

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

I. General Information

- 1) School District / Charter School Name: Laconia → *Cell C18 Must be Input for Formulas*
- 2) District ID Number: 285 → *Autopopulates upon Selection*
- 3) SAU Number: 30 → *Autopopulates upon Selection*
- 4) Date of Publication: 1/13/2023
- 5) Approver Name -
(Superintendent / Head of School): Steve Tucker
- 6) Email & Telephone: stucker@laconiaschools.org 603-524-5710

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.sau30.org/> The updated plan will be posted on the LEA website.

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

Yes - Description Required

Description:

The template provided by the NHED was used.

- 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 template provided by the NHED was used. If needed, the plan will be translated into a written language that parents can understand or will be orally translated as necessary.

- 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:

The template provided by the NHED was used. If needed, the plan will be provided in an alternative format accessible to the individual requesting the plan.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

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

Yes - Description Required

Description:

The plan is posted on the district web site, shared with public Board committee meetings, and presented and approved at Board meetings where there was opportunity for public comment. A survey was used to solicit stakeholder input as well.

- 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 plan is posted on the district web site, shared with public Board committee meetings, and presented and approved at Board meetings where there was opportunity for public comment. A survey was used to solicit stakeholder input as well. The input was then taken into consideration by the SAU Administrative Team and the Budget and Personnel and Facilities Committees for recommendations to then be brought forth to the full School Board for discussion, action and approval. There will be ongoing conversation, updates and discussion at future School Board Meetings where public comment can be given and addressed to the full School Board and SAU Administrative Team.

- 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:

Teachers and administrators consider the needs of their students when they plan. Students in grades 6-12 were given an opportunity to provide feedback in a survey on the use of ESSER funds. There will be ongoing conversation, updates and discussion at future School Board Meetings where public comment can be given and addressed to the full School Board and SAU Administrative Team.

i) Number of total responses: 256

ii) Uses consulted on: 10

iii) Description of feedback received: Facility improvements, social-emotional well-being, and additional activities to support students with disabilities, English Language Learners, etc. were areas of priority for many students surveyed as were field trips, and art, music, athletic, and STEM (Science, Technology, Engineering, and Math) learning opportunities outside of the regular school day.

Please indicate how consultation was:

2) Inclusive: All students were given a chance to take the stakeholder input survey.

3. Widely advertised and available: Communication was sent out about the survey and the survey was sent to all students in grades 6-12.

4) Ongoing: In addition to the survey, staff regularly consider student needs and consider the best way to engage students.

- b. Families (please choose one):

Yes - Description Required

1) Description:

A stakeholder survey was sent to all of the families in the school community. Additionally, information about ESSER and our plan was shared with the School Board, where there was an opportunity for public input. There will be ongoing conversation, updates and discussion at future School Board Meetings where public comment can be given and addressed to the full School Board and SAU Administrative Team.

i) Number of total responses: 256

ii) Uses consulted on: 10

iii) Description of feedback received: Facility improvements, social emotional well-being, tutoring and summer enrichment opportunities ranked high for families.

Please indicate how consultation was:

2) Inclusive: All families were given a chance to take the stakeholder input survey.

3) Widely advertised and available: Communication was sent out about the survey and the survey was sent to all parents and guardians.

4) Ongoing: In addition to the survey, our staff regularly reaches and communicates with families about the needs of students.

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

Yes - Description Required

1) Description:

In addition to the survey, the administrative team, which includes our special education administrators, have spent significant time collaborating and planning how to use ESSER funds. Our leadership team has also worked with staff to receive their input. There will be ongoing conversation, updates and discussion at future District Meetings and School Board Meetings where public comment can be given and addressed to the full School Board and SAU Administrative Team.

i) Number of total responses: 256

ii) Uses consulted on: 10

iii) Description of feedback received: Here are some of the top priorities for the use of ESSER funds based on the feedback from the survey: 70% social and emotional well-being of students, 59% learning opportunities outside of the school day, 48% field trips, and 44% facility improvements.

Please indicate how consultation was:

2) Inclusive: All administrators were given a chance to take the stakeholder input survey and participated in numerous planning meetings that focused on ESSER planning.

3) Widely advertised and available: Communication was sent out about the survey and the survey was sent to all stakeholders

4) Ongoing: Planning and the solicitation of feedback is ongoing.

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

Yes - Description Required

1) Description:

These educators, which includes administrators, have all been given a chance to respond to the survey. Administrators have worked with teachers and teacher leaders to receive input on the best use of ESSER funds. In addition, the SAU has met with the teachers' union leadership to receive input on the best use of ESSER funds. There will be ongoing conversation, updates and discussion at future District Meetings and School Board Meetings where public comment can be given and addressed to the full School Board and SAU Administrative Team.

