

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](mailto: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/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: Farmington → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 175 → Autopopulates upon Selection
- 3) SAU Number: 61 → Autopopulates upon Selection
- 4) Date of Publication: 4/4/2023
- 5) Approver Name -  
(Superintendent / Head of School): Ruth Ellen Vaughn
- 6) Email & Telephone: [rvaughn@sau61.org](mailto:rvaughn@sau61.org) 603.755.2627

## 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:

- Please Select -

**Description:**

[www.sau61.org](http://www.sau61.org)

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

- Please Select -

**Description:**

The information is available in both narrative and spreadsheet format.

- 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):

- Please Select -

**Description:**

Translations and explanations are available to all through the SAU office.

- 4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

**Yes - Description Required**

**Description:**

The document can be provided orally or in recorded form as requested.

### 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:**

Future Focus Forums held in April 2021 were available to all stakeholders and were part of an ongoing engagement of the community in gathering information and feedback for the use of ESSER II and to inform plans for ESSER III. On June 3, 2022, a Spring Fling event was held, open to all community members, to showcase school programming, solicit feedback on plans, and provide a platform for conversations about funding. Surveys were made available to all. Further meetings were scheduled upon request with families or community members who wished additional clarification or input.

- 2) How the LEA took public input into account regarding the development of the LEA's plan for the use of ARP ESSER funds (please choose one):

#### **Somewhat - Description Required**

##### **Description:**

Public input was sought regarding plans put forward by the school board for the monies and information gathered during forums and smaller meetings was discussed as part of the formation of the spending decisions.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:  
a. Students (please choose one):

#### **Somewhat - Description Required**

##### **1) Description:**

Students were invited to the Spring Fling where informal discussions about school programming were held. Student leadership meets regularly with administration at the 6-12 levels. Ideas were then part of larger discussions between administration and school board members at the Learning Enhancement Committee as well as at Board meetings (which are open to all.)

*i) Number of total responses: approx. 35*

*ii) Uses consulted on: student suggestions ranged from senior lounge upgrades to ballfield work to more recess*

*iii) Description of feedback received: verbal, mostly around programming and supports*

*Please indicate how consultation was:*

**2) Inclusive: Spring Fling was open to all; students have access to student leaders during class meetings and school discussions.**

**3) Widely advertised and available: Spring Fling was advertised on FaceBook, the website, through email, phone calls, flyers, and verbal announcements.**

**4) Ongoing: Students have ongoing opportunities to bring forward requests and suggestions through student government and discussions with administration.**

- b. Families (please choose one):

#### **Yes - Description Required**

##### **1) Description:**

In April 2022, public forums announced that there would be upcoming opportunities to provide feedback on programming. Public input was sought during our Spring Fling event on June 3, 2022. Community members were encouraged to share ideas on funding and fill out surveys regarding school programming.

*i) Number of total responses: 600+ came to Spring Fling; Forum attendance was about 25*

*ii) Uses consulted on: improvement of instruction and support programming*

*iii) Description of feedback received: verbal input regarding the needs for additional student supports (social worker, SRO) as well as changes to math curriculum and funding of teaching staff to ensure continuity of programming*

*Please indicate how consultation was:*

**2) Inclusive: Open to all; forums held in the evening and after school; open invitations for those who needed alternative times to come for discussions**

**3) Widely advertised and available: advertised through phone calls, emails, Facebook, website, flyers**

**4) Ongoing: School board and superintendent maintain an open door policy; contact via phone and email accessible to all; Ongoing discussions in open board meetings which are open to all, live streamed, and available via recording and written minutes.**

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

**Yes - Description Required**

**1) Description:**

All principals and the student services director (Special Education) are part of the Learning Enhancement Committee which meets monthly with the Superintendent, Director of Curriculum, and two board members to discuss ongoing initiatives. The full administrative team also meets (including coordinators and assistant principals) to discuss ideas, needs, and proposals. Principals also participate in monthly board meetings where funding

*i) Number of total responses: LEC=8 members; full admin=13 members*

*ii) Uses consulted on: programming, professional development, staffing, supplies (texts), software, technology needs, infrastructure*

