

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, 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:  → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number:  → Autopopulates upon Selection
- 3) SAU Number:  → Autopopulates upon Selection
- 4) Date of Publication:
- 5) Approver Name -  
(Superintendent / Head of School):
- 6) Email & Telephone:

## II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

**Yes - Description Required**

***Description:***

[www.lisbon.k12.nh.us](http://www.lisbon.k12.nh.us)

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

**Yes - Description Required**

***Description:***

In addition to this excel format, we have a pdf of a "Working Spreadsheet" on the website that is simple and easy to read.

- 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:***

We would be happy to try to translate if we can make that possible. In some cases, meeting with someone who inquires one on one suffices to explain the information.

- 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:***

Upon request we would do our best to accommodate the request.

### III. Stakeholder Engagement

#### Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

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

#### Yes - Description Required

##### Description:

Information about our use of ESSER funds is reviewed and discussed at monthly School Board meetings. The Superintendent, and Business Administrator comment on the budget, the use of funds, and the effectiveness based on meeting the academic, behavior, and social emotional needs of students. The Principal discusses these needs based on current data in weekly PLC's, Child Study Team, and monthly staff meetings.

- 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 School Board members represent the three towns that send students to Lisbon Regional School. Each Board member is the eyes and ears of their community and are contacted with any input a community member might have about ESSER or anything else that they would like brought to the attention of the Board. This public input was discussed at Board meetings and then brought to the School Leadership groups to hone in on what was most needed at the School.

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

#### Somewhat - Description Required

##### 1) Description:

*Lisbon engages in meaningful conversations with the students in a K-12, more so in the older grades than the elementary students. The discussions take place mostly in the classrooms with the teachers, guidance, principal.*

- i) Number of total responses: There are 180 so we could have heard from each one, through surveys or class input.*
- ii) Uses consulted on: In the classrooms students discuss the physical, health and safety needs of the facility and student body. In addition, faculty make recommendations to meet the academic, mental, social and emotional needs of students based on data, evidence and action plans created during PLC's.*
- iii) Description of feedback received: The students knew about and had positive thoughts about re-doing the hallways and multi-purpose room floors. The students were not part of the conversation about increasing the Speech staffing as a result of the needed Response to Intervention services needed as a result of COVID.*

*Please indicate how consultation was:*

**2) Inclusive: All students were included in classroom discussion.**

**3) Widely advertised and available: All students were in classrooms.**

**4) Ongoing: Yes, periodically through out the year.**

- b. Families (please choose one):

#### Somewhat - Description Required

##### 1) Description:

*Lisbon has great family support. PALS is Lisbon's PTO group. It has good attendance at the monthly meetings and is open to any parent or community member that wants to participate and volunteer. Meeting range from 8-20 people. There seems to be a fair representation of all the families at these meetings as well as information brought by others from those that couldn't attend. This was the primary method for engaging families. Community*

- i) Number of total responses: When surveys are done, the return rate is about 40%.*
- ii) Uses consulted on: At the PALS meetings, the group discusses the academic, physical, health and safety needs of the facility and student body.*
- iii) Description of feedback received: The parents were extremely positive about the ideas presented and felt the planned use of the funds was what was most needed. They liked all of it.*

*Please indicate how consultation was:*

**2) Inclusive: All community and parents are invited to attend the PAL meetings or to share information they would like discussed.**

**3) Widely advertised and available: Yes. Multiple emails are sent out and information is posted on the website.**

**4) Ongoing: Yes. Meetings are held monthly**

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

**Yes - Description Required**

**1) Description:**

*Lisbon Regional School is the only school in the Lisbon School District. The Principal meets bi-weekly with the SLT (Staff Leadership Team) with members from the Primary, Middle and High School, these meetings include specialists including Special Educators, Psychologist, Guidance, Speech, PT and OT. In the beginning of COVID and ESSER funding, these group discussed options to improve the safety of the school as well as meet the needs of*

*i) Number of total responses: The leadership group includes 10 of the 75 staff at Lisbon.*

