

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

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 2/23/2022.

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

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, 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: | <u>Fall Mountain Regional</u> | → <i>Cell C18 Must be Input for Formulas to Populate Correctly</i> |
| 2) District ID Number: | <u>174</u> | → <i>Autopopulates upon Selection</i> |
| 3) SAU Number: | <u>60</u> | → <i>Autopopulates upon Selection</i> |
| 4) Date of Publication: | <u>3/3/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Lori Landry</u> | |
| 6) Email & Telephone: | <u>llandry@sau60.org & 603-835-0006</u> | |

II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

Yes - Description Required

Description:

SAU60.org and at the NH DOE website

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

Yes - Description Required

Description:

Plan completed on required template

- 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:

Plan is written to the extent practicable in language that a parent 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:

Upon Request

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 site based committee. Information is also posted on the District Web site. A district wide survey was conducted in December in order to obtain staff, community and student input. The superintendent also met with students at Fall Mountain High School and explained Esser Funding. Students took an active role and organized and launched 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 will guide the planning use of Esser funds. The superintendent is also planning to continue to meet with students from the high school.

- 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 a stakeholder. 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. Almost 300 students participated in the survey.

I. 218 student completed the survey

ii) Uses consulted on:- Improvement of air quality. - extra curricular funding, using plexias for alternative ways, teachers for tutoring in the areas of Math and English, enrichment opportunities during the summer

Students did research into the allowable uses of the Esser Funds, upon which they directed their survey. Results indicated improvement of air quality is a top concern.

iii) Description of feedback received:

Students reported to the school board during the 2/28/22 meeting

Please indicate how consultation was:

2) Inclusive: Students developed and launched the survey to all students at the high school.

3) Widely advertised and available: All students were engaged to participate. The survey was widely advertised by the students.

4) Ongoing: The survey has been closed and the results presented to a member of the school board and to the superintendent.

- b. Families (please choose one):

Yes - Description Required

1) Description:

A formal survey was conducted for parental and community response. Over 150 people completed the survey. Information from the survey will be used when building the esser III grant activities.

i) Number of total responses:

218 responses

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 soakers, class expenses

iii) Description of feedback received:

25% for a permanent outdoor structures, 25% for improved air quality, 19% for extracurricular fuding, 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 Fecember and was open for commnet 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 directed input into development of esser plan and funding.

i) Number of total responses: n/a

ii) Uses consulted on: The possible useage of Esser Funds to bridge the learn gap

iii) Description of feedback received:

Immediate needs was to develop a plan to address social and emotional well being. Second goal was to address the learning gap from Prek to 12 grade.

Please indicate how consultation was:

2) Inclusive: Survey results are guiding the development of the following programs. A. Summer Enrichment programs for grades K-12. B. High

3) Widely advertised and available: Information has been presented to the school board via the superintendent's report.

4) Ongoing: On going information and learning oppourtunities are being provided. We are now in the process of posting summer positions.

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

Yes - Description Required

1) Description:

A District wide survey was conducted.

i) Number of total responses: #####

ii) Uses consulted on:

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 ventiation in the school buidlings, 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 address, 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:

N/A

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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

No

1) Description:

N/A

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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.

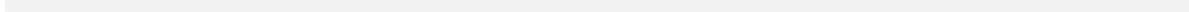
- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:



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

Somewhat - Description Required

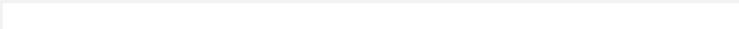
1) Description:

School Site Based Committee meetings were attended and suggestion were noted.



i) Number of total responses: #####

ii) Uses consulted on:



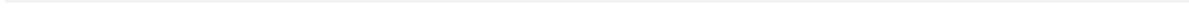
iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

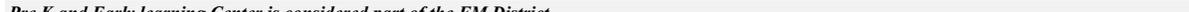


- i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

No

1) Description:

Pre K and Early learning Center is considered part of the FM District



i) Number of total responses:

ii) Uses consulted on:

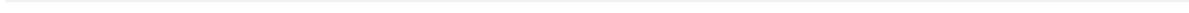
iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:



IV. Supporting the Continuous and Safe Operation of In-Person Learning

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

Note: Federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.

