

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

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:

[Here you will find the ARP ESSER SCHOOL DISTRICT PLAN and the results from the Use of Fund Survey.](#)

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

Yes - Description Required

Description:

The plan is available in a PDF formate on the SAU 43 website. It can also be picked up at the SAU office, paper form. We will also be following the template provided by the state.

- 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 posted on the SAU 43 website in English, however the website allows for translation into a varity of languages. If parents/guardains or community members have questions regarding the plan, they may reach out to building level administration or the SAU office. The Student Services Department is also available for support, this department includes special education and

- 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 may be access from the District website or requested from the SAU office in an alternative format to meet individual needs. Should a parent need the plan provided in a different format because of a disability, the district would provide the plan in that 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 district provided opportunities for our families and the community. We asked for input during school board meetings and we sent out a survey. We ask for input regarding priority areas.

- 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:

The district gather all the information from stakeholders and put them into areas of prioritization. We then took this information into account when developing the plan for the ARP funds.

- 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:

There was a survey that went out to all stakeholders. This survey was broken down in to stakeholder categories giving us the ability to identify the specific stakeholder groups.

i) Number of total responses: 17

ii) Uses consulted on: College and Career Counseling, summer program, enrichment programs, before and after school programs

iii) Description of feedback received: The students were excited to be part of the decision making regarding what is needed in the school. They especially excited about and after school program and enrichment activities

Please indicate how consultation was:

2.) Inclusive - This survey was available to everyone. We posted it on our school district's webpage, sent it out to all students via email, posted it on our Facebook page as well as we posted it on the Newport community facebook page.

3) Widely advertised and available: We posted it on our school district's webpage, sent it out to all families, including students via email, posted it on our Facebook page as well as we posted it on the Newport community facebook page.

4) Ongoing: We have a student representative on our school board. He attends all meetings and participates in all discussions. He brings this information back to the student body. Our school board meetings are broadcasted on facebook using Zoom, allowing for participation, and live on NCTV.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

There was a survey that went out to all stakeholders. This survey was broken down in to stakeholder categories giving us the ability to identify the specific stakeholder groups.

i) Number of total responses: 141

ii) Uses consulted on: Hiring behavior interventionist, enrichment opportunities, before and after school programs, building safety, special education services

iii) Description of feedback received: With the amount of behavior being seen in the Newport Schools, the families were happy about looking at hiring a behavior interventist. They also like the support we can offer with before and after school care and summer programing.

Please indicate how consultation was:

2) Inclusive: This survey was available to everyone. We posted it on our school district's webpage, sent it out to all families via email, posted it on our Facebook page as well as we posted it on the Newport community facebook page.

3) Widely advertised and available: We posted it on our school district's webpage, sent it out to all families via email, posted it on our Facebook page as well as we posted it on the Newport community facebook page.

4) Ongoing: During board meetings we discuss the ESSER funding and the usage, we often have family attend and address the admin team and the board. Our school board meetings are broadcasted on facebook using Zoom, allowing for participation, and live on NCTV.

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

Yes - Description Required

1) Description:

There was a survey that went out to all stakeholders. This survey was broken down in to stakeholder catagories giving us the ability to identify the specific stakeholder groups.

i) Number of total responses: 10

ii) Uses consulted on: Hiring new staff to support students and staff, offering enrichment opportunities to students, intervention and remediations, before and after school events and expanding resources for families and staff

iii) Description of feedback received: The admin team was excited to offer supports to families and staff. They are also excited to extend out school hours to before and after school allowing students success.

Please indicate how consultation was:

2) Inclusive: This survey was available to everyone. We posted it on our school district's webpage, sent it out to all school and district administration via email, posted it on our Facebook page.

3) Widely advertised and available: We posted it on our school district's webpage, sent it out to all families via email, posted it on our Facebook page as well as we posted it on the Newport community facebook page.

4) Ongoing: We have bi-weekly meetings with the admin team to discuss the needs of the each department based on the prioritized listed created by the survey. This team includes: building administrator, curriculum director, student services director, buisness administrator, technology coordinator, buildings and grounds

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

Yes - Description Required

1) Description:

There was a survey that went out to all stakeholders. This survey was broken down in to stakeholder catagories giving us the ability to identify the specific stakeholder groups.

i) Number of total responses: 73

ii) Uses consulted on: Enrichment opportunities, expanded resources, professional development, programs for students (enrichment, summer program, and before and after school care)

iii) Description of feedback received: The staff supported the superintendent in making decisions that are in the best interest for students and staff. They were strong for professional development, resources, hiring staff to support students.

Please indicate how consultation was:

2) Inclusive: This survey was available to everyone. We posted it on our school district's webpage, sent it out to all school staff via email, posted it on our Facebook page.

3) Widely advertised and available: We posted it on our school district's webpage, sent it out to all school staff via email, posted it on our Facebook page as well as we posted it on the Newport community facebook page.

4) Ongoing: During board meetings we discuss the ESSER funding and the usage, we often have staff members and union reps attend and address the admin team and the board. Our school board meetings are broadcasted on facebook using Zoom, allowing for participation, and live on NCTV. We also have bi-weekly admin meetings and the admin leaders bring the information back to their building and have disussions with their leadership team and they discuss it with the other teachers and staff. This is also address at building level school staff meetings.

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

No

1) Description:

Not applicable

i) Number of total responses: N/A

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A there are no tribes in New Hampshire

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:

N/A we do not have either of these organization in the greater area of our small town.

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:

There was a survey that went out to all stakeholders. This survey was broken down in to stakeholder categories giving us the ability to identify the specific stakeholder groups.

