

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, 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/bills/117/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: Keene → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 279 → Autopopulates upon Selection
- 3) SAU Number: 29 → Autopopulates upon Selection
- 4) Date of Publication: 1/10/2023
- 5) Approver Name -
(Superintendent / Head of School): Robert H. Malay
- 6) Email & Telephone: rmalay@sau29.org 603-357-9001

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.sau29.org/apps/pages/index.jsp?uREC_ID=2404019&type=d&pREC_ID=2226542

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

Yes - Description Required

Description:

The LEA wrote a concise plan with an easy to follow format.

- 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 was written in an understandable manner to all stakeholders. The LEA will translate the plan for individuals with limited English proficiency upon request.

- 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:

An alternate format can be requested through the LEA.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

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

Yes - Description Required

Description:

The LEA sent out a survey for all stakeholders to participate in after a presentation around the potential uses of ESSER Funds. This survey allowed all stakeholders to prioritize current initiatives and recommend new initiatives for the use of ESSER Funds within the confines of the spending requirements. This opportunity was designed to be accessed through a virtual survey to maximize participation. The District has seen great success in receiving higher engagement with survey usage during the pandemic. The District also sent out another survey to stakeholders at the start of 2023 and those results have been added into this Use of Funds Report.

- 2) How the LEA took public input into account regarding the development of the LEA's plan for the use of ARP ESSER funds (please choose one):

Yes - Description Required

Description:

The LEA sent out a survey for all stakeholders to participate in after a presentation around the potential uses of ESSER Funds. This survey allowed all stakeholders to prioritize current initiatives and recommend new initiatives for the use of ESSER Funds within the confines of the spending requirements. This opportunity was designed to be accessed through a virtual survey to maximize participation. The District has seen great success in receiving higher engagement with survey usage during the pandemic. Stakeholders had the opportunity to highlight their plans within the survey to best utilize the ESSER funds.

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

Yes - Description Required

1) Description:

Students, as were other stakeholders, were asked to respond to the survey. The survey was the primary manner through which feedback was accepted. Limited students participated in the initial round of the survey. A second survey was disseminated at the start of 2023. Feedback will continue to be a priority as the LEA looks to address the needs of the school community. The LEA is planning to continue to investigate ways to gather stakeholder feedback from students such as class meetings, surveys and other platforms.

i) Number of total responses: 7

ii) Uses consulted on:

What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to INSTRUCTION? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to SUPPORT? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to TECHNOLOGY? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to FACILITIES? What other area of investment do you feel is of highest priority for your District(s) to address learning recovery and the impact of COVID-19?

iii) Description of feedback received: Ensure all students receive high-quality instructional materials. Invest in innovative best practices which enhance a culture of learning, such as but not limited to play-based learning, outdoor education, and community building. Engage families (attendance, support, classes, resources, other activities). Provide social-emotional learning opportunities such as counseling, mental health, wellness resources for students, staff, and families. Extend instructional learning time by providing tutoring or providing extra instructional days. Deliver interventions for students in highest need and provide them small group instruction. Additional student devices to increase access for all students. Technology infrastructure upgrades to allow remote participation in broadcasted events. Investment in software and hardware to aid in curriculum development and alignment for students. Upgrade indoor ventilation to meet pandemic air quality standards. Additional furniture and equipment for classrooms and outdoor spaces. Investment in external instructional and recreational spaces (To enhance physical distancing) Investment in internal instructional and recreational spaces (To enhance physical distancing) Find ways for us students to be able to have mask breaks so we can do our best work. Thank you! For the last question I like the first option and what I picked. I think they both would really help. Hiring more staff and purchasing more furniture to better and less stressfully accommodate increasing class sizes, in addition to better physical distancing

Please indicate how consultation was:

2) Inclusive: The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey. The District is working to expand its reach with stakeholder engagement by reaching out to community partners and organizations that have an invested interest in the District. These efforts will be ongoing.

3) Widely advertised and available: The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.

4) Ongoing: Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team.

