

**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 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/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**

- |  |   |  |
|--|---|--|
| <b>1) School District / Charter School Name:</b>                 | <u>Littleton</u>                                  | <i>→ Cell C18 Must be Input for Formulas to Populate Correctly</i> |
| <b>2) District ID Number:</b>                                    | <u>317</u>  | <i>→ Autopopulates upon Selection</i>                              |
| <b>3) SAU Number:</b>  | <u>84</u>   | <i>→ Autopopulates upon Selection</i>                              |
| <b>4) Date of Publication:</b>                                   | <u>3/14/2022</u>                                  |  |
| <b>5) Approver Name -<br/>(Superintendent / Head of School):</b> | <u>Dr. William Hart, Superintendent</u>           |  |
| <b>6) Email &amp; Telephone:</b>                                 | <u>whart@littletonschoools.org (603)-444-5215</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://sau84.org/> All funds expenditures and purposes are reported at every school board meeting.

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

**Yes - Description Required**

***Description:***

Document is set up in a google drive document and made available to the Littleton Community on our school website and through school board meetings.

- 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 documents are available online and a hard copy is provided upon request.

- 4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

**Yes - Description Required**

***Description:***

All documents are available online and a hard copy is provided upon request. Other document modifications will be made dependent on the individuals disabilities.



### 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 district has the Esser funds on every school board agenda. We do take the public's input seriously and have implemented many of the suggestions into our use of the ESSER funds. We have School Board Meetings consistently every two weeks, during the public input we have open discussions with many cross sections of stakeholders present, etc., Tech dept, learning commons department, friends of Lakeway, Lakeway Building Committee etc.

- 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 district has the Esser funds on every school board agenda. We do take the public's input seriously and have implemented many of the suggestions into our use of the ESSER funds. 1. We have School Board Meetings consistently every two weeks, during the public input we have open discussions with many cross sections of stakeholders present, etc., Tech dept, learning commons department, friends of Lakeway, Lakeway Building Committee etc.

- 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:**

The superintendent has conducted meetings with the Student Government body of our district to discuss strategies to utilize ESSER funds for the student body.

*i) Number of total responses:* In progress

*ii) Uses consulted on:* Learning loss, construction, safety, health, technology, social emotional and feedback

*iii) Description of feedback received:* Students are concerned for the loss of time. They are looking for ways they can receive support for the academic activity programs such as student counsel and a variety of organizational clubs that students participate through-out the district

*Please indicate how consultation was:*

**2) Inclusive:** All age appropriate students will be included.

**3) Widely advertised and available:** All students K-12 have a school issued chromebook and school email. All correspondence go through the students school email.

**4) Ongoing:** We can provide the opportunity to continue with feedback by currently emailing our school board and/or and Superintendent with their concerns.

b. Families (please choose one):

**Somewhat - Description Required**

**1) Description:**

All families/community members were contacted with the information via website sau84.org, and Social Media. Building based advisory meetings parent representee friends of Lakeway, budget committee, school board meetings, Learning Commons.

*i) Number of total responses:* There were 50 responses received.

*ii) Uses consulted on:* Air quality studies and best use of funds.

*iii) Description of feedback received:* Activity were added to Esser Funds.

*Please indicate how consultation was:*

**2) Inclusive:** All families and community members have access to the ARP use of funds discussion as all board meetings are posted for the public to view. Also posted on our website sau84.org is our ESSER Grant Activities Updates.

**3) Widely advertised and available:** Yes through social media, SAU website and board meeting agendas

**4) Ongoing:** Opportunity to communicate through the bi-weekly board meetings, emailing our board members and/or our Superintendent.

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

**Yes - Description Required**

**1) Description:**

Through a grant process all administrators can submit requests. They are discussed and then written into one of the ESSER grants.

