

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, 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/bills/117/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:

https://www.sau29.org/apps/pages/index.jsp?uREC_ID=2404019&type=d&pREC_ID=2226542

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

Yes - Description Required

Description:

The LEA wrote a concise plan with an easy to follow format.

- 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:

The plan was written in an understandable manner to all stakeholders. The LEA will translate the plan for individuals with limited English proficiency 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:

An alternate format can be requested through the LEA.

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 LEA sent out a survey for all stakeholders to participate in after a presentation around the potential uses of ESSER Funds. This survey allowed all stakeholders to prioritize current initiatives and recommend new initiatives for the use of ESSER Funds within the confines of the spending requirements. This opportunity was designed to be accessed through a virtual survey to maximize participation. The District has seen great success in receiving higher engagement with survey usage during the pandemic. The District also sent out another survey to stakeholders at the start of 2023 and those results have been added into this

- 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 LEA sent out a survey for all stakeholders to participate in after a presentation around the potential uses of ESSER Funds. This survey allowed all stakeholders to prioritize current initiatives and recommend new initiatives for the use of ESSER Funds within the confines of the spending requirements. This opportunity was designed to be accessed through a virtual survey to maximize participation. The District has seen great success in receiving higher engagement with survey usage during the pandemic. Stakeholders had the opportunity to highlight their plans within the survey to best utilize the ESSER funds.

- 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:

Students, as were other stakeholders, were asked to respond to the survey. The survey was the primary manner through which feedback was accepted. Limited students participated in the initial round of the survey. A second survey was disseminated at the start of 2023. Feedback will continue to be a priority as the LEA looks to address the needs of the school community. The LEA is planning to continue to investigate ways to gather stakeholder feedback from students

i) Number of total responses: 0

ii) Uses consulted on:

What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to INSTRUCTION? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to SUPPORT? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to TECHNOLOGY? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to FACILITIES? What other area of investment do you feel is of highest priority for your District(s) to address learning recovery and the impact of COVID-19?

iii) Description of feedback received: We did not receive any feedback from this section of people. Moving forward, the LEA will be seeking other ways to engage stakeholders within the community. Specifically, working in the classrooms to gather student feedback.

Please indicate how consultation was:

2) Inclusive: The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey. The District is working to expand its reach with stakeholder engagement by

3) Widely advertised and available: The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.

4) Ongoing: Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team.

- b. Families (please choose one):

Yes - Description Required

1) Description:

The LEA sent out a survey for all stakeholders to participate in after a presentation around the potential uses of ESSER Funds. This survey allowed all stakeholders to prioritize current initiatives and recommend new initiatives for the use of ESSER Funds within the confines of the spending requirements. This opportunity was designed to be accessed through a virtual survey to maximize participation. The District has seen great success in receiving higher engagement

i) Number of total responses: 5

ii) Uses consulted on: What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of

iii) Description of feedback received: Invest in innovative best practices which enhance a culture of learning, such as but not limited to play-based learning, outdoor education, and community building. Continue to expand our afterschool and summer learning and enrichment opportunities. Deliver

Please indicate how consultation was:

2) Inclusive: The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey. In the future, the LEA will be seeking to gather input in different ways in

3) Widely advertised and available: The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.

4) Ongoing: Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team.

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

Yes - Description Required

1) Description:

The LEA maintained a continual dialog at the building level with Principals and staff to continue to explore opportunities to utilize the ESSER funds.

i) Number of total responses: 0

ii) Uses consulted on: What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of

iii) Description of feedback received: We did not receive any feedback from this section of people. This is due to having only one administrator who has been a part of the planning process but has not officially taken the survey. They have an active voice in how these funds are spent.

Please indicate how consultation was:

2) Inclusive: The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey.

3) Widely advertised and available: The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.

4) Ongoing: Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team.

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

Yes - Description Required

1) Description:

The LEA maintained a continual dialog at the building level with Principals and staff to continue to explore opportunities to utilize the ESSER funds.

i) Number of total responses: 1

ii) Uses consulted on: What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of

iii) Description of feedback received: Invest in teacher curriculum development to strengthen teaching and learning. Deliver interventions for students in highest need and provide them small group instruction. Additional student devices to increase access for all students. Upgrade indoor ventilation to meet

Please indicate how consultation was:

2) Inclusive: The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey.

3) Widely advertised and available: The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.

4) Ongoing: Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team.

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

We did not receive any feedback from Tribes.

1) Description:

N/A: The District is not aware of any active tribe organizations within our community.

i) Number of total responses: 0

ii) Uses consulted on: None, as we are not aware of any Tribes. We will plan to reach out to other stakeholder in the community to determine if

iii) Description of feedback received: No feedback was received.