*iii) Description of feedback received: most feedback was in the form of a discussion of needs, merits of solutions, availability and sustainability*

Please indicate how consultation was:

**2) Inclusive: All administrators attend administrative meetings, and principals are required to attend the LEC meetings.**

**3) Widely advertised and available: Meetings are required for administrators, agendas are circulated**

**4) Ongoing: meetings are monthly**

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

**Yes - Description Required**

**1) Description:**

Teachers were part of the Future Focus Forums in April 2021, participating in both the community evening forums and in after school staff forums. They were also able to attend Spring Fling and all board meetings are open. The discussions around programming needs are often part of staff meetings, and information is brought back to administrative meetings and LEC meetings by principals. Surveys on culture/climate have also guided

*i) Number of total responses: NA*

*ii) Uses consulted on: SEL, instruction, infrastructure, professional development, technology*

*iii) Description of feedback received: primarily verbal, some survey results-(professional development and SEL)*

Please indicate how consultation was:

**2) Inclusive: open to all staff**

**3) Widely advertised and available: staff meetings are required; surveys encouraged and sent via platforms accessed by staff daily (email, Forms)**

**4) Ongoing: staff meetings are monthly; open door policy with access to principal and superintendent**

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):

**Somewhat - Description Required**

**1) Description:**

Other than the fact that groups with varying disabilities had the same access to information and opportunity to give feedback as the rest of the community. All community members were invited to the Spring Fling where informal discussions about school programming were held. Ideas were then part of larger discussions between administration and school board members at the Learning Enhancement Committee as well as at Board meetings (which are open to all.) Groups such as Friends of Farmington, The Goodwin Library, the YMCA, the Farmington Children's Center, the Farmington Rec Center, Farmington Welfare, Farmington 500,

*i) Number of total responses: 600+ came to Spring Fling; Forum attendance was about 25*

- ii) Uses consulted on: improvement of instruction and support programming*
- iii) Description of feedback received: verbal input regarding the needs for additional student supports (social worker, SRO) as well as changes to math curriculum and funding of teaching staff to ensure continuity of programming*

Please indicate how consultation was:

- 2) Inclusive: Open to all; forums held in the evening and after school; open invitations for those who needed alternative times to come for discussions**
- 3) Widely advertised and available: advertised through district-wide phone calls, emails, Facebook, website, flyers**
- 4) Ongoing: Opportunities to meet with the school board and school/district administration are at monthly meetings, individually scheduled visits, and through email/phone call.**

- 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:**

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 were given the same general opportunities to give feedback as the rest of the community.

- i) Number of total responses: 600+ came to Spring Fling; Forum attendance was about 25*
- ii) Uses consulted on: improvement of instruction and support programming*
- iii) Description of feedback received: verbal input regarding the needs for additional student supports (social worker, SRO) as well as changes to math curriculum and funding of teaching staff to ensure continuity of programming*

Please indicate how consultation was:

- 2) Inclusive: available to all stakeholders. Open to all; forums held in the evening and after school; open invitations for those who needed alternative times to come for discussions**
- 3) Widely advertised and available: district distribution means used. advertised through district-wide phone calls, emails, Facebook, website, flyers around town and sent home with students.**
- 4) Ongoing: Opportunities to meet with the school board and school/district administration are at monthly meetings, individually scheduled visits, and through email/phone call.**

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

#### **Yes - Description Required**

##### **1) Description:**

Community-based organizations were part of our Spring Fling with booth space to showcase their programs and the impact on our students. The school board has also partnered with Granite State YMCA for subsidized after school programming to make it accessible for all families who wish to partake.