Description During SY 2021-2022:

Please refer to our Decision Fall Mountain Regional School District
Universal Procedures to Be Implemented in ALL Buildings

As we begin the 2021-22 school year, our plan is for a safe return to a five-day, in-person model this school year. We continue to monitor the spread of COVID-19. In line with this guidance and in an effort to keep all students, staff, families and community members safe, the Fall Mountain Regional School District will require the NH DHHS provided guidance to school districts on the approach to implementing face masks. According to the guidance, the purpose of a face mask is two

- Protect the person wearing the face mask and
- Prevents the spread of covid from the person wearing a face mask to others

This guidance also recommends the use of face masks for everybody (universally) when any of the following criteria are met:

- Level of NH community transmission reaches “substantial” in the region where the school is operating.
- Facility transmission is identified leading to a cluster of infections and multiple potential exposures within a classroom – face masks can be targeted and time-limited.
- Multiple clusters occur, or there is a larger facility outbreak.

As part of our process for a safe return to school, we have revised our COVID-19 Framework and developed a Decision Making Matrix. This tool will be used in

- CDC guidance for K-12 Schools and childcare programs
- American Academy of Pediatrics (AAP) guidance for K-12 schools
- 2019-2020 New Hampshire Department of Education K-12 Back to School

Guidance

- NH Universal Best Practices
- Interpretation of the above guidance provided during our Educational Institution Calls for K-12 schools and childcare partners

There is no one method of intervention that will stop the spread of COVID-19. We will continue to use a multi-layer of strategies to help mitigate the spread of COVID-19. Some of our strategies are limiting contact between cohorts groups, encouraging personal responsibility to self-monitor oneself daily prior to coming to school, and as we continue to make difficult decisions regarding COVID-19 this school year, I hope that we also continue to come from a place of doing our best to keep our

Fall Mountain Regional School District COVID-19 Framework 2021-2022

Priorities

Instructional Model

Offer full, in-person teaching and learning onsite, five days a week.

Remote Learning

There will be no remote model of instruction offered.

Academic Recovery

Additional support to address academic gaps.

Social Emotional Wellness/Learning

Development of a multitiered system of supports that address emotional and behavioral health.

Intentionally focus on the establishment of positive & trusting relationships, social and emotional skill building, mental and behavioral health, personal safety and Student & Staff Health

Families should monitor for the presence of new or unexplained symptoms, regardless of severity, and keep students home if present.

Staff should monitor for the presence of new or unexplained symptoms, regardless of severity, and stay home.

Transportation

Face Masks are required when riding the bus.

When possible, roof hatches and windows will be partially opened on the bus to circulate air. The air filtration system will be in use.

Arrival/Departures

Parents should remain in their vehicles during pick-up and drop-off. Students will report directly to their classroom.

Buildings & Grounds

Face Masks

Refer to the Decision Making Matrix

Physical Distancing

Physical Barriers

Plexiglass shielding is no longer required but may be used.

Surface Cleaning & Sanitization

Daily cleaning of classrooms and high touch, shared surfaces. Classrooms will be sanitized daily.

Visitors in buildings

Refer to the Decision Making Matrix

Physical Distancing

Refer to the Decision Making Matrix

Ventilation

Open windows in the classroom, when possible, to

circulate air. HEPA filtration systems will be used when windows cannot be opened.

Athletics & Co-Curriculars

Refer to the Decision Making Matrix

Communication

District Response Team

Monitor guidance of local, state and national guidance.

Make decisions based on the most updated guidance consistent with the needs of the school community.

Communicate with families and staff regarding the status of positive cases and the impact on the district.

Created: 07/19/21

Updated: 07/30/21; 08/11/21; 8/18/21

Fall Mountain School District Decision Making Matrix 2021-2022

The Cheshire and Sullivan County transmission rates are monitored daily. If the transmission rate of either county changes, safety procedures will be adjusted acc

FMRSD Mask Decision Making Matrix (based on NH DHHS matrix)

Active cases in district over a 14 day period

Level of Community Transmission

Minimal

Less than 50 new cases per 100K over a 14 day period

Moderate

Between 50 and 100 new cases per 100K over a 14 day period

Substantial

More than 100 new cases per 100K over

a 14 day period

No cases

Optional

Optional

Universal

Less than 5

Targeted

Targeted

Universal

5 or more

Universal

Universal

Universal

Masks

Optional

Targeted

Universal

Recommended in all spaces indoors

Required on school buses at all times

Required in all indoor shared spaces when physical distancing of 3 ft is not possible.

Required on school buses at all times

Required in all spaces indoors.