- b. Families (please choose one):

Yes - Description Required

1) Description:

The LEA sent out a survey for all stakeholders to participate in after a presentation around the potential uses of ESSER Funds. This survey allowed all stakeholders to prioritize current initiatives and recommend new initiatives for the use of ESSER Funds within the confines of the spending requirements. This opportunity was designed to be accessed through a virtual survey to maximize participation. The District has seen great success in receiving higher engagement with survey usage during the pandemic. Stakeholders had the opportunity to highlight their plans within the survey to best utilize the ESSER funds. This survey was again sent at the start of 2023 and the LEA presented in various board committee meetings around ESSER.

i) Number of total responses: 257

ii) Uses consulted on: What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to INSTRUCTION? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to SUPPORT? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to TECHNOLOGY? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to FACILITIES? What other area of investment do you feel is of highest priority for your District(s) to address learning recovery and the impact of COVID-19?

iii) Description of feedback received: Create learning opportunities during holiday breaks, summer, or other times for students and staff. Ensure all students receive high-quality instructional materials. Invest in innovative best practices which enhance a culture of learning, such as but not limited to play-based learning, outdoor education, and community building. Invest in teacher curriculum development to strengthen teaching and learning. Provide embedded professional learning for staff in the area of math instructional best practices. Extend instructional learning time by providing tutoring or providing extra instructional days. Continue to expand our afterschool and summer learning and enrichment opportunities. Provide social-emotional learning opportunities such as class at the same time if the online students & camera are position correctly. No different than most businesses. Continue free breakfast and lunch for all students indefinitely. Increase pay and hazard pay for teachers. The added stresses of working through these conditions should be acknowledged and accounted for. Every option in the above questions all appear to implicate added stress and responsibilities on the teachers, aides, and general staff. The teachers Increase pay and hazard pay for teachers. The added stresses of working through these conditions should be acknowledged and accounted for. Every option in the above questions all appear to implicate added stress and responsibilities on the teachers, aides, and general staff. The teachers (and other staff) should be, in my opinion, either given increased pay or additional paid days off to compensate for their added stress. Safer way for students to eat allowing distancing for mask removal while eating. Take care of your teachers! You have already lost a myriad of paras and tutors, and now the teachers are fleeing. Happy and engaged PEOPLE are what our students need in order to be productive learners! We need to continue to educate on the importance of vaccination and the positive impact counseling, mental health, wellness resources for students, staff, and families. Deliver interventions for students in highest need and provide them small group instruction. Engage families (attendance, support, classes, resources, other activities). Technology infrastructure upgrades to allow remote participation in broadcasted events. Additional student devices to increase access for all students. Investment in software and hardware to aid in curriculum development and alignment for student investments in external instructional and recreational spaces (To enhance physical distancing) Upgrade indoor ventilation to meet pandemic air quality standards. Investment in internal instructional and recreational spaces (To enhance physical distancing) Additional furniture and equipment for classrooms and outdoor spaces. One time infrastructure improvements. Air conditioning for classrooms. At KMS build 6 outdoor pavilions (two for each grade) for use as outdoor classrooms. Better equip teachers to teach in a remote environment. Mrs. Hoefler had it on point all teachers could take a lesson from her. Also, hybrid & remote students can attend the same it will have on learning and our community. One to One Laptops for Faculty. Google Classroom Training. PD Funds to Pay Teachers for Digital Content Creation. Developing an after-school private lesson program for music, accessible to all Keene School District students grades 6-12 through an application process. Instruction could be provided by local professionals vetted by background check/fingerprinting process. Continue building up the school-owned band and string practices for students and families? I am specifically thinking here about broadly and consistently integrating evidence-based and effective outdoor education models. When we think about equitable access for students, outdoor, nature-based learning is an excellent place to start. Beyond that, we need to make sure technology is accessible and equitable and easily integrated for all students. Finally, we need to WIDELY integrate mental health resources for all students. Is there a single student who has not in some way been disrupted and negatively impacted by covid-19? Investing in mental health services and social emotional learning for students AND