**i) Number of total responses:** Unknown for this group of stake holders.

**ii) Uses consulted on:** Learning loss, construction, staffing, professional development, safety, health, social emotional academic and technology, CTE and Adult Ed programming

**iii) Description of feedback received:** Most requests are put into the ESSER Funds.

*Please indicate how consultation was:*

**2) Inclusive:** Every Administrator attends the District Leadership Meetings and receives the weekly agenda.

**3) Widely advertised and available:** Scheduled weekly on Thursdays 3-4:30 pm all in attendance at least once a month.

**4) Ongoing:** All of our activities are ongoing.

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

**Yes - Description Required**

**1) Description:**

The district has the Esser funds on every school board agenda. We do take the public's input seriously and have implemented many of the suggestions into our use of the ESSER funds. 1. We have School Board Meetings consistently every two weeks, during the public input we have open discussions with many cross sections of stakeholders present, etc., Tech dept, learning commons department, friends of Lakeway, Lakeway Building Committee etc.

**i) Number of total responses:** We have 10 Administrators and Two Vertical Teams that have 8 teachers representatives at the High School and we have 7 teachers representatives at the Elementary School.

**ii) Uses consulted on:** Learning Loss, construction, staffing, professional development, safety, health, social emotional, academic and technology.

**iii) Description of feedback received:** All requests are looked and discussed at the Leadership Team Meetings and at times with our Board before activities are written into the ESSER grants.

*Please indicate how consultation was:*

**2) Inclusive:** All Esser activities are placed in the Esser Activities Grant Update and is posted on our website.

**3) Widely advertised and available:** Scheduled weekly on Thursdays 3-4:30 pm all in attendance at least once a month.

**4) Ongoing:** All of our activities are ongoing.

e. Tribes, if applicable (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

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

**Yes - Description Required**

**1) Description:**

We collaborate and work with our community agencies, Voc Rehab, Common Ground, NHS to ensure all of our students are receiving the supports they need to be successful. We also have a Student Support Team made up of Social Workers, School Counselors, Administration, School Psychologists, and the School Nurse that meet on a weekly basis.

**i) Number of total responses:** Unknown for this stakeholder group.

**ii) Uses consulted on:** Learning loss, construction, staffing, professional development, safety, health, social emotional academic and technology.

**iii) Description of feedback received:** We meet weekly to ensure that our Esser Funds are being used appropriately for our Special Education Students and our 504 students and our Homeless students.

*Please indicate how consultation was:*

**2) Inclusive:** Parents of Special Education Students, 504 and Homeless.

**3) Widely advertised and available:** Through our website, email and USPS.

**4) Ongoing:** Our Student Support Team meets on a weekly basis Tuesdays 8-9:00 am following the SST meetings Special Education Services follows up with parent and outside agencies that are involved with special students in order to insure all needs are being addressed.

- 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:**

The district has the Esser funds on every school board agenda. We do take the public's input seriously and have implemented many of the suggestions into our use of the ESSER funds. 1. We have School Board Meetings consistently every two weeks, during the public input we have open discussions with many cross sections of stakeholders present, etc., Tech dept, learning commons department, friends of Lakeway, Lakeway Building Committee etc. Special Education Director is present and advocates for children with disabilities, English learners, children experiencing homelessness.

*i) Number of total responses:* See above section.

*ii) Uses consulted on:* Transportation, SEL and ongoing.

*iii) Description of feedback received:* We have been able to meet the needs of our students.

**2) Inclusive:** See above section

**3) Widely advertised and available:** The Homeless discussions are not widely advertised

**4) Ongoing:** Yes, it will be on going as needed.

- 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



**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):

**Yes - Description Required**

**1) Description:**

Our Early Childhood Educators are teachers in the District. We have full day programs for our preschool children. The preschool teachers have been included and active with ARP early ed strategy development. Along with related services providers.

**i) Number of total responses:** There were 6 responses received.

**ii) Uses consulted on:** Early education, learning loss, mental health and disabilities.

**iii) Description of feedback received:** There was no feedback received.

*Please indicate how consultation was:*

**2) Inclusive:** All were invited to attend.

**3) Widely advertised and available:** Scheduled during a time when all can attend.

**4) Ongoing:** Purchased an Electronic Sign and are working on implementing a Social Media Manager. Early Education staff meetings are scheduled to meet at least monthly with administration.

