

**LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"**

**Please submit in both Excel and PDF form to [ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov) by 1/13/2023.**

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides New Hampshire over \$350 million to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ocr/202201-1810-002/doc/117519100>.

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

**I. General Information**

- |  |                                   |  |
|--|-----------------------------------|--|
| <b>1) School District / Charter School Name:</b>                 | <u>Jaffrey-Rindge Cooperative</u> | → Cell C18 Must be Input for Formulas to i |
| <b>2) District ID Number:</b>                                    | <u>274</u>                        | → Autopopulates upon Selection             |
| <b>3) SAU Number:</b>  | <u>47</u>                         | → Autopopulates upon Selection             |
| <b>4) Date of Publication:</b>                                   | <u>1/26/2023</u>                  |  |
| <b>5) Approver Name -<br/>(Superintendent / Head of School):</b> | <u>Reuben D. Duncan</u>           |  |
| <b>6) Email &amp; Telephone:</b>                                 | <u>603-532-8122 ext. 290</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:***

The plan is published on [www.sau47.org](http://www.sau47.org).

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

**Yes - Description Required**

***Description:***

The plan is written in a template provided by the New Hampshire Department of Education.

- 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:***

It is written in English. The district will provide an alternative communication approach to those with limited English proficiency should that be 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:***

Should anyone ask for the plan to be in an alternative format (i.e. enlarged, video, etc.) due to a disability, the district will make this accommodation.

**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 district sent out a survey to all families requesting input on how to best spend the ESSER III funds. Additionally, ESSER III grants funds were discussed at the district's deliberative session in 21-22, at school board meetings, and at public finance and facility meetings. Discussions of the use of ESSER III funds for HVAC purposes has been widely discussed in the district and has been stated in local newspapers. Additionally, there are public comment opportunities at each school board meeting. We have discussed ESSER III funds and what they can be used for. All meetings described above have been both in-person and

- 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:**

Community members have the opportunity to provide the district with input at any time. Some members from the community have done so. We have heard some feedback from town officials in the form of questions and suggestions for possible usage. As for the use of pre-school funds, our preschool registrations were high, and everyone who needed/requested a spot was able to get one for their child(ren). Classes are full and there are currently no individuals on a waiting list. This demonstrates that we adequately fulfilled a community need.

- 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:**

*Analysis of student standardized assessment data following COVID shown a spotlight on student needs in literacy, specifically writing. Additionally, testing procedures for middle-level students were impaired due to technology glitches. For our students to have the ability to take the NH state assessment without technology malfunction, new Chromebooks needed to be purchased to ensure students were able to accurately show their learning.*

*i) Number of total responses: 600*

*ii) Uses consulted on: October 2022*

*iii) Description of feedback received: Grades 6 through 8 learners took the state interim assessments and 9-11 took PSATs. Additionally, learners 3-8 and 11 will take state assessments (NHSAS, SAT) in May 2023. All schools will have mid-year assessments similar to the October assessments during the month of February 2023.*

*Please indicate how consultation was:*

**2) Inclusive:** All students grades 6-11 took standardized assessments which provided data that was used to inform the ESSER budgeting and spending.

**3) Widely advertised and available:** All students were notified in advance of testing. They provided feedback regarding testing and technology difficulties. All input was taken when the grant activities were written. Activities and spending were communicated at school board meetings.

**4) Ongoing:** The approach is ongoing. We assess and reassess so that we can monitor the effectiveness of our approaches to supporting our learners. The systems for data collection and analysis continue to be a focus for district improvement. Additionally, the secondary school has continued to provide professional development for staff in the area of writing instruction. Student learning data continues to inform our next steps and our practices in general.

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

*A parent/guardian survey was administered. Results indicated that parents thought their children needed to be learning in person and that their children specifically needed support with literacy/writing and mathematics. Focus and anxiety were also areas of concern.*

*i) Number of total responses: 60*

*ii) Uses consulted on: March 22, 2022*

*iii) Description of feedback received: Families provided feedback on areas they believed were needs. Writing and mathematics support was the number one academic concern. The feedback also suggested they wanted their children to learn in a safe, healthy and emotionally supportive environment.*

*Please indicate how consultation was:*

**2) Inclusive:** Survey was submitted to all families

**3) Widely advertised and available:** All parent/guardians had the opportunity to provide feedback/input

**4) Ongoing:** The information received through this survey was used to help with our grant applications. We have added little to the grant this past

year, and what was added was connected to our school board adopted multi-year plan. We regularly report publicly about the progress on this plan.

