

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/icr/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: | <u>Newmarket</u> | → <i>Cell C18 Must be Input for Formulas to Populate Correctly</i> |
| 2) District ID Number: | <u>399</u> | → <i>Autopopulates upon Selection</i> |
| 3) SAU Number: | <u>31</u> | → <i>Autopopulates upon Selection</i> |
| 4) Date of Publication: | <u>1/9/2023</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Todd Allen</u> | |
| 6) Email & Telephone: | <u>allent@newmarket.k12.nh.us 603.659.5020</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:

<https://www.newmarket.k12.nh.us/>

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

Yes - Description Required

Description:

The plan is detailed and posted on the Newmarket School District Website.

- 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 clearly outlines with specific details for each activity. The district has relationships with translators and they are available upon request, for all languages. This can occur orally or in written form.

- 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 school district website is ADA compliant. Additionally, the district has relationships with organizations that can make the plan available to anyone who is visually impaired and requires 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:

A public Town Hall Meeting was held to gather input from families as a result of a Task Force that was created that included teachers, paraprofessionals, students, partners, community members, town officials, police, school board and administration. The Task Force met weekly for several months and then met when needed. Town Hall meetings were held monthly and parent/community input was welcome. A number of surveys were conducted to garner feedback from staff, parents, and students. Parents were also invited during public comment at school board meetings, both in person and virtually.

- 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:

Activities that were submitted supported the public input related to Social Emotional Learning and hiring long term substitutes to support student learning as well as retention bonuses. These recommendations were a direct result of the work of the Task Force following analyzing survey results, school board meetings and town hall events. Specific recommendations were made to the school board and shared with the public. Further feedback led to several plan revisions prior to publishing the plan and informed grant writing as well.

- 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:

Summer vacation and students were not accessible - as a result, a Town Hall meeting was held with families.

i) Number of total responses: All students in all grades and 183 via survey

ii) Uses consulted on: Students were asked to articulate needs early on, related to safety and access to learning, along with mental health concerns. As we prepared for 2021 - 2022 school year and currently, students were asked for feedback related to safety, academic needs, access to learning, social and emotional needs and extracurricular activity. Covid protocols and protections were also highlighted as well.

iii) Description of feedback received: Responses were received by secondary students in grades 7-12 via survey. Students largely indicated a strong desire for school to return to normal as much as possible, including optional mask wearing and the elimination of social distancing and the return of the co-curriculars, field trips, group projects, and the fine arts classes and clubs. The students shared that they felt behind academically and that covid had taken a social and emotional toll on their overall wellbeing. They indicated that they continued to feel nervous about covid and wanted adults to ensure their safety through sanitation and a return to making if necessary.

Please indicate how consultation was:

2) Inclusive: Elementary students had opportunities to discuss their needs during morning meetings that were facilitated by classroom teachers

3) Widely advertised and available: Communications were regularly shared with families and students were notified for a week during morning announcements through blackboard and during the school day.

4) Ongoing: Students have opportunities to provide ongoing feedback via student council and to assigned staff during advisory periods daily. A follow up survey was also shared with students and families.

- b. Families (please choose one):

Yes - Description Required

1) Description:

During the 2020-21 school year, parent town hall meetings took place monthly. The 2021-22 school year held four town halls for parents. Participation in these meetings decreased to less than five parents in attendance. All school board meetings are televised and recorded for the community to view at their leisure, and community members are invited to public comment either in person or by written correspondence that is read

i) Number of total responses: 8/24/2020: 1,092, 11/30/2020: 588, 5/14/21: 285, 6/4/21: 395, 6/9/2021:499, 6/21/2021: 393, 8/6/21: 175

ii) Uses consulted on: Need for before and after school care, interest in a vaccination clinic for students onsite, planned remote periods

iii) Description of feedback received: See above

Please indicate how consultation was:

2) Inclusive: All parents were notified via blackboard of surveys and town hall meetings and received links. School board meetings are posted and advertised. All were also advertised on the district website and the banner along the road.

3) Widely advertised and available: Yes, meeting invitations were sent via school communication and also posted on the district website.

4) Ongoing: We always encourage and welcome parent/community feedback.