staff. Keeping class sizes small so that all students can receive individualized attention and care. Making sure all schools are at code and set up for instruction inside and outside. My highest priority is to keep my unvaccinated children safe. Really unfortunate that there is no remote option this year. Vlacs is unfortunately our only choice. I Don't want to have to use vlacs, but that is what we got. Remote option would be great if it were available. Especially with this new variant of covid going after the younger generation. That is not a chance I want to take with my child's lives. Bring remote option back. Our lack of technology available needs to be addressed. Students and staff should have access to working technology. Provide organic foods for school lunches. Hire more intelligent teachers and administrators. Provide rain gear, winter coats and boots for all students and PD for teachers so that they are more comfortable teaching outdoors. Outdoor learning is still the safest thing for everyone. School-based covid testing to minimize outbreaks within the schools. Social and Emotional learning within group and 1:1, teachers need more up-to-date learning curriculums. The 1st priority should be ensuring ALL educational spaces meet or exceed ASHREA standards and add bi-polar ionization to all HVAC equipment to prevent virus transmission. The indoor ventilation should be improved at all school buildings. Asbestos removal where applicable in the school system. Utilize outdoor setting as much as possible to increase distancing. The ventilation in our buildings is disgusting. Kids are sardines into stuffy rooms, some that lack Windows. Office spaces for administrators have air conditioning, whereas children sit in sweat boxes. Fix it. You should invest in remote options for medically vulnerable students and offer a distance learning option. Teachers need better laptops with software to work on, it will help them focus without having to worry or wait for the machine to start. HIRE more professionals to fill in the positions that can help support our students at schools, especially students with needs and in big class sizes. This will help teachers and STUDENTS and eventually our community. Mental health counseling services for students and staff- Covid has led to some feeling of isolation and loss that will take some time and help to recover from. More vocational offerings for KHS so the students can feel confident going out of KHS. Currently it is challenging to even get an apt for learning driving which will lead them to become more isolated and hence depressed. need to bring up our technology infrastructure and teaching into the modern area- our world has changed whether we like it or not. In teachers to keep class size reasonable and safe during this time and beyond. Invest in teachers, paras, and tutors to adequately compensate them for their additional work, to attract new hires, and to retain those already here. Other districts have used funds to compensate staff. Seeing this happening elsewhere while there is no consideration of this locally has caused us to lose staff morale-wise as well as physically. On-site rapid testing for students and staff. Teachers need new computers, new software and time/training for digital platforms for teaching via computers. Students do not all have internet at home, or internet that can withstand several students working from home simultaneously. Trying to keep school as normal as possible. Update staff and technology should we need to go remote for any period of time. While I know remote learning was tough on all parties, it also provided us with some enduring learnings about our students and faculty. Technology, when used appropriately and intentionally can actually be a great tool for differentiation, data collection, student-directed/autonomous learning, and classroom connection. Some of our shy and reserved students thrived in the remote setting. Students who struggled behaviorally in a classroom of 20 suddenly were able to focus their energy on learning in a classroom of ten or less. In my mind, whether students are in school full-time or not, we should encourage teachers to incorporate some kind of remote learning (ideally student-directed, and as independent as possible) into their daily practice. This would provide space for more targeted instruction, smaller groups who are working directly with the teacher, and practice learning from a screen (which I think will be a life skill/professional necessity by the time our students graduate high school). Modeling and professional development for teachers, as well as providing the technological infrastructure to integrate technology and incorporate best/next instructional practices would be money well spent. More support for students who try. One to one devices for staff. More tutors and teachers! Students who suffered learning loss during the pandemic need additional individual and small group support. We need to maintain or increase the number of teaching professionals in our schools. I would like to see summer camp through SAU29 as an additional resource to families. Additionally, It would be great to see JD Preschool offering full day preschool class rather than only 2.5 hours. I would love to send my children there but the day is not long enough for even them to adjust to the new

Please indicate how consultation was:

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3) Widely advertised and available: The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.

4) Ongoing: Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team.