- i) Number of total responses: 141*
- ii) Uses consulted on: before and after school programs, summer programs, enrichment activities*
- iii) Description of feedback received: They were very interested in offering students items outside of the everyday classroom. Opening the students up to higher learning.*

Please indicate how consultation was:

2.) Inclusive - This survey was available to everyone. We posted it on our school district's webpage, sent it out to everyone in our district via email, posted it on our Facebook page as well as we posted it on the Newport community facebook page.

3) Widely advertised and available: We posted it on our school district's webpage, sent it out via email to everyone in our District, which includes families & students, posted it on our Facebook page as well as we posted it on the Newport community facebook page.

4) Ongoing: During board meetings we discuss the ESSER funding and the usage. Our school board meetings are broadcasted on facebook using Zoom, allowing for participation, and live on NCTV. Our student support director attends bi-weekly meeting where information is discussed. She oversees special education, ESOL, our homeless liaison, foster care liaison, court liaison, and works with all staff dealing with underserved students.

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

Somewhat - Description Required

1) Description:

We do our before and after school program though our own district. We have just begun a relationship with the Boys and Girls Club so they have not been surveyed.

- i) Number of total responses: 3*
- ii) Uses consulted on: Before and after school program and enrichment activities*
- iii) Description of feedback received: They were excited to offer programs after school to enrich the learning of our students and offer a benefit to the families in Newport.*

Please indicate how consultation was:

2.) Inclusive - This survey was available to everyone. We posted it on our school district's webpage, sent it out to everyone in our district via email, posted it on our Facebook page as well as we posted it on the Newport community facebook page.

3) Widely advertised and available: We posted it on our school district's webpage, posted it on our Facebook page as well as we posted it on the Newport community facebook page.

4) Ongoing: During board meetings we discuss the ESSER funding and the usage. Our school board meetings are broadcasted on facebook using Zoom, allowing for participation, and live on NCTV.

- 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 our own preschool program that is run by the district. The teachers are the respondent.

- i) Number of total responses: 5*
- ii) Uses consulted on: interventions, building upgrades, professional development, interventionist*
- iii) Description of feedback received: The team was excited to receive professional development that is age appropriate for their students to help support the emotional and social well being of their students.*

Please indicate how consultation was:

2.) Inclusive - This survey was available to everyone. We posted it on our school district's webpage, sent it out to everyone in our district via email, posted it on our Facebook page as well as we posted it on the Newport community facebook page.

3) Widely advertised and available: We posted it on our school district's webpage, posted it on our Facebook page as well as we posted it on the Newport community facebook page.

4) Ongoing: During board meetings we discuss the ESSER funding and the usage. Our school board meetings are broadcasted on facebook using Zoom, allowing for participation, and live on NCTV.

<p>1. Project Information</p> <p>Project Name: [Redacted]</p> <p>Client: [Redacted]</p> <p>Project Manager: [Redacted]</p>		<p>2. Project Schedule</p> <p>Start Date: [Redacted]</p> <p>End Date: [Redacted]</p> <p>Duration: [Redacted]</p>																				<p>3. Project Summary</p> <p>Project Description: [Redacted]</p> <p>Project Objectives: [Redacted]</p>	
<p>4. Project Organization</p> <p>Project Sponsor: [Redacted]</p> <p>Project Manager: [Redacted]</p> <p>Project Team: [Redacted]</p>		<p>5. Project Risk Management</p> <p>Risk Identification: [Redacted]</p> <p>Risk Assessment: [Redacted]</p> <p>Risk Mitigation: [Redacted]</p>																				<p>6. Project Communication</p> <p>Communication Plan: [Redacted]</p> <p>Reporting Structure: [Redacted]</p>	
<p>7. Project Budget</p> <p>Budget Overview: [Redacted]</p> <p>Budget Breakdown: [Redacted]</p>		<p>8. Project Performance</p> <p>Performance Metrics: [Redacted]</p> <p>Performance Review: [Redacted]</p>																				<p>9. Project Closure</p> <p>Closure Checklist: [Redacted]</p> <p>Final Report: [Redacted]</p>	

X. Authorization

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

ESSER@doe.nh.gov

Donna R Magoon

1/10/2023

Approver Signature - Superintendent / Head of School

Date

Donna Magoon, Interim Superintendent

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;

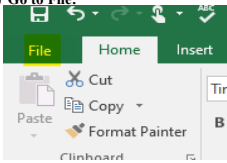
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

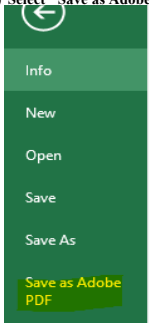
(iv) Be made publicly available on the LEA's website.

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

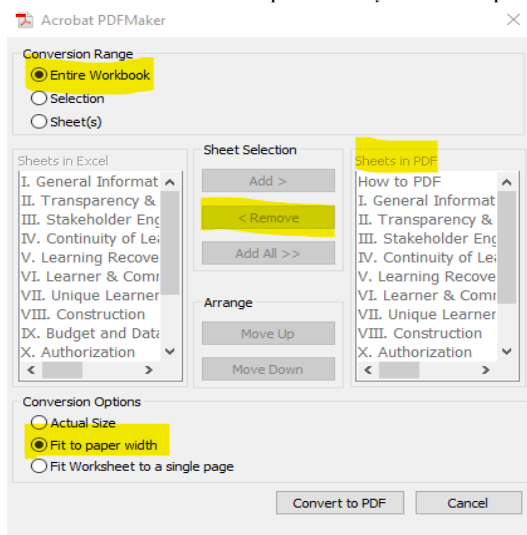
1) Go to File:



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)