

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: Monroe → Cell C18 Must be Input for Formulas to i
- 2) District ID Number: 365 → Autopopulates upon Selection
- 3) SAU Number: 77 → Autopopulates upon Selection
- 4) Date of Publication:
- 5) Approver Name - (Superintendent / Head of School): Leah Holz
- 6) Email & Telephone: Lholz@monroeschool77.com 603-638-2800

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.monroeschool77.com/covid-19-response

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

Yes - Description Required

Description:

Plan is written in plain English with items broken into sections with bold headings to make it easy to skip to the part you want information on.

- 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 is written in plain English and our Google website uses the built in reader so that everything on the website is readable for those that need that feature.

- 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:

The plan is written in plain English and our Google website uses the built in reader so that everything on the website is readable for those that need that feature, plus there is a comment section for people who need additional help to contact us so that we can get any information to them in a format that they can understand.

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 use of funds was discussed in public forum at School Board meeting with opportunity for public input. Input received was shared with committee to come up with a comprehensive plan to address learning loss that would impact the most students.

- 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):

Somewhat - Description Required

Description:

Input received by the School Board in public form was shared with committee to come up with a comprehensive plan to address learning loss that would impact the most students.

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

Somewhat - Description Required

1) Description:

Students took part in end of year assessments to determine the extent of learning loss. Our district is a pk-8 district therefore their input about grant fund usage did not seem appropriate.

i) Number of total responses: 85

ii) Uses consulted on: areas of learning loss

iii) Description of feedback received: classroom teachers reported on areas and levels of student learning loss to be addressed

Please indicate how consultation was:

2) Inclusive: all students were assessed.

3) Widely advertised and available: students knew they were going to be assessed

4) Ongoing: students are continually assessed and results looked at by teachers

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families were surveyed regarding learning loss and attended public School Board meetings. Input from families was used by the committee to develop the plan.

i) Number of total responses: 15

ii) Uses consulted on: learning loss

iii) Description of feedback received: Families who responded expressed concern regarding learning loss due to the pandemic and supported the idea of extra teacher support

Please indicate how consultation was:

2) Inclusive: All families were provided with a survey

3) Widely advertised and available: Survey was provided via email to all parties with internet available, other means were used if no internet

4) Ongoing: Teachers and specialists are in constant communication with families about student progress

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

Yes - Description Required

1) Description:

- i) Number of total responses: 2 (there are 2 administrators including special ed)*
- ii) Uses consulted on: Use of instructional coach to support learning loss*
- iii) Description of feedback received: Both administrators were in support of hiring an instructional coach to support learning loss*

Please indicate how consultation was:

2) Inclusive: All administrators were included in all discussions

3) Widely advertised and available: Both administrators were made aware of meeting times

4) Ongoing: Student progress is a constant conversation amongst administration and special ed staff

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

Yes - Description Required

1) Description:

- i) Number of total responses: 12*
- ii) Uses consulted on: Implementation of instructional coach position*
- iii) Description of feedback received: All teaching staff were in agreement that an instructional coach position would benefit the student population in regards to learning loss*

Please indicate how consultation was:

2) Inclusive: All teaching staff were provided with the opportunity to give input

3) Widely advertised and available: All teaching staff were provided with the same survey and means to complete it

4) Ongoing: Teacher feedback is received throughout the year. Teachers are surveyed at the midyear point about the effectiveness of the position

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:

Monroe School District is not currently in a stakeholder/interested party relationship with any civil rights organizations including disability 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):

Yes - Description Required

1) Description:

Special educators, school counselors and school nurses were surveyed as well and gave input for the new instructional coach position. Information gained was used by the committee in developing the plan to address learning loss in a manner that would impact the most students.

i) Number of total responses: 3

ii) Uses consulted on: Ways that the instructional coach position could support alternative populations

iii) Description of feedback received: All parties agreed that the position was appropriate based on academic need

Please indicate how consultation was:

2) Inclusive: All special educators, counselors and nurses were surveyed.

3) Widely advertised and available: All of the above people were given the opportunity to provide feedback.

4) Ongoing: These parties are part of consistent data team meetings and provide non-academic feedback to the team regarding learning loss.

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

No

1) Description:

The community of Monroe does not currently have any community-based organizations working in partnerships with the school. (An example of a community based organization in the community is the Church.) The District does not offer before or after-school programming.

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):

No

1) Description:

Monroe School District does not currently have any established partnerships with early childhood education providers. Students are recommended to our special services department as they reach the age of 3 and are needing to transition out of the Early Intervention process, but this is almost always a connection made by the parent/caregiver.

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

Section 1: Project Information										Section 2: Financial Summary						
Project Name	Project ID	Project Manager	Start Date	End Date	Status	Budget	Actual Cost	Variance	ROI	Total Revenue	Total Expenses	Net Profit				
Project A	101	John Doe	2023-01-01	2023-03-31	Completed	\$1,000,000	\$950,000	\$50,000	5%	\$1,200,000	\$800,000	\$400,000				
Project B	102	Jane Smith	2023-04-01	2023-06-30	In Progress	\$800,000	\$820,000	-\$20,000	-2.5%	\$900,000	\$750,000	\$150,000				
Project C	103	Mike Johnson	2023-07-01	2023-09-30	On Hold	\$500,000	\$500,000	\$0	0%	\$600,000	\$500,000	\$100,000				
Project D	104	Sarah Brown	2023-10-01	2023-12-31	Planned	\$300,000	\$300,000	\$0	0%	\$400,000	\$300,000	\$100,000				
Grand Total										\$3,400,000	\$3,270,000	\$130,000	3.8%	\$4,100,000	\$3,350,000	\$750,000

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

12-21-2022

Leah Holz

Printed Name - Superintendent / Head of School

V. Authorization

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;

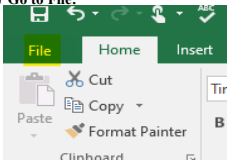
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

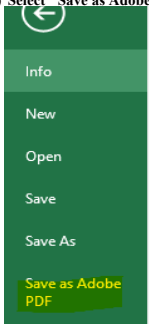
(iv) Be made publicly available on the LEA's website.

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

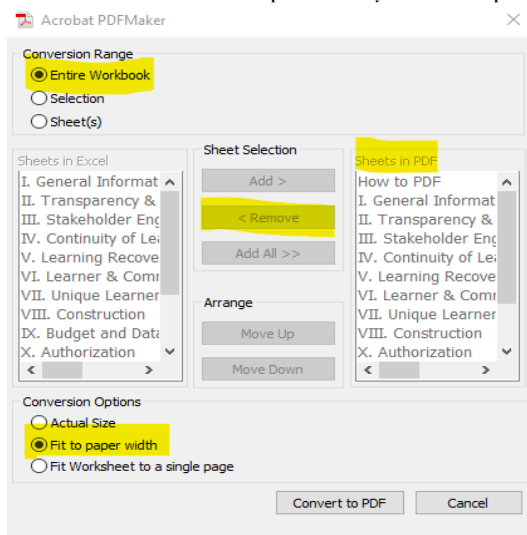
1) Go to File:



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)