

**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 2/23/2022.***

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

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, 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/icr/202201-1810-002/doc/117519100>.

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

**I. General Information**

- |  |  |  |
|--|--|--|
| <b>1) School District / Charter School Name:</b>                 | <u>Litchfield</u>                            | → <i>Cell C18 Must be Input for Formulas to Populate Correctly</i> |
| <b>2) District ID Number:</b>                                    | <u>315</u>                                   | → <i>Autopopulates upon Selection</i>                              |
| <b>3) SAU Number:</b>  | <u>27</u>                                    | → <i>Autopopulates upon Selection</i>                              |
| <b>4) Date of Publication:</b>                                   | <u>3/8/2022</u>                              |  |
| <b>5) Approver Name -<br/>(Superintendent / Head of School):</b> | <u>Dr. Michael Jette</u>                     |  |
| <b>6) Email &amp; Telephone:</b>                                 | <u>mjette@litchfieldsd.org (603)578-3570</u> |  |

## II. Transparency and Accessibility

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

**Yes - Description Required**

***Description:***

<https://drive.google.com/file/d/1CeqzDo85dc38tZU0AFCuSExv2-WqYcE8/view>

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

**Yes - Description Required**

***Description:***

Every effort is made to provide information that is suitable for public consumption. Concise explanations of complex work and designs in construction geared to be easily understood.

- 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:***

All public documents are provided to individuals upon request in any format that suits their needs.

- 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:***

All public documents are provided to individuals upon request in any format that suits their needs.

### 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:**

Through regular presentations, open discussions at School Board Meetings, and community forums specific to projects that are proposed or in progress.

- 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:**

Through community forums and project related email address specific to ongoing or proposed projects.

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

**No**

**1) Description:**

N/A

*i) Number of total responses: N/A*

*ii) Uses consulted on: N/A*

*iii) Description of feedback received: N/A*

*Please indicate how consultation was:*

**2) Inclusive: N/A**

**3) Widely advertised and available: N/A**

**4) Ongoing: N/A**

- b. Families (please choose one):

**Yes - Description Required**

**1) Description Required: Through Surveys directly solicited to email addresses on file. Also utilized PowerSchool Messenger to push out reminders for community forums specifically related to current and proposed projects.**

*i) Number of total responses: 1859 over two surveys*

*ii) Uses consulted on: August 2021; March 2022*

*iii) Description of feedback received: 966 in support, 773 opposed, 120 neutral*

*Please indicate how consultation was:*

**2) Inclusive: Direct Solicitation to email addresses on file.**

**3) Widely advertised and available: Information readily available at <https://www.litchfieldsd.org/CoronavirusInformation.aspx>**

**4) Ongoing: Regular updates of project progress and planning openly discussed at School Board meetings and posted online.**

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

**Yes - Description Required**

**1) Description:**

*The plans for use of ARP ESSER funds has been an ongoing topic on our school/district joint administrative meetings which we have monthly.*

*i) Number of total responses: 13 members gave feedback over 12 meetings from September until February.*

*ii) Uses consulted on: Every 2 weeks starting August 2021*

*iii) Description of feedback received: full support*

*Please indicate how consultation was:*

**2) Inclusive: all members of the team were present physically or remotely**

**3) Widely advertised and available: Agendas are published and the meeting is put on everyone's calendar over the summer**

**4) Ongoing: We continue to meet every two weeks**

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

**Yes - Description Required**

**1) Description:**

*Through monthly meetings with both the teacher and support staff unions.*

*i) Number of total responses: 4 members gave feedback directly over 6 meetings September -February. Those 4 are the leadership for the unions.*

*ii) Uses consulted on: monthly*

*iii) Description of feedback received: mixed. Strong support for the projects but some pushback to put the money directly in teacher hands.*

*Please indicate how consultation was:*

**2) Inclusive: it is expected that union representation is expressing the opinions of their membership, not their personal opinions.**

**3) Widely advertised and available: Unsure of the feedback loop from the unions to their membership, but our meetings are set on a monthly published schedule.**

**4) Ongoing: monthly**

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

**No**

**1) Description:**

*i) Number of total responses: N/A*

*ii) Uses consulted on: N/A*

*iii) Description of feedback received: N/A*

*Please indicate how consultation was:*

**2) Inclusive: N/A**

**3) Widely advertised and available: N/A**

**4) Ongoing: N/A**

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

**No**

**1) Description:**

*i) Number of total responses: N/A*

*ii) Uses consulted on: N/A*

*iii) Description of feedback received: N/A*

*Please indicate how consultation was:*

**2) Inclusive: N/A**

**3) Widely advertised and available: N/A**

**4) Ongoing: N/A**

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:**

*Our director of special services as well as our director of guidance are present for these discussions.*

*i) Number of total responses: 2 members gave direct feedback over 12 meetings from September - February.*

*ii) Uses consulted on: every two weeks.*

*iii) Description of feedback received: full support*

Please indicate how consultation was:

- 2) **Inclusive: We include stakeholders who represent these minority groups in our admin meetings every two weeks.**
- 3) **Widely advertised and available: on the calendar and agendas are sent out.**
- 4) **Ongoing: every two weeks beginning in August and continuing throughout the year.**