Please indicate how consultation was:

2) Inclusive: The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey.

3) Widely advertised and available: The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.

4) Ongoing: Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team. The LEA will reach out specifically to these groups to ensure that they have opportunities to provide

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

We did not receive any feedback from civil

1) Description:

We did not receive any feedback from these groups. Moving forward, we will ensure that we seek their input separately.

i) Number of total responses: 0

ii) Uses consulted on: We did not receive any feedback from these groups.

iii) Description of feedback received: No feedback was received.

Please indicate how consultation was:

- 2) **Inclusive:** The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey.
- 3) **Widely advertised and available:** The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.
- 4) **Ongoing:** Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team. The LEA will reach out specifically to these groups to ensure that they have opportunities to provide

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:

Parent stakeholder groups were utilized at the building level to participate in these conversations around ESSER funding initiatives based on the feedback from stakeholders across the LEA and from within the school community. We did not separate families in this category from the rest of the stakeholders so they are most likely represented in the other family and student data. In future surveys, we will work to distinguish these groups more.

- i) **Number of total responses:** We were unable to separate the data and will do so in the future stakeholder surveys.
- ii) **Uses consulted on:** What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of
- iii) **Description of feedback received:** We were unable to separate the data and will do so in the future stakeholder surveys.

Please indicate how consultation was:

- 2) **Inclusive:** The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey. We did not separate families in this category from the rest of the stakeholders so
- 3) **Widely advertised and available:** The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications. We did not separate families
- 4) **Ongoing:** Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team.

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

Yes - Description Required

1) Description:

The LEA did not receive any input from community based organizations outside of the community survey. Moving forward, the LEA will be increasing its outreach to ensure that it attempts to engage with known community-based organizations to solicit their input for future engagement attempts.

- i) **Number of total responses:** 0
- ii) **Uses consulted on:** What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of
- iii) **Description of feedback received:** We did not receive any feedback from this section of people. We will plan to ensure that we target this group in the future.

Please indicate how consultation was:

- 2) **Inclusive:** The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey. In future surveys, the LEA will be seeking out the community-based leaders
- 3) **Widely advertised and available:** The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications. In future surveys, the LEA
- 4) **Ongoing:** Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team. In future surveys, the LEA will be seeking out the community-based leaders and organizations to gather

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):

We did not receive any feedback from these

1) Description:

Although we sent it out to the required community in preschool as well as all others, the survey did not discern between age level of the respondents. In the future we will make sure we connect with our local providers to separate their feedback and provide them with more communication of the opportunity to participate in the survey.

- i) **Number of total responses:** Undeterminable
- ii) **Uses consulted on:** What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of
- iii) **Description of feedback received:** Undeterminable

Please indicate how consultation was:

- 2) **Inclusive:** The electronic survey was sent to all students within our system. This includes all employees, families and students.
- 3) **Widely advertised and available:** Electronic notification to all students families and employees. It was posted on our website and talked about at public board meetings.
- 4) **Ongoing:** Progress updates via "use of funds" are posted on our website and the survey remains live and open for new responses.

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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

1/31/23 pm

Robert H. Malay

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

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

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

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

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

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

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

(i) Engage in meaningful consultation—

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

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

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

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

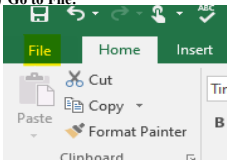
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

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

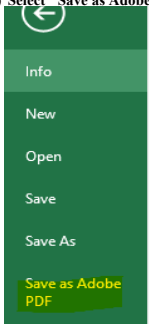
(iv) Be made publicly available on the LEA's website.

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

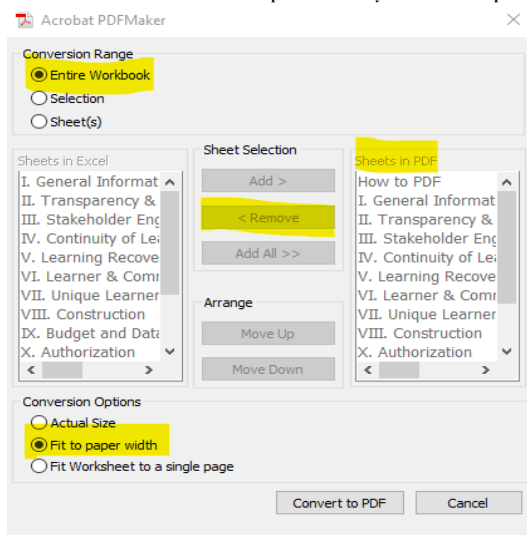
1) Go to File:



2) Select "Save as Adobe PDF":



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



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

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
 - i Print the "V. Authorization" tab from Excel file
 - i 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)