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

Yes - Description Required

1) Description:

The LEA maintained a continual dialog at the building level with Principals and staff to continue to explore opportunities to utilize the ESSER funds.

i) Number of total responses: 15

ii) Uses consulted on: What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to INSTRUCTION? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to SUPPORT? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to TECHNOLOGY? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to FACILITIES? What other area of investment do you feel is of highest priority for your District(s) to address learning recovery and the impact of COVID-19?

iii) Description of feedback received: Create learning opportunities during holiday breaks, summer, or other times for students and staff. Ensure all students receive high-quality instructional materials. Invest in innovative best practices which enhance a culture of learning, such as but not limited to play-based learning, outdoor education, and community building. Invest in teacher curriculum development to strengthen teaching and learning. Provide embedded professional learning for staff in the area of math instructional best practices. Extend instructional learning time by providing tutoring or providing extra instructional days. Continue to expand our afterschool and summer learning and enrichment opportunities. Provide social-emotional learning opportunities such as counseling, mental health, wellness resources for students, staff, and families. Deliver interventions for students in highest need and provide them small group instruction. Engage families (attendance, support, classes, resources, other activities). Technology infrastructure upgrades to allow remote participation in broadcasted events. Additional student devices to increase access for all students. Investment in software and hardware to aid in curriculum development and alignment for students. Investment in external instructional and recreational spaces (To enhance physical distancing). Upgrade indoor ventilation to meet pandemic air quality standards. Investment in internal instructional and recreational spaces (To enhance physical distancing). Additional furniture and equipment for classrooms and outdoor spaces.

Please indicate how consultation was:

2) Inclusive: The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey.

3) Widely advertised and available: The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.

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

Yes - Description Required

1) Description:

The LEA maintained a continual dialog at the building level with Principals and staff to continue to explore opportunities to utilize the ESSER funds.

i) Number of total responses: 135

ii) Uses consulted on: What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to INSTRUCTION? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to SUPPORT? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to TECHNOLOGY? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to FACILITIES? What other area of investment do you feel is of highest priority for your District(s) to address learning recovery and the impact of COVID-19?