- i) Number of total responses: 600 + at Spring Fling (25 school and community groups represented)*
- ii) Uses consulted on: programming-academic and enrichment, after school, extra-curricular, SEL*
- iii) Description of feedback received: primarily verbal and survey*

Please indicate how consultation was:

- 2) Inclusive: open to all community members**
- 3) Widely advertised and available: Spring Fling was advertised on FaceBook, the website, through email, phone calls, flyers, and verbal announcements**
- 4) Ongoing: Opportunities to meet with the school board and school/district administration are at monthly meetings, individually scheduled visits, and through email/phone call.**

- 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):

#### **Somewhat - Description Required**

##### **1) Description:**

*Ongoing partnerships with Granite YMCA and Farmington Childrens Center(FCC) as well as contact with a number of private day-care providers in the area; families with young children who attended forums and Spring Fling*

- i) Number of total responses: 10+*
- ii) Uses consulted on: Pre-School and Early Childhood programming*
- iii) Description of feedback received: primarily verbal*

Please indicate how consultation was:

- 2) Inclusive: Open forums and Spring Fling available to all community members; additional consults with partners throughout the year**
- 3) Widely advertised and available: Spring Fling was advertised on FaceBook, the website, through email, phone calls, flyers, and verbal announcements**
- 4) Ongoing: With turnover at FCC, meetings have not been as frequent; Granite YMCA meetings average at least three times per year to discuss needs and programming.**

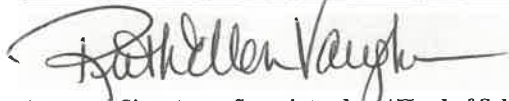


Table 1: Summary of Key Findings									
Area	Findings	Implications	Recommendations	Priority	Timeline	Responsible Party	Status	Notes	References
1.1	...	...	...	High	Q3 2024	...	Completed	...	...
1.2	...	...	...	Medium	Q4 2024	...	In Progress	...	...
1.3	...	...	...	Low	Q1 2025	...	Not Started	...	...
1.4	...	...	...	High	Q2 2025	...	Not Started	...	...
1.5	...	...	...	Medium	Q3 2025	...	Not Started	...	...
1.6	...	...	...	Low	Q4 2025	...	Not Started	...	...
1.7	...	...	...	High	Q1 2026	...	Not Started	...	...
1.8	...	...	...	Medium	Q2 2026	...	Not Started	...	...
1.9	...	...	...	Low	Q3 2026	...	Not Started	...	...
1.10	...	...	...	High	Q4 2026	...	Not Started	...	...

X. Authorization

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

[ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov)



**Approver Signature - Superintendent / Head of School**

4/3/2023

**Date**

Ruth Ellen Vaughn

**Printed Name - Superintendent / Head of School**



**Appendix A. ARPA Statutory Excerpt**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Appendix B. Interim Final Requirements of ARP ESSER Excerpt

### Appendix B. Interim Final Requirements of ARP ESSER Excerpt

#### *(2) LEA ARP ESSER Plan.*

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

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

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

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

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

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

*(i) Engage in meaningful consultation—*

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

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

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

*(c) An LEA's ARP ESSER plan must be—*

*(i) In an understandable and uniform format;*

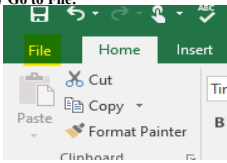
*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

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

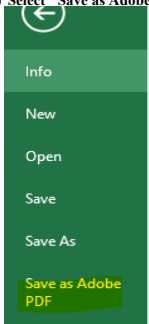
*(iv) Be made publicly available on the LEA's website.*

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

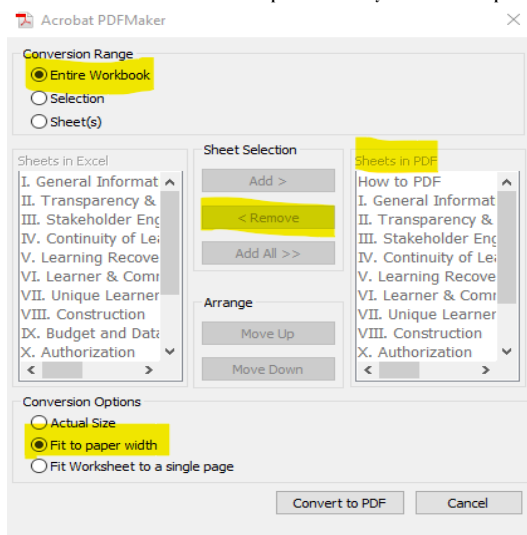
1) Go to File:



2) Select "Save as Adobe PDF":



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



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

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