

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 2/23/2022.

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, 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/icer/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bill/117th-congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

- |  |  |   |
|--|--|---|
| 1) School District / Charter School Name:                | <input type="text" value="Hampton"/>                       | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number:                                   | <input type="text" value="225"/>                           | → Autopopulates upon Selection                              |
| 3) SAU Number:   | <input type="text" value="90"/>                            | → Autopopulates upon Selection                              |
| 4) Date of Publication:                                  | <input type="text" value="3/9/2022"/>                      |   |
| 5) Approver Name -<br>(Superintendent / Head of School): | <input type="text" value="Dr. Lois Costa"/>                |   |
| 6) Email & Telephone:                                    | <input type="text" value="lcosta@sam90.org 603.926.4560"/> |   |

## 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.sau90.org](http://www.sau90.org)

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

**Yes - Description Required**

**Description:**

Yes, it is in a PDF stating what has been utilized and what funds are left

- 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 in english and we can accomidate translation when 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:**

We will provide alternative format when needed and we have an open door policy for explanations

### 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:**

We discuss it during School Board Meetings, Town Budget Meetings so there is open discussions. We also have given out questioners to all members of our school communities.

- 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:**

Yes, grant isn't completed

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

No

**1) Description:**

We are a PREK to Grade 8 School District non of the students participated, though they had option too do so.

**i) Number of total responses:**

**ii) Uses consulted on:**

**iii) Description of feedback received:**

Please indicate how consultation was:

**2) Inclusive:** Not inclusive

**3) Widely advertised and available:** Yes, we put out a

**4) Ongoing:** Yes, grant is not fully allocated

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

They are mostly concerned about the social and emotional and academic concerns of students, would like to see the summer school program again.

**i) Number of total responses:** 107 re

**ii) Uses consulted on:** Questioneer

**iii) Description of feedback received:** Parents mostly

Please indicate how consultation was:

**2) Inclusive:** After School Programs

**Summer  
Program**

**3) Widely advertised and available:** Yes, we put out a notification, and on a weekly letter, with link

**4) Ongoing:** Yes, grant isn't fully obligated

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

**Yes - Description Required**

**1) Description:**

**After School Academic Needs and Social Emotional Needs**

**i) Number of total responses: 1 responses .4%**

**ii) Uses consulted on:**

Questioneer

**iii) Description of feedback received:**

Tutoring, Summer Programming

Please indicate how consultation was:

**2) Inclusive:** No

**3) Widely advertised and available:** Yes

**4) Ongoing:** Yes, grant isn't fully allocated

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

**Yes - Description Required**

**1) Description:**

**i) Number of total responses:** 13 responses 11%

**ii) Uses consulted on:** Academic

**iii) Description of feedback received:**

**Tutors, Social Emotional, After School and Summer Programs**

Please indicate how consultation was:

**2) Inclusive:**

**3) Widely advertised and available:**

**4) Ongoing:**

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

**No**

**1) Description:**

**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:**

Yes was sent to all of our school Communittee, it was discussed during School Board, and Budget Meetings so there is time for open comunication

- i) Number of total responses: None**
- ii) Uses consulted on: None**
- iii) Description of feedback received: None**

Please indicate how consultation was:

**2) Inclusive:**

**3) Widely advertised and available:**

**4) Ongoing:**

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):

- Please Select -

**1) Description:**

- 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:**

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

Yes - Description Required

**1) Description:**

Yes we sent out but they would fall under parent or teacher

- 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:**

- 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:**

**Yes, but they would fall under parent or teacher responses**

**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:**

#### IV. Supporting the Continuous and Safe Operation of In-Person Learning

- 1) The extent to which and how LEA ARP ESSER 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:

Note: Federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.

**Description During SY 2021-2022:**

Hampton Public Schools intends to use the ARP ESSR funds on preventative care and air quality it our Elementary school by updating the central ventilation system in the original 1927 building and the 1956 section. This will temper, dehumidify, and improve air exchange at three times per hour. We continue to adhere to all CDC guidelines as we are full time face-to-face at this time.

**V. Addressing the Academic Impact of Lost Instructional Time (At least 20 percent of an LEA's Allocation)**

- 1) How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:
  - a. Students who did not consistently participate in remote instruction when offered during school building closures;
  - b. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
  - c. Students most at-risk of dropping out of school.

**Description During SY 2021-2022:**

Hampton Public Schools will pay for transportation costs to transport both students with disabilities and regular education students to and from after school academic support, three days per week, during the school year 21- 22.  
\$35,000

- 2) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

**Description During SY 2021-2022:**

We intend to provide an intensive summer program for six weeks, July 7 - August 12, 2022 three days per week, for 3.5 hours per day. Students in grades K - 8 will be invited to attend based on their current assessment scores. We will use the benchmark of children who are at least one year behind in their expected grade level. Programming will consist of morning class meeting or advisory (depends on the age of the children), 60 minutes of English Language Arts, 60 minutes of Writing, snack and mask break, and physical activity break. All teachers follow the Responsive Classroom strategies.