#### 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:**

We plan to use ARP ESSER funds. Additionally, Esser funds will be used to make available materials (mask etc.) to all school community stakeholders. Finally, SAU 84 intends to upgrade our school facilities to prevent the spread of COVID 19. Funds will be used for Air Quality Study of all of our buildings and take the necessary steps to fix any existing problems with our HVAC systems. Started the construction project process to address all HVAC systems in all buildings. (Additional Staff at Lakeway.)

## 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:***

Littleton School District's educators were compelled by the pandemic to work in instructional models for which they had not been trained. Before the pandemic, educator preparation and professional development focused on in-person, in-classroom instruction. While most of our educators performed admirably in the new instructional model, it added to stress and anxiety levels for educators across our district. This may affect their perspective and performance upon return to the classroom that can be supported with additional skill preparation and support. Littleton School District plans to offer this support through a summer training conference and throughout the school year with a consultant to work with our staff on our approach to delivering our curriculum and instruction that will meet the needs of all of our students. We used already embedded teacher, and student data broad curriculum implemented support strategies for student specific needs. These strategies did not demand immediate funding but did impact funding for the future.

- 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:***

Building Action Plans and develop the expectations for the year for administrators and educators and the district. Explore ideas around what creates sustainable change and the stages of team development will be in our district. □

□

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

Littleton School District educators have learned a lot during the pandemic of Covid-19. Our staff is committed to transforming our schools to focus on individualized instruction and different pathways in the educational field. Educators returning to the classroom will need new tools and instructional approaches that enable them to be effective with a broader range of students and a system flexible enough to allow teachers room to help students succeed. This issue will provide fertile ground for an investment in our student's future. In order to achieve our strategic goals of supporting a culture of learning, Defining and Developing our Professional Culture, and Refocusing, refining, and refreshing our universal competencies, we will create an intentional learning lab space for our administrative team teaching staff and our students alike to observe, analyze, and discuss best practices for supporting and encouraging student growth through intense collaboration around Universal Design for Learning, SEL practices, and Competency-Based Education.

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

Littleton School District educators have learned a lot during the pandemic of Covid-19. Our staff is committed to transforming our schools to focus on individualized instruction and different pathways in the educational field. Educators returning to the classroom will need new tools and instructional approaches that enable them to be effective with a broader range of students and a system flexible enough to allow teachers room to help students succeed. This issue will provide fertile ground for an investment in our student's future. In order to achieve our strategic goals of supporting a culture of learning, Defining and Developing our Professional Culture, and Refocusing, refining, and refreshing our universal competencies, we will create an intentional learning lab space for our administrative team teaching staff and our students alike to observe, analyze, and discuss best practices for supporting and encouraging student growth through intense collaboration around Universal Design for Learning, SEL practices, and Competency-Based Education.

- 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:***

Littleton School District seeks to implement summer school for our Middle School and for our High School students that have been identified. Due to the learning gaps identified this year, potentially as a result of the COVID-19 hybrid scheduling responses to our learning environments, we will need to secure middle school teachers and school teachers, and special education teachers with paraprofessionals to support our learners in meeting the competencies that they have not met as a result of their lack of success this school year. Our middle and high school teachers will identify the competencies that the students lack and provide learning opportunities using their own tools as well as digital resources to help fill the gaps. Teachers will focus on the science, math, ELA, and social studies competencies.





## 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:***

Littleton School District's intent to use these funds, as a multi-year process in which we will gradually shift our efforts from immediate relief to long-term reform. We have carefully and deliberately considered what can be done right away, and what is better left to be implemented during the upcoming school year and beyond. We commit to our administrative team and leadership teams as continuously engaging stakeholders and to being as transparent as possible by posting all relevant materials online. Littleton School District is committed to demonstrating our unwavering commitment to individualized learning for students and empowering local school system leaders so they can, in turn, provide the most support for students' greatest needs, engage meaningfully with parents and the public, and address learning loss through the use of proven evidence-based practices.

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

Littleton School District's intent to use these funds, as a multi-year process in which we will gradually shift our efforts from immediate relief to long-term reform. We have carefully and deliberately considered what can be done right away, and what is better left to be implemented during the upcoming school year and beyond. We commit to our administrative team and leadership teams as continuously engaging stakeholders and to being as transparent as possible by posting all relevant materials online. Littleton School District is committed to demonstrating our unwavering commitment to individualized learning for students and empowering local school system leaders so they can, in turn, provide the most support for students' greatest needs, engage meaningfully with parents and the public, and address learning loss through the use of proven evidence-based practices.

