

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:	<u>Governor Wentworth Regional</u>	→ Cell C18 Must be Input for Formulas
2) District ID Number:	<u>208</u>	→ Autopopulates upon Selection
3) SAU Number:	<u>49</u>	→ Autopopulates upon Selection
4) Date of Publication:	<u>1/13/2023</u>	
5) Approver Name - (Superintendent / Head of School):	<u>Caroline Arakelian</u>	
6) Email & Telephone:	<u>carakelian@sau49.org 603-569-1658</u>	

II. Transparency and Accessibility

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

Yes - Description Required

Description:

www.gwrsd.org

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

Yes - Description Required

Description:

The plan has been reviewed at GWRSD Board meetings in understandable and uniform formatting.

- 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 written in English and will be available to families in their preferred language as needed.

- 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 plan will be provided in alternative formats to ensure accessibility as needed.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

- 1) How the LEA provided the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds:

Yes - Description Required

Description:

The LEA provided the public the opportunity to provide input in the development of the plan for ARP ESSER funds at GWRSD School Board meetings throughout 2022 and 2023 calendar years.

- 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:

The LEA takes into account public input when developing the plan for ARP ESSER funds.

- 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:

The LEA engaged in meaningful consultation with stakeholders including students at the Board level and the building levels.

i) Number of total responses: More than 20

ii) Uses consulted on: ESSER funds and air quality at elementary schools in particular

iii) Description of feedback received: The overwhelming feedback from families, staff, and students is to improve the air quality in the warmer months.

Please indicate how consultation was:

2) Inclusive: Stakeholders included students, staff, and families.

3) Widely advertised and available: The GWRSD Board agendas are distributed to ten schools and community locations monthly.

4) Ongoing: Active consultation and posting of ESSER fund plans and input continue on board agendas and district and school websites.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families contributed to the plan through input to staff at the building level. In addition, families contributed during public comment at board meetings.

i) Number of total responses: more than 20 over the past two school years.

ii) Uses consulted on: Families agreed with HVAC improvement at elementary schools.

iii) Description of feedback received: Due to various older buildings in the district, families agreed that installing air conditioning is a priority.

Please indicate how consultation was:

2) Inclusive: Families provided consultation to staff and Boards. GWRSD holds board meetings at each school across the district every year.

3) Widely advertised and available: Board meeting agendas and topics are advertised at every school each month as well as on district and school websites.

4) Ongoing: Feedback and input is solicited on an ongoing basis.

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

Yes - Description Required

1) Description:

School and district administrators including special education administrators contributed to the plan to allocate ESSER funds. They attend monthly administrative team meetings wherein funding allocation is discussed.

- i) Number of total responses: 15 administrators made contributions to the plan*
- ii) Uses consulted on: Administrators consulted on allocating funds to improve classroom air quality.*
- iii) Description of feedback received: The feedback was to support allocating funds for the improvement of air quality by installing HVAC systems in schools that do not or only partially have air conditioning units.*

Please indicate how consultation was:

- 2) Inclusive: All administrators are included in the discussions. They all attend monthly meetings.**
- 3) Widely advertised and available: Administrators are encouraged to contribute and SAU administrators are available for input anytime.**
- 4) Ongoing: Input is collected on a monthly basis.**

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

Yes - Description Required

1) Description:

Principals, teachers, other educators and staff and their unions provided input on this plan to allocate funds.

- i) Number of total responses: More than ten over the past year.*
- ii) Uses consulted on: Teachers, principals, and unions consulted on installing HVAC systems in schools.*
- iii) Description of feedback received: Teachers, principals, and unions support HVAC improvement in several schools.*

Please indicate how consultation was:

- 2) Inclusive: Principals ask staff during monthly faculty meetings. Principals and unions contribute by consulting with the SAU.**
- 3) Widely advertised and available: Leaders are available every day and during scheduled meetings which are advertised and always available.**
- 4) Ongoing: Meetings are monthly, ESSER funding is an ongoing agenda item, and leaders take input at any time.**

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

Yes - Description Required

1) Description:

The SAU encourages community members of all backgrounds to contribute to the plan for allocating ESSER funding.

- i) Number of total responses: None*
- ii) Uses consulted on: We solicited input regarding HVAC system installation in schools.*
- iii) Description of feedback received: No tribe members identified themselves as such within our feedback.*

Please indicate how consultation was:

- 2) Inclusive: Consultation is solicited from all community and staff.**
- 3) Widely advertised and available: The agenda items are posted and ongoing for feedback at school board meetings.**
- 4) Ongoing: School Board and faculty meetings are held monthly.**

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

Yes - Description Required

1) Description:

Civil rights organizations including the Disability Rights Center are included in consultation for allocation of funds for GWRSD ESSER.