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

Yes - Description Required

1) Description:

School and District administrators met 1-2 times a week in 2020-21 and weekly during the 2021-22 school year to assess ongoing needs and pivot as needed. The team included superintendent, assistant superintendent, business administrator, director of student services, director of facilities, director of technology, principals, assistant principals. During both the 2021-22 and 2022-23 administrators spend two days together for a planning retreat in

i) Number of total responses: The entire team meets weekly and all respond unless unavailable that week

ii) Uses consulted on: The team is consulted on all topics that include, but are not limited to: learning loss, technology, facilities, sanitation,

iii) Description of feedback received: Feedback is received in person and is ongoing. Some feedback comes in the form of email and some meetings have occurred virtually. Feedback is related to everything mentioned in the previous field.

Please indicate how consultation was:

2) Inclusive: All meetings are held during the workday and accommodate everyone's schedules. The entire team is included and a google classroom with agendas, action items and minutes is maintained.

3) Widely advertised and available: The meeting is recurring and in everyone's google calendar.

4) Ongoing: Continuously seeking feedback.

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

Somewhat - Description Required

1) Description:

We sought staff input to support their instructional and professional development needs. This occurs with all of the above constituents. Last year the superintendent met weekly with teacher union leadership and the director of student services met every other week with the paraprofessional union.

We have had staff town hall meetings often during the past two years, weekly in the beginning. Surveys have been conducted on several occasions:

i) Number of total responses: Zoom and Google Training, 1/11/2020: 59 responses, Technology and Daily Operations, 10/7/2020: 51

ii) Uses consulted on: virtual teaching needs, professional development needs, technology needs, safety protocols, masking protocols, remote

iii) Description of feedback received: Teachers indicated what professional learning they needed in order to be able to provide both in person and remote learning to students. Professional development was provided based on the survey results. Teachers were surveyed to determine

Please indicate how consultation was:

2) Inclusive: All surveys are sent via email to all staff. All staff are invited to all staff town hall meetings and a link is provided. Staff are able to provide feedback during the meeting via the chat feature, and invited to reach out privately as well.

3) Widely advertised and available: All staff are invited and receive a link via their personal email and meetings are recorded and made available if missed. All staff receive the link for surveys with explanation and timelines.

4) Ongoing: Surveys continue as needed, and meetings are regular.

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

No

1) Description:

N/A

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:

We do not have these groups locally

i) Number of total responses: N/A

- ii) Uses consulted on: NA
- 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:

Our director of Student Services represents children with disabilities, English learners, children experiencing homelessness, children in youth and foster care, migratory students, children who are incarcerated, and other underserved students. She receives support from the Director of Curriculum, Instruction, and Assessment who oversees Title 1A, and Title 4A, along with ESSER. The Director of Student Services engages with organizations that support students in our catchment. All special education staff, along with the EL teacher, have provided input along with the rest of the school population. The director of student services meets regular with the assistant principals in charge of special education and student services in each building.

- i) Number of total responses: No surveys were administered unique to these individuals
- ii) Uses consulted on: They consult on student need, social emotional and academic need, protocols, and interventions As a result, we have added platforms, staff, and allocated resources for programming.
- iii) Description of feedback received: Feedback is ongoing and received in many forms that include, but are not limited to weekly and monthly meetings, district surveys (as mentioned in the previous sections), via email.

Please indicate how consultation was:

2) Inclusive: Parent forum - The Director of Student Services is a core member of both the taskforce and the administrative leadership team. She is included in all meetings as a key contributor and decision-maker.

3) Widely advertised and available: She is included in all emails and correspondences regarding these populations and most other system actions.

4) Ongoing: As mentioned, meetings are weekly and monthly, with work ongoing.

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

Yes - Description Required

1) Description:

Throughout the pandemic, the school district worked closely with the Newmarket Recreation Department to coordinate before and after school care, summer programming, and care on remote learning days for families who required it. Needs were discussed during several town hall meetings and a survey was administered to families on 8/6/2021

- i) Number of total responses: 175
- ii) Uses consulted on: The need for before and after school programming for students in grades PK-7.
- iii) Description of feedback received: Parents expressed a need for before and after school care options, which led to adding a program by a third party to the school, and coordinating a partnership program, with transportation at the local recreation center.