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

Littleton School District's intent to use these funds, as a multi-year process in which we will gradually shift our efforts from immediate relief to long-term reform. We have carefully and deliberately considered what can be done right away, and what is better left to be implemented during the upcoming school year and beyond. We commit to our administrative team and leadership teams as continuously engaging stakeholders and to being as transparent as possible by posting all relevant materials online. Littleton School District is committed to demonstrating our unwavering commitment to individualized learning for students and empowering local school system leaders so they can, in turn, provide the most support for students' greatest needs, engage meaningfully with parents and the public, and address learning loss through the use of proven evidence-based practices.

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):* **Yes - Description Required**

*During SY 2022-2023 (select one):* **Yes - Description Required**

*During SY 2023-2024 (select one):* **Yes - Description Required**

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

Littleton School District's intent to use these funds, as a multi-year process in which we will gradually shift our efforts from immediate relief to long-term reform. We have carefully and deliberately considered what can be done right away, and what is better left to be implemented during the upcoming school year and beyond. We commit to our administrative team and leadership teams as continuously engaging stakeholders and to being as transparent as possible by posting all relevant materials online. Littleton School District is committed to demonstrating our unwavering commitment to individualized learning for students and empowering local school system leaders so they can, in turn, provide the most support for students' greatest needs, engage meaningfully with parents and the public, and address learning loss through the use of proven evidence-based practices. As a result of the pandemic and indications from assessment data, our district anticipates that the student performance curve across the district will look different this year. Our belief is that the middle will have flattened and the ends of the performance curve will have grown, with more students at the top end of the curve and more students at the bottom end, with a larger standard deviation. In other words, some students are performing better than they were pre-pandemic and some students are performing worse than they were performing pre-pandemic. Individualized instruction will also be a challenge facing our schools. Our Educators returning to the classroom will need new tools and instructional approaches that enable them to be effective with a broader range of students and a system flexible enough to allow teachers room to help students succeed. This issue will provide fertile ground for the investment of relief funds.

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

*During SY 2021-2022 (select one):* **Yes - Description Required**

*During SY 2022-2023 (select one):* **Yes - Description Required**

*During SY 2023-2024 (select one):* **Yes - Description Required**



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

To address educator fatigue Littleton School District is seeking ARP Esser funds Littleton School District is seeking funds to compensate our teachers that are working hard to keep our schools open by filling in the substitute shortage by using their planning periods to cover colleagues' classes. Littleton School District recognizes that having colleagues continue to cover classes for each other is exhausting so we are seeking funds to hire two full-time substitutes with benefits to get us through this pandemic and to compensate our staff that has been able to step up and cover their colleagues' classes.

c. Improving family engagement:

*During SY 2021-2022 (select one):* **Yes - Description Required**

*During SY 2022-2023 (select one):* **Yes - Description Required**

*During SY 2023-2024 (select one):* **Yes - Description Required**

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

A school's climate is like its personality. The term "school climate" covers everything from norms and values to the quality of relationships, celebration of diversity, physical and emotional safety, and rigorous teaching practices. Many of our teachers are feeling like they have too much on their plate to worry about school climate right now. But the truth is, school climate is the plate. More than 25 years of research tells us that the climate of a school matter; it literally guides how well almost everything gets done. Positive school climates are characterized by psychological and physical safety, where students feel comfortable expressing themselves, asking questions, and taking risks, and educators are free to raise ideas or try new techniques. Having a positive school climate means practicing collaborative decision-making to ensure students' and teachers' voices are heard, building connections with the community, delivering excellent academic instruction, and supporting the well-being of both staff and students. Schools with positive climates enjoy not only better academic outcomes but also a host of social and emotional outcomes, such as reduced bullying, greater engagement, and higher school-satisfaction ratings. Teachers, too, benefit from a positive school climate, with studies showing less stress and burnout and greater job satisfaction. The transition to remote learning has taken an enormous physical and emotional toll on many of our students, educators, and leaders, often exacerbating underlying issues with engagement and mental health. The present crisis is a test of the system. A positive school climate prior to the pandemic—including supportive leadership, respect among teachers, and trust from families—can act as a school's healthy immune system, ready to fend off any threats or attacks. For other schools—those without thoughtfully established school climates—this trial may expose pre-existing weaknesses. Littleton School District is seeking support from the Safe Measures School Climate Improvement Program. Covid Days, Sub covers.