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

No

1) **Description:**

N/A

i) *Number of total responses: N/A*

ii) *Uses consulted on: N/A*

iii) *Description of feedback received: N/A*

Please indicate how consultation was:

2) **Inclusive: N/A**

3) **Widely advertised and available: N/A**

4) **Ongoing: N/A**

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

Somewhat - Description Required

1) **Description:**

*Our Director of student services, who oversees our PreK and early childhood programming is active in all of the district decision making.*

i) *Number of total responses: 1 directly over 24 meetings and another directly over 12 meetings september - february.*

ii) *Uses consulted on: weekly*

iii) *Description of feedback received: full support*

Please indicate how consultation was:

2) **Inclusive: She is included in our weekly directors meetings as well as our admin meetings which are every two weeks.**

3) **Widely advertised and available: on her calendar and agendas are sent out.**

4) **Ongoing: weekly for directors and every two weeks for administrative.**

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

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

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

***Description During SY 2021-2022:***

Continued updating and improvements to our HVAC and ventilation systems to improve indoor air quality.

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

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

***Description During SY 2021-2022:***

We are using iReady as a tool to help identify academic gaps with all students K-8, while in grades 9-12 we are looking more at classroom based performance as well as data collected from the PSAT and the SAT. In all three buildings we utilize our CAT/CHAT teams to identify students who are most at risk or have been identified by a teacher or staff member for needing additional support. We are also continuing to find more time and consistent ways to implement a true tiered RTI system.

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

***Description During SY 2021-2022:***

We have brought on an additional school social worker to help address the increase of students for whom anxiety and stress are hindering their academic performance. We are also developing a more robust summer program that is targeted at not only those students needing additional academic support but also our students transitioning from one school to another.

***Description During SY 2022-2023:***

We will continue with the school social worker for the 22-23 school year.

***Description During SY 2023-2024:***

Any remaining funds will support our summer programming.

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

- a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please choose one):

**Yes - Description Required**

***Description:***

As part of our summer programming, we are looking to have the most personalized and individualized opportunities for students. This requires additional staff to handle the more personalized approach.

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

**No**

***Description:***

N/A

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

***Description:***

We will look at our iReady growth scores to see the impact of our summer based programming on closing the gap. For the older students, we will look at their PSAT scores compared to the prior year as well as their first semester performance.

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

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

**Description During SY 2021-2022:**

School facility repairs and improvements to enable operations of school to reduce the risk of virus transmission and exposure to environmental health hazards and to support student health needs. Inspection, testing, maintenance, repair, replacement or upgrade projects to improve air quality.

**Description During SY 2022-2023:**

School facility repairs and improvements to enable operations of schools to reduce the risk of virus transmission and exposure to environmental health hazards and to support student health needs. Inspection, testing, maintenance, repair, replacement or upgrade projects to improve air quality.

**Description During SY 2023-2024:**

School facility repairs and improvements to enable operations of schools to reduce the risk of virus transmission and exposure to environmental health hazards and to support student health needs. Inspection, testing, maintenance, repair and replacement or upgrade projects to improve air quality.

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

a. Providing individualized instruction:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

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

N/A

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

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

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

N/A

c. Improving family engagement:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

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

N/A

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

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

Amount:

Percentage:

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

N/A



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

Amount: \$0.00

Percentage: 0%

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

N/A

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

During SYs 2021-2024 (select one): **No**

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

N/A

## VII. Addressing the Unique Needs of All Learners

- 1) How the LEA will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

***Description:***

We will use data gathered from our academic testing as well as attendance data and counselor input. Using our CAT/CHAT teams, this data is reviewed along with anecdotal classroom and localized assessment data to identify students who are most in need of interventions.

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

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

***Description:***

Due to the Covid 19 pandemic, beginning on March 13, 2020, the Litchfield School District began to evaluate our HVAC, ventilation, and control system and determined the systems District Wide were deficient in provision of proper ventilation and heating and cooling. We used local and state funds to repair the systems at Campbell High School and that work is finishing up. In the early spring of 2021, the District engaged with Windy Hill Associates as Architect on the redesign of our systems and North Branch Construction as construction manager. It was determined that this would be a 2 (two) phase project spanning 2021 and 2022. Phase 1 is still in progress, with completion of the roof replacement in the coming weeks. At that time the District would request the ESSER II Allocation to offset the cost of this portion of the project. The purpose of replacing the roof at Litchfield Middle School is to pave the way for Phase 2 of the project which will include installation of new rooftop mounted units for the mechanical system which will provide adequate ventilation, and collaterally, greater comfort in the building, and greater control over heating and cooling. The existing roof was 20+ years old, therefore it made no sense to install new equipment on a roof that was reaching the end of useful life and was outside of the warranty period. Upon completion of the replacement of the mechanical systems and controls, the District would request reimbursement from the ESSER III (ARPA) funds allocated to the District (less the 20% set aside for learning loss). Mechanical Drawings and roofing specifications can be provided upon request.



**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)



3/9/2022

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

**Date**

Michael R. Jette, Superintendent of Schools, SAU #27

**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

### 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.*