

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 2/23/2022.

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/icer/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: Merrimack Valley → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 352 → Autopopulates upon Selection
- 3) SAU Number: 46 → Autopopulates upon Selection
- 4) Date of Publication: 2/7/2022
- 5) Approver Name - (Superintendent / Head of School): Mark MacLean
- 6) Email & Telephone: 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

- 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 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: 240*
- ii) Uses consulted on: Students were asked about priorities to aid students during the pandemic and for input regarding learning loss.*
- iii) Description of feedback received: Feedback was received via survey and group discussions 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:** *Email notification was sent to all 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):

Somewhat - Description Required

1) Description:

- i) Number of total responses: 310*
- ii) Uses consulted on: The families were consulted on district priorities, mental health, outdoor learning spaces, and field trips.*
- iii) Description of feedback received: Feedback was received via surveys, PTO, PTG meetings, 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: All district administrators at each bi-weekly meeting.
ii) Uses consulted on: The administration was consulted on learning loss, safety, professional development, and district priorities.
iii) Description of feedback received: The feedback meetings once a month, 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:

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 as well as the creation of summer enrichment programs in each school.

Please indicate how consultation was:

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

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

N/A

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:

N/A

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:

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.

i) Number of total responses:

- ii) Uses consulted on: Uses of money for unfinished learning particularly individualized tutoring.*
- iii) Description of feedback received: Surveys, in-person and virtual meetings.*

Please indicate how consultation was:

- 2) Inclusive:** *Since the meetings are well publicized, all are included in the invite.*
- 3) Widely advertised and available:** *Meetings 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:

- i) Number of total responses: A minimum of 20 people.*
- ii) Uses consulted on: The team was consulted on mental health, before and after-school programming.*
- iii) Description of feedback received: Feedback was primarily oral feedback 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:** *Currently there is a standing monthly meeting.*

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):

Somewhat - Description Required

1) Description:

We have pre-school administration at our monthly meetings and have met with community groups who serve our pre-school population.

- i) Number of total responses: 10*
- ii) Uses consulted on: Access to district buildings during this school year and over the summer.*
- iii) Description of feedback received: Agreement reached to make sure that facilities could be accessed.*

Please indicate how consultation was:

- 2) Inclusive:** *Representatives from multiple before/after care programs were at the table.*
- 3) Widely advertised and available:** *All local providers were present.*
- 4) Ongoing:** *Yes.*

IV. Supporting the Continuous and Safe Operation of In-Person Learning

- 1) The extent to which and how LEA ARP ESSER 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:

Note: Federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.

Description During SY 2021-2022:

All of the below mitigation strategies were implemented. PPE was purchased, as were cleaning supplies with federal funding.

Masks / Face Coverings -

1. It is our sincere hope that masks will not be required in the 2021 - 2022 school year.
2. The MVSD will follow New Hampshire Department of Health and Human Services (NH DHHS) recommendations in regard to the use of masks on school property. Per the NH DHHS "School & Childcare Toolkit," when masks are universally recommended, masks are required (voted on by the MVSD Board in their 08.23.2021 emergency meeting).
3. When masks are a public health recommendation, exceptions to this requirement will be

V. Addressing the Academic Impact of Lost Instructional Time (At least 20 percent of an LEA's Allocation)

- 1) How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:
- a. Students who did not consistently participate in remote instruction when offered during school building closures;
 - b. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
 - c. Students most at-risk of dropping out of school.

Description During SY 2021-2022:

The feedback from stakeholders was clear that the desire for mental health (life skills) approaches to meet the unfinished learning head on will be a key component. It was suggested that we emphasize outdoor learning spaces and field trips to get students out of the building. The offering of tutoring for students who need to quarantine or are struggling in their courses was requested and implemented.

- 2) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

Description During SY 2021-2022:

We offered summer enrichment classes before the start of the 2021-2022 school year. The enrichment classes were offered at each level and were well received by students and highly spoken of by parents and staff. Since the start of the school year we have been using funds to compensate teachers and paraprofessionals to provide tutoring to any student who would like tutoring either in-person or virtually.

Description During SY 2022-2023:

We will continue to offer summer enrichment classes before the start of the 2022-2023 school year. The enrichment classes will be offered at each level. We will continue to compensate teachers and paraprofessionals to provide tutoring to any student who would like tutoring either in-person or virtually. We will increase our out of school options for field trips and outside experiences in accordance with stakeholder wishes.

Description During SY 2023-2024:

We will continue to offer summer enrichment classes before the start of the 2023-2024 school year. The enrichment classes will be offered at each level. We will continue to compensate teachers and paraprofessionals to provide tutoring to any student who would like tutoring either in-person or virtually. We will increase our out of school options for field trips and outside experiences in accordance with stakeholder wishes.

- 3) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:
- a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please choose one):

Yes - Description Required

Description:

We have already begun the practice of offering individualized tutoring for intensive and/or supplemental tutoring. Both professional staff and paraprofessionals are being compensated for before and after school tutoring.

- b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please choose one):

No

Description:

We reserve our Title II funds for teachers to engage in professional development opportunities best suited for their career pathways and current learner needs. If we find our Title II funds depleting we would certainly set aside ESSER funding for that purpose.