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: TBD

Percentage: TBD

**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:**

Given the pandemic's disproportionate effects on our students at Littleton School District from low-income families, ESL students, students with disabilities, and racial and ethnic minority students, we recognize the need to help those students who are most at risk of falling behind. In addition, even before the pandemic, we recognized disparities in performance and across other indicators between student subgroups. Our strategy for providing support to students in the wake of the pandemic is consistent with our broader goals of providing individualized support to all students by empowering our staff with the resources and tools they need and holding ourselves accountable for the progress of our students. This is consistent with the approach described in our reopening plan that focused on underperforming student subgroups by introducing a specific indicator to our district's accountability to ensure our schools successfully supported those students with the greatest need.

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

Amount: TBD

Percentage: TBD

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

It is currently an on going discussion.

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): **Yes - Description Required**

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

undetermined ongoing as we continue to work with our stakeholder's groups and working on budgeting our ARP funding.









## 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:***

Social Emotional Learning is very important to us. We will be utilizing ARP funds to support SEL through PE equipment, Physical education instructors understand the importance of creating meaningful and enjoyable activities to encourage students to live an active lifestyle. Fitness and physical education promote healthy living and give students an opportunity to connect with peers. Through in-person and team interactions have been limited, the pandemic forced educators to embrace remote learning. Many educators did their best to prioritize connection building among classmates, though they were apart. While the coronavirus pandemic has disrupted traditional physical education, teachers have encouraged students to remain active, which is more important during the pandemic, as students are likely to be more sedentary during online learning. Littleton School District has found an interactive software known as WELNET. WELNET® is designed to provide physical educators with a tool to gather student fitness data and communicate results. WELNET®'s modules offer a variety of tracking and assessment tools, including measuring the five components of fitness, checking students' understanding of fitness and health concepts, tracking students' health-related habits and behaviors, supporting student goal setting, and producing reports in each module to analyze trends, improve instruction and achieve program goals. This software works well in the classroom and if students need to be absent from class they can still complete their work. Littleton School District has found social distancing is key in keeping our students safe and healthy while having multiple pieces of equipment for our students to have the ability to participate in the same activity at once. Due to the ongoing COVID-19 pandemic, Littleton schools have seen an increase in student mental health problems, including an increased risk for suicidal ideation. To address this increase, Littleton School District has purchased the Gaggle software program to screen for such risk. The district also supports students' mental and behavioral health and well-being through universal social-emotional learning (SEL) practices and targeted intervention for students at higher risk for social, emotional, and behavioral challenges. In addition to these supports, Littleton schools are dedicated to increasing suicide prevention and awareness for students. The "SOS Signs of Suicide Program" for Middle and High School teaches students in grades 5-12 about mental health problems and how to seek help if they are worried about themselves or a friend. The SOS Signs of Suicide Program is an evidence-based program that has shown a reduction in self-reported suicide attempts by up to 64%. Following SOS, students report more favorable attitudes for getting help for themselves or a friend. Students who receive the SOS Signs of Suicide Program will learn (1) that depression is treatable, so they are encouraged to seek help (2) how to identify depression and potential suicide risk in themselves or a friend (3) to ACT (Acknowledge, Care and Tell a trusted adult) if concerned about themselves or a friend (4) who they can turn to at school for help if they need it.