Please indicate how consultation was:

2) Inclusive: The Newmarket Recreation Department received email communications and opportunities to give feedback regarding child care options.

3) Widely advertised and available: I am not sure of the extent of advertising as I was not employed at that time. The School District supports the Recreation Department to advertise how they support the community.

4) Ongoing: We have had no indication that the need is not being met, however, we continually evaluate the programming.

- 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):

Yes - Description Required

1) Description:

Newmarket is a very small community with few childcare options. We do offer preschool for 3 and 4 year old students for a small fee and have scholarships that are needs based. This is advertised in the local newspaper and on our website. We work closely with only preschool in town and provide consultation in the school as needed. We also evaluate students when requested. Finally, we work with them to facilitate transitions. Our preschool was consulted as part of all staff surveys as mentioned above.

- i) Number of total responses: 5 staff members, we did not sort parent responses by age or grade group.
- ii) Uses consulted on: All those mentioned in previous fields.
- iii) Description of feedback received: - see previous fields

Please indicate how consultation was:

2) Inclusive: See previous fields

3) Widely advertised and available: see previous fields

4) Ongoing: see previous fields

																												Project Information Project Name: [Redacted] Project Number: [Redacted]					Financial Summary Total Budget: [Redacted] Total Spent: [Redacted]				
																												Phase 1: Planning Task 1.1: [Redacted] Task 1.2: [Redacted]					Phase 2: Execution Task 2.1: [Redacted] Task 2.2: [Redacted]				
																												Phase 3: Monitoring Task 3.1: [Redacted] Task 3.2: [Redacted]					Phase 4: Closure Task 4.1: [Redacted] Task 4.2: [Redacted]				

Information des personnes physiques et des personnes morales										Date de naissance	
Nom	Prénoms	Date de naissance	Lieu de naissance	Nationalité	Etat civil	Profession	Adresse	Code postal	Ville	Année	Mois

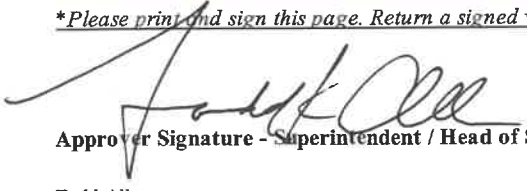
Les données relatives aux personnes physiques et morales sont destinées à être traitées par le service des renseignements généraux de la Direction des services judiciaires de la Cour de cassation. Elles sont destinées à être traitées par le service des renseignements généraux de la Direction des services judiciaires de la Cour de cassation. Elles sont destinées à être traitées par le service des renseignements généraux de la Direction des services judiciaires de la Cour de cassation.

X. Authorization

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

ESSER@doe.nh.gov

12/6/22



Approver Signature - Superintendent / Head of School

Date

Todd Allen

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

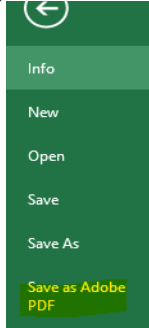
(iv) Be made publicly available on the LEA's website.

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

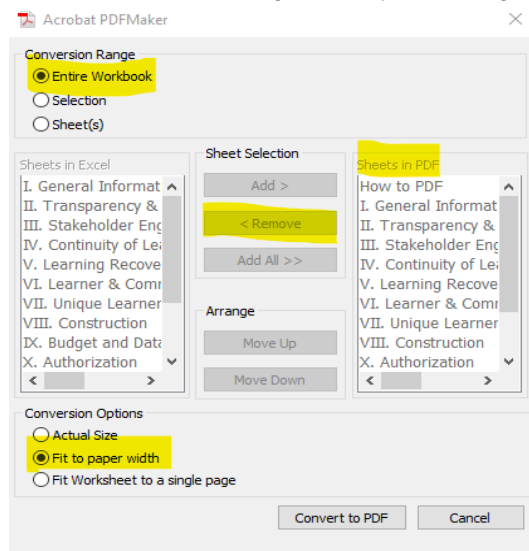
1) Go to File:



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 ESSSER LEA Fund Use - Excel Workbook
 - i. Print the "V. Authorization" tab from Excel file
 - ii. Manually print and sign the "V. 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 (3 separate attachments)