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Continue to expand our afterschool and summer learning and enrichment opportunities. Provide social-emotional learning opportunities such as counseling, mental health, wellness resources for students, staff, and families. Deliver interventions for students in highest need and provide them small group instruction. Engage families (attendance, support, classes, resources, other activities). Technology infrastructure upgrades to allow remote participation in broadcasted events. Additional student devices to increase access for all students. Investment in software and hardware to aid in curriculum development and alignment for students. Investment in external instructional and recreational spaces (To enhance physical distancing). Upgrade indoor ventilation to meet pandemic air quality standards. Investment in external instructional and recreational spaces (To enhance physical distancing). Additional furniture and equipment for classrooms and outdoor spaces. I think we should use some of the funds to increase tutor pay so much we can actually hire enough tutors. Air conditioning for classrooms. As KMS build 6 outdoor pavilions (two for each grade) for use as outdoor classrooms. Don't keep investing in what fits your agenda, including selfish personal ones, like you usually do, do what the kids really need not what we think they need. Infrastructure needs updating, IT equipment from wiring and installation, crumbling old building, stop band aid fixing them and build new schools. Mental health counselors and social workers in the school, more than just 1 building. Continue free breakfast and lunch for all students indefinitely. Hiring more staff (even if just temporary) to allow more small group learning to be sure kids who are behind can catch up sufficiently and provide smaller class sizes for distancing and safety. Increase support staff (para/tutors) compensation wages, work 7.5 hrs./day to allow for sufficient planning and prep time as well as to qualify for benefits (retirement, HSA, health, vision, dental). Need to encourage new hires and retain existing staff. Why? Because support staff can reinforce learning in small groups to close the academic gap that has developed due to inconsistency of remote learning and effects of pandemic. Laptops for teachers. Google classroom training for teachers. Teacher bonuses like nearby school districts have done. Tech infrastructure needs to be seriously upgraded. The tech tools or lack of tools in the classroom needs an upgrade. The IT department needs to support the tools required for education. The Wi-Fi infrastructure and access is antiquated. We are not preparing students well for what infrastructure and tools they will need in college or a career. We had access to online programs like Lexia, pebble go, reading sites and other digital resources, etc. These are not software but subscription services that greatly impact individualized instruction. We also need to continue to offer digital content like scholastic, Pebble Go which lend themselves to individual student use without kids sharing materials. If you want Google classrooms to apply, they must have digital content to work with. One to One Laptops for Faculty. Google Classroom Training. PD Funds to Pay Teachers for Digital Content Creation. Developing an after-school private lesson program for music, accessible to all Keene School District students grades 6-12 through an application process. Instruction could be provided by local professionals vetted by background check/fingerprinting process. Continue building up the school-owned hand and string instrument inventories for grades 3 through 12, ensuring access for all Keene School District students. COVID-19 has caused many families to struggle financially. We do not want our district's performing ensembles to turn into a "have vs have not" opportunity. Additional staff for smaller class sizes. All the facility options seem like a priority. Also, joining viable wages for support staff. Creating flexible scheduling to allow for families to choose what works best for them, especially for students that work and have internships so they can blend school and work. Look into school within a school model so students can focus on what matters most to them with respect to learning, tech models for CCC focused students and liberal arts for college bound students. There needs to be more creative solutions to meet the needs of all learners, and this is the time to try new things. Highest priority: robust testing and tracking to preempt outbreaks. Last year, it was shown to such an extent that the results cannot be denied...our students learn better in small groups. The behavior issues declined drastically because teachers had real, meaningful relationships with students AND could help because teachers had real, meaningful relationships with students and could help intervene and address issues while they were still small. This means that students trusted their teachers more and did not get to the point of their coping strategies becoming overwhelmed. Learning and developmental needs for all students who need them - not necessarily just those who meet special education criteria. Making sure all schools are at code and set up for instruction inside and outside. More competitive hourly rates and salaries to support staff retention and enticing new, highly qualified individuals to our district, particularly for highly skilled positions (collaborative staff, related services, special education). One to one devices in all schools. Newer laptops for teachers. More training in technology for google classroom and delivering instruction if that is going to continue to be used on a regular basis. PD time and/or stipends to create materials for it. Social Emotional Learning for the teachers as well. Professional Development for SEL adults. Example: Second Step for Adults program! staff development in the area of remediation in reading, writing, and math. RTI or other relevant intervention structure should be made universal, and development and staffing should reflect a full investment in this initiative to help begin to make up for the learning loss experienced over the last two school years. Support, care, and resources for educators and school staff to be able to make it thru this time as a team and individuals. The ventilation in our buildings is disgusting. Kids are sent into stuffy rooms, some that lack windows. Office spaces for administrators have air conditioning, whereas children sit in sweat boxes. Fix it. Teachers need to work on, it will help them focus without having to worry or wait for the machine to start. HIRE more professionals to fill in the positions that can help support our students at schools, especially students with needs and in big class sizes. This will help teachers and STUDENTS and eventually our community. Mental health counseling services for students and staff. Covid has definitely led to some feeling of isolation and loss that will take some time and help to recover from. More vocational offerings for KHS so the students can feel confident going out of KHS. Currently it is challenging to even get an up for learning diving which will lead them to become more isolated and hence depressed. Google classroom development. I would like to stress the need for a designated outdoor area(s) that can be used by classes and/or for kids to eat lunch outside. We need something that provides shade and cover. Increase salaries to attract & retain quality teachers. Increased community and businesses involvement with SAU 29 schools. instruction for all teachers in best technology practices for different