

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

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

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

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/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: Merrimack Valley → Cell C18 Must be Input for Formulas to i
- 2) District ID Number: 352 → Autopopulates upon Selection
- 3) SAU Number: 46 → Autopopulates upon Selection
- 4) Date of Publication: 1/24/2023
- 5) Approver Name - (Superintendent / Head of School): Mark MacLean
- 6) Email & Telephone: [mmaclean@mvsdpride.org](mailto:mmaclean@mvsdpride.org)

## 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:**

[mvsdpride.org/esser-iii](https://mvsdpride.org/esser-iii)

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

**Yes - Description Required**

**Description:**

There is a stakeholder input survey and categories of spending that are very straightforward.

- 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 language is straight forward and offers language translations.

- 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:**

Any stakeholder can request the plan in an alternate format.

### 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 page [mvsdpride.org/esser-iii](https://mvsdpride.org/esser-iii) has a stakeholder input survey first on the page. In addition to the survey, input has been welcomed at board meetings, selectboard meetings, PTO and PTG meetings, faculty meetings and other.

- 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:**

All of our spending for ARP ESSER is in line with the public input.

- 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:**

*i) Number of total responses: 350*

*ii) Uses consulted on: Students were asked about priorities to aid students regarding learning. There was a substantial push for out of school experiences. That prompted us to set aside funds to address that learning loss including the purchase of a "field trip bus" to allow more access.*

*iii) Description of feedback received: Feedback was received via survey and group discussions is small and large groups at the HS level.*

*Please indicate how consultation was:*

**2) Inclusive: There were no limitations to input, survey was available to all students.**

**3) Widely advertised and available: E-mail notification was sent to families via weekly principal outreach and announced at Board meetings.**

**4) Ongoing: The survey remains open and is regularly checked for any major changes.**

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

*i) Number of total responses: 400*

*ii) Uses consulted on: Families were consulted on district priorities, mental health, outdoor learning spaces, field trips, and other topics.*

*iii) Description of feedback received: Feedback was received via surveys, PTO/PTG meetings, community listening sessions, and discussions with principals.*

*Please indicate how consultation was:*

**2) Inclusive: Surveys were open to all and folks were encouraged to reach out to the building principal with additional comments.**

**3) Widely advertised and available: The survey is at the top of the ESSER III page and is referenced at meetings and emails home.**

**4) Ongoing: The survey remains open and families are encouraged to reach out to the school.**

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

**Yes - Description Required**

**1) Description:**

*i) Number of total responses: 23 All district administrators at monthly meetings.*

*ii) Uses consulted on: Learning loss, safety, professional development, and district priorities*

*iii) Description of feedback received: verbal/notes at monthly meeting, email responses, direct contact with Asst Superintendent and*

**Superintendent.**

Please indicate how consultation was:

2) **Inclusive:** All district administrators are included in all meetings.

3) **Widely advertised and available:** All district admin are regularly notified of upcoming meetings.

4) **Ongoing:** The district administration has a standing meeting 1-2 times per month.

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

**Yes - Description Required**

1) **Description:**

*Time was set aside during weekly teacher meetings and PLC time. Teachers, administrators, and other school staff were also encouraged to take the survey created for all stakeholders.*

*i) Number of total responses: Most teachers (Approx 250)*

*ii) Uses consulted on: Teachers were consulted on learning loss, safety, professional development, and district priorities.*

*iii) Description of feedback received: Primarily oral feedback at various regular meetings and PLCs as well as the creation of summer enrichment programs at each school.*

Please indicate how consultation was:

2) **Inclusive:** The vast majority of teachers attending teacher meetings.

3) **Widely advertised and available:** Teachers are notified of all meetings.

4) **Ongoing:** There are standing meetings weekly that would be an avenue to provide feedback.

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

**No**

1) **Description:**

*i) Number of total responses:*

*ii) Uses consulted on:*

*iii) Description of feedback received:*

Please indicate how consultation was:

2) **Inclusive:**

3) **Widely advertised and available:**

4) **Ongoing:**

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

**No**

1) **Description:**

*There are no civil rights organizations that were specifically met with. All surveys and public meetings were open to all stakeholders. Stakeholders did not necessarily note themselves as members of a local civil rights organizations.*

*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

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:**

*These stakeholders are represented in other groups and sub-groups. For example the Special Education*

- i) Number of total responses:*
- ii) Uses consulted on: Uses of money for unfinished learning particularly individualized tutoring.*
- iii) Description of feedback received: Surveys and virtual meetings.*

Please indicate how consultation was:

- 2) Inclusive: Meetings are well publicized and open to all.**
- 3) Widely advertised and available: Meetings and surveys are well publicized**
- 4) Ongoing: Meetings monthly**

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

**Yes - Description Required**

**1) Description:**

*There are monthly meetings of the District Community Leadership Team (DCLT) that consists of a variety of community-based organizations.*

- i) Number of total responses: Minimum of 20 people.*
- ii) Uses consulted on: The team was consulted on mental health, before and after-school programming. We expanded our before and after school services based on feedback.*
- iii) Description of feedback received: Feedback was primarily oral at monthly community meetings with minutes taken.*

Please indicate how consultation was:

- 2) Inclusive: All interested community groups were welcomed.**
- 3) Widely advertised and available: meetings are posted and reminders sent to all participants from previous meetings.**
- 4) Ongoing: Standing monthly meetings.**

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:**

*There were no specific early childhood providers. All survey and public meetings were open to all. Stakeholders did not necessarily make themselves noted as being early childhood education providers when giving feedback.*

- 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**

<p>1. <b>Project Overview</b></p> <p>2. <b>Project Objectives</b></p> <p>3. <b>Project Scope</b></p> <p>4. <b>Project Organization</b></p> <p>5. <b>Project Risks</b></p> <p>6. <b>Project Budget</b></p> <p>7. <b>Project Schedule</b></p> <p>8. <b>Project Communication</b></p> <p>9. <b>Project Monitoring and Control</b></p> <p>10. <b>Project Closure</b></p>		<p>11. <b>Project Stakeholders</b></p> <p>12. <b>Project Deliverables</b></p> <p>13. <b>Project Resources</b></p> <p>14. <b>Project Constraints</b></p> <p>15. <b>Project Assumptions</b></p> <p>16. <b>Project Dependencies</b></p> <p>17. <b>Project Risks</b></p> <p>18. <b>Project Opportunities</b></p> <p>19. <b>Project Challenges</b></p> <p>20. <b>Project Success Factors</b></p> <p>21. <b>Project Lessons Learned</b></p> <p>22. <b>Project Evaluation</b></p> <p>23. <b>Project Reporting</b></p> <p>24. <b>Project Documentation</b></p> <p>25. <b>Project Archiving</b></p> <p>26. <b>Project Handover</b></p> <p>27. <b>Project Review</b></p> <p>28. <b>Project Feedback</b></p> <p>29. <b>Project Improvement</b></p> <p>30. <b>Project Innovation</b></p>		<p>31. <b>Project Sustainability</b></p> <p>32. <b>Project Ethics</b></p> <p>33. <b>Project Social Responsibility</b></p> <p>34. <b>Project Environmental Impact</b></p> <p>35. <b>Project Economic Impact</b></p> <p>36. <b>Project Cultural Impact</b></p> <p>37. <b>Project Political Impact</b></p> <p>38. <b>Project Legal Impact</b></p> <p>39. <b>Project Regulatory Impact</b></p> <p>40. <b>Project Industry Impact</b></p> <p>41. <b>Project Global Impact</b></p> <p>42. <b>Project Future Outlook</b></p> <p>43. <b>Project Conclusion</b></p> <p>44. <b>Project Appendix</b></p> <p>45. <b>Project Glossary</b></p> <p>46. <b>Project Acronyms</b></p> <p>47. <b>Project References</b></p> <p>48. <b>Project Bibliography</b></p> <p>49. <b>Project Index</b></p> <p>50. <b>Project Table of Contents</b></p>	
--	--	--	--	---	--

A							B												C					D																				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45

Section 1: General Information										Section 2: Financial Summary		
Name	Address	City	State	Zip	Phone	Fax	Website	Year	Revenue	Profit	Assets	Liabilities
ABC Company	123 Main St	New York	NY	10001	212-555-1234		www.abc.com	2023	\$1,200,000	\$300,000	\$500,000	\$200,000
DEF Corp	456 Park Ave	Los Angeles	CA	90001	310-555-5678		www.def.com	2023	\$800,000	\$150,000	\$300,000	\$150,000
GHI LLC	789 Market St	Chicago	IL	60601	312-555-9012		www.ghi.com	2023	\$500,000	\$75,000	\$200,000	\$100,000
JKL Inc	101 Broadway	San Francisco	CA	94101	415-555-3456		www.jkl.com	2023	\$300,000	\$45,000	\$150,000	\$75,000



**X. Authorization**

*\*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**

1/24/2023

**Date**

Mark MacLean

**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;*

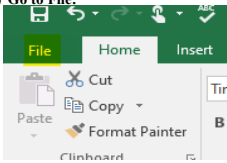
*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(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*

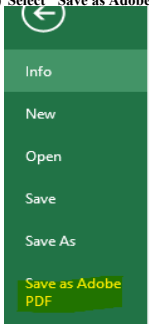
*(iv) Be made publicly available on the LEA's website.*

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

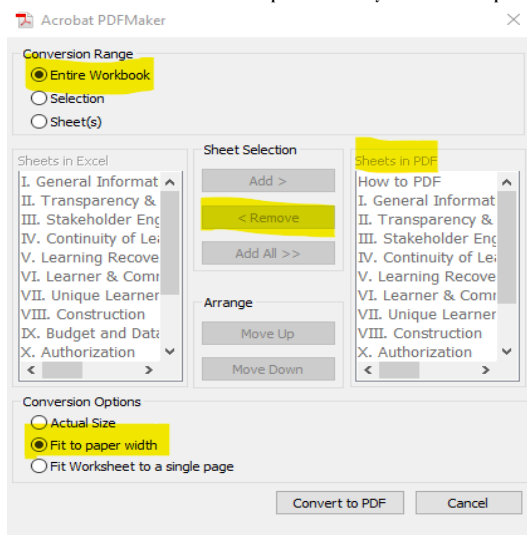
1) Go to File:



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)