

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/icr/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: | <input type="text" value="Fremont"/> | → Cell C18 Must be Input for Formulas |
| 2) District ID Number: | <input type="text" value="189"/> | → Autopopulates upon Selection |
| 3) SAU Number: | <input type="text" value="83"/> | → Autopopulates upon Selection |
| 4) Date of Publication: | <input type="text" value="12/1/2022"/> | |
| 5) Approver Name -
(Superintendent / Head of School): | <input type="text" value="Ellen Halliday - Superintendent"/> | |
| 6) Email & Telephone: | <input type="text" value="challiday@sau83.org 603-895-6903"/> | |

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:

www.sau83.org

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

Yes - Description Required

Description:

The plan was developed in a clear, understandable and uniform format. Language is short and concise

- 3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

Yes - Description Required

Description:

The plan was written in language that parents can understand and anyone may contact the school with questions.

- 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 SAU83 school district is committed to ensuring that persons with disabilities can access information on the District website. For additional assistance accessing the content on the website, anyone may contact the school

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:

Prior to the plan being developed, stakeholder input was sought regarding how the district should prioritize the expenditures of ESSERIII funds. Multiple meetings of the Reopening task force including teachers, parents, administrations and others who provided input to the formulation of the needs and possible intervention and mitigation strategies targeted with the available Arp/Essex funds. Stakeholders will have an opportunity for ongoing input throughout the duration of the project. Survey seeking further input is available on the website. Input from the public and stakeholders will be considered at the administrative and board level.

- 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:

The LEA used the information gathered at the reopening task force meetings, any survey results were considered, Discussion of use of funds are had at board meetings with opportunity for public input.

- 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:

Conversations were had with middle school students regarding items and materials pertinent to them.

i) Number of total responses: approximately 25 students

ii) Uses consulted on: input on adaptive playground structure

iii) Description of feedback received: feedback was given during small group meetings. Thumbs up/thumbs down on various pieces of adaptive equipment.

Please indicate how consultation was:

2) Inclusive: consultation was limited to advisory groups of middle school students

3) Widely advertised and available: student input was not widely advertised and was only available through Ellis school

4) Ongoing: Should other such opportunities arise

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Parents representation was included in the task group in determination of specific needs regarding such things as needs in order to provide remote learning, PPE needs, air quality, additional classroom spaces for social distancing etc.

i) Number of total responses: feedback was given at task meetings, public comment at board meetings, through surveys regarding remote instruction and technology needs. Responses were around 150 verbally and through survey.

ii) Uses consulted on: technology needs, PPE, remote learning, how to provide meals, additional spaces.

iii) Description of feedback received: survey results, verbally through conversation. They provided valuable input regarding their needs regarding technology, etc.

Please indicate how consultation was:

2) Inclusive: task force membership - surveys sent out and available on website

3) Widely advertised and available: Board agendas, task force minutes, website.

4) Ongoing: as needed.

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

Yes - Description Required

1) Description:

School and district administrators were very involved in meaningful consultation regarding needs for the use of ESSER funds. They participated in the task force, through admin meetings, board meetings, etc.

i) Number of total responses: 5 administrative positions responding numerous times throughout process

ii) Uses consulted on: technology, facility needs, PPE, materials, supplies

iii) Description of feedback received: verbally at meetings - providing ideas, information and solutions as needed

Please indicate how consultation was:

2) Inclusive: yes

3) Widely advertised and available: their feedback was shared through board meetings and admin. Meetings.

4) Ongoing: as needed yes

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

Yes - Description Required

1) Description:

All were included in consultation for the decisions and needs of our students, families, and staff to provide safe learning for our students and staff. Through emails, meetings, task force, surveys

i) Number of total responses: 75 employees many responses depending upon the consultation needed.

ii) Uses consulted on: PPE, social distancing needs, learning materials and supplies, facility needs, technology, etc.

iii) Description of feedback received: verbally, through informal surveys, meetings, etc.

Please indicate how consultation was:

2) Inclusive: It was inclusive to the Fremont Ellis school staff and facility

3) Widely advertised and available: meetings and agendas were posted within the school through email.

4) Ongoing: yes as needed.

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

No

1) Description:

NA

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):

Somewhat - Description Required

1) Description:

The information was available and shared via board meeting minutes and other minutes available on website. Former special ed. Director shared information in IEP meetings and through regional meetings and emails

i) Number of total responses: 0

ii) Uses consulted on: Supplies and equipment, facility needs for social distancing

iii) Description of feedback received: none received

Please indicate how consultation was:

2) Inclusive: It was inclusive to all students with disabilities and their families and support groups

3) Widely advertised and available: meetings were scheduled through IEP process as well as emails

4) Ongoing: yes as needed

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:

These stakeholders were included as stakeholders who may have completed surveys, watched board meetings, reached out for needed information etc. The information was available and shared via board meeting minutes and other minutes available on website. Former special ed. Director shared information in IEP meetings and through regional meetings and emails

i) Number of total responses: responses were garnered mostly through individual IEP or student meetings - approximately 30

ii) Uses consulted on: supplies and materials, facility needs, social distancing, and specialized needs such as see through masks, etc.

iii) Description of feedback received: mostly verbal through meeting attendance or through school wide surveys

Please indicate how consultation was:

2) Inclusive: yes all stakeholders had opportunities to attend meetings, read minutes, complete surveys

3) Widely advertised and available: yes through IEP meeting and other student meeting notices as well as board meeting notices, etc.