- 4) How the LEA will produce evidence of the effectiveness of evidence-based learning loss interventions employed:

Description:

Understanding that this is going to be a long trip back to fill some of the unfinished learning that our students are experiencing, we will use some standardized and local assessments to produce evidence. Our hopeful hiring of an Unfinished Learning Coordinator will allow us to have a go to person to implement and report back on learning loss interventions employed.

VI. Addressing Learner and Community Needs (Up to 80 percent of an LEA's Allocation)

- 1) After accounting for the funds reserved under section 2001(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):

Description During SY 2021-2022:

The ARP ESSER funds consistent with section 2001(c)(2) are being used to support ventilation in the middle school namely new windows.

Description During SY 2022-2023:

The ARP ESSER funds consistent with section 2001(c)(2) will be used for HVAC improvements to help with air flow. This was supported by various stakeholder groups. The district is currently working with an engineering firm to set priorities based on need.

Description During SY 2023-2024:

The ARP ESSER funds consistent with section 2001(c)(2) will be used for HVAC improvements to help with air flow. This was supported by various stakeholder groups. The district is currently working with an engineering firm to set priorities based on need.

- 2) After accounting for the funds reserved under section 2001(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):

- a. Providing individualized instruction:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

- b. Addressing educator fatigue, including providing performance-based bonuses to teachers:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

- c. Improving family engagement:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

- 3) The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

- a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount:

Percentage:

Description of allocation methodology including the extent to which it reflected student need for, at minimum, Special Education, Free and Reduced-Price Lunch, and English Language Learners:

- b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:

Amount: 0

Percentage: 0

Description, including funds used to support learner obtainment of industry-recognized credentials:

We have funding mechanisms in place for these opportunities outside of ESSER funding.

- c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access:

During SYs 2021-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

We have funding mechanisms in place for these opportunities outside of ESSER funding.

VII. Addressing the Unique Needs of All Learners

- 1) How the LEA will ensure that the interventions it implements 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.

Description:

One of the ways that we will seek to ensure that interventions will respond to the academic, social, emotional, and mental health needs is through the hiring of an Unfinished Learning Coordinator. The Unfinished Learning Coordinator would oversee and manage the interventions and forward thinking methods of addressing unfinished learning due to COVID-19 disruptions in grades preK-12 for the MVSD. Interventions may include, but are not limited to: before and after school programs, summer learning institutes, off-site learning experiences, etc. The coordinator will: use data to diagnose areas of need for small or large groups of identified students, use data to evaluate possible intervention strategies to address unfinished learning, and evaluate and report on success or modifications to implemented strategies. This combined with the System of Care person that we have in place to address mental health will be a good step forward in identifying and responding to varying needs.

VIII. Addressing Unique Renovation, Air Quality and/or Construction Needs

- 1) If the LEA plans to use or has used any portion of ARP ESSER funds for construction projects, describe those projects below. Each project should be addressed separately. If needed, LEAs may submit additional supporting information. Please insert "N/A" if this category is not applicable to your plan. Please also note that these projects are subject to the NHDOE's prior conceptual and final approval:
[ESSER Funded Construction](#).

Description:

For the 2021-2022 school year, we received conceptual and final approval on a window replacement project at our middle school. Many of the middle school windows would not open thereby making airflow improvements very difficult. Moving forward over the next two years of funding, we are working with an engineering team to prioritize HVAC projects to help with air quality and flow as needed. We expect to be submitting conceptual approval soon.

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

02.08.2022

Date

Mark MacLean

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

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.

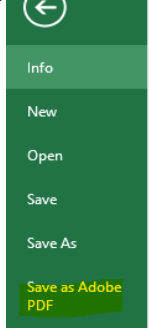
- (a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established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

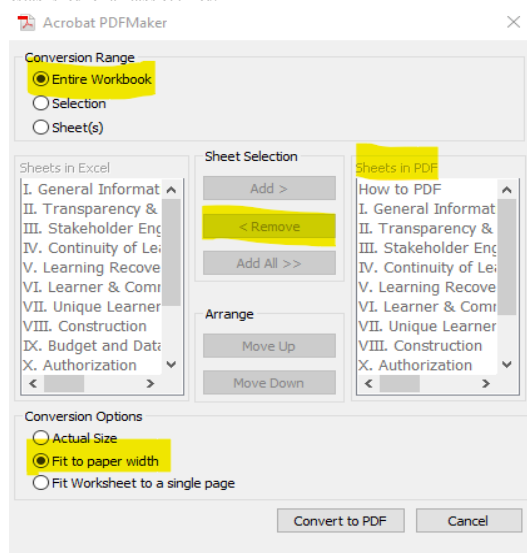
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IX. 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 IX. Budget and Data Reporting tab will need to be printed manually from Excel and sent along with the rest of your materials. The X. Authorization tab will also 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 02/23/2022:

- A. NH ARP ESSSER LEA Fund Use - Excel Workbook
 - i. Print the "IX. Budget and Data Reporting" and "X. Authorization" tabs from Excel file
 - ii. Manually print and sign the "X. Authorization" tab from Excel file
- B. NH ARP ESSSER LEA Fund Use - PDF Version

C. Return each item listed above in one email message to ESSER@doe.nh.gov (4 separate attachments)