types of instruction. Invest in teachers, paras, and tutors to adequately compensate them for their additional work, to attract new hires, and to retain those already here. Other districts have used funds to compensate staff. Seeing this happening elsewhere while there is no consideration of this locally has caused us to lose staff month-wise as well as physically. Invest in technology and training for teachers - laptops for all professional staff (not Chromebook), instructional software and training (for Google Classroom and other platforms/software), PD funds for teachers to create digital content, increase extra paid days for counselors in order to meet increased demands for social/emotional support and family engagement. Increase funds for teachers and paraprofessionals for work beyond the school day/year in order to support student learning. Invest in upgrading teacher computers and provide professional development to enhance teachers' ability to utilize Google Classroom effectively when delivering in person and remote instruction. Laptops, google classroom training for teachers, and PD opportunities for curriculum development. Paid professional development time for staff to learn and implement available tools such as google classroom. PD and paid time for teachers to develop technology-based instruction; new laptops for teachers to do this. Restructure school class sizes and upgrade bathroom facilities at elementary levels. Teachers need laptops some may work on grading and curriculum development while not in our classrooms and/or at our desks. Teachers need new computers, new software and time/training for digital platforms for teaching via computers. Students do not all have internet at home, or internet that can withstand several students working from home simultaneously. Technology is a high need area going forward. Students need access to technology, but so do teachers. Teachers do not have adequate devices to create and provide remote learning. Staff also need to be trained to use the technology available to them to be able to utilize it to the best use. Time is also an issue. Teachers need to be provided paid time to create the digital content so that students can have high quality, engaging lessons that involve technology tools to expand those lessons. Upgrade classrooms, bathrooms, clean water, clean air and hire the people we need to do the job of maintenance and sanitation. Upgrade technology. Payment for volunteer work on policies and admin group work. Air conditioning in the schools! Hot and humid classrooms make for sleepy, non-attentive learners, raise the tutor and para pay rate so we get QUALITY people that will assist with 1:1 learning recovery. Classroom size is in need of checking into. Yes students are smaller in SOME instances but can be larger in some areas and there is not room in some of the classrooms to fit more than 16 comfortably. 1-2 wing of Symonds. In regards to my response about support, I believe that an increase in staff is needed at the elementary levels to provide more individualized and responsive learning experiences. I feel that some of the other areas of investment outlined in that list would be addressed through an increase in highly-trained and well-compensated staff members (special educators, social workers, paraprofessionals). Right now, teachers are spread too thinly to meet the needs of students and their families. More staff members to work directly with children to build positive, trusting, relationships with them in addition to providing academic supports and instruction would benefit all aspects of their school day. This could mean something like hiring lunch time monitors to help provide support in the cafeteria and decrease the amount of lunch and recess duties required of instructional staff or hiring more paraprofessionals to allow for more small group instruction to happen within a classroom setting. In regards to my response about facilities, I'm hoping my choice refers to the fact that we need more space added to our schools. An increase in outdoor instructional areas is a wonderful idea as well, but my school would benefit from a separate cafeteria, which would free us from a very tight and rigid schedule that we're required to follow. We also need more instructional spaces. Make small group support and instruction more accessible for those who need it. The hiring of additional support staff to allow for small group instruction, review and enhancement since there are so many different academic levels children are at within each classroom, paid sick time to staff due to covid. I think the question of how to spend money to help COVID-19 recovery goes much beyond the small ideas that we all have seen above on how to spend the money, in small pockets of our school day. I think a larger restructuring of looking at where problems are across the district, and being creative and innovative about how to solve them is the key. My suggestion is to find out where the teachers are feeling deficits and where we are feeling less supported than we would like. Engaging in district-wide focus groups made up of different and varied types of staff members is where I would start, in order to see trends across the district. I propose using professional development days (or the second half of learn from home days) to go to different google meet groups, where each focus group of 5-15 people focuses on a different topic. In these groups, areas of improvement will be identified, as well as things that are working well. Then, future focus groups will discuss ideas on how to realistically solve these problems in creative, innovative ways. Then, paid subcommittee should be created to pull out the best or most voiced ideas to put into action. You MAY get at some of those ideas by sending out a survey like this (multiple choice), but realistically, there are probably areas that administration hasn't thought of or can't conceive of that are much more crucial to student success, that goes far beyond technology improvements or instructional spaces. Investment in current staff and using funds to hire staff that is quality staff. If you do not invest in your current staff you will continue to see your staff leave as you have. You need to encourage your staff to stay with sign on bonuses and increased pay. When your staff can not afford to pay their bills then they can not increase student learning because they are just living in survival mode. Use funds equally K-12 through High School. I have NO idea what became of the first ESSER funds...we hear it went to mainly high school. Our youngest learners KDG - 2 and those entering now (who missed out on pre-school experience due to covid) have huge deficits. Tutoring and/or additional instruction for all students after school and over summer with reasonable pay for educators. I agree that students with the highest need should be provided with intervention opportunities. HOWEVER, this is not equitable. All students should be provided with interventions opportunities in any area of need. Further investment in math instructional tools and resources. I think each student should have a chromebook or tablet to be used at school, and that can be sent home as needed for access to online learning programs. Funding for Special Education. We need air conditioning. Peace, attracting and retaining staff. Increased funding for appropriate levels of staff for assessment and identification of student needs; instructional support in the form of assistant teachers, tutors and paraprofessionals in all classrooms; implementation of guidance curriculum and deepened social and emotional supports; outdoor and arts programming.

