

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

II. Transparency and Accessibility

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

Yes - Description Required

Description:

Originally was posted in June of 2021, all updates are posted as well. This updated version will be posted upon being sent to the DOE. <https://sites.google.com/a/mes-nh.com/madison-elementary-school/covid-19-grant-information-page?authuser=0>

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

Yes - Description Required

Description:

The use of funds is produced as a pdf to make it easily accessible. In addition our school re-opening plan was published in several locations on our web page and available by print to parents. Our grant web page also lists out potential expenditures in COVID related grants to make it easy for our public to view and understand.

- 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:

It is written in English. We have not had a request for a different language, but will work with any parents who request it. Our ESOL teacher also works with families and acts as a resource as necessary.

- 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:

We have not had such a request, but we will work with any parents who request assistance.

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:

A survey was sent to parents and staff on May 28, 2021 asking for input. In addition, the ESSER III grant was a topic on the school board's agenda from May - October 2021 including a public hearing, with opportunities for input provided by the community and the school board. These meetings have been advertised on the school website and through the school newsletter so that all stakeholders had access. SAU-wide administrative meetings and discussions, and periodic conversations with contracted service providers and local organizations have been held to identify needs and how funds can be best used 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:

The school board was given information collected from administration, and public input at their meetings which they then directed the LEA to meet priorities of HVAC and supporting student learning loss.

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

No

1) Description:

We are a K-6 school, it did not seem appropriate to ask students how grant funds should be used. We review the data on student growth and achievement as well as social-emotional needs as a school team. This is the way we assess student needs.

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

Please indicate how consultation was:

- 2) Inclusive:** Student growth and achievement data is reviewed at least 3 times per year per grade level by our student data team. Those meetings include classroom teachers, special educators, RTI teachers, and school counselor. The lead of the team reports to the administrator any identified needs.
- 3) Widely advertised and available:** This data is available to all teaching staff who work with the students. It is shared through a Google Doc and updated as data is acquired.
- 4) Ongoing:** These are regular meetings that meet throughout the year 3 times per grade level. In addition progress monitoring is done to track progress of students receiving interventions. This data is again available to all appropriate teaching staff.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

School board meetings, school website, and various school newsletters have been used to communicate with families. Our survey asked parents for input regarding their child's attendance, transportation, and specific concerns for school. This information guided our decision making process in several areas and helped us identify where to allocate resources.

- i) Number of total responses: 84 families*
- ii) Uses consulted on: The safe return to school, parental concerns, access to transportation, need for food during the summer was discussed.*
- iii) Description of feedback received: Parents responded with a variety of concerns, a few expressing the need for food during the summer, several were willing to drive their students so that we could safely distance students on the busses without having to add busses to our routes.*

Please indicate how consultation was:

- 2) Inclusive:** Everyone was included in the communication.
- 3) Widely advertised and available:** The survey was sent to parents directly using our outreach program to their emails and also posted on our local Facebook group.
- 4) Ongoing:** All families have the opportunity to reach out at any time to share thoughts with administration and school board members. This is mentioned periodically in our school newsletters sent to families and at school board meetings that are recorded and available to the public for

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

Yes - Description Required

1) Description:

We work closely as an SAU team to discuss student and staff needs. We hold meetings every month as a larger group. Our school is small, 127 students and only one building administrator. Therefore as an SAU team we meet (Superintendent, Business Administrator, Director Student Services, and fellow principals in other school districts) to brainstorm ideas and identify ways we can address student and building needs.

i) Number of total responses: 6

ii) Uses consulted on: We discussed all different concerns periodically throughout the year. Including the safe return to school, parental

iii) Description of feedback received: Update HVAC in the gymnasium as it is a multi-purpose room and the town shelter. The current system is original to the building from 1989 and provides only air heat and some air exchange. Students will continue to be supported through

Please indicate how consultation was:

2) Inclusive: We work closely as an SAU team to discuss student and staff

3) Widely advertised and available: Monthly agendas and notes taken were shared with all team members and available on Google Drive.

4) Ongoing: Monthly meetings

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

Yes - Description Required

1) Description:

Surveys and staff meetings were targeted to discuss needs of staff and students. The principal had an open door policy for staff to provide input and share ideas. Monthly meetings with school union representatives also provided input for any decisions or to identify unmet needs.

i) Number of total responses: 35

ii) Uses consulted on: HVAC, student support for academics and MTSS-B

iii) Description of feedback received: Agreed for any increased time of teaching staff to positively impact students academically and with behavior.

Please indicate how consultation was:

2) Inclusive: Surveys and staff meetings were targeted to discuss needs of staff and students.

3) Widely advertised and available: The principal had an open door policy for staff to provide input and share ideas. Staff meetings were posted with an agenda in advance. Meeting notes were provided upon request from the admin asst. if anyone missed the meeting.

4) Ongoing: Monthly meetings with school union representatives also provided input for any decisions or to identify unmet needs.

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

No

1) Description:

There are no tribes in the area.

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):

Somewhat - Description Required

1) Description:

Our Director of Student Services works with local organizations such as Children Unlimited and the Laura Foundation to seek out resources to meet students' needs. We are a K-6 school with 127 students in a very rural area.

i) Number of total responses: 2

ii) Uses consulted on: Early intervention and alternate ways to meet student needs.

iii) Description of feedback received: Provide early intervention to students, delay a start to Kindergarten so that students can have more time in a preschool setting due to COVID limitations. This was specific to those students identified as not "Kindergarten ready."

