

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: Hampstead → Cell C18 Must be Input for Formulas to
- 2) District ID Number: 223 → Autopopulates upon Selection
- 3) SAU Number: 55 → Autopopulates upon Selection
- 4) Date of Publication: 12/23/2022
- 5) Approver Name -
(Superintendent / Head of School): Bob Thompson
Superintendent
- 6) Email & Telephone: thompsonr@hampsteadschools.net 603-329-6744

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:

Information about all of our grant funding and use of funds can be found online at :

<https://sites.google.com/hampsteadschools.net/grants/home>

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

Yes - Description Required

Description:

Yes all information is in bulleted format and numbers are clearly legible on an embedded spreadsheet.

- 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:

Yes the site is a Google Site which is easily translated into a parents' native language.

- 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:

Yes the plan can be printed and/or read aloud to a parent upon request.

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:

Yes presentations were made at staff meetings and at School Board meetings in April of 2022 and October of 2022. Additionally there was an opportunity for the public to learn about our grants and give suggestions and feedback prior to the presentation to the school board.

- 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:

At the School Board meeting we received feedback that families appreciate and rely on transportation home from enrichment clubs, therefore we incorporated bussing into the grant activities so as to remove any potential barrier to a child participating.

- 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:

Our staff consult with students regularly during Advisory and other classes to gauge areas of interest and improvements they would like to see happen in and around school. This past year students requested additional specialized learning opportunities, which we were able to accommodate during afterschool hours in the form of student clubs. School leadership attended Middle School Advisories to solicit their input on school improvements which resulted in academic support (tutors), new technology and creation of outdoor learning experiences.

i) Number of total responses: not tallied

ii) Uses consulted on: Oct 5th 2022, Dec 21st 2022, March 8, 2023 and other dates not recorded

iii) Description of feedback received: Students requested additional learning opportunities in the area of robotics, STEM and student journalism.

Please indicate how consultation was:

2) Inclusive: Staff consult with students regularly during Advisory period and morning meetings to gauge areas of interest and improvements they would like to see happen in and around our schools. Additionally our school counselors meet with student leadership groups who represent students needs' and interests.

3) Widely advertised and available: Feedback is solicited through a variety of indirect measures to include Student Leadership Teams. A priority of our Strategic Plan is develop students' "voice and choice", this is definitely an area that we can strengthen particullay at the elementary level.

4) Ongoing: Our school counselors and student council advisors meet with various student groups and representative student leaders from each grade throughout the year. Students' ideas are brought forward to building administration and to district leadership for approval and funding regularly.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

At School Board meetings we regularly give updates on our grant allocations and expenditures and our Superintendent always encourages the community to reach out with questions/ideas for appropriate use of these funds. We have created a grant website (<https://sites.google.com/hampsteadschools.net/grants/home>) and held several "Conversations with the Superintendent" listening sessions for families to engage in meaningful conversations around the usage of our grant funds.

i) Number of total responses: not tallied

ii) Uses consulted on: " Conversations with the Superintendent" happened Oct 21 2021. In 22-23 many of these sessions focused on the Building Committee HCS Construction Project however communication with families is ongoing in the District and we frequently request feedback via email and surveys.

iii) Description of feedback received: In general our families have asked through School Board members correspondence and other communication to staff to continue to use grant funds to make unique learning opportunities happen for students (i.e. Summer Learning Academy) and offer bussing when appropriate.

Please indicate how consultation was:

2) Inclusive:All families are invited to public meeting prior to the School Board meetings. Additionally the board meetings are recorded and available online along with a grant website with grant managers' contact information.

3) Widely advertised and available:Meetings where families can consult directly with the grant managers are made available in our public notices and on our social media. Additionally we have created a "grants website" <https://sites.google.com/hampsteadschools.net/grants/home?authuser=0>.

4) Ongoing: We offer these meetings several times a year and maintain a grants website with current information about our expenditures.

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

Yes - Description Required

1) Description:

Our leadership team, which consists of principals and assistant principals, Directors and Special Education administrators meet monthly. A portion of our agenda each month concentrates on federal grants including ESSER III, ESSER II and all Title grants. No formal data has been collected but our admin are all aware of our funding and put in requests for items/PD/services as needed.

i) Number of total responses: not tallied

ii) Uses consulted on: montly

iii) Description of feedback received: District admin and special admin meet regularly each month with building admin, in addition to bi-weekly district leadership teams. Through these meetings we have realized some of the safety needs that we have been able to remediate with ESSER funded supplies (walkie talkies), reviewed high level student performance data to determine the need for intervention curriculum products and discussed the overall need for contact with students over the summer.