Please indicate how consultation was:

2) Inclusive: The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey.

3) Widely advertised and available: The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.

4) Ongoing: Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team.

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

We did not receive any feedback from Tribes.

1) Description:

N/A: The District is not aware of any active tribe organizations within our community.

- i) Number of total responses:** 0
- ii) Uses consulted on:** None, as we are not aware of any Tribes. We will plan to reach out to other stakeholder sin the community to determine if there are in fact Tribe groups.
- iii) Description of feedback received:** No feedback was received.

Please indicate how consultation was:

2) Inclusive: The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey.

3) Widely advertised and available: The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.

4) Ongoing: Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team. The LEA will reach out specifically to these groups to ensure that they have opportunities to provide their feedback.

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

We did not receive any feedback from civil rights organizations specifically. We will plan to reach out to these group in the future.

1) Description:

We did not receive any feedback from these groups. Moving forward, we will ensure that we seek their input separately.

- i) Number of total responses:** 0
- ii) Uses consulted on:** We did not receive any feedback from these groups.
- iii) Description of feedback received:** No feedback was received.

Please indicate how consultation was:

2) Inclusive: The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey.

3) Widely advertised and available: The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.

4) Ongoing: Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team. The LEA will reach out specifically to these groups to ensure that they have opportunities to provide their feedback.

- 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:

Parent stakeholder groups were utilized at the building level to participate in these conversations around ESSER funding initiatives based on the feedback from stakeholders across the LEA and from within the school community. We did not separate families in this category from the rest of the stakeholders so they are most likely represented in the other family and student data. In future surveys, we will work to distinguish these groups more.

i) Number of total responses: We were unable to separate the data and will do so in the future stakeholder surveys.

ii) Uses consulted on: What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to INSTRUCTION? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to SUPPORT? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to TECHNOLOGY? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to FACILITIES? What other area of investment do you feel is of *highest priority for your District(s) to address learning recovery and the impact of COVID-19?*

iii) Description of feedback received: We were unable to separate the data and will do so in the future stakeholder surveys.

Please indicate how consultation was:

- 2) Inclusive:** The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey. We did not separate families in this category from the rest of the stakeholders so they are most likely represented in
- 3) Widely advertised and available:** The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications. We did not separate families in this category from the rest of the
- 4) Ongoing:** Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team.

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

Yes - Description Required

1) Description:

The LEA did not receive any input from community based organizations outside of the community survey. Moving forward, the LEA will be increasing its outreach to ensure that it attempts to engage with known community-based organizations to solicit their input for future engagement attempts.

i) Number of total responses: 0

ii) Uses consulted on: What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to INSTRUCTION? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to SUPPORT? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to TECHNOLOGY? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to FACILITIES? What other area of investment do you feel is of highest priority for your District(s) to address learning recovery and the impact of COVID-19?

iii) Description of feedback received: Create learning opportunities during holiday breaks, summer, or other times for students and staff. Ensure all students receive high-quality instructional materials. Invest in innovative best practices which enhance a culture of learning, such as but not limited to play-based learning, outdoor

