

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

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 1/13/2023.

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

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ocr/202201-1810-002/doc/117519100>.

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

I. General Information

- | | | |
|--|---|---|
| 1) School District / Charter School Name: | <u>Littleton</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>317</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>84</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Dr. William Hart, Supt.</u> | |
| 6) Email & Telephone: | <u>whart@littletonschools.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:

www.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 publics 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 publics 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):

Yes - 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 process

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 particiapte 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: 50

ii) Uses consulted on: Loss of Instruction

iii) Description of feedback received: Residency Program was added as an activity.

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 publics 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 activites are written into the ESSER grants.

Please indicate how consultation was:

2) **Inclusive:** All Esser activites are placed in the Esser Activites Grant Update and are 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:

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):

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: through these funds we have been able to meet the needs of our students.

Please indicate how consultation was:

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:

Our plan is readily available through the SAU website and at school board meetings but no community-based organizations have come forward.

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):

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: 6

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

iii) Description of feedback received: No feedback has been received to date.

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.

Project Information		Client Information		Contract Information		Financial Information		Operational Information		Compliance Information		Risk Information		Reporting Information	
Project Name	Project ID	Client Name	Client Address	Contract No.	Contract Date	Contract Value	Contract Currency	Start Date	End Date	Contract Type	Contract Status	Risk Level	Risk Category	Reporting Period	Reporting Frequency



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X. Authorization

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

ESSER@doe.nh.gov


Approver Signature - Superintendent / Head of School

Date 1/4/23

Dr. William Hart - Superintendent

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

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(2) LEA ARP ESSER Plan.

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

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

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

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

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

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

(i) Engage in meaningful consultation—

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

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

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

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

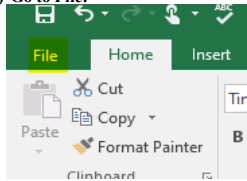
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

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

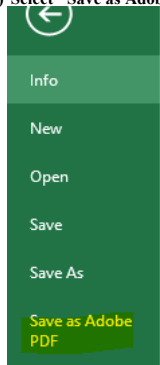
(iv) Be made publicly available on the LEA's website.

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

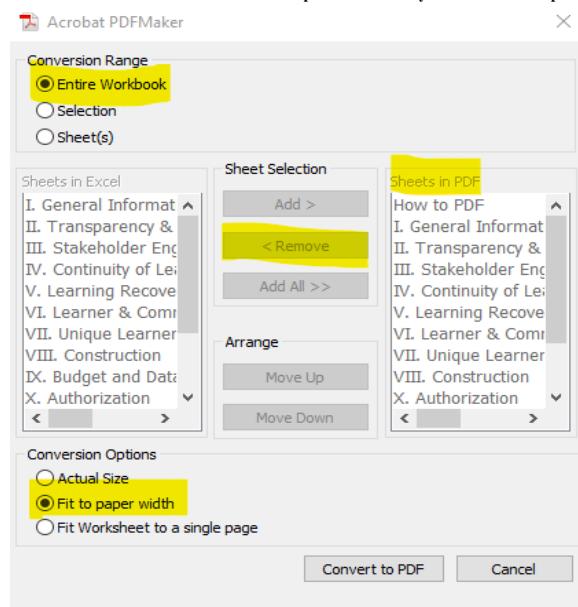
1) Go to File:



2) Select "Save as Adobe PDF":



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



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

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