Please indicate how consultation was:

2) Inclusive: All admin are required to attend regular monthly meetings.

3) Widely advertised and available: These meetings are not widely advertised or available to the general public or even internal employees who are not administrators or Director-level.

4) Ongoing: These meetings happen monthly with H team and bi-weekly with SAU Leadership.

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

Somewhat - Description Required

1) Description:

The principals and or Directors present grant opportunities for funding at regular staff meetings, PLCs and or PLT meetings. No formal data is collected.

i) Number of total responses: Not tallied

ii) Uses consulted on: not tallied

iii) Description of feedback received: As teachers discuss students' needs at PLC , PLT and staff meetings the need for intervention software and afterschool clubs became clear.

Please indicate how consultation was:

2) Inclusive: All teachers are required to attend monthly staff meetings, PLC meetings and a representative group attends PLT meetings, which includes union leaders.

3) Widely advertised and available: Meeting schedules are maintained and shared on internal calendars.

4) Ongoing: Meetings happen on a rotating schedule each month of the year.

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

No

1) Description:

We don't have any tribes within our region of NH.

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:

We have an inclusionary model of instruction in Hampstead. All students, including those with disabilities, are encouraged to participate in afterschool activities and/or summer learning academies that are sponsored by ESSER funds.

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

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

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

Yes - Description Required

1) Description:

Our Director of Student Services attends H Team meetings, our case managers attend staff meetings, PLCs and has representation on PLT. No formal data is collected.

- i) Number of total responses: not tallied*
- ii) Uses consulted on: student needs, facility needs, instructional needs, staffing needs*
- iii) Description of feedback received: Administration and staff requested funds to support stipends for staff who have taken on additional responsibilities to take on coordination of our mentor program, Professional Development, and curriculum coordination in addition to stipends*

Please indicate how consultation was:

2) Inclusive: All staff are expected to attend these monthly meetings.

3) Widely advertised and available: Staff meetings are posted to internal calendars and in staff newsletters.

4) Ongoing: Staff meetings are held monthly on the first Wednesday of the month.

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

Somewhat - Description Required

1) Description:

We do consult with local community based organizations to help deliver content during summer learning academies and before/after school programming. No formal data is collected on this correspondence.

- 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: We have been able to incorporate several local small businesses into our summer programming. We have also established a partnership with a local farm where we were able to host a hands-on summer science learning opportunity.

3) Widely advertised and available: We have been selective about the partnerships we have grown, it is essential that all employees pass background checks and area able to align with the instructional and SEL needs of our students, therefore we do not widely solicit or make available partnerships.

4) Ongoing: We have regular communication with past community partners, although the majority of our planning occurs during the spring and summer.

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):

No

1) Description:

While we do have regular consultation with ECE facilities in town, the conversations are more focused on child-find and incoming pre-school and Kindergarten students rather than ESSER grant funds.

- i) Number of total responses: N/A*
- ii) Uses consulted on: N/A*

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: We do advertise child find meetings in local newspapers, on our website and on social media as well as newsletters sent home by the principals.

4) Ongoing: N/A

X. Authorization

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

Bob Thompson Superintendent

25-Jan-23

Bob Thompson
Approver Signature - Superintendent / Head of School

Date

Bob Thompson

Printed Name - Superintendent / Head of School

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;

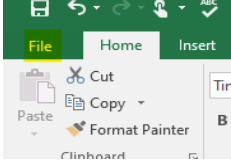
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

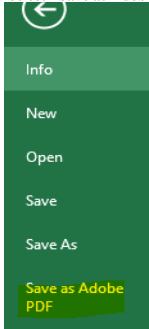
(iv) Be made publicly available on the LEA's website.

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

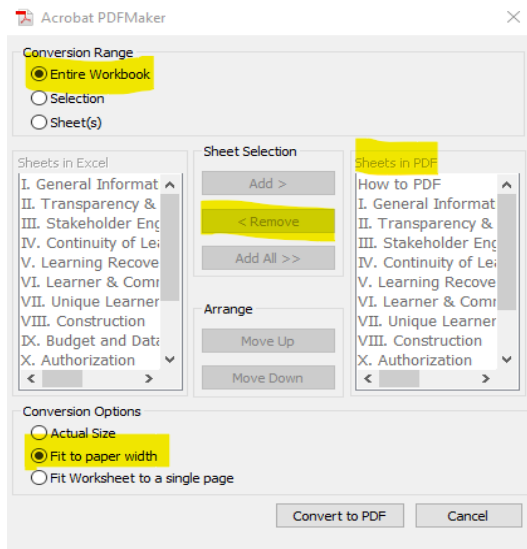
1) Go to File:



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 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 ESSSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (3 separate attachments)