

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: Grantham → Cell C18 Must be Input for Formulas to
- 2) District ID Number: 211 → Autopopulates upon Selection
- 3) SAU Number: 75 → Autopopulates upon Selection
- 4) Date of Publication: 1/13/2023
- 5) Approver Name - (Superintendent / Head of School): Dr. Sydney Leggett
- 6) Email & Telephone: sleggett@sau75.org (603)863-9689

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:

https://www.gvshawks.org/apps/pages/index.jsp?uREC_ID=3311616&type=d&pREC_ID=2403751

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

Yes - Description Required

Description:

The reopening plan is available on the district website in the NHED format. In addition, we have communicated the reopening plans in in the format of our family handbook, which is familiar to our community and easily accessible. In addition, the use of funds is in a simple table with detailed entries, so anyone going to our website will be able to see all use of funds for transparency. It has been updated as our plan has been adjusted.

- 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:

Our plan is written in an easy to use format in a language familiar to our community. Our ELL teacher reached out to families to see if anyone needed translation. In addition, our website provider has embedded translation services.

- 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:

Our Director of Student Services, Principal, and School Counselor have reached out to families to see if anyone needs assistance accessing or understanding the plan.

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:

SAU 75 has multiple opportunities for input from stakeholders, including surveys, committees, and public feedback sessions. These comprise our Safe Return to School Team (various positions from school plus operational personnel); Progress Monitoring Committee (PMC) (multiple constituents including parents/guardians, community members, local physicians including one pediatrician, local school board rep, teacher, support staff, and school administration) that meets at minimum biweekly and is ongoing; School Board meetings with public input at every meeting; parent/guardian input surveys; staff surveys; and a monthly zoom with school team (superintendent, principal, tech director, school counselor, and school nurse) open to the public for questions and comments.

- 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:

Input from stakeholders is a critical aspect of our district decision making. All of the above-mentioned committees and meetings cultivated and created feedback for Board decision making and public transparency. For example, minutes from each Progress Monitoring Committee (PMC) meeting are distributed to the public prior to each Board meeting so the community has the ability to comment on the conversation during public input if they so choose.

- 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:

Feedback from students primarily came through their teachers, parents, and guardians, since we are a PK-6 school and this was the most developmentally appropriate method.

i) Number of total responses: N/A

ii) Uses consulted on: Our outreach to parents consults on their and their students needs, including but not limited to academic needs, social and emotional needs, transportation, technology and connectivity, scheduling, protocols around COVID, their thoughts/ideas on recovery.

iii) Description of feedback received: Productive feedback that helped us plan out this whole school year and allowed us to have a smooth transition from summer.

Please indicate how consultation was:

2) Inclusive: All students have the opportunity to provide feedback through their parents/guardians, school counselor, and teachers.

3) Widely advertised and available: Published in newsletter, website, school calendar and FB.

4) Ongoing: Biweekly meetings of PMC, monthly Board meetings, and school counselor does "lunch bunch" groups that go through a full rotation every two weeks to check in on students specifically.

- b. Families (please choose one):

Yes - Description Required

1) Description:

1) It's difficult to describe a number of total responses since we are regularly getting a stream of input. As for surveys, we had a Safe Return to School survey go out and received 123 responses from a total of 174 families. This was a strong response rate of 71%.

i) Number of total responses: There were 123 responses from families.

ii) Uses consulted on: Our outreach to parents consults on their and their students needs, including but not limited to academic needs, social and emotional needs, transportation and connectivity, scheduling, protocols around COVID, their thoughts/ideas on recovery. This included PPE, additional staffing, space allocation, outdoor access and opportunities, and social and emotional supports.

iii) Description of feedback received: Positive feedback that helped us plan out this whole school year and allowed us to have a smooth transition from summer.

Please indicate how consultation was:

2) Inclusive: Surveys, zoom sessions, Board meetings, are all open to all and public. The Progress Monitoring Committee has constituent representatives that reach out to their own constituencies for feedback.

3) Widely advertised and available: Everything is posted on website, sent in to principal and superintendent newsletter, on school FB page.

4) Ongoing: Board meetings, monthly Zooms, and PMC meeting are all still ongoing.

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

Yes - Description Required

1) Description:

Our District administrative team was all part of the SRS team; in addition, we meet weekly on Tuesdays on a regular basis. Our Director of Student Services is a part of this team as well as our Progress Monitoring Committee.

i) Number of total responses: Unable to quantify for this stake holder group.

ii) Uses consulted on: All school operations, protocols, learning measures, SEL, equity issues, etc. *including staffing, PPE, space allocation, protocols for staff and students, outdoor access and opportunities.*

iii) Description of feedback received: Continual feedback and input on all of the above.

Please indicate how consultation was:

2) Inclusive: All members of district and school administration participated.

3) Widely advertised and available: Weekly meetings on shared calendar.

4) Ongoing: Weekly meetings, still ongoing.