4) Ongoing: yes as needed

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

Yes - Description Required

1) Description:

We did not have any such partnerships. We reached out to the community based organizations via phone calls and emails.

i) Number of total responses: approximately 3

ii) Uses consulted on: social distancing, PPE

iii) Description of feedback received: discussions via email regarding when facility would be available again and social distancing measures needed.

Please indicate how consultation was:

2) Inclusive: Yes it involved those community organizations that regularly utilized facility prior to pandemic

3) Widely advertised and available: Yes via emails, board agendas and minutes

4) Ongoing: as needed

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

Yes - Description Required

1) Description:

They were part of the general stakeholder group. Information was provided as necessary. Surveys, meetings, task force, etc.

i) Number of total responses: approximately 10

ii) Uses consulted on: school programming, social distancing, materials and supplies

iii) Description of feedback received: verbally via meetings and through email and surveys.

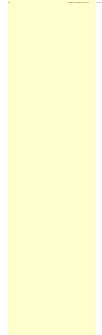
Please indicate how consultation was:

2) Inclusive: yes all early childhood stakeholders were included with the general stakeholder group

3) Widely advertised and available: through email, invitations to meetings, task force, board minutes

4) Ongoing: as needed

Project Information		Phase		Activity										Resource										Summary			
Project Name	Project ID	Phase Name	Phase ID	Activity Name	Activity ID	Activity Description	Activity Duration	Activity Start	Activity End	Activity Status	Activity Priority	Activity Type	Activity Category	Activity Sub-Category	Activity Group	Activity Role	Activity Skill	Activity Level	Activity Count	Activity Cost	Activity Budget	Activity Variance	Activity Risk	Activity Impact	Activity Score	Activity Rating	Activity Feedback
Project A	101	Phase 1	101	Activity 1.1	101.1	Activity 1.1 Description	10	2023-01-01	2023-01-10	In Progress	High	Task	Development	Frontend	Team Lead	Senior	10	1000	1000	0	Low	High	4.5	4.5	Positive		
Project B	102	Phase 2	102	Activity 2.1	102.1	Activity 2.1 Description	15	2023-01-15	2023-01-30	Not Started	Medium	Task	Development	Backend	Team Lead	Senior	15	1500	1500	0	Medium	Medium	4.0	4.0	Neutral		
Project C	103	Phase 3	103	Activity 3.1	103.1	Activity 3.1 Description	20	2023-02-01	2023-02-20	Completed	Low	Task	Development	Frontend	Team Lead	Senior	20	2000	2000	0	Low	Low	5.0	5.0	Positive		
Project D	104	Phase 4	104	Activity 4.1	104.1	Activity 4.1 Description	25	2023-02-15	2023-03-10	In Progress	High	Task	Development	Backend	Team Lead	Senior	25	2500	2500	0	High	High	4.0	4.0	Neutral		
Project E	105	Phase 5	105	Activity 5.1	105.1	Activity 5.1 Description	30	2023-03-01	2023-03-30	Not Started	Medium	Task	Development	Frontend	Team Lead	Senior	30	3000	3000	0	Medium	Medium	3.5	3.5	Neutral		



Section 1: General Information																								Section 2: Financial Summary					Section 3: Operational Data										
Company Name		Address		City		State		Zip		Phone		Fax		Email		Website		Year Founded		Fiscal Year		Revenue		Profit		Assets		Liabilities		Equity		Sales Volume		Production		Inventory			
ABC Corporation		123 Main St		New York		NY		10001		(212) 555-1234		(212) 555-5678		info@abc.com		www.abc.com		1985		2023		\$1,200,000		\$300,000		\$500,000		\$200,000		1,500,000		500,000		10,000		2,000		500	

This document is a summary of the financial and operational data for ABC Corporation for the year 2023. It is intended for internal use only and should not be distributed to the public. All figures are in US dollars unless otherwise specified.

X. Authorization

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

ESSER@doe.nh.gov

Ellen H. Halliday

11/22/2022

Approver Signature - Superintendent / Head of School

Date

Ellen H. Halliday SAU 83

Printed Name - Superintendent / Head of School

SAU 83

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;

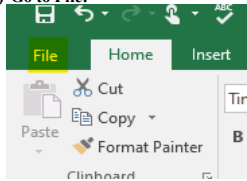
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

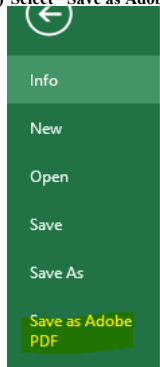
(iv) Be made publicly available on the LEA's website.

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

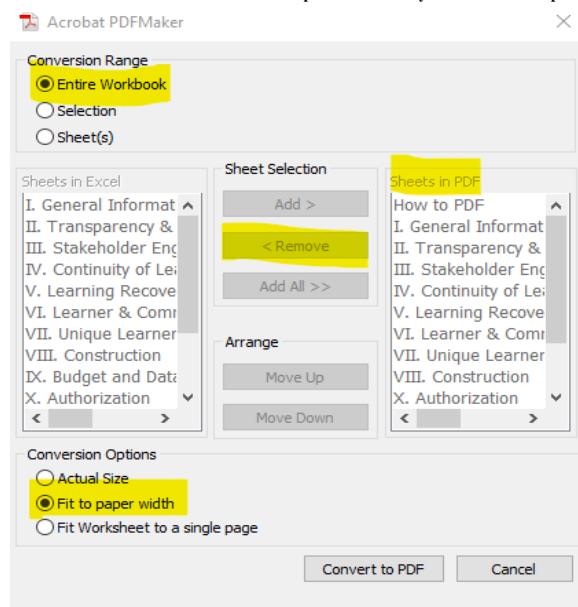
1) Go to File:



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)