

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: Freedom → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 187 → Autopopulates upon Selection
- 3) SAU Number: 13 → Autopopulates upon Selection
- 4) Date of Publication: 3/9/2022
- 5) Approver Name - (Superintendent / Head of School): Mike Whaland
- 6) Email & Telephone: mwhaland@sau13.org

II. Transparency and Accessibility

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

Yes - Description Required

Description:

The plan went out in a survey via our Blackboard Connect system and was published to the website provided prior to my arrival and has been updated periodically. It was published on the following website: <https://sitesgoogle.com/view/freedomelschool/home>

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

Yes - Description Required

Description:

The plan was presented at the school board, sent out to staff in a Google form and emailed to parents in a Google form asking for input. Additionally it was posted on our website.

- 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 is in an easy to read form that is in language that is easily understood and if we were to have a parent or guardian that needed it to be translated, we would be sure to have the plan translated.

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

Yes - Description Required

Description:

We provide written copies if needed, read to them, and translated for them if need be.

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:

We sent the our community a Google form.

- 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:

We sent out a Google form asking how people would like to spend the money and plan to spend it based on their input and things that were determined to be of the most need.

- 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:

it was brought to the community during public session and discussed it. We sent Google forms, posted it on the Freedom Bulletin. Feedback was for driveway, HAVAC System Update, classroom heater updated, if permitted a playground, social emotional counseling.

i) Number of total responses:10

ii) Uses consulted on:5

iii) Description of feedback received:HAVAC System Update, classroom heater updated, if permitted a playground, social emotional counseling.

Please indicate how consultation was:

2) Inclusive: Posted to Freedom Bulletin and in a Google form to all parents.

3) Widely advertised and available: Posted to Freedom Bulletin and in a Google form to all parents.

4) Ongoing: Some changes have been made as many items were paid from school funds, and we update via board minutes published on the website.

- b. Families (please choose one):

Yes - Description Required

1) Description:

We had 10 responses. At the time, due to COVID, we were not able to hold a public hearing. The responses were sent out via Google forms, announced in our blackboard system, and posted on the freedom bulletin.

i) Number of total responses:10

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: Distributed to all people in our files and posted publicly on the Freedom Bulletin.

3) Widely advertised and available: Freedom Bulletin

4) Ongoing: Updated via board meetings, newsletters, and minutes of meeting.

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

Yes - Description Required

1) Description:

We sent out a survey via Google forms to all staff.

i) Number of total responses:10

ii) Uses consulted on:5

iii) Description of feedback received: Social Emotional support, more community activities, counseling, support physical well being, more intergration with community seniors, playground that is accessible by all, support for more outdoor activities. Staff-AC, air filters in each

Please indicate how consultation was:

2) Inclusive: Sent to all contats for the school and it was also put on the Freedom Bulleting, and sent in a Google form.

3) Widely advertised and available: Blackboard, Freedom Bulletin, Google form to all stakeholders.

4) Ongoing: Updated via board meetings in public session discussion, minutes and newsletters.

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

Yes - Description Required

1) Description:

A Google form was created and sent to all instructors and staff. Additionally staff was notified in person and by email.

i) Number of total responses:4

ii) Uses consulted on: Wifi that is consistently working, programable robots, and various other technologies and programs, student laptops,

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: Via email and Google Forms

3) Widely advertised and available: Made available to all staff and informed in person, email, Google form.

4) Ongoing: Discussed in meeting and updated as items are purchased and planned

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

No

1) Description:

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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

No

1) Description:

N/A

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

- g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (please choose one):

Yes - Description Required

1) Description:

All stakeholders were included, including stakeholders with disabilities and children with disabilities, as well as ELA students.

i) Number of total responses:1

ii) Uses consulted on:5

iii) Description of feedback received: Playground accessible to all.

Please indicate how consultation was:

2) Inclusive: Distributed to all people in our files and posted publicly on the Freedom Bulletin including those with disabilities and English Language learners.

3) Widely advertised and available: Blackboard, Freedom Bulletin, Meeting Minutes, Google form.

