

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: | <u>Newfound Area</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>388</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>4</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>1/18/2023</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Pierre Couture</u> | |
| 6) Email & Telephone: | <u>pcouture@sau4.org 603 744-5555</u> | |

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.sau4.org

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

Yes - Description Required

Description:

The plan is written in a concise format using the template provided

- 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 document was revised to assure that accessible language was used.

- 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 will be provided in an alternative form as requested.

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:

District's website has information on ESSER funds and has a separate email available for input or suggestions regarding the use of funds. This template will also be posted on website and comments encouraged. The funds were posted and accepted in public forum at School Board Meeting. Public Comments encouraged. Input will be utilized and taken into account to address the health and safety, student learning, social-emotional needs, professional development and family engagement.

- 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:

Public comments from School Board meeting and any comments or suggestions for use will be ongoing. The Use of Funds is posted to our website and suggestions are encouraged with an available email for comments and suggestions. When items are posted, they will be discussed at that time. Additional public comment is encouraged at Board Meetings regarding ESSER funds when the Board Members are updated on uses of the funds.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

- a. Students (please choose one):

No

1) Description:

Newfound reviews the use of the ESSER funds often and the decisions that are made, which are allowable under ESSER, do not involve student input, such as construction, technology and teacher PD. At this time, Newfound's use of funds do not require student input.

- 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:

- b. Families (please choose one):

Yes - Description Required

1) Description:

Meaningful discussion of funds was conducted at the public school board meetings. The specific use of funds was discussed and the opportunity for public and family input was available. Ongoing discussions continue with family input noted.

- i) Number of total responses: 4-5 public comments during the school board meetings were noted in regards to ESSER funds and facility upgrades.*
- ii) Uses consulted on: Public comments included facility upgrades as positive use*
- iii) Description of feedback received: Board chair reads any family/public comments during meetings in regards to upgrades or other uses of ESSER funds.*

Please indicate how consultation was:

2) Inclusive: All public members can come to the School Board Meetings which are advertised. Minutes are available on the website.

3) Widely advertised and available: All school board meetings are advertised with agenda available.

4) Ongoing: Additional meetings will be conducted. Continued input from families and from public regarding the use of ESSER funds will be taken into account.

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

Yes - Description Required

1) Description:

School and district administrators including special education administrator are instrumental in the use of ESSER funds.

- i) Number of total responses: Numerous responses for the use of ESSER funds was received.*
- ii) Uses consulted on: Social Emotional Learning, safety, student learning and professional development*
- iii) Description of feedback received: Needed PD, needs associated with school and student safety and the needs of students regarding social emotional issues. The need for capital improvement needs based on the effects of Covid 19 were reviewed.*

Please indicate how consultation was:

- 2) Inclusive:** All administrators, including Technology, facilities and special ed were actively sought.
- 3) Widely advertised and available:** Weekly meetings with administrators and ongoing meetings with staff to review
- 4) Ongoing:** Review of ESSER uses and availability compared to needs are discussed with administration

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

Yes - Description Required

1) Description:

Needs of students, teachers, facilities and all items associated with COVID are reviewed at weekly meetings. Weekly team meetings with building administrators (school leaders/principals) continues and discussions involving use of ESSER funds is discussed. This information is conveyed to school staff whereas input of needs are brought back to weekly team meetings.

- i) Number of total responses: 10 administrators brought forward 2-3 responses each.*
- ii) Uses consulted on: Academic, social emotional needs, capital improvements and professional development*
- iii) Description of feedback received: The need for ventilation, window replacements, heating controls and a roof replacement to better control temperature were determined. Focus on the academic and emotional needs of students is forefront due to Covid 19 which realized the need for tutors, guidance counselors, reading and math interventions*

Please indicate how consultation was:

- 2) Inclusive:** All of the above groups were part of PD trainings
- 3) Widely advertised and available:** The above groups are informed by their administrators.
- 4) Ongoing:** Administrators meet on a weekly basis to discuss all elements associated with school planning. Data gathering and analysis continues.

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

No

1) Description:

There are no tribes in NH.

- 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

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

No

1) Description:

Newfound is a small remote town that does not have any disability rights organizations. Concord NH is the closest city in which an organization exists, which is over 40 miles away. It is not practical to consult with them due to location.

- 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:

Newfound faculty who directly contract with the above stakeholders had input in reopening plans and student needs. The hiring of a guidance counselor and development of the Wellness Committee has relationships with the above stakeholders.

i) Number of total responses: One initial response when developing plan which encompassed other stakeholders responses.

ii) Uses consulted on: Use of funds that would benefit children with disabilities and homeless children in district and social emotional needs

iii) Description of feedback received: Invest in current curriculum materials to meet the needs of developmental disabled students, hire additional paraprofessionals and increase guidance hours.