*ii) Uses consulted on: At bi-weekly SLT (Staff Leadership Team) the group discusses the physical, health and safety needs of the facility and*

*iii) Description of feedback received: The group believed Lisbon had solid curriculum models, (after buying some additional software and computers to meet the needs of remote learning with CARES and SPSRF funds), and is looking at staff training for assessment, data collection & usage, and curriculum development. This group agreed there is a need for increased Speech services and would be a great use for the ESSER funds.*

*Please indicate how consultation was:*

**2) Inclusive: All leadership staff are invited and engaged. All staff are represented.**

**3) Widely advertised and available: SLT reports to full staff at staff meetings. Meetings are scheduled at the beginning of the year and are fully attended.**

**4) Ongoing: These meetings are all bi weekly.**

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

**Yes - Description Required**

**1) Description:**

*Information pulled together by the Leadership group is then discussed at the larger monthly staff meetings which engage all staff at one time. Positive feedback was plentiful as the cohesive group have a great understanding of the students needs.*

*i) Number of total responses: All staff are engaged*

*ii) Uses consulted on: Academic, Social Emotional, and Building needs.*

*iii) Description of feedback received: All in agreement with the choices made, without hesitation.*

*Please indicate how consultation was:*

**2) Inclusive: All 75 staff members were able to voice their opinion.**

**3) Widely advertised and available: All staff were required to be at staff meetings.**

**4) Ongoing: Monthly meetings.**

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

**No**

**1) Description:**

*We have no tribes where we are located.*

*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:**

*Although not an organization, students' civil and disability rights are protected through the IEP and 504 process, as well as n District policies, handbooks, and procedures.*

*i) Number of total responses: Administration and faculty, guidance counselors, Occupational Therapy, Speech Therapy, Physical Therapy, School Psychologist, and case managers (15 staff), are responsible for insuring students' civil and disability rights.*

*ii) Uses consulted on: At PLC's and Staff Meetings, the group discusses the physical, health and safety needs of the facility and student body. In addition, faculty make recommendations to meet the academic, mental, social and emotional needs of students based on data, evidence and action plans created during PLC's, Child Study Team, and Special Education meetings.*

*iii) Description of feedback received: Speech services were determined to be the most necessary service moving forward. A full time Speech Pathologist will be hired for the 23-24 school year for this reason.*

Please indicate how consultation was:

**2) Inclusive: Staff and parents consult with Principal, Guidance Counselors and Classroom Teachers to make a plan to meet the academic and social emotional needs of students.**

**3) Widely advertised and available: All staff and parents are aware of this procedure as it is noted in the Parent Student Handbook and Staff Handbook.**

**4) Ongoing: Yes**

- 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:**

*Stakeholders representing the children with disabilities, children experiencing homelessness, and children in foster care include SAU 35 Homeless Liaison, SAU 35 Psychologist, Guidance Counselors, and case managers.*

*i) Number of total responses: Ongoing communication with the above as needed.*

*ii) Uses consulted on: Materials, supplies, and staffing needed to accommodate the learning needs of children with disabilities, children with gaps due to COVID, children experiencing homelessness, and children in foster care.*

*iii) Description of feedback received: We have increased needs for social emotional supports to be in place before academic loss can be made up.*

Please indicate how consultation was:

**2) Inclusive: Yes**

**3) Widely advertised and available: Bi-weekly Staff leadership Team meetings.**

**4) Ongoing: Yes**

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

**No**

**1) Description:**

*Parent tuition and the Lions Club support the after school program including the Recreational Sports Programs.*

*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: The outside groups and after school programs are aware of the ESSER funds and agreed they did not have a need to fund through the ESSER Grants.**

**4) Ongoing: NA**

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

**No**

**1) Description:**

*We connect with early childhood education providers through out Preschool Coordinator. Title 1 and school budget are being used for early childhood education.*

*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**











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)

Kate Segal, Supt.

Approver Signature - Superintendent / Head of School

2-27-23

Date

Kate Segal, Supt.

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.*