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

**Yes - Description Required**

**1) Description:**

*School administrators and special education administrators met bi-monthly to discuss the school district's needs. They analyzed school learning and behavior data, discussed staff needs, and provided input on how ESSER funds needed to be spent.*

*i) Number of total responses:12*

*ii) Uses consulted on:Regular leadership meetings held throughout the 2021-22 and 2022-23 school year.*

*iii) Description of feedback received:Feedback was provided by all school and district administrators. Determinations were made that HVAC work was needed in the aging facilities in order to ensure the healthiest possible work and learning environments. Additionally, the input focused on personalizing learning for all learners, especially those with greatest need. Feedback regarding the continued implementation and improvement of school and district PLCs (inquiry teams) also influenced grant activities.*

*Please indicate how consultation was:*

**2) Inclusive:** All administration was involved in the regularly scheduled meetings. Meeting locations were selected to ensure access for all school and district educational leaders.

**3) Widely advertised and available:** Scheduled on our Google calendars

**4) Ongoing:** Every week

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

**Yes - Description Required**

**1) Description:**

*The Jaffrey-Rindge Education Association bargained the impact of the school district's COVID-19 plan. This negotiation was with the school board and district leaders. School principals and other educators were used to provide accurate information for this negotiation process. Additionally, we used outside consultation for the assessment of our HVAC and air quality. The most discussed and requested need was an improvement of the district's HVAC systems. Additionally, the staff was provided a survey where they could provide input on academic and social-emotional learner needs.*

*i) Number of total responses:68*

*ii) Uses consulted on:January 2022*

*iii) Description of feedback received: In addition to the air quality, feedback was largely focused on providing academic tutoring support, intervention for reading and mathematics (including data analysis), and the need to support learners social-emotionally (especially younger learners).*

*Please indicate how consultation was:*

**2) Inclusive:** All faculty and staff were provided the opportunity to provide input. JREA negotiations represented all educators

**3) Widely advertised and available:** Sent to all faculty and staff through the district email system

**4) Ongoing:** Superintendent meets monthly with support staff and teacher union leadership. Additionally, a district inquiry team has been developed that includes teachers - this group is designed to provide ongoing communication regarding our educational efforts.

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

**No**

**1) Description:**

*There are no tribes in NH.*

- 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

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

No

1) Description:

*We do not have any civil rights or disability rights organizations in our area. Our student services department serves as the civil rights/disability rights organization for our area. They were intimately involved in all discussions.*

- i) Number of total responses: Student service director was a voice at all planning meetings*
- ii) Uses consulted on: regularly*
- iii) Description of feedback received: Provided verbal and written input after student learning/assessment data analysis was complete*

Please indicate how consultation was:

2) Inclusive: Representative of all special education department

3) Widely advertised and available: Representation came to regularly scheduled administration meetings.

4) Ongoing: Representation continues to attend regularly scheduled administration meetings. Additionally, student service representation analyzes student data regularly

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 student services department is the only major stakeholder group that focuses on supporting the needs of the underserved: disabilities, homeless, etc. This department meets regularly and actively seeks community support and outside partnerships (colleges, counselors, police, homeless shelters, pediatricians, etc).*

- i) Number of total responses: 4*
- ii) Uses consulted on: Regularly*
- iii) Description of feedback received: District homeless liaison, the district truancy officer, the director of student services, and the secondary guidance director are consulted about the data they gather, the patterns they see, and the needs of the children.*

Please indicate how consultation was:

2) Inclusive: These individuals represent and are responsible for the oversight of all high risk populations.

3) Widely advertised and available: These individuals meet regularly with one another

4) Ongoing: These individuals meet regularly with the superintendent and provide updates regarding subgroup progress.

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

Somewhat - Description Required

1) Description:

*The District Activities Director works with local recreation departments and colleges. The Jaffrey and Rindge Recreation departments provided information regarding what they planned to offer during the pandemic. Activities Director worked with Franklin Pierce University to acquire volunteers and hire part-time club advisors so that we could offer co-curricular/extra-curricular programming.*

- i) Number of total responses: 3*
- ii) Uses consulted on: Ongoing*
- iii) Description of feedback received: Community partners work with our District Activities Director to support the implementation of afterschool programming for all learners.*

Please indicate how consultation was:

2) Inclusive: Inclusive of all identified partners

**3) Widely advertised and available: Activities Director is in regular communication. Successes and trials are reported to the Education Committee - public**