4) Ongoing: Discussions, meetings, minutes, newsletters.

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

Yes - Description Required

1) Description:

Members of the PTO, as parents are included in our Google Forms, announcements, newsletters, Blackboard Connect, Google Forms. We also distribute to Freedom Bulletin, which is a bulletin that services Freedom and other surrounding communities to get messages out. Local doctor offices, pre-schools, daycares, and libraries posted.

i) Number of total responses:1

ii) Uses consulted on:Technology, SEL Mental Health, physical well being, PPE,, Snaitiation, Cleaning, Food Service meals and equipment,

iii) Description of feedback received: Personlied to their learning and their services.

Please indicate how consultation was:

2) Inclusive: Blackboard connect, Google Form, Meeting Minutes, News Letters sent to all stakeholders including those with disabilities and ELA.

3) Widely advertised and available: Blackboard connect, Freedom Bulletin, Google Form, Meeting Minutes, News Letters sent to all stakeholders including those with disabilities and ELA.

4) Ongoing: Meetings and discussion at board meetings, minutes and news letters posted to our website have updates.

- 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:

Northern Human Services Provides the Early Intervention services to our region and we have 2 Head Start programs that servie the three towns in our school district.

i) Number of total responses: 2

ii) Uses consulted on:5

iii) Description of feedback received: Social emotional, playground accessible to all, afterschool programming, physical and mental health, counseling

Please indicate how consultation was:

2) Inclusive: Sent home to all stakeholders identified as in need of services via our special ed coordinator. It was communicated out via the special service coordinator body in doctors office, pre-schools, libraries, and day cares.

3) Widely advertised and available: Freedom Bulletin, newsletters, Google form, Blackboard, minutes of meetings open to public, public discussion at board meetings.

4) Ongoing: News letters, board minutes and discussions,



1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000
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Sistem Informasi Manajemen (SIM) - Analisis Kebutuhan									
Kategori A: Identifikasi Masalah					Kategori B: Analisis Dampak				
No	Detail Masalah	Urgensi	Penyebab	Dampak	No	Detail Dampak	Urgensi	Penyebab	Dampak
1	Proses manual yang lambat	Tinggi	Salah prosedur	Penurunan produktivitas	1	Penurunan produktivitas	Tinggi	Salah prosedur	Penurunan produktivitas
2	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas	2	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas
3	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas	3	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas
4	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas	4	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas
5	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas	5	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas
6	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas	6	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas
7	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas	7	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas
8	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas	8	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas
9	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas	9	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas
10	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas	10	Salah prosedur	Tinggi	Salah prosedur	Penurunan produktivitas

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

Date

Dr. Michael Whaland

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;

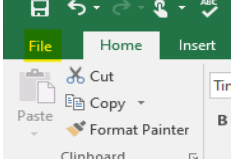
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

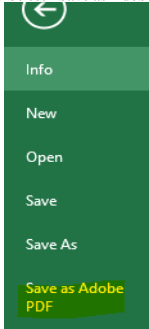
(iv) Be made publicly available on the LEA's website.

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

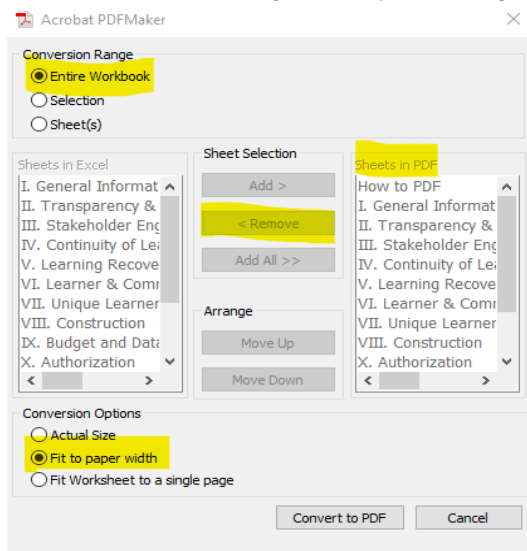
1) Go to File:



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)