

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 1/13/2023.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides New Hampshire over \$350 million to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ocr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bill/117th-congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

| | | |
|--|--|---------------------------------------|
| 1) School District / Charter School Name: | <u>North Hampton</u> | → Cell C18 Must be Input for Formulas |
| 2) District ID Number: | <u>405</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>21</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>1/4/2023</u> | |
| 5) Approver Name - (Superintendent / Head of School): | <u>Susan Snyder, Principal NHS</u> | |
| 6) Email & Telephone: | <u>ssnyder@sau21.org. 603-964-5501</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.northhamptonschool.org

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

Yes - Description Required

On 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:

Written in English. Translation available upon request.

- 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:

Upon request, the document can be provided 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:

School leadership presented ideas for use of ESSER funds to our school based Leadership Council. We had a lively discussion and each member had an opportunity to provide feedback and input. A similar method was used at a PTO meeting and at a School Board meeting. Information about how we used funds has been/will be shared at public school board meetings and posted on the school's website. Presentations for all funds were presented to the school board, and school board and public comment were received. All information is posted on the school website.

- 2) funds (please choose one):

Yes - Description Required

As a result of some discussions at Leadership Council and School Board meetings, we adjusted some spending to account for input from stakeholders. Information has been/will be shared at public school board meetings and posted on the school's website. Presentations for all funds were presented to the school board, and school board and public comment were received. All information is posted on the school website.

- 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:

Input was gained at school based Leadership Council meetings, Faculty meetings, and School Board meetings. Since many of our students are young, student input was shared through their teachers. These were 2 way discussions where ideas were shared and listened to by all stakeholders.

i) Number of total responses:0

ii) Uses consulted on: No feedback was received, other than agreement on spending priorities.

iii) Description of feedback received:none

Please indicate how consultation was:

2) Inclusive:yes

3) Widely advertised and available:public meetings posted

4) Ongoing:discussions with staff and board members

- b. Families (please choose one):

Somewhat - Description Required

1)

School board meetings and PTO meetings

i) Number of total responses: 3

ii) Uses consulted on: spending for HVAC

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: open discussion at PTO meeting and public comment

3) Widely advertised and available: meeting dates posted publicly and information available on website

4) Ongoing: discussions and feedback are part of all meetings.

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

Yes - Description Required

1) Description:

School based administration meetings have provided time for administrator input and specialist teacher input.

i) Number of total responses:3

ii) Uses consulted on:spending for reading interventions, spending for math interventions, and spending for social emotional interventions

iii) Description of feedback received: needs were identified in all areas and discussion about which staff would use the materials.

Please indicate how consultation was:

2) Inclusive: open to all administrators

3) Widely advertised and available:meetings on our calendar

4) Ongoing:yes

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

Yes - Description Required

1) Description:

School based administrator meetings, school based leadership meetings, and faculty meetings

i) Number of total responses:12

ii) Uses consulted on:spending for reading interventions, spending for math interventions, spending for social emotional interventions

iii) Description of feedback received: positive feedback about need and items purchased

Please indicate how consultation was:

2) Inclusive: open discussion where all could ask questions and provide feedback

3) Widely advertised and available: meetings posted on calendar and reminders sent

4) Ongoing:yes

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

No

1) Description:

No tribes in our area are represented in our school district.

i) Number of total responses:0

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):

Somewhat - Description Required

1) Description:

Our special education director and staff have provided input into ESSER spending decisions.

i) Number of total responses:2

ii) Uses consulted on:

iii) Description of feedback received: positive feedback about materials purchased

Please indicate how consultation was:

2) Inclusive: open discussion

3) Widely advertised and available:weekly meetings with special educators and the special education director

4) Ongoing:yes

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:

ESOL teacher and Special Education Director represent student needs and have been part of the decision making process.

i) Number of total responses:2

ii) Uses consulted on: spending for reading, math, and social emotional intervention materials

iii) Description of feedback received:positive feedback regarding types of materials purchased.

Please indicate how consultation was:

2) Inclusive:open discussion

3) Widely advertised and available: met with parties internally

4) Ongoing:yes

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

Yes - Description Required

1) Description:

North Hampton Rec. Dept. provides before and after school care and benefit from HVAC upgrade.

i) Number of total responses:0

ii) Uses consulted on:HVAC

iii) Description of feedback received:none

Please indicate how consultation was:

2) Inclusive: somewhat, time constraints for Rec. Dept. director

3) Widely advertised and available:met as needed

4) Ongoing:yes

- 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:

Preschool program housed at our school and supervised by the Spec. Ed. Director

i) Number of total responses:0

ii) Uses consulted on: n/a

iii) Description of feedback received: n/a

Please indicate how consultation was:

2) Inclusive: somewhat through the special education director, but only included our PK program

3) Widely advertised and available: meetings as needed

4) Ongoing:yes

X. Authorization

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

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School

Date

1/5/2023

Meredith Nadeau

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

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(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

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(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;

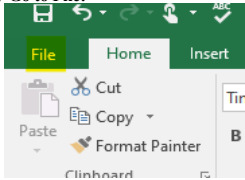
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

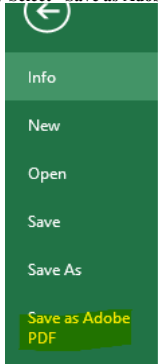
(iv) Be made publicly available on the LEA's website.

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

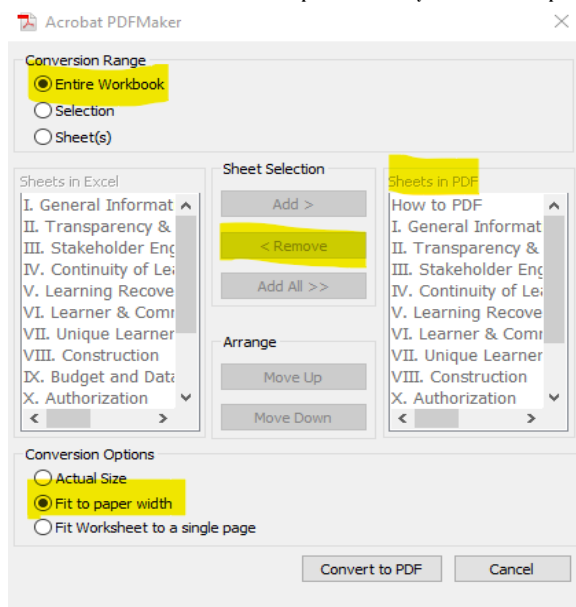
1) Go to File:



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
 - ii. 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)