**4) Ongoing: Activities Director communicates regularly**

- 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:**

*The school district looked at data for the local region as it pertains to preschool/preK. Our own data showed that we had a 25-30 student waiting list for our full-day preK program. Headstart was near capacity. So the school board approved adding a preK class in Rindge and a preK class in Jaffrey.*

*i) Number of total responses:4*

*ii) Uses consulted on:Ongoing*

*iii) Description of feedback received:PreK teachers in the district have indicated that they have seen increase social and learning needs in the children accessing preschool.Data showed a need for increased preK. Early data showed that those who participated in our existing preK program were more prepared for kindergarten.*

*Please indicate how consultation was:*

**2) Inclusive: All of the district's preK teachers prior to implementing the ESSER preK activity. Will include them this year.**

**3) Widely advertised and available: We scheduled and will schedule on our Google calendar system. Several notices go to the entire community regarding registration for universal access to preK. This process starts in January/February and concludes in April/May.**

**4) Ongoing: Continuous communication and assessment of our preK efforts will continue**

Section 1		Section 2		Section 3		Section 4		Section 5		Section 6		Section 7		Section 8		Section 9		Section 10	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

Table 1: Summary of the Project's Key Findings and Recommendations										
Area	Findings	Recommendations	Priority	Timeline	Responsible Party	Resources	Risks	Monitoring & Evaluation	Reporting	Stakeholder Engagement
1. Project Objectives	Clear and measurable objectives were established.	Regular communication and reporting mechanisms should be implemented.	High	Immediate	Project Manager	Communication Tools	Low	Quarterly Reports	Stakeholder Meetings	
2. Resource Allocation	Resources were allocated based on project needs.	Regular communication and reporting mechanisms should be implemented.	Medium	Short-term	Resource Manager	Resource Allocation Tools	Medium	Monthly Reports	Resource Allocation Meetings	
3. Risk Management	Risks were identified and assessed.	Regular communication and reporting mechanisms should be implemented.	High	Immediate	Risk Manager	Risk Assessment Tools	High	Quarterly Reports	Risk Assessment Meetings	
4. Quality Management	Quality standards were established and maintained.	Regular communication and reporting mechanisms should be implemented.	Medium	Short-term	Quality Manager	Quality Management Tools	Low	Monthly Reports	Quality Management Meetings	
5. Communication Management	Communication channels were established and maintained.	Regular communication and reporting mechanisms should be implemented.	High	Immediate	Communication Manager	Communication Tools	Low	Quarterly Reports	Communication Meetings	
6. Stakeholder Management	Stakeholders were identified and engaged.	Regular communication and reporting mechanisms should be implemented.	High	Immediate	Stakeholder Manager	Stakeholder Engagement Tools	Low	Quarterly Reports	Stakeholder Meetings	
7. Project Closure	Project closure was completed successfully.	Regular communication and reporting mechanisms should be implemented.	Medium	Short-term	Project Manager	Project Closure Tools	Low	Monthly Reports	Project Closure Meetings	



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)



26-Jan-23

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

**Date**

Reuben D. Duncan

**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;*

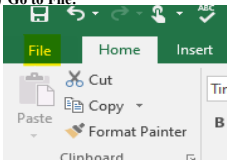
*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(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*

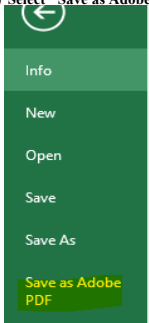
*(iv) Be made publicly available on the LEA's website.*

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

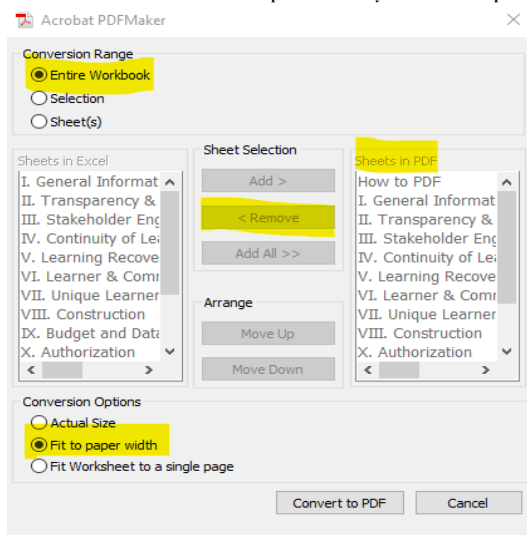
1) Go to File:



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
  - i 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)