## 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:***

The scope of the proposed construction project is to replace 4 inefficient HVAC units at Littleton High School to improve air exchanges air quality and reduce airborne pathogens to prevent the spread of COVID-19. With the upgraded equipment an upgrade to our controls system is necessary to be able to monitor and adjust remotely as necessary, the improvement with the new equipment will significantly increase our learning environment with more air exchanges that results in improved air quality and the decrease of potential airborne pathogen particles. In addition to the above scope two existing roof mounted energy recovery units (ERU-1&2) will be removed and new units with energy recovery wheel, DX cooling coil, hot water heating coil, supply and exhaust fans will be installed. Unit shall be provided with a properly sized adapt a curb for mountin to the existing roof curb. This unitl shall provide code compliant ventilation and exhaust air. Total \$602,000



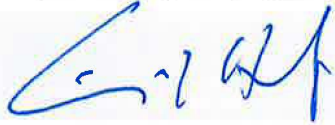
Dropdown Only Select 1	Dropdown Only Select 1	Multiple Selection Dropdown	OK or is	Text	Implementation Timeline - Please Select All that Apply				Budgeted To Date	Spent Through	Total ARP ESSEER Allocation (as of 8/31/2022)	Total ARP ESSEER Allocation (Budgeted To Date (as of 8/31/2022))	
Specific Use Category	General Use Category	Quantifiable Measurement of Expected Outcomes Resulting from Use	Learning Loss - Y/N	Detailed Description	*Written Description, Including "Other" Responses (Column A and C) and Text as of Applicable	SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024	Per FTE	12/31/21 Per FTE		
*User May Define Current Selection Prior to Assigning Inputs	*May Select Same General Use Category in Multiple Rows Depending upon Specific Use. May Define Current Selection Prior to Assigning Inputs	*Multiple Selections Per Use May Be Selected by Cell. To Clear Selection, Highlight Cell and Enter "Delete"	*At least 20% of an LEA's Total Allocation Annually Required										
Instructional Quality Professional Development	Operational Continuity	Teacher Retention	Yes - Description Required	I candidates to work with our special education teachers and co teach with reg. teachers to address students with a learning disability.		No	Yes	Yes	Yes	\$	\$ 875,883.00		
Other Allowed Uses - Specify in Detailed Use Description	Other Allowed Uses	Other-Please Specify in Detailed Use Description	No	Staff 1 person to capture what is happening in our buildings, with staff, students and community through a video presentation. Teams of teachers will use the Learning Lab during their collaborative planning time in order to analyze student work in the areas of UDL, SEL, and CBE. Teams of teachers will participate in "model lessons" delivered by teacher leaders to observe the impact of best practices in the areas of UDL, SEL, and CBE on students from various age groups. Student leaders will serve on focus groups to share their insights regarding strengths and opportunities for growth with our current models. Building Action Plans and develop the expectations for the year for administrators and educators and the district. Explore ideas around what creates sustainable change and the stages of team development will be in our district. Continue to develop the relationships and reflective practices with team members (new and previous) that will engender a cohesive and collaborative learning culture to set up our educators and our students for a successful academic school year.		No	Yes	Yes	Yes	\$	\$ 7,411.00	\$	\$ 5,000.00
Instructional Quality Professional Development	Other Allowed Uses	Other-Please Specify in Detailed Use Description	Yes - Description Required	The SOS Signs of Suicide Program is an evidence-based program that has shown a reduction in self-reported suicide attempts by up to 64%. Following SOS, students reported lower suicide attempts, greater knowledge of suicide and depression, and more favorable attitudes for getting help for themselves or a friend. By participating in this program, students will watch age-appropriate video clips and participate in a guided discussion about depression, suicide, and what to do if they are concerned about a friend. Students who receive the SOS Signs of Suicide Program will learn (1) that depression is treatable, so they are encouraged to seek help (2) how to identify depression and potential suicide risk in themselves or a friend (3) to ACT (Acknowledge, Care and Test a trusted adult) if concerned about themselves or a friend (4) who they can turn to at school for help if they need it.		No	Yes	Yes	Yes	\$	\$ 24,000.00	\$	\$ 11,250.00
Other Allowed Uses - Specify in Detailed Use Description	Other Allowed Uses	Other-Please Specify in Detailed Use Description	Yes - Description Required	Due to the Pandemic, we know that the increased technology devices have put a burden on our infrastructure. We are hoping this Technology Audit will allow us to address our deficiencies and allow for less bottlenecks in our network systems. Through doing this Technology Audit we hope to learn where our network is up to par and where our network weaknesses are so that we can address the deficiencies.		No	Yes	Yes	Yes	\$	\$ 12,000.00		