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

Yes - Description Required

1) Description:

Both specific surveys plus ongoing input from teachers and support staff.

i) Number of total responses: For the specific survey, we received 43/5 responses, for a total response rate of 80%. In addition, we received regular feedback from PMC and staff meetings (monthly).

ii) Uses consulted on: All school operations, protocols, learning measures, SEL, equity issues, technology, etc. *including staffing, PPE, space allocation, protocols for staff and students, outdoor access and opportunities.*

iii) Description of feedback received: Continual and ongoing feedback and input on all of the above. Teacher and support staff representatives on Progress Monitoring Committee.

Please indicate how consultation was:

2) Inclusive: Surveys and meetings open to all teachers and support staff.

3) Widely advertised and available: In principal newsletter, superintendent email for surveys, and staff calendar.

4) Ongoing: Ongoing representation through Progress Monitoring Committee plus staff meetings.

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

No

1) Description:

There are no tribes in the area.

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:

Our Director of Student Services worked through the state and state organizations to ensure our compliance with disability issues. Locally we have no such organizations but have communication with regional groups in the Upper Valley area.

- 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: Surveys and meetings open to all

3) Widely advertised and available: website, emails, newsletters, zoom meetings

4) Ongoing: follow-up surveys and ongoing meetings

- 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:

Our Director of Student Services was in regular communication with all families regarding their short and long-term needs for programming and services. IEPs were regularly altered.

- i) Number of total responses: Unknown -- these individuals would have responded through the surveys, which were anonymous -- there is no*
- ii) Uses consulted on: All school operations, protocols, learning measures, SEL, equity issues, technology, etc. including staffing, PPE, space allocation, protocols for staff and students, outdoor access and opportunities.*
- iii) Description of feedback received: See group results.*

Please indicate how consultation was:

2) Inclusive: Our Director of Students Services and ELL coordinator reached out to each family individually. We talked to everyone to see if they had any specific needs.

3) Widely advertised and available: Website, newsletters, emails, and zooms meetings.

4) Ongoing: Transitioning through ELL, IEP and 504 meetings.

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

Somewhat - Description Required

1) Description:

At this time, the after-school program was run in-house, so the data collected was part of our own school community data.

- i) Number of total responses: See general survey*
- ii) Uses consulted on: All school operations, protocols, learning measures, SEL, equity issues, technology, etc. including staffing, PPE, space allocation, protocols for staff and students, outdoor access and opportunities.*
- iii) Description of feedback received: See general survey results*

Please indicate how consultation was:

2) Inclusive: Survey and board meetings open to all parents and guardians.

3) Widely advertised and available: Newsletters, emails, zoom meetings, and website.

4) Ongoing: Several follow-up surveys conducted.

- 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:

Our Pre-K parents/guardians were automatically included in our outreach to parents.

- i) Number of total responses: Included in general survey*
- ii) Uses consulted on: All school operations, protocols, learning measures, SEL, equity issues, technology, etc. including staffing, PPE, space allocation, protocols for staff and students, outdoor access and opportunities.*
- iii) Description of feedback received: See general survey results*

Please indicate how consultation was:

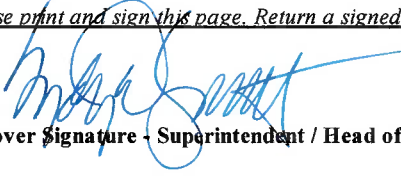
- 2) **Inclusive:** Survey and meetings open to all
- 3) **Widely advertised and available:** website, newsletters, emails, and zoom meetings.
- 4) **Ongoing:** Follow-up surveys and ongoing board meetings.

Project Information		Project Description		Project Objectives		Project Risks		Project Deliverables		Project Status		Project Summary	
Project Name	Project ID	Project Start	Project End	Project Manager	Project Sponsor	Project Budget	Project Resources	Project Progress	Project Risks	Project Deliverables	Project Status	Project Summary	Project Summary

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

1/17/23

Date

Dr. Sandra D. Leggett

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;

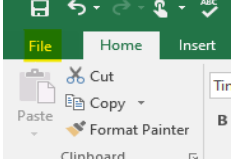
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

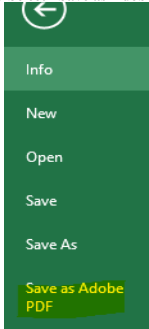
(iv) Be made publicly available on the LEA's website.

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

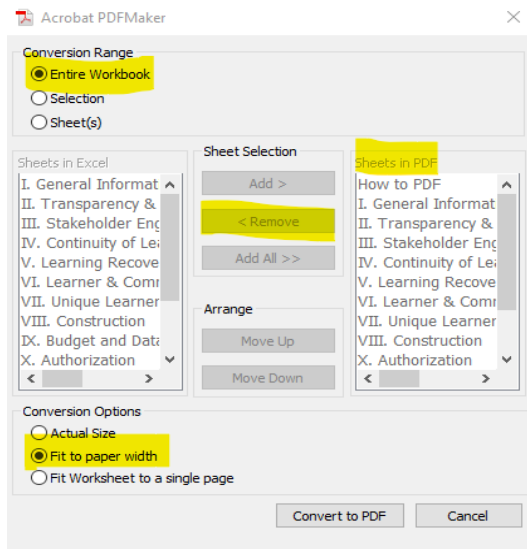
1) Go to File:



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)