Required on school buses at all times

Level of Community Transmission

Minimal

Less than 50 new cases per 100K over

a 14 day period

Moderate

Between 50 and 100 new cases per 100K over a 14 day period

Substantial

More than 100 new cases per 100K over

a 14 day period

Physical Distancing

Physical distancing (3ft) is encouraged where possible

Physical distancing (3-6ft) is expected where possible

Plexiglass use is recommended

Physical distancing (3-6ft) is expected where possible

Plexiglass use is recommended

Cohorting

Cohorting not required

Assigned seating on school buses

Cohorting within grade levels when possible

Assigned seating on school buses

Cohorting within grade levels when possible

Assigned seating on school buses

Level of Community Transmission

Minimal

Less than 50 new cases per 100K over

a 14 day period

Moderate

Between 50 and 100 new cases per 100K over a 14 day period

Substantial

More than 100 new cases per 100K over

a 14 day period

Visitors

Appointments will be required. Visitors will be properly vetted and approved.

Visitors will be required to wear masks at all times.

Appointments will be required. Visitors will be properly vetted and approved.

Visitors will be required to wear masks at all times.

No visitors will be permitted.

Athletics & Co-Curriculars

Athletics, club and co-curricular group gathering will resume as normal.

All middle and high school athletes will follow NHIAA guidelines for mask wearing.

Spectators are strongly encouraged to wear masks for large indoor gatherings and athletic events.

Athletics, club and co-curricular group gathering will be limited in capacity.

All middle and high school athletes will follow NHIAA guidelines for mask wearing.

Spectators are required to wear masks for large indoor gatherings and athletic events.

Athletics, club and co-curricular group gatherings will be substantially limited based on risk factors.

All middle and high school athletes will follow NHIAA guidelines for mask wearing.

Spectators will not be permitted for indoor events.

Building Use

No restrictions for indoor/outdoor use.

No restrictions for outdoor use.

Indoor use will be limited in capacity.

No restrictions for outdoor use.

Indoor use will be evaluated and permitted based on risk factors.

Transportation

Face masks required when riding the bus.

Face masks required when riding the bus.

Assigned seats will be required

Face masks required when riding the bus.

Assigned seats will be required.

Parents are encouraged to transport

The following safety precautions will be utilized at all levels: staying home when sick or symptomatic, handwashing/hygiene practices, facilities cleaning protocol

Created: 07/19/21

Updated: 07/30/21; 08/02/21; 08/06/21; 08/11/21; 8/18/21

V. Addressing the Academic Impact of Lost Instructional Time (At least 20 percent of an LEA's Allocation)

- 1) How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who did not consistently participate in remote instruction when offered during school building closures;
 - b. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
 - c. Students most at-risk of dropping out of school.

Description During SY 2021-2022:

Our priorities are:

- a. Academic Recovery – Data indicates gaps in learning for many students
· Intervention strategies are summer and afterschool programs; specialist and intense Level 2 interventionist; speech/language services for early intervention activities and specialist academic specialist to address literacy and math.

- 2) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

Description During SY 2021-2022:

The Fall Mountain Regional School District plans to use the ESSER II grant during the 2020-21 school year to address the top three priorities of academic recovery, social and emotional health and building infrastructure.

Description During SY 2022-2023:

Our priorities will continue to support student but at a personal level. We will continue to provide academic interventionist, additional enrichment programs both summer and during the school year. Social And Emotional mental health is an everyday occurrence with all student being trained in suicide awareness. We will also provide opportunities for students to access new programs at the CTE programs at FM, such as The Business of Health Care. We will also support student support by providing a Career Counselor for the CTE program. Our next priority is the air filtration and air exchange systems within our school buildings.

Description During SY 2023-2024:

Continuation of current Priorities of. A. Academic support and enrichment. B. Social and Emotional support. C. CTE I- access and support. D. Continuation of Air Filtration system at the high school. This program will extent to other buildings based on available funds. The Facilities Committee has been established and members of the committee identified the High School, Charlestown Primary School, Walpole Elementary School and Charlestown Middle Schools as top priority schools.

- 3) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:
 - a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please choose one):

Yes - Description Required

Description:

We are addressing the impact of lost instructional time through the use of additional academic programs such as the high school credit recovery program, summer camp experiences, after school homework clubs and academic interventioist. The district will continue to support access to the programs by providing transportation.