Other Allowed Uses - Specify in Detailed Use Description	Other Allowed Uses	Other-Please Specify in Detailed Use Description	No	Safe measures have valid and reliable school culture surveys that will be administered at the onset of the School Climate Study. These surveys will be administered again once the proposed solution strategies are implemented. The pre and post surveys will be primary measures of success. The desired outcome is to strengthen our secondary school culture. There are multiple data indicators that point to a declining culture: the reduction of school property, skyrocketing discipline referrals, increased suspensions, frustrated teachers and parents, etc. It is our hope that this process will lead to the "root cause" of our declining culture. We will use the identified root causes to identify the most effective research-based solution strategies to help build stronger school culture.		No	Yes	Yes	Yes	\$	\$ 45,796.00	\$	\$ 3,190.00
Physical Health and Safety	Meeting Students' Social, Emotional and Other Needs	Health and Safety Measurement - Specify in Detailed Use Description	Yes - Description Required	Resources from Teachers Pay Teachers have been researched to enhance student engagement and provide different access to differentiated materials to support student learning. With access to this resource, our teachers will be able to better meet the needs of their students without having to "re-create the wheel" (so to speak). This will free up our teachers to meet the many other social-emotional needs our teachers are working to mitigate in the post-pandemic classroom. Educator stress and fatigue will be reduced when they have access to beautifully created templates and learning engagements that enhance the lessons and units they are already creating. Note: these resources will be used to SUPPLEMENT, not SUPPLANT our existing curriculum. Students will have opportunities to engage with new ideas and presentations that promote critical thinking.		No	Yes	Yes	Yes	\$	\$ 20,700.00		
Internet Connectivity	Operational Continuity	Other-Please Specify in Detailed Use Description	No	In the past year, Littleton School District's K-12 has tackled a mind-boggling number of new challenges as COVID-19 threw a wrench into nearly every aspect of our lives. However, one obstacle that our district continues to struggle with is teachers forced into quarantine, and that has created less-qualified staff members now filling in the gaps. Littleton School District is seeking funds to compensate our teachers that are working hard to keep our schools open to fill in the substitute shortage by using their planning periods to cover colleagues' classes. Littleton School District recognizes that having colleagues continue to cover classes for each other is exhausting so we are seeking funds to hire two full-time substitutes with benefits to get us through this pandemic and to compensate our staff that has been able to step up and cover their colleagues' classes.		No	Yes	Yes	Yes	\$	\$ 13,741.00		
Physical Health and Safety	Meeting Students' Social, Emotional and Other Needs	Other-Please Specify in Detailed Use Description	Yes - Description Required	This event features four full days of training, best practices, and networking opportunities with a community of PowerSchool users and experts. By attending, our team will learn valuable solutions, strategies, and techniques to streamline our daily processes and allow us to better utilize PowerSchool. This specialized training will allow the team to return to the district and immediately implement what they have learned. With the new enhancements to PowerSchool, this training will allow our team to be able to better support our teachers, thereby lowering the stress levels of our educators. In addition, should there be extended absences due to the pandemic or other reasons, our team will be able to offer support via entering grades, running reports, and tracking attendance.		No	Yes	Yes	Yes	\$	\$ 7,000.00		
Educator Fatigue - Other Allowed Uses	Meeting Students' Academic Needs	Other-Please Specify in Detailed Use Description	Yes - Description Required	We believe that by creating classrooms that place furniture in a socially distant format we are creating safe learning spaces for our students. This will also create a social-emotional learning environment for our students. Parents and students feel comfortable with the learning environment as their children return back to the classroom full-time. Attendance will be high in our schools. Parents and students will feel safe knowing that their classrooms are set up to ensure that social distancing is being provided.		No	Yes	Yes	Yes	\$	\$ 260,029.00		