Please indicate how consultation was:

2) Inclusive: Any stakeholders that are involved in the district's students are engaged in dialogue regarding the effects of Covid 19 on the students.

3) Widely advertised and available: Meetings are ongoing and attended and notices are posted.

4) Ongoing: Teachers and administrators of the district that have direct contact with the above stakeholders continue to have meaningful discussions in regards to students who are affected by the effects of Covid 19. Data is gathered and analyzed to determine further needs of the students.

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

Yes - Description Required

1) Description:

TTCC and Project Promise staff have been consulted to determine the needs of before and after school programs.

i) Number of total responses: 3+ and ongoing

ii) Uses consulted on: Before and after school programs and further needs of Newfound students in their programs.

iii) Description of feedback received: Collaboration with Newfound staff who also work in the community programs and continue to collaborate on after school needs

Please indicate how consultation was:

2) Inclusive: Surveys are sent out to parents and staff

3) Widely advertised and available: Surveys were available on sau website for comments

4) Ongoing: District staff and administration have meaningful relationships with TTCC organization which closely works with district staff. The needs of students due to Covid 19 has initiated the development of academic resources to help the student populations.

- 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:

The LEA supports early childhood services for children ages birth to two, with disabilities, who are transitioning to preschool. Preschool is available for children ages 3 to 4 with and without disabilities. The LEA has an annual MOI with Headstart and the district SW develops community partnerships and we accept local childcare referrals. The SW continually engages in discussions with families of children of all ages. Consults with case managers and SW with preschool families is ongoing and IEPs may be developed to ensure continuity of care.

i) Number of total responses:14+

ii) Uses consulted on: Early childhood service needs, social emotional and mental health needs of students

iii) Description of feedback received: Continued need for early childhood services in Newfound area.

Please indicate how consultation was:

2) Inclusive: SW works with all families as well as case managers with children with disabilities.

3) Widely advertised and available: SW is available during school year and ongoing feedback for use of ESSER funds is on SAU website.

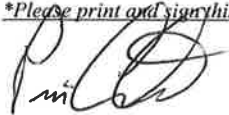
4) Ongoing: Review of any comments regarding ESSER from SAU website comments and public comments during meetings.

