

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: Northwood → Cell C18 Must be Input for Formulas to i
- 2) District ID Number: 411 → Autopopulates upon Selection
- 3) SAU Number: 44 → Autopopulates upon Selection
- 4) Date of Publication: 1/9/2023
- 5) Approver Name - (Superintendent / Head of School): Nate Byrne
- 6) Email & Telephone: 603 942-1290, nbyrne@nhsau44.org

II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

Yes - Description Required

Description:

This plan was originally posted on the school website and emailed to the NHDOE in accordance with the ARP requirements. The revised plan will be posted on the school website and emailed to the NHDOE by January 13th as required. The website address is as follows: <https://www.northwood.k12.nh.us/sau44>
<https://www.northwood.k12.nh.us/sau44>

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

Yes - Description Required

Description:

The plan was completed using the required NHDOE document. The plan is in an understandable and uniform format.

- 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 was completed using the NHDOE template. The document is accessible in multiple formats by request, to the extent that Excel allows. Translation to a parent with limited English proficiency, orally translated will be made available.

- 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 was completed using the NHDOE template. The document is accessible in multiple formats by request, to the extent that Excel allows. Additionally, the plan is and will be discussed at board meetings allowing for individuals to hear and see the plan. Meetings can also be scheduled to explain the plan for individuals that need further accommodations.

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 LEA discussed the plan at regularly scheduled board meetings. The LEA has already held several meetings with the budget committee and town members.

- 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:

We have had the use of funds as a standing item on our monthly board meetings and budgets development meetings. We created surveys to share with families to determine their interest in learning loss categories.

- 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:

We have had the use of funds as a standing item on our monthly board meetings and budgets development meetings. We created surveys to share with families to determine their interest in learning loss categories.

- i) Number of total responses: Less than 5%*
- ii) Uses consulted on: Learning Loss, SEL, Facilities*
- iii) Description of feedback received: as noted above*

Please indicate how consultation was:

- 2) Inclusive: Yes, meetings are open to the general public and surveys were conducted**
- 3) Widely advertised and available: Yes, posted on the website and on school calendars**
- 4) Ongoing: Monthly meetings**

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Families have indicated an interest in having supports and services available within and beyond the school day to provide assistance to students both academically and socially/emotionally.

- i) Number of total responses: Continuous feedback throughout the school year. Seeing a decline in feedback*
- ii) Uses consulted on: Learning Loss, SEL and facilities*
- iii) Description of feedback received: Please see above*

Please indicate how consultation was:

- 2) Inclusive: Yes, meetings are open to the general public and surveys were conducted**
- 3) Widely advertised and available: Yes, posted on the website and on school calendars**
- 4) Ongoing: Monthly meetings**

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

Yes - Description Required

1) Description:

Administrators have indicated a strong need for maintaining small class sizes, providing ample adult support, and ensuring that intervention group sizes and special education caseloads are manageable and effective. They have also indicated a need for additional supports and services for mental health, social emotional learning, and promoting positive behavior.

i) Number of total responses: The feedback has been ongoing over the last two years. We continue to seek input and feedback.

ii) Uses consulted on: Learning loss, SEL and facilities

iii) Description of feedback received: Feedback from administrator's is to support small class sizes for safety concerns, flexible learning spaces and additional supports to mitigate learning loss.

2) Inclusive: Yes, we worked as an entire team

3) Widely advertised and available: Yes, meetings were scheduled and confirmed

4) Ongoing: Yes, monthly

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

Yes - Description Required

1) Description:

Teachers have indicated a strong need for maintaining small class sizes, providing ample adult support, and ensuring that intervention group sizes and special education caseloads are manageable and effective. They have also indicated a need for additional supports and services for mental health, social emotional learning, and promoting positive behavior. Teachers have also indicated a need for mental health supports for school staff.

i) Number of total responses: The feedback has been ongoing over the last two years. We continue to seek input and feedback.

ii) Uses consulted on: Learning loss, SEL, compensation and facilities

iii) Description of feedback received: Feedback from Stakeholders remains ongoing. To continue to support small class sizes for interventions, health and safety. In addition to supporting social and emotional learning space to support staff and students.

Please indicate how consultation was:

2) Inclusive: Yes, all teachers were included

3) Widely advertised and available: Yes, all teachers were consulted and informed

4) Ongoing: Yes, monthly

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

No

1) Description:

N/A

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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

No

1) Description:

The district has not received feedback or support from any civil rights organizations.

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:

The Director of Student Services has participated in multiple discussions about needs.

- i) Number of total responses:* **The feedback has been ongoing over the last two years.**
- ii) Uses consulted on:* **Learning loss, SEL, special education needs and transportation**
- iii) Description of feedback received:* **The Director of Student Services works with staff and outside resources to ensure students have opportunities to support them socially, mentally, physically, and emotionally. We explore additional assistance to mitigate learning loss, environmental challenges and try to create a safe, welcoming environment and inclusion learning space.**

Please indicate how consultation was:

2) Inclusive: **The director spoke to multiple organizations on what they have for needs**

3) Widely advertised and available: **No, the director reached out, meetings were not scheduled**

4) Ongoing: **Yes, monthly**

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

Yes - Description Required

1) Description:

Community based organizations have indicated that having increased access to the school building for recreation activities would be helpful. Before- and after-school programming participation would be increased with additional opportunities for subsidy or scholarships.

- i) Number of total responses:* **The feedback has been ongoing over the last two years. Well into the 100's**
- ii) Uses consulted on:* **SEL and financial assistance**
- iii) Description of feedback received:* **The community continues to seek support from the district with recreational activities such as before and after school programs to help support the parents with work schedules, student engagement and transportation issues.**

Please indicate how consultation was:

2) Inclusive: **Feedback was asked for multiple ways and times.**

3) Widely advertised and available: **Yes, it was posted on website**

4) Ongoing: **Yes, Monthly**

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:

Early childhood education providers have indicated a need for consistent communication with the school and for streamlining transition processes and transportation between the school and local early childhood education centers.

- i) Number of total responses:* **The feedback has been ongoing over the last two years. Well into the 100's**
- ii) Uses consulted on:* **SEL, special education needs, nursing consult and transportation**
- iii) Description of feedback received:* **The district continues to work with local partners to support early childhood education centers by keeping open communication and opportunities to create smooth transitions and resources for families and centers.**

Please indicate how consultation was:

2) Inclusive: **Yes, we reached out to all families**

3) Widely advertised and available: **Frequent website posts**

4) Ongoing: **Yes Monthly**

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X. Authorization

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

ESSER@doe.nh.gov



1/10/2023

Approver Signature - Superintendent / Head of School

Date

Nate Byrne

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

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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.