- i) Number of total responses: 6*
- ii) Uses consulted on: Allocating funds for HVAC installation in schools to improve air quality for students with disabilities.*
- iii) Description of feedback received: Organizations support using funds for improving air quality in schools.*

Please indicate how consultation was:

- 2) Inclusive: All organizations have the opportunity to provide feedback when attending district meetings.**
- 3) Widely advertised and available: The solicitation of funds is posted on our websites and in regular district meetings.**
- 4) Ongoing: Consultation is ongoing as the stakeholder requests by participation in meetings and events.**

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:

Social workers and special education staff and community organizations contributed to the decision on how to allocate funds.

i) Number of total responses: More than five.

ii) Uses consulted on: Stakeholders consulted on using funds to improve air quality in schools.

iii) Description of feedback received: Both social workers and special education staff and community members support improving air quality in schools.

Please indicate how consultation was:

2) Inclusive: Social workers are included from outside organizations as well as district employees when gathering input for the allocation of funding.

3) Widely advertised and available: Public comment in board meetings and monthly faculty meetings are advertised in schools and in the community.

4) Ongoing: Meetings are monthly for staff and for the public.

- 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 including partnerships with after school programs were included in gathering input.

i) Number of total responses: 3

ii) Uses consulted on: Improving air quality in schools.

iii) Description of feedback received: The community agrees and has confirmed endorsing using funds for improving air quality in schools during and after school hours.

Please indicate how consultation was:

2) Inclusive: Input was gathered from the community without discrimination at public meetings.

3) Widely advertised and available: Meetings are advertised in schools and in public buildings.

4) Ongoing: Meetings are held monthly.

- 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:

Early childhood providers and families provided input on the allocation of funds.

i) Number of total responses: 2

ii) Uses consulted on: Improving air quality for district preschool programs.

iii) Description of feedback received: Feedback includes support of allocating funds toward improving air quality in schools.

Please indicate how consultation was:

2) Inclusive: Early childhood organizations provided input particularly where we have preschool programs in GWRSD.

3) Widely advertised and available: Input is advertised widely by inviting early intervention into preschool meetings.

4) Ongoing: Meetings are ongoing and on a regular basis in our district.

Section 1: General Information										Section 2: Financial Summary	
Item ID	Description	Category	Status	Priority	Assigned To	Start Date	End Date	Progress %	Notes	Total Revenue	Total Expenses
001	Project A	Development	On Track	High	John Doe	2023-01-01	2023-03-31	85%	Minor delays in testing phase.	\$120,000	\$80,000
002	Project B	Marketing	Delayed	Medium	Jane Smith	2023-02-01	2023-04-30	60%	Waiting for budget approval.	\$75,000	\$90,000
003	Project C	Operations	Completed	Low	Mike Johnson	2022-11-01	2023-01-31	100%	All milestones met.	\$50,000	\$50,000
004	Project D	Support	On Hold	Low	Sarah Lee	2023-03-01	2023-06-30	20%	Resources allocated elsewhere.	\$30,000	\$20,000
005	Project E	Research	Planning	High	David Kim	2023-05-01	2023-08-31	10%	Initial research phase.	\$150,000	\$10,000
Grand Total										\$425,000	\$250,000

X. Authorization

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

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School

3/10/2023

Date

Caroline Arakelian, Superintendent of Schools

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

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(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;

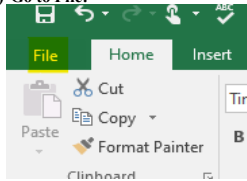
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

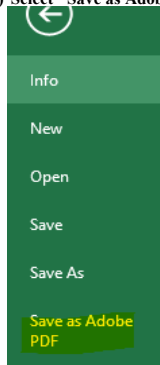
(iv) Be made publicly available on the LEA's website.

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

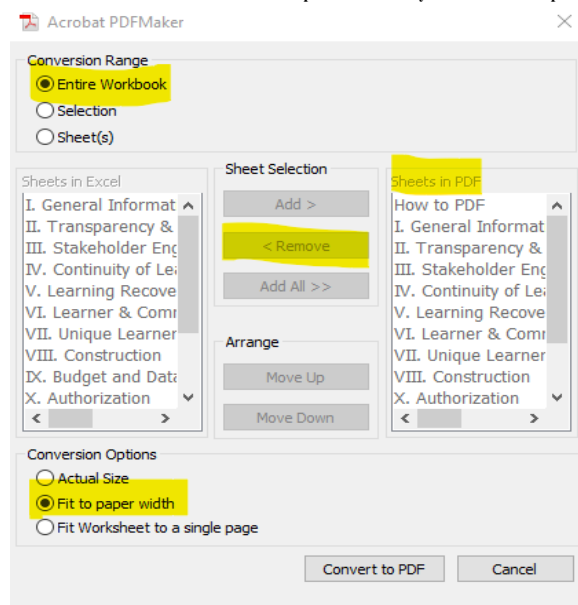
1) Go to File:



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)