1. Identifikasi		2. Analisis		3. Tindakan		4. Evaluasi		5. Tindak Lanjut	
1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2	5.1	5.2
1.3	1.4	2.3	2.4	3.3	3.4	4.3	4.4	5.3	5.4
1.5	1.6	2.5	2.6	3.5	3.6	4.5	4.6	5.5	5.6
1.7	1.8	2.7	2.8	3.7	3.8	4.7	4.8	5.7	5.8
1.9	1.10	2.9	2.10	3.9	3.10	4.9	4.10	5.9	5.10
1.11	1.12	2.11	2.12	3.11	3.12	4.11	4.12	5.11	5.12
1.13	1.14	2.13	2.14	3.13	3.14	4.13	4.14	5.13	5.14
1.15	1.16	2.15	2.16	3.15	3.16	4.15	4.16	5.15	5.16
1.17	1.18	2.17	2.18	3.17	3.18	4.17	4.18	5.17	5.18
1.19	1.20	2.19	2.20	3.19	3.20	4.19	4.20	5.19	5.20
1.21	1.22	2.21	2.22	3.21	3.22	4.21	4.22	5.21	5.22
1.23	1.24	2.23	2.24	3.23	3.24	4.23	4.24	5.23	5.24
1.25	1.26	2.25	2.26	3.25	3.26	4.25	4.26	5.25	5.26
1.27	1.28	2.27	2.28	3.27	3.28	4.27	4.28	5.27	5.28
1.29	1.30	2.29	2.30	3.29	3.30	4.29	4.30	5.29	5.30
1.31	1.32	2.31	2.32	3.31	3.32	4.31	4.32	5.31	5.32
1.33	1.34	2.33	2.34	3.33	3.34	4.33	4.34	5.33	5.34
1.35	1.36	2.35	2.36	3.35	3.36	4.35	4.36	5.35	5.36
1.37	1.38	2.37	2.38	3.37	3.38	4.37	4.38	5.37	5.38
1.39	1.40	2.39	2.40	3.39	3.40	4.39	4.40	5.39	5.40
1.41	1.42	2.41	2.42	3.41	3.42	4.41	4.42	5.41	5.42
1.43	1.44	2.43	2.44	3.43	3.44	4.43	4.44	5.43	5.44
1.45	1.46	2.45	2.46	3.45	3.46	4.45	4.46	5.45	5.46
1.47	1.48	2.47	2.48	3.47	3.48	4.47	4.48	5.47	5.48
1.49	1.50	2.49	2.50	3.49	3.50	4.49	4.50	5.49	5.50
1.51	1.52	2.51	2.52	3.51	3.52	4.51	4.52	5.51	5.52
1.53	1.54	2.53	2.54	3.53	3.54	4.53	4.54	5.53	5.54
1.55	1.56	2.55	2.56	3.55	3.56	4.55	4.56	5.55	5.56
1.57	1.58	2.57	2.58	3.57	3.58	4.57	4.58	5.57	5.58
1.59	1.60	2.59	2.60	3.59	3.60	4.59	4.60	5.59	5.60
1.61	1.62	2.61	2.62	3.61	3.62	4.61	4.62	5.61	5.62
1.63	1.64	2.63	2.64	3.63	3.64	4.63	4.64	5.63	5.64
1.65	1.66	2.65	2.66	3.65	3.66	4.65	4.66	5.65	5.66
1.67	1.68	2.67	2.68	3.67	3.68	4.67	4.68	5.67	5.68
1.69	1.70	2.69	2.70	3.69	3.70	4.69	4.70	5.69	5.70
1.71	1.72	2.71	2.72	3.71	3.72	4.71	4.72	5.71	5.72
1.73	1.74	2.73	2.74	3.73	3.74	4.73	4.74	5.73	5.74
1.75	1.76	2.75	2.76	3.75	3.76	4.75	4.76	5.75	5.76
1.77	1.78	2.77	2.78	3.77	3.78	4.77	4.78	5.77	5.78
1.79	1.80	2.79	2.80	3.79	3.80	4.79	4.80	5.79	5.80
1.81	1.82	2.81	2.82	3.81	3.82	4.81	4.82	5.81	5.82
1.83	1.84	2.83	2.84	3.83	3.84	4.83	4.84	5.83	5.84
1.85	1.86	2.85	2.86	3.85	3.86	4.85	4.86	5.85	5.86
1.87	1.88	2.87	2.88	3.87	3.88	4.87	4.88	5.87	5.88
1.89	1.90	2.89	2.90	3.89	3.90	4.89	4.90	5.89	5.90
1.91	1.92	2.91	2.92	3.91	3.92	4.91	4.92	5.91	5.92
1.93	1.94	2.93	2.94	3.93	3.94	4.93	4.94	5.93	5.94
1.95	1.96	2.95	2.96	3.95	3.96	4.95	4.96	5.95	5.96
1.97	1.98	2.97	2.98	3.97	3.98	4.97	4.98	5.97	5.98
1.99	1.100	2.99	2.100	3.99	3.100	4.99	4.100	5.99	5.100

X. Authorization

**Please print and sign this page. Return a signed version with your completed packet to :*

ESSER@doe.nh.gov



January 13, 2023

Approver Signature - Superintendent / Head of School

Date

Pierre Couture

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;

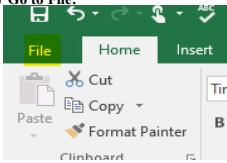
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

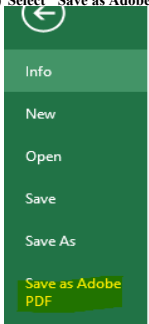
(iv) Be made publicly available on the LEA's website.

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

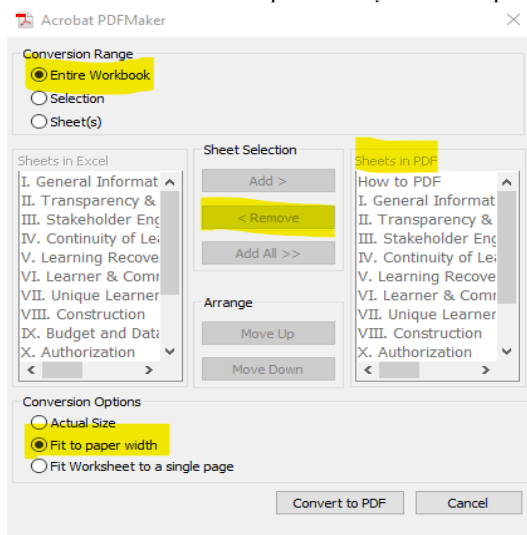
1) Go to File:



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)