- b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please choose one):

- Please Select -

Description:

Professional developemnt for the 21-22 school year was focus on social and mental health. Opening day and setting the stage for personal health, Presenter Jon Wortman provided strategies for staff. MTTs strageies for classroom or behavior management, Screening for mental health using DESSA program across the elementary and middle grades, Special education stressed team building and stress management , all staff received training in suicide prevention.

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

Description:

The district will progress monitor students for effective evidence based learning by assessment using NWEA, and Iready programs.

VI. Addressing Learner and Community Needs (Up to 80 percent of an LEA's Allocation)

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

Description During SY 2021-2022:

The Fall Mountain Regional School District will use reserves funds to address the impact of lost instructional times and learning gaps by first assessing the level of Covid impact on students during the 19-20 and 20-21 school years. Teachers will gather data on academics, social skills development, and mental health. Using Esser Funds, an additional school psychologist was hired, funds were set aside for a district wide social worker, additional speech and language pathologist. Academic interventionists were hired at each attendance area schools, as well as providing after school homework clubs,

Students at the high school have target the air quality concerns as number 1 in the high school, but they also recognize the need for social and

Description During SY 2022-2023:

22-23

Curriculum work needs to continue in the area of reading at the elementary grade levels. The District's reading specialist will be heading up a department to assess current reading curriculum and make recommendations for changes and monitoring during the 22-23 school year.

Description During SY 2023-2024:

23-24

Opportunity for the district and community and other stake holders to reassess the value of current covid relief strategies and to develop a strategic plan to move forward.

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

- a. Providing individualized instruction:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

Esser funding provided an emergency funds to address the impact of covid upon the students and staff as well as the financial burden. The flexibility of the funds allowed Fall Mountain to determine the best use of the Esser funds for maximized results. Funds were used to support activities that supported learning for all students, especially students at risk.

- b. Addressing educator fatigue, including providing performance-based bonuses to teachers:

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

n/a

- c. Improving family engagement:

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

- 3) The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

- a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount: 500,000

Percentage: 5%

Description of allocation methodology including the extent to which it reflected student need for, at minimum, Special Education, Free and Reduced-Price Lunch, and English Language Learners:

Our special education students numbers are increasing due to the lost time on learning during covid remote learning. We will seek to provide additional support not only for students, but use Esser funds to hire additional staff, or to provide additional pay to para professionals, or to staff of specialized programs. Breakfast programs for all students may be one area to look at further.

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

Amount: \$500,000

Percentage: 5%

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

Funds will be used to promote and hire a Career Counselor for the CTE program. A career counselor would design a career development and exploration framework to be implement in the FMRSD for the 7th and 8th grades and into high school. The framework should include content on identifying areas of career and occupational interests as well as employability skills including time management and oral communication. The career advisor will work with sending middle schools to implement the framework as an integral part of the advisory classes.

- c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access:

During SYs 2021-2024 (select one): - Please Select -

Description of all SYs - 2021 to 2024:

Sudents will develop an individual career map to guide their high school studies. The map will identify academic and CTE courses for high school, work-based learning (WBL), extended learning opportunities (ELOs) and any dual/concurrent enrollment opportunities for high school. The student, teacher, career advisor, and high school counselor will check on student's progress on the map at least three times during their high school career. This progress check will include a conversation about post-high school education and training options.

VII. Addressing the Unique Needs of All Learners

- 1) How the LEA will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Description:

20-21. Covid has impacted the learning environment for many students requiring students to move from in person, to hybrid and even remote learning. Students who have failed to make adequate progress and are failing classes, will be provided opportunities to attend a summer program. The program will be a credit recovery component that will target meeting required academic competencies to better prepare them for access to the curriculum in the fall and to be successful in the 21-22 school year.

Students who are failing courses due to the covid impacting their learning needing additional access to the curriculum will be provided a credit recovery summer program. The outcome is to address learning loss through the implementation of evidence-based interventions at the Middle & High Schools levels in the area of Reading and Math Skills.

21-22 All attendance areas were able to hire a full-time interventionist to support Math and ELA learning. Fall Mountain will use their Esser funds under section 2001(e)(1) of the ARP act to address the impact of lost instructional time through the implementation of evidence-based interventions in math and ELA, as well as summer learning opportunities, extended school day, homework club and credit recovery programs. Three priorities of continue to address the impact of lost instructional time, social and emotional mental health needs of all students especially where the impact of covid has disproportionately impacted some of our low incident population.

