

**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, 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>Gilmanton School District</u>	→ Cell C18 Must be Input for Formulas to Popu
2) District ID Number:	<u>195</u>	→ Autopopulates upon Selection
3) SAU Number:	<u>79</u>	→ Autopopulates upon Selection
4) Date of Publication:	<u>1/25/2023</u>	
5) Approver Name - (Superintendent / Head of School):	<u>Bruce Beasley</u>	
6) Email & Telephone:	<u><a href="mailto:bbeasley@sau79.org">bbeasley@sau79.org</a></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:**

The plan was posted on the Gilmanton School and SAU 79 website on May 9, 2022 at the following link:

[www.gilmanton.sau79.org](http://www.gilmanton.sau79.org)

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

Yes

**Description:**

The document that is being submitted to the NH DOE is the same document that will be posted on our website. This contains the information from our stakeholders and clearly explains how we intend to use these federal monies.

- 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:**

The plan is presented in English, which is the primary language used by our families and community members. Upon request, we will provide written or oral translations of the plan in the language requested.

- 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:**

Anyone needing assistance in accessing this plan will be provided an alternative that meets their individual needs.

### 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:**

The LEA distributed a locally created survey and distributed to parents through our student information system. Additionally, the link to the survey was posted on the Gilmanton School and SAU website: [www.gilmanton.sau79.org](http://www.gilmanton.sau79.org). The survey can be found here: [https://docs.google.com/forms/d/1YsMTgMjSZInly091YodD52d7m\\_tnbgsv0sB0yVaQi9U/](https://docs.google.com/forms/d/1YsMTgMjSZInly091YodD52d7m_tnbgsv0sB0yVaQi9U/)

- 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:**

The administrative team gathered and reviewed data from the survey results. The team then made recommendations that the superintendent will share with the School Board at their March 9, 2022 meeting. It is expected that the plan will be monitored and adjusted based on Board feedback. At that point the SAU 79 plan will be shared with the NH DOE, staff, and posted on the SAU 79 website.

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

**Somewhat**

**1) Description:**

*We did not survey our students as this is a K-8 school district.*

- i) Number of total responses: 0*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

*Please indicate how consultation was:*

**2) Inclusive:**

**3) Widely advertised and available:**

**4) Ongoing:**

- b. Families (please choose one):

**Yes**

**1) Description:**

*We received 46 parent responses (77%) to our survey. We have kept this survey live and will continue to monitor it for updated responses. The feedback from families has been combined with other stakeholder groups to give an overall summary of the most important needs due to the pandemic.*

- i) Number of total responses: 46*
- ii) Uses consulted on: Academic and social emotional learning, tutoring, HVAC*
- iii) Description of feedback received: The feedback showed that our community would like to see our ESSER funds used for academic and social emotional support as well as an updated ventilation system.*

*Please indicate how consultation was:*

**2) Inclusive: Through the distribution of the survey.**

**3) Widely advertised and available: The survey link was shared via our Student Information System, The District Website, and via all staff email.**

**4) Ongoing: The survey remains open and will be monitored for additional feedback.**

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

**Yes**

**1) Description:**

*We have a small administrative team consisting on a part-time superintendent and business manager, a school principal and assistant principal and a special education director. This topic has been discussed throughout the process, and we work as a team to determine the needs of our students, using the input from our staff and our families to guide our decisions.*

*i) Number of total responses: 5*

*ii) Uses consulted on: HVAC, tutoring, professional development, technology.*

*iii) Description of feedback received: Instead of filling out the form, we have had several meetings in which we have discussed how best to use the ESSER III funds to meet the needs of our students, staff and community.*

*Please indicate how consultation was:*

**2) Inclusive:**All administrative team members collaborate.

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

**4) Ongoing:**Yes. We continue to meet and now are in the process of comparing our discussions with the data from the survey.

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

Yes

**1) Description:**

*The survey was made available to each of the subgroups mentioned. Additionally, the administrators meet with all school stakeholders at least once a month to gather feedback. The feedback received mostly focuses on how to close achievement gaps that have occurred due to the pandemic to include remote learning. It also includes facilities improvements around air purification and ventilation.*

*i) Number of total responses: 13*

*ii) Uses consulted on: Additional instructional time and additional staff to support learning as well as addressing student social, emotional and mental health concerns. Additionally, the staff is interested in seeing a ventilation project.*

*iii) Description of feedback received: The feedback of the staff mirrored the feedback of the families who overwhelmingly wanted to see the ESSER III monies spent on academic achievement through additional instructional time and additional staff to support learning as well as addressing student social, emotional and mental health concerns. Additionally, the staff would like to see the ventilation system in the oldest part of the building updated.*

*Please indicate how consultation was:*

**2) Inclusive:**Survey was shared with all staff and meetings take place with all staff

**3) Widely advertised and available:**Staff is made aware through email and meetings.

**4) Ongoing:**Yes, feedback is an important and constant data point that we use in all of our decision making.

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

N/A

**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):

Yes

**1) Description:**

*The survey asked for stakeholder representation. This group was recognized in the survey and we received a response rate of 5% from these stakeholder groups. This group answered all survey questions and was able to make comments if wanted.*

*i) Number of total responses: 3*

*ii) Uses consulted on: Academic tutoring and on-site counseling services.*

*iii) Description of feedback received: The feedback was to provide students with more support for their social, emotional well-being, more personnel and additional instructional time to address academics and close any achievement gaps that grew due to remote learning.*