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ii) Uses consulted on: 10

iii) Description of feedback received: Here are some of the top priorities for the use of ESSER funds based on the feedback from the survey: 70% social and emotional well-being of students, 59% learning opportunities outside of the school day, 48% field trips, and 44% facility improvements.

Please indicate how consultation was:

2) Inclusive: All stakeholder were given a chance to provide input on the survey. Staff participated in numerous planning meetings that focused on ESSER planning.

3) Widely advertised and available: Communication was sent out about the survey and the survey was sent to all stakeholders

4) Ongoing: Planning and the solicitation of feedback is ongoing.

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

No

1) Description:

NA

i) Number of total responses: NA

ii) Uses consulted on: NA

iii) Description of feedback received: NA

Please indicate how consultation was:

2) Inclusive: NA

3) Widely advertised and available: NA

4) Ongoing: NA

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

Yes - Description Required

1) Description:

In addition to the survey, the administrative team, which includes our special education administrators, have spent significant time collaborating and planning how to use ESSER funds. Our leadership team has also worked with staff to receive their input. The survey was shared with all

stakeholders, including to parents and staff of children with disabilities, ELL, homelessness (including to our Homelessness Coordinator), foster care, migratory students, incarcerated, and underserved students. The survey was sent to all of these students in middle and high school as well. There will be ongoing conversation, updates and discussion at future District Meetings and School Board Meetings where public comment can be given and addressed to the full School Board and SAU Administrative Team.

i) Number of total responses: 256

ii) Uses consulted on: 10

iii) Description of feedback received: Facility improvements, social-emotional well-being, and additional activities to support students with disabilities, English Language Learners, etc. were areas of priority for many students surveyed as were field trips, and art, music, athletic, and STEM (Science, Technology, Engineering, and Math) learning opportunities outside of the regular school day.

Please indicate how consultation was:

2) Inclusive: All students in grades 6-12 were given an opportunity to respond to the ESSER survey, including the subgroups cited in this section.

3) Widely advertised and available: Communication was sent out about the survey and the survey was sent to all stakeholders

4. Ongoing: The solicitation of feedback and planning is ongoing.

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

Yes - Description Required

1) Description:

In addition to the survey, the administrative team, which includes our special education administrators, have spent significant time collaborating and planning how to use ESSER funds. Our leadership team has also worked with staff to receive their input. The survey was shared with all stakeholders, including to parents and staff of children with disabilities, ELL, homelessness (including to our Homelessness Coordinator), foster care, migratory students, incarcerated, and underserved students. The survey was sent to all of these students in middle and high school as well. There will be ongoing conversation, updates and discussion at future District Meetings and School Board Meetings where public comment can be given and addressed to the full School Board and SAU Administrative Team.

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Please indicate how consultation was:

2) Inclusive: All students in grades 6-12 were given an opportunity to respond to the ESSER survey, including the subgroups cited in this section.

3) Widely advertised and available: Communication was sent out about the survey and the survey was sent to all stakeholders

4. Ongoing: The solicitation of feedback and planning is ongoing.

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

Yes - Description Required

1) Description:

In addition to the survey, the administrative team, who regularly connect with community-based partners, and have received input from these stakeholders to help decide how to use ESSER funds. The Portrait of a Graduate Advisory Board meets monthly to develop pathways for students to careers in the Lakes Region. These meetings have helped us develop ideas of program needs to support students. The Board consists of students, community partners, business partners, and educators. There will be ongoing conversation, updates and discussion at future School Board Meetings where public comment can be given and addressed to the full School Board and SAU Administrative Team.

i) Number of total responses: 256

ii) Uses consulted on: 10

iii) Description of feedback received: Facility improvements, social-emotional well-being, and additional activities to support students with disabilities, English Language Learners, etc. were areas of priority for many students surveyed as were field trips, and art, music, athletic, and STEM (Science, Technology, Engineering, and Math) learning opportunities outside of the regular school day.

Please indicate how consultation was:

2) Inclusive: All stakeholder were given a chance to provide input on the survey.

3) Widely advertised and available: Communication was sent out about the survey and the survey was sent to all stakeholders

4) Ongoing: The solicitation of feedback and planning is ongoing

- i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

Yes - Description Required

1) Description:

In addition to the survey that was sent to a variety of stakeholders including early childhood providers who work in the district, our leadership team and various educators receive regular input on programming and student needs. There will be ongoing conversation, updates and discussion at future School Board Meetings where public comment can be given and addressed to the full District Meetings and School Board and SAU Administrative Team.

i) Number of total responses: 256

ii) Uses consulted on: 10

iii) Description of feedback received: Facility improvements, social-emotional well-being, and additional activities to support students with disabilities, English Language Learners, etc. were areas of priority for many students surveyed as were field trips, and art, music, athletic, and STEM (Science, Technology, Engineering, and Math) learning opportunities outside of the regular school day.

Please indicate how consultation was:

2) Inclusive: All stakeholder were given a chance to provide input on the survey.