Please indicate how consultation was:

- 2) Inclusive:** The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey. In future surveys, the LEA will be seeking out the community-based leaders and organizations to gather their
- 3) Widely advertised and available:** The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications. In future surveys, the LEA will be seeking out the
- 4) Ongoing:** Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team. In future surveys, the LEA will be seeking out the community-based leaders and organizations to gather their feedback to ensure we are

- 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):

We did not receive any feedback from these

1) Description:

Although we sent it out to the required community in preschool as well as all others, the survey did not discern between age level of the respondents. In the future we will make sure we connect with our local providers to separate their feedback and provide them with more communication of the opportunity to participate in the survey.

i) Number of total responses: Undeterminable

ii) Uses consulted on: What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it

iii) Description of feedback received: Undeterminable

Please indicate how consultation was:

- 2) Inclusive:** The electronic survey was sent to all students within our system. This includes all employees, families and students.

- 3) Widely advertised and available:** Electronic notification to all students families and employees. It was posted on our website and talked about at public board meetings.

- 4) Ongoing:** Progress updates via "use of funds" are posted on our website and the survey remains live and open for new responses.

<p>1. Introduction</p> <p>1.1. Background</p> <p>1.2. Scope</p>		<p>2. Methodology</p> <p>2.1. Research Design</p> <p>2.2. Data Collection</p> <p>2.3. Data Analysis</p>										<p>3. Results</p> <p>3.1. Findings</p> <p>3.2. Discussion</p>										<p>4. Conclusion</p> <p>4.1. Summary</p> <p>4.2. Recommendations</p>	
<p>1.1.1. Context</p> <p>1.1.2. Justification</p>		<p>2.1.1. Design</p> <p>2.1.2. Sampling</p> <p>2.1.3. Instrumentation</p> <p>2.2.1. Primary</p> <p>2.2.2. Secondary</p> <p>2.3.1. Statistical</p> <p>2.3.2. Qualitative</p>										<p>3.1.1. Quantitative</p> <p>3.1.2. Qualitative</p> <p>3.2.1. Implications</p> <p>3.2.2. Limitations</p>										<p>4.1.1. Key Points</p> <p>4.1.2. Future Research</p>	

General Information							Detailed Information		
Field	Description	Value	Field	Description	Value	Field	Description	Value	
1	8	...	...	11	...	...
2	9	...	...	12	...	...
3	10	...	...	13	...	...
4	11	...	...	14	...	...
5	12	...	...	15	...	...
6	13	...	...	16	...	...
7	14	...	...	17	...	...

...

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

Date

1/11/23

Robert H. Malay

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;

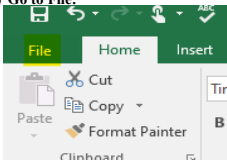
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

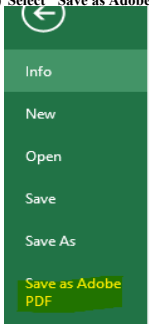
(iv) Be made publicly available on the LEA's website.

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

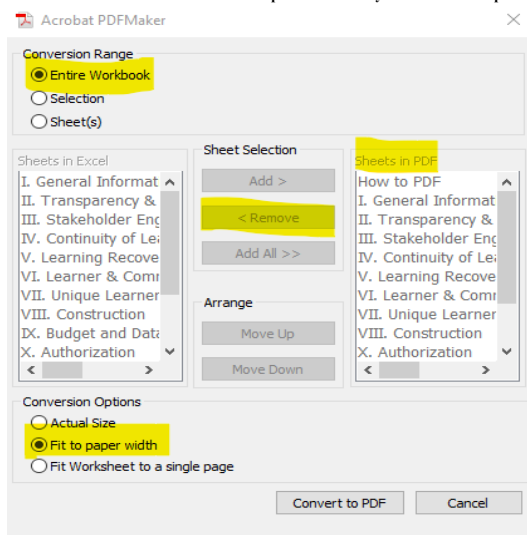
1) Go to File:



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)