22-23 Continuation of current Covid relief strategies will continue. Stage III will begin to look at rectifying the air quality within the school classrooms. This projected will be supported by the School Board.

VIII. Addressing Unique Renovation, Air Quality and/or Construction Needs

- 1) If the LEA plans to use or has used any portion of ARP ESSER funds for construction projects, describe those projects below. Each project should be addressed separately. If needed, LEAs may submit additional supporting information. Please insert "N/A" if this category is not applicable to your plan. Please also note that these projects are subject to the NHDOE's prior conceptual and final approval:
[ESSER Funded Construction.](#)

Description:

Esser II Funds were used to support the upgrade for the Building Management Systems (BMS). Upgrading to the Building Management system -

An up to date building management system is required to effectively control indoor air conditions throughout the School buildings. Start/stop functionality, outdoor air regulation, classroom air changes, alarming, and trending are all part of the building management system which make it a necessary component to operating our buildings.

building management system which make it a necessary component to operating our buildings.

The Metasys BMS (Building Management System) will be installed in the Fall Mountain school buildings. This is step I and will also for the next stage of the development to improve air quality within our buildings. This is the groundwork and necessary so we can continue with air quality assessments in our buildings.

The goal is to replace the existing BMS that currently does not allow the school system to make changes to each building's HVAC plant configuration and is an aging system with no recent upgrades. The new Metasys system will allow the school system's facilities staff full access to the air handling equipment in each school providing upgraded control of building environments

Current, building management systems are not sufficient to support a digital control any of the school's managements system and to improve air quality or air flow. The BMS system must match our current equipment and will lay the groundwork for improved air quality as measured by an air quality assessment prior to guide the onset of an air vent system.

OUTCOME:

The ability to adequately control air flow and air systems within the building to reduce the spread of Covid

The improvements are designed to begin to allow Fall Mountain staff the ability to monitor air flow, temperature and equipment scheduling to ensure compliance with OSHA/ASHRAE guidelines for fresh air requirements and required air changes in classrooms and school facilities. This is the beginning and will lay the groundwork for improvements in the buildings. This part of Stage I will be completed during the summer of 2022. During the Spring and summer of 2022, the district will be working with Johnson Control Technology to assess the air quality of the high school, Charlestown Primary, Walpole Elementary and Charlestown Middle School. The primary focus will be the Fall Mountain High School. Johnson Control is currently working on Stage II of the project. The next steps will be outlined by the Facilities Committee meeting in March of 2022, School Board will grant approval for Stage II. Plans will focus on the air quality and ventilation system for the Fall Mountain High School.

X. Authorization

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

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School

3/8/2022

Date

Lori Landry, 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

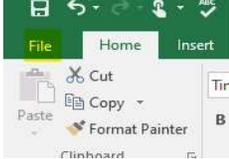
Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

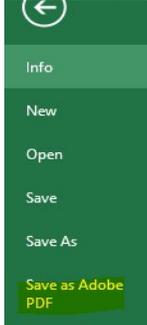
- (a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established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

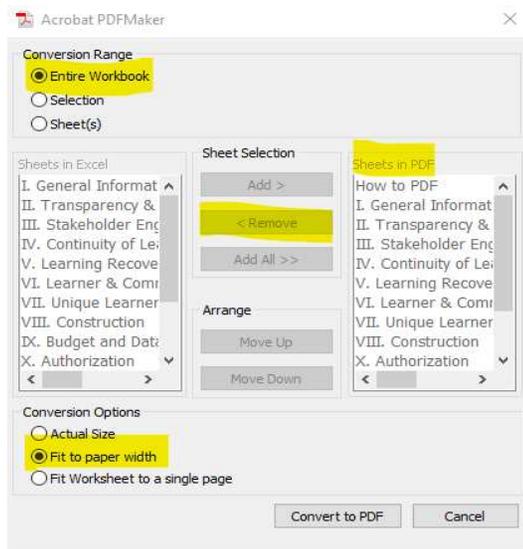
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IX. 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 IX. Budget and Data Reporting tab will need to be printed manually from Excel and sent along with the rest of your materials. The X. Authorization tab will also 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 02/23/2022:

- A. NH ARP ESSSER LEA Fund Use - Excel Workbook
 - i. Print the "IX. Budget and Data Reporting" and "X. Authorization" tabs from Excel file
 - ii. Manually print and sign the "X. 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 (4 separate attachments)