

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

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

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

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

- |  |   |                                       |
|--|---|---------------------------------------|
| 1) School District / Charter School Name:                | <input type="text" value="Litchfield"/>                             | → Cell C18 Must be Input for Formulas |
| 2) District ID Number:                                   | <input type="text" value="315"/>                                    | → Autopopulates upon Selection        |
| 3) SAU Number:   | <input type="text" value="27"/>                                     | → Autopopulates upon Selection        |
| 4) Date of Publication:                                  | <input type="text" value="1/10/2023"/>                              |                                       |
| 5) Approver Name -<br>(Superintendent / Head of School): | <input type="text" value="Michael Jette"/>                          |                                       |
| 6) Email & Telephone:                                    | <input type="text" value="mjette@litchfieldsd.org, (603)578-3570"/> |                                       |

## 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.litchfieldsd.org/BusinessFinance.aspx>

- 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

- 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

- 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 emails we got feedback to help drive next steps and address thoughts or concerns for 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:**

*Typically we engage students through the use of our student council and student leadership teams as well as sometimes through building surveys. We do that for most title expenditures but because of the use, we had not done it for this grant. We will in the future.*

*i) Number of total responses:*

*ii) Uses consulted on:*

*iii) Description of feedback received:*

*Please indicate how consultation was:*

**2) Inclusive:**

**3) Widely advertised and available:**

**4) Ongoing:**

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

**Through Surveys**

*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:*

*ii) Uses consulted on:*

*iii) Description of feedback received:*

Please indicate how consultation was:

**2) Inclusive:**

**3) Widely advertised and available:**

**4) Ongoing:**

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

**No**

**1) Description:**

*i) Number of total responses:*

*ii) Uses consulted on:*

*iii) Description of feedback received:*

Please indicate how consultation was:

**2) Inclusive:**

**3) Widely advertised and available:**

**4) 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:**

*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:**

*Most of our community based organizations have staff that work in the school system so we don't typically get input from the organization directly. Moving forward we will reach out to the organizations separately from our staff.*

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

*Please indicate how consultation was:*

- 2) Inclusive:**
- 3) Widely advertised and available:**
- 4) 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):

**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.

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Table 1: Summary of the 10th National Development Plan (2018-2022)									
Area	Priority	Key Objectives	Key Indicators	Key Initiatives	Key Stakeholders	Key Risks	Key Milestones	Key Deliverables	Key Outcomes
1. Economic Growth	1.1. Promote Investment	Attract FDI, Increase Domestic Investment	FDI Inflows, Investment Growth	Investment Promotion Agency, Tax Incentives	Government, Private Sector	Global Economic Slowdown, Inflation	2018-2022	Increased Investment, Job Creation	Higher GDP, Improved Living Standards
2. Infrastructure Development	2.1. Transport	Improve Road Network, Develop Airports	Road Length, Airport Capacity	Ministry of Transport, Public-Private Partnerships	Government, International Organizations	Corruption, Delays	2018-2022	Improved Road Network, Modern Airports	Enhanced Connectivity, Reduced Travel Time
3. Social Development	3.1. Education	Improve Quality of Education, Increase Enrollment	Enrollment Rates, Test Scores	Ministry of Education, NGOs	Government, Parents, Teachers	Teacher Shortage, Poor Quality	2018-2022	Improved Quality, Increased Enrollment	Higher Literacy Rates, Better Employment Prospects
4. Environmental Protection	4.1. Sustainable Development	Reduce Carbon Emissions, Protect Natural Resources	Carbon Emissions, Forest Cover	Ministry of Environment, Green Organizations	Government, Environmental Groups	Climate Change, Deforestation	2018-2022	Reduced Emissions, Protected Resources	Improved Air Quality, Sustainable Growth
5. Health and Well-being	5.1. Universal Health Coverage	Improve Access to Healthcare, Reduce Inequality	Healthcare Access, Inequality Index	Ministry of Health, NGOs	Government, Healthcare Providers	Healthcare Shortage, Inequality	2018-2022	Improved Access, Reduced Inequality	Healthier Population, Reduced Mortality
6. Digital Transformation	6.1. Digital Inclusion	Improve Digital Literacy, Increase Internet Access	Digital Literacy Rates, Internet Access	Ministry of Digital Affairs, NGOs	Government, Digital Service Providers	Digital Divide, Low Literacy	2018-2022	Improved Digital Literacy, Increased Internet Access	More Inclusive Digital Economy, Improved Services
7. Urbanization	7.1. Smart Cities	Improve Urban Infrastructure, Increase Efficiency	Urban Infrastructure, Efficiency Index	Ministry of Urban Planning, Smart City Initiatives	Government, Smart City Developers	Urban Sprawl, Inequality	2018-2022	Improved Urban Infrastructure, Increased Efficiency	More Sustainable Urban Growth, Improved Quality of Life
8. Regional Development	8.1. Regional Growth	Improve Regional Infrastructure, Increase Investment	Regional Infrastructure, Investment Growth	Ministry of Regional Development, Local Governments	Government, Local Businesses	Regional Disparities, Inequality	2018-2022	Improved Regional Infrastructure, Increased Investment	More Balanced Regional Development, Improved Living Standards
9. Governance	9.1. Good Governance	Improve Transparency, Reduce Corruption	Transparency Index, Corruption Index	Ministry of Governance, Anti-Corruption Agencies	Government, Civil Society	Corruption, Lack of Transparency	2018-2022	Improved Transparency, Reduced Corruption	More Accountable Government, Improved Public Services
10. International Relations	10.1. Global Cooperation	Strengthen International Partnerships, Promote Trade	International Partnerships, Trade Volume	Ministry of Foreign Affairs, Trade Organizations	Government, International Organizations	Global Uncertainty, Trade Barriers	2018-2022	Strengthened Partnerships, Increased Trade	Improved International Standing, Economic Growth

**X. Authorization**

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

**Michael R. Jette**



1/13/2023

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

**Date**

Michael R. Jette

**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;*

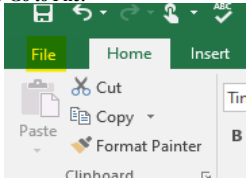
*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(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*

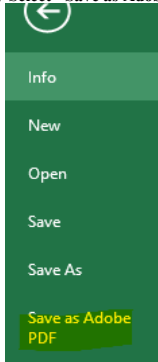
*(iv) Be made publicly available on the LEA's website.*

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

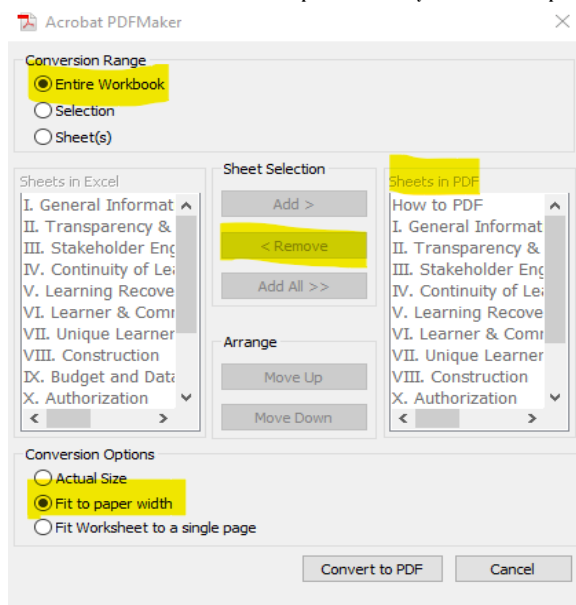
1) Go to File:



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](mailto:ESSER@doe.nh.gov) (3 separate attachments)