

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/icer/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:  → *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:**

<https://www.pelhamsd.org/ESSERUseofFunds.aspx>

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

**Yes - Description Required**

**Description:**

The plan is in an understandable and uniform format (using 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:**

It is currently posted in English, but we could orally translate if requested.

- 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:**

If requested we could provide the parent who is an individual with a disability, and alternative format that is accessible to the parent.

### 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 plan was discussed at the school board meeting January 19th, which is open to the community, and there is a link to provide feedback on the website.  
<https://www.pelhammsd.org/ESSERUseofFunds.aspx>

- 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 enlisted the help of the district administration team, and school board, with an opportunity for public input when developing the LEA's plan for the use of ARP ESSER funds. We included as much stakeholder input as possible.

- 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 were two students on the Reopening Task Force. The students were in favor of the elementary school having air conditioning.*

*i) Number of total responses: 2*

*ii) Uses consulted on: reopening task force committee*

*iii) Description of feedback received: The students were in favor of the elementary school having air conditioning*

*Please indicate how consultation was:*

**2) Inclusive:** We sought participation on our reopening committee.

**3) Widely advertised and available:** The survey is available to students on our district website. This was sent out during a principal's message.

**4) Ongoing:** We have since discussed it at school board meetings, where there is a student representative from the high school.

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

*We had seven parents on the reopening task force. They were consulted through several meetings. They offered a lot of feedback on safety improvements (including HVAC at the elementary school).*

*i) Number of total responses: 7*

*ii) Uses consulted on: reopening task force meetings*

*iii) Description of feedback received: We had seven parents on the reopening task force. They were consulted through several meetings. They offered a lot of feedback on safety improvements (including HVAC at the elementary school).*

*Please indicate how consultation was:*

**2) Inclusive:** We sought out public participation at our reopening committee.

**3) Widely advertised and available:** We published this on the website and spoke about the progress at school board meetings. It was announced in a superintendent's update.

**4) Ongoing:** The survey is open for public input.

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

**Yes - Description Required**

**1) Description:**

*We had nine district and school administrators (including special education administrators) on the reopening committee. We consulted with them on the ESSER funds and they agreed to air conditioning for PES and money allocated for learning loss. Each school is approaching learning loss a little but differently.*

*i) Number of total responses: 9*

*ii) Uses consulted on: leadership meetings and reopening task force meetings.*

*iii) Description of feedback received: We consulted with them on the ESSER funds and they agreed to air conditioning for PES and money allocated for learning loss. Each school is approaching learning loss a little bit differently.*

*Please indicate how consultation was:*

**2) Inclusive: We sought out public participation in our reopening committee.**

**3) Widely advertised and available: We published this on the website and spoke about the progress at school board meetings. Discussed at Leadership meetings**

**4) Ongoing: The survey remains open for public input.**

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

**Yes - Description Required**

**1) Description:**

*We had four educators and one instructional assistant, each representing their bargaining unit.*

*i) Number of total responses: 5*

*ii) Uses consulted on: reopening task force meetings.*

*iii) Description of feedback received: We had four educators and one instructional assistant, each representing their bargaining unit. Very much in favor of air conditioning.*

*Please indicate how consultation was:*

**2) Inclusive: We sought out public participation in our reopening committee.**

**3) Widely advertised and available: We published this on the website and spoke about the progress at school board meetings. Available in Superintendent's message**

**4) Ongoing: The survey remains open for public input.**

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

**No**

**1) Description:**

*We have no tribes in Pelham.*

*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 any local disability rights organizations or 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:**

*Administrators that oversee ELL students, Special Education students, McKinney Vento students and foster care students were part of the reopening committee. They supported the use of funds for HVAC and learning loss.*

- i) Number of total responses: 5*
- ii) Uses consulted on: Leadership Meetings*
- iii) Description of feedback received: Supported use of funds for HVAC and learning loss*

*Please indicate how consultation was:*

**2) Inclusive: We sought out public participation on the reopening committee.**

**3) Widely advertised and available: We published this on the website and spoke about the progress at school board meetings. This was on leadership agendas.**