Please indicate how consultation was:

2) Inclusive: Our Director of Student Services works with local organizations such as Children Unlimited and the Laura Foundation to seek out resources to meet students' needs. The Director of Student Services holds monthly case manager meetings that are posted with an agenda. There

- 3) Widely advertised and available: Monthly meetings are held, agendas are posted and available prior to the meeting. Notes are kept and posted in the staff hub. A virtual link is available and the physical meeting space rotates between our 3 school districts.
- 4) Ongoing: Monthly meetings happen and provide an opportunity for staff to give input.

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):

Somewhat - Description Required

1) Description:

We have a school counselor, ESOL teacher, social worker, and student support specialist who serves to support at-risk students and their families. This team meets weekly to discuss student needs as related above. The school counselor communicates with administration any identified needs and then resources are explored to provide support. Our special education team meets weekly. They discuss students, needs, and any concerns. Notes are shared with the administration and one member of the team communicates any specific needs based on discussions and data review.

- i) Number of total responses: 2 per week*
- ii) Uses consulted on: providing support for SEL, ESOL, and SPED needs.*
- iii) Description of feedback received: The need for consistent contracted related services. Access to resources for food and clothing. Support for a refugee student and family. Support for families fostering students in regards to special education services and parenting support.*

Please indicate how consultation was:

2) Inclusive: The team members cover all the above content areas.

3) Widely advertised and available: These meetings are held weekly with invitations to specific staff as needed and appropriate based on concerns or students' needs.

4) Ongoing: The meetings happen weekly.

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

Somewhat - Description Required

1) Description:

Our school partners with Tin Mt. for school based opportunities to extend learning in the local environment. Our after and before school program coordinator has worked to connect with several local organizations to provide students with a range of opportunities and experiences. Such programs include Advantage Kids, Green Mt. Conservation, and UNH Cooperative Extension. Our morning program has collaborated with our food service program as they learn food safety and help with basic preparation and serving.

- i) Number of total responses: 10*
- ii) Uses consulted on: Additional community resources that can be accessed to support student learning, enrichment, and extended day*
- iii) Description of feedback received: Our families NEED before and after school program. It is a desire to make this programming dynamic, engaging, and provide a range of opportunities students may not experience elsewhere due to limited resources.*

Please indicate how consultation was:

2) Inclusive: Our school counselor, student support teacher, and social worker advocate for such families and provide input to meet the needs of students and families.

3) Widely advertised and available: The needs continue to increase in regard to student mental health, lack of social skills, and financial instability for families.

4) Ongoing: Weekly check-ins and reports to the administration.

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

No

1) Description:

Our Director of Student Services works with our case managers and local preschools to provide screening and support. Child Find screenings will be held 3 times per year rotating locations within our SAU. Our Kindergarten teacher reaches out to area preschools to discuss incoming students, plans transition meetings as necessary, and will host a Kindergarten Orientation this summer to help students acclimate to the school environment, structure,

- i) Number of total responses: 4*
- ii) Uses consulted on: Supporting the academic, social, developmental, emotional growth of children to be Kindergarten ready*
- iii) Description of feedback received: The needs of students are increasing, especially behaviors. We need to continue to communicate, provide early intervention services, and provide intense support in our primary grades as these students are the most impacted.*

Please indicate how consultation was:

2) Inclusive: Staff who would work directly with such students and families are included in these on-going conversations.



3) Widely advertised and available: Monthly special education case manager meetings are posted and held, Kindergarten registration is posted in the local newspaper, newsletter, website, and town Facebook pages. Special Education Screening for ages 3-5 is posted on the school and SAU

4) Ongoing: Monthly meetings, 3 screenings per year scheduled, ongoing meetings and discussions as needed an appropriate.

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

Dr. Michael Whaland

Printed Name - Superintendent / Head of School

Appendix A. ARPA Statutory Excerpt

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

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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

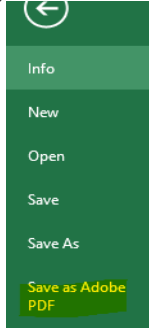
(iv) Be made publicly available on the LEA's website.

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

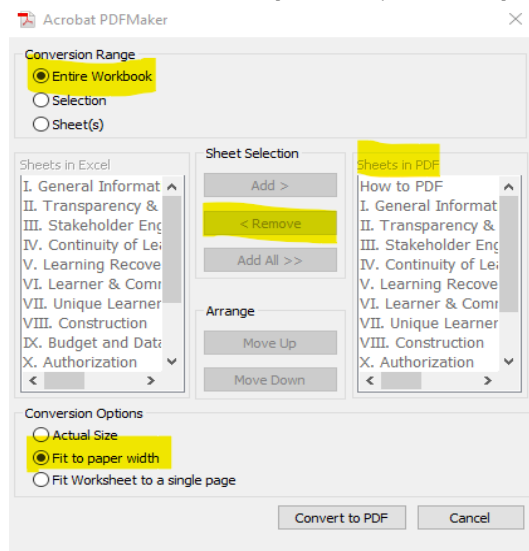
1) Go to File:



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)