3) Widely advertised and available: Communication was sent out about the survey and the survey was sent to all stakeholders

4) Ongoing: The solicitation of feedback and planning is ongoing.

<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>2.4. Limitations</p>										<p>3. Results</p> <p>3.1. Findings</p> <p>3.2. Discussion</p> <p>3.3. Conclusion</p>										<p>4. References</p> <p>4.1. Appendix</p>	
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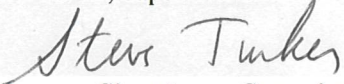
Section 1: General Information										Section 2: Financial Summary			
Item	Description	Quantity	Unit Price	Total Price	Tax	Net Price	Category	Value	Percentage	Notes	Revenue	Profit	Margin
1	Item 1	100	10.00	1000.00	100.00	900.00	Electronics	1000.00	25%	Standard Item	1000.00	200.00	20%
2	Item 2	50	20.00	1000.00	100.00	900.00	Electronics	1000.00	25%	Standard Item	1000.00	200.00	20%
3	Item 3	200	5.00	1000.00	100.00	900.00	Electronics	1000.00	25%	Standard Item	1000.00	200.00	20%
4	Item 4	100	10.00	1000.00	100.00	900.00	Electronics	1000.00	25%	Standard Item	1000.00	200.00	20%
5	Item 5	100	10.00	1000.00	100.00	900.00	Electronics	1000.00	25%	Standard Item	1000.00	200.00	20%
6	Item 6	100	10.00	1000.00	100.00	900.00	Electronics	1000.00	25%	Standard Item	1000.00	200.00	20%
7	Item 7	100	10.00	1000.00	100.00	900.00	Electronics	1000.00	25%	Standard Item	1000.00	200.00	20%
8	Item 8	100	10.00	1000.00	100.00	900.00	Electronics	1000.00	25%	Standard Item	1000.00	200.00	20%
9	Item 9	100	10.00	1000.00	100.00	900.00	Electronics	1000.00	25%	Standard Item	1000.00	200.00	20%
10	Item 10	100	10.00	1000.00	100.00	900.00	Electronics	1000.00	25%	Standard Item	1000.00	200.00	20%
Total										10000.00	2000.00	20%	

X. Authorization

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

Steve Tucker, Superintendent

1/13/2023



Approver Signature - Superintendent / Head of School

Date

Steve Tucker, Superintendent

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

Appendix A. ARPA Statutory Excerpt

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

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(2) LEA ARP ESSER Plan.

(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—

(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

(b) In developing its ARP ESSER plan, an LEA must—

(i) Engage in meaningful consultation—

(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and

(ii) Provide the public the opportunity to provide input and take such input into account.

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

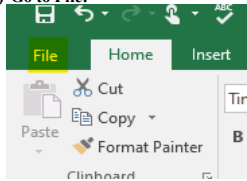
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and

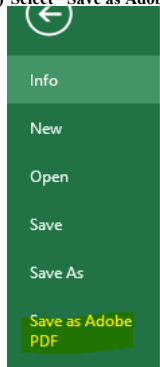
(iv) Be made publicly available on the LEA's website.

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

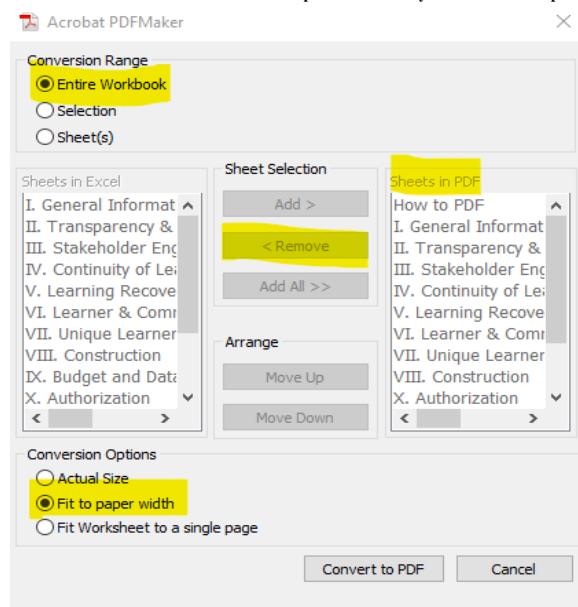
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IV. Budget and Data Reporting" tab from the list beneath "Sheets in PDF." Select "Remove." The reason is because this spreadsheet is so large, that the information will not easily transpose. The V. Authorization tab will need to be printed manually from Excel. The print range within the Excel workbook has been established for all tabs outlined.



3) Items due to the NHDOE by 01/13/2023:

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
 - i. Print the "V. Authorization" tab from Excel file
 - ii. Manually print and sign the "V. Authorization" tab from Excel file
- B. NH ARP ESSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (3 separate attachments)