**4) Ongoing: The survey remains open for public input.**

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

**Yes - Description Required**

**1) Description:**

*We consulted with the director of PSACC (the before and after care program in Pelham) to coordinate additional after school programming during the 21-22 school year. We consulted them throughout the year and they were supportive with the project.*

- i) Number of total responses: 1*
- ii) Uses consulted on: Ongoing*
- iii) Description of feedback received: Supported both air conditioning and learning loss activities*

*Please indicate how consultation was:*

**2) Inclusive: We sought out public participation in our reopening committee.**

**3) Widely advertised and available: We published this on the website and spoke about progress during school board meetings. We initiated the meetings with PSACC**

**4) Ongoing: The survey remains open for public input.**

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):

**No**

**1) Description:**

*None in 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**

Project Information		Project Details		Project Status		Project Location		Project Dates		Project Budget		Project Risks		Project Deliverables		Project Summary	
Project Name	Project ID	Project Manager	Project Sponsor	Project Status	Project Phase	Project Location	Project Dates	Project Budget	Project Risks	Project Deliverables	Project Summary	Project Summary	Project Summary	Project Summary	Project Summary	Project Summary	Project Summary

Table with 18 columns and 1 row of data.

General Information																								Financial Information					Operational Information				Compliance Information			
Company Details						Product Details						Sales & Distribution						Revenue		Expenses			Profit		Production		Inventory		Quality Control							
Company Name	Address	City	State	Zip	Country	Product Name	SKU	Category	Manufacturer	Material	Weight	Dimensions	Distributor	Region	Channel	Volume	Price	Revenue	Cost	Profit	Production	Inventory	QC	Compliance												
ABC Corp	123 Main St	New York	NY	10001	USA	Widget X	WX-001	Electronics	ABC Mfg	Steel	1.5kg	10x10x5cm	XYZ Distrib	North America	Retail	1000	\$10	\$10000	\$5000	\$5000	1000	500	100%	ISO 9001												
DEF Inc	456 Elm St	Los Angeles	CA	90001	USA	Widget Y	WY-002	Electronics	DEF Mfg	Aluminum	2.0kg	15x15x8cm	ABC Distrib	South America	Wholesale	500	\$20	\$10000	\$4000	\$6000	500	200	98%	ISO 9001												
GHI Ltd	789 Oak St	London	UK	E1 1AA	UK	Widget Z	WZ-003	Electronics	GHI Mfg	Copper	3.0kg	20x20x12cm	DEF Distrib	Europe	Online	200	\$50	\$10000	\$3000	\$7000	200	100	99%	ISO 9001												





X. Authorization

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

[ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov)



Approver Signature - Superintendent / Head of School

7-18-23

Date

Eric S. McGee

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;*

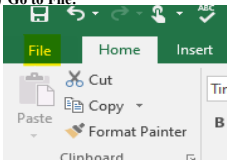
*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(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*

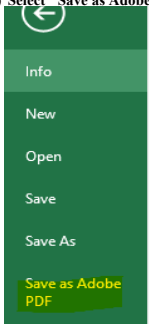
*(iv) Be made publicly available on the LEA's website.*

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

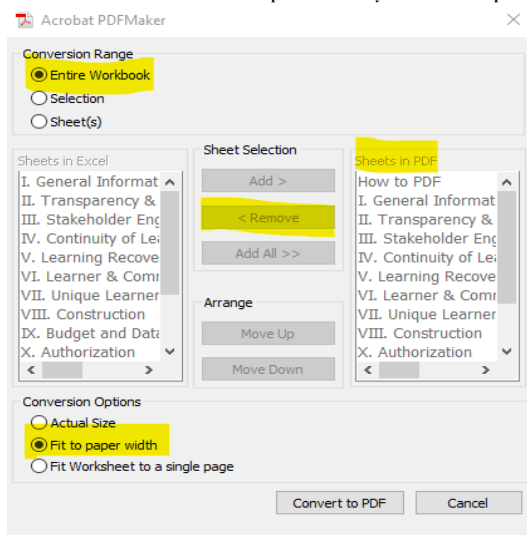
1) Go to File:



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)