*Please indicate how consultation was:*

**2) Inclusive:** Through the distribution of the survey.

**3) Widely advertised and available:** Yes, survey was emailed and posted on SAU website.

**4) Ongoing:** Survey remains open.

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

**1) Description:**

*The survey asked for stakeholder representation. This group was recognized in the survey and we received a response rate of 20% from these stakeholder groups. This group answered all survey questions and was able to make comments if wanted.*

- i) Number of total responses: 12*
- ii) Uses consulted on: Academic tutoring and on-site counseling services.*
- iii) Description of feedback received: The feedback was to provide students with more support for their social, emotional well-being, more personnel and additional instructional time to address academics and close any achievement gaps that grew due to remote learning.*

*Please indicate how consultation was:*

**2) Inclusive: Through the distribution of the survey.**

**3) Widely advertised and available: Yes, survey was emailed and posted on SAU website.**

**4) Ongoing: Survey remains open.**

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

Yes

**1) Description:**

*The survey asked for Community Based Organization representation. This group was recognized in the survey and we received a response rate of 2% from these stakeholder groups. This group answered all survey questions and was able to make comments if wanted.*

- i) Number of total responses: 1*
- ii) Uses consulted on: Tutoring and HVAC*
- iii) Description of feedback received: Student learning and HVAC*

*Please indicate how consultation was:*

**2) Inclusive: Through the distribution of the survey.**

**3) Widely advertised and available: Yes, survey was emailed and posted on SAU website.**

**4) Ongoing: Survey remains open.**

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

**1) Description:**

*The survey did not differentiate between families of early childhood students and those of school-aged students. Early support service responses were included in the families of students with disabilities and community based organizations.*

- i) Number of total responses: 0*
- ii) Uses consulted on: No responses received.*
- iii) Description of feedback received: No feedback was provided.*

*Please indicate how consultation was:*

**2) Inclusive: Through the distribution of the survey.**

**3) Widely advertised and available: Yes, survey was emailed and posted on SAU website.**

**4) Ongoing: Survey remains open.**

Project Information		Financial Summary		Operational Metrics		Compliance & Risk		Human Resources		Logistics & Support		Performance & Quality		Customer & Stakeholder		Reporting & Documentation	
ID	Name	Budget	Actual	Units	Hours	Score	Risk	Staff	Contractors	Equipment	Supplies	Defects	Revisions	Feedback	Meetings	Reports	Archives
001	Project Alpha	\$1.2M	\$1.15M	1500	12000	95	Low	10	5	2	1	0	2	1	3	1	1
002	Project Beta	\$800K	\$820K	1000	8000	88	Medium	8	3	1	2	1	3	2	2	2	2
003	Project Gamma	\$500K	\$480K	750	6000	92	Low	6	2	1	1	0	1	1	2	1	1
004	Project Delta	\$300K	\$310K	400	3000	80	High	4	1	1	1	2	4	3	1	1	1
005	Project Epsilon	\$1.5M	\$1.4M	1800	14000	90	Medium	12	6	3	2	1	2	1	4	2	2







Section 1					Section 2		
Item	Description	Quantity	Unit	Price	Item	Description	Quantity
1	Item 1	1	Unit	100	6	Item 6	1
2	Item 2	2	Unit	200	7	Item 7	2
3	Item 3	3	Unit	300	8	Item 8	3
4	Item 4	4	Unit	400	9	Item 9	4
5	Item 5	5	Unit	500	10	Item 10	5

**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

25-Jan-23

Date

1/25/23

Bruce Beasley, Superintendent

Printed Name - Superintendent / Head of School

Bruce Beasley

## 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

### 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;*

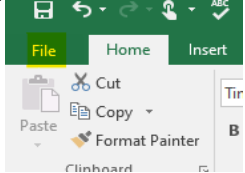
*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(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*

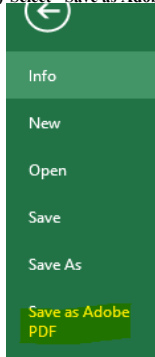
*(iv) Be made publicly available on the LEA's website.*

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

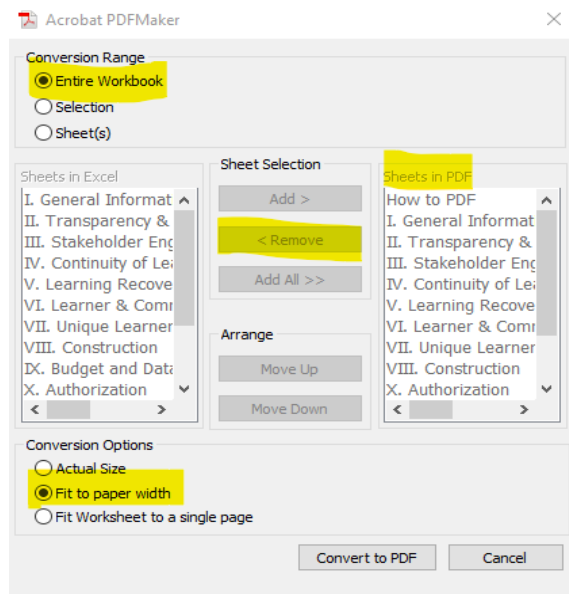
1) Go to File:



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 ESSSER 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](mailto:ESSER@doe.nh.gov) (3 separate attachments)