**Description During SY 2022-2023:**

**Description During SY 2023-2024:**

- 3) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:
  - a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please choose one):

**Yes - Description Required**

**Description:**

We intend to provide an intensive summer program for six weeks, July 7 - August 12, 2022 three days per week, for 3.5 hours per day. Students in grades K - 8 will be invited to attend based on their current assessment scores. We will use the benchmark of children who are at least one year behind in their expected grade level. Programming will consist of morning class meeting or advisory (depends on the age of the children), 60 minutes of English Language Arts, 60 minutes of Writing, snack and mask break, and physical activity break. All teachers follow the Responsive Classroom strategies.

- b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please choose one):

**- Please Select -**

**Description:**

Not at this time

- 4) How the LEA will produce evidence of the effectiveness of evidence-based learning loss interventions employed:

**Description:**

Hampton Public Schools assessed all of our students, with the return of face-to-face instruction, using our Universal Screening tool (STARR) in addition to I-Ready, MTSS screener and other scientifically research based assessment tools. We have assessed the learning gaps, if any and have made plans to address these gaps. If required, we will provide student -level performance data to the NHDOE.



**VI. Addressing Learner and Community Needs (Up to 80 percent of an LEA's Allocation)**

- 1) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

**Description During SY 2021-2022:**

Summer Programing

**Description During SY 2022-2023:**

Summer Programing, Tutors, After School Assitance

**Description During SY 2023-2024:**

Totors, After School Assitance, Social and Emotional Training

- 2) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

- a. Providing individualized instruction:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

**Description of all SYs - 2021 to 2024:**

Specliezed Tutors, After School Assitancece, Summer Programing

- b. Addressing educator fatigue, including providing performance-based bonuses to teachers:

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

**Description of all SYs - 2021 to 2024:**

Mentor Training, Social Emotional Trianing

- c. Improving family engagement:

During SY 2021-2022 (select one): **- Please Select -**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

**Description of all SYs - 2021 to 2024:**

Literacy Nights, Family Math Nights, Art Shows, Ect.

- 3) The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

- a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount: 300,000

Percentage: 40%

**Description of allocation methodology including the extent to which it reflected student need for, at minimum, Special Education, Free and Reduced-Price Lunch, and English Language Learners:**

- b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:

Amount: 0

Percentage:

**Description, including funds used to support learner obtainment of industry-recognized credentials:**

[Redacted area]

- c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access:

During SYs 2021-2024 (select one): - Please Select -

**Description of all SYs - 2021 to 2024:**

[Redacted area]

## VII. Addressing the Unique Needs of All Learners

- 1) How the LEA will ensure that the interventions it implements 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.

**Description:**

Our Scientifically- researched based universal Screening is given to all students grades K-8. We also administer the MTSS Screener for Social emotional Stability. All these scores are analyzed at the grade level meetings bi weekly. Student are categorized according to their needs and interventions are given. We provide academic as well as behavioral interventions to any and all students who need them based on the assessment scores. If underserved students missed the administration of the Universal assessment, we provide make-up sessions .

## VIII. Addressing Unique Renovation, Air Quality and/or Construction Needs

- 1) If the LEA plans to use or has used any portion of ARP ESSER funds for construction projects, describe those projects below. Each project should be addressed separately. If needed, LEAs may submit additional supporting information. Please insert "N/A" if this category is not applicable to your plan. Please also note that these projects are subject to the NHDOE's prior conceptual and final approval:

### [ESSER Funded Construction.](#)

#### **Description:**

Hampton Public Schools will be using these ESSER funds to upgrade and improve the indoor air quality in our Centre School, grades PreK - 2Hampton Public Schools will update the central ventilation systems in the original 1927 building ( system 1 = 14,154 sq. ft.) and the 1956 addition (system 2 = 13,899 sq. ft.).

The Probable Cost breaks down like this:

DOAS -a ( 2 x 30 tons Cooling , inc Ductwork). \$436,100

EF - ( Segregation Room). \$ 1,100

Air Cleaning Devices ( Duct Mounted) \$12,800

Drop and reset suspended ceiling \$ 88,000

Hot water / Glycol Loop \$ 35,400

Controls \$109,800

Crane Rental \$2,800

Sub Total: \$686,000

#### Addons:

Structural design fee (6%) \$40,500

Mechanical Design Fee. (10%) \$67,500

Designer construction administration. (2%). \$13,500

Commissioning (2%) \$13,500

Contingency (25%) \$202,500

Sub Total: \$337,500

After-school/Out-of-school Learning and Enrichment

Other Allowed Uses

- Please Select From the Following: May Select Multiple Categories -

Yes - Description Required

Transport both students with disabilities and regular education to and from after school/academic support and summer school

- Please Select -

Yes

Yes

No

\$ 60,000.00 \$ -

\$ 864,379.78 \$ 112,875.95

951	93	91	94	95%	0%	0	0	0
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Construction

Operational Continuity

- Please Select From the Following: May Select Multiple Categories -

No

Central Ventilation System in the original 1927 Building

- Please Select - Please Select -

Yes

Yes

\$ 691,503.83 \$ -

**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)

*Lois B. Costa, Ed. D.*

**Approver Signature - Superintendent / Head of School**

**Date**

**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

### 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.*