tools	1 Day	Medium	J. Doe	Completed	2023-01-29	2023-01-29	Begin Data Collection	1 Day	Medium	A. Smith	Completed		
004	Data Analysis Phase	2023-02-11	2023-02-25	Begin Data Collection	15 Days	Medium	J. Doe	In Progress	2023-02-11	2023-02-11	Recruit Participants	1 Day	Medium	A. Smith	Completed	2023-02-12	2023-02-12	Obtain Ethics Approval	1 Day	High	M. Johnson	Completed	2023-02-13	2023-02-13	Finalize Data Collection Tools	1 Day	Medium	J. Doe	Completed	2023-02-14	2023-02-14	Begin Data Collection	1 Day	Medium	A. Smith	Completed		
005	Reporting Phase	2023-02-26	2023-03-10	Finalize Data Collection	15 Days	Medium	J. Doe	In Progress	2023-02-26	2023-02-26	Recruit Participants	1 Day	Medium	A. Smith	Completed	2023-02-27	2023-02-27	Obtain Ethics Approval	1 Day	High	M. Johnson	Completed	2023-02-28	2023-02-28	Finalize Data Collection Tools	1 Day	Medium	J. Doe	Completed	2023-03-01	2023-03-01	Begin Data Collection	1 Day	Medium	A. Smith	Completed		
006	Review & Finalization	2023-03-11	2023-03-15	Finalize Data Collection	5 Days	Medium	J. Doe	In Progress	2023-03-11	2023-03-11	Recruit Participants	1 Day	Medium	A. Smith	Completed	2023-03-12	2023-03-12	Obtain Ethics Approval	1 Day	High	M. Johnson	Completed	2023-03-13	2023-03-13	Finalize Data Collection Tools	1 Day	Medium	J. Doe	Completed	2023-03-14	2023-03-14	Begin Data Collection	1 Day	Medium	A. Smith	Completed		

X. Authorization

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

ESSER@doe.nh.gov



21-Dec-2023

Approver Signature - Superintendent / Head of School

Date

Christopher Spence

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

Appendix A. ARPA Statutory Excerpt

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

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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

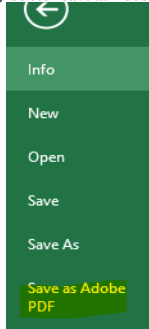
(iv) Be made publicly available on the LEA's website.

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

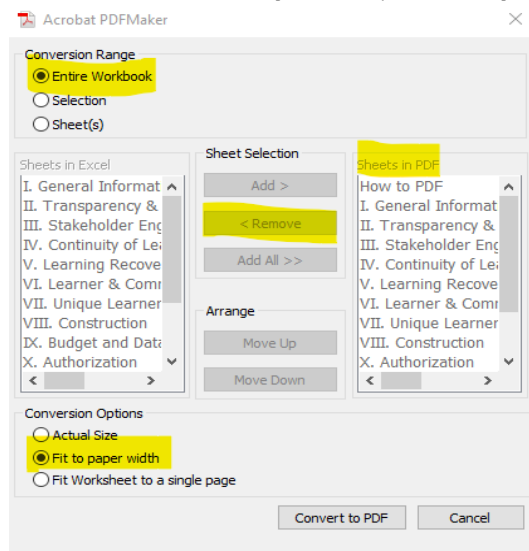
1) Go to File:



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
 - ii. 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)