Educator Fatigue - Other Allowed Uses	Operational Continuity	Other-Please Specify in Detailed Use Description	Yes - Description Required	Littleton School District hopes to bring our adequate radios into the digital world using the same frequency as our first responders (Fire, Rescue, and Police Departments). With all departments using digital technology and the UHF frequency, we will be able to foster a faster response time, which will provide a safer and more secure campus. Littleton School District seeks to work collaboratively with our first responders to provide a safe campus. Having all agencies using the same frequency will allow all of us to work together with Homeland Security and evaluate through our Table Top Exercises.		No	Yes	Yes	Yes	\$	\$ 22,900.00		
Educational Technology	Operational Continuity	Other-Please Specify in Detailed Use Description	No	We believe that by creating classrooms that place furniture in a socially distant format we are creating safe learning spaces for our students. This will also create a social-emotional learning environment for our students. Parents and students feel comfortable with the learning environment as their children return back to the classroom full-time. Attendance will be high in our schools. Parents and students will feel safe knowing that their classrooms are set up to ensure that social distancing is being provided.		No	Yes	Yes	Yes	\$	\$ 1,140.00		
Other Allowed Uses - Specify in Detailed Use Description	Operational Continuity	Other-Please Specify in Detailed Use Description	No	Littleton School District seeks to implement summer school for our Middle School and for our High School students that have been identified. Due to the learning gaps identified this year, potentially as a result of the COVID-19 hybrid scheduling responses to our learning environments, we will need to secure middle school teachers and school teachers, and special education teachers with paraprofessionals to support our learners in meeting the competencies that they have not met as a result of their lack of success this school year.		No	Yes	No	No	\$	\$ 9,031.00		
Physical Health and Safety	Operational Continuity	Health and Safety Measurement - Specify in Detailed Use Description	No	Adding this equipment to our facility will enable students to better practice social distancing while engaging with physical activity. Students will also have the opportunity to use equipment that is affordable, compared to the cost of gym memberships and could be used at home. By adding the technology-based application resource, students will be able to learn whenever they are. This ability to have learned at their fingertips gives them a great advantage in overcoming the obstacles that COVID presented for learning. COVID has taken its toll on our student population and caused a rise in obesity and depression. Students need a safe and exciting place to explore the fundamentals of fitness and new activities that promote physical, social, and emotional wellbeing. The use of fitness equipment and health-related subscriptions/applications will help students develop healthy coping skills to overcome obstacles of the pandemic such as passivity, isolation, lethargy, anxiety, obesity, etc.		No	Yes	Yes	Yes	\$	\$ 15,105.00		
Physical Health and Safety	Meeting Students' Social, Emotional and Other Needs	Health and Safety Measurement - Specify in Detailed Use Description	Yes - Description Required	Littleton School District seeks to implement summer school for our Middle School and for our High School students that have been identified. Due to the learning gaps identified this year, potentially as a result of the COVID-19 hybrid scheduling responses to our learning environments, we will need to secure middle school teachers and school teachers, and special education teachers with paraprofessionals to support our learners in meeting the competencies that they have not met as a result of their lack of success this school year.		No	Yes	Yes	Yes	\$	\$ 99,169.00		
Extended Instruction Time (School Day, Week and/or Year)	Meeting Students' Academic Needs	Other-Please Specify in Detailed Use Description	Yes - Description Required	Our middle and high school teachers will identify the competencies that the students lack and provide learning opportunities using their own tools as well as digital resources to help fill the gaps. Teachers will focus on the science, math, ELA, and social studies competencies.		No	Yes	Yes	Yes	\$	\$ 21,799.00		
Hiring and Retention - Noninstructional Staff	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Other-Please Specify in Detailed Use Description	No	Littleton School District is seeking to fill open positions to supervise our students while they are in the cafeteria and on the playground. This coverage will be for 4.5 hours a day for 180 days a year @\$25.00 an hour.		No	Yes	Yes	Yes	\$	\$ 21,799.00		

Baseline Data SY 2020 to 2021 - For Reference Purposes Only									
LEA Enrollment (October 2021 Data Provided)	% Participation - Math Assessment	% Participation - Science Assessment	% Participation - ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment	
657	86	81	87	90%	99%	18	0	1	

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

[ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov)



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

2-10-2022

**Date**

## 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.*