

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/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>Pembroke</u>	→ Cell C18 Must be Input for Formulas to Populate Correctly
2) District ID Number:	<u>427</u>	→ Autopopulates upon Selection
3) SAU Number:	<u>53</u>	→ Autopopulates upon Selection
4) Date of Publication:	<u>12/22/2022</u>	
5) Approver Name - (Superintendent / Head of School):	<u>Patty Sherman</u>	
6) Email & Telephone:	<u>psherman@sau53.org 603-485-5187</u>	

II. Transparency and Accessibility

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

Yes - Description Required

Description:

<https://drive.google.com/file/d/1UAVXmsH527YFSSCTOgIborY0sXaMnzqw/view>

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

Yes - Description Required

Description:

The format includes text features for easy navigation and is short and written in accessible language. The plan was developed in a clear, 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 is free from industry-specific jargon and is written with the intended audience (the community) in mind. The plan was developed in a clear, understandable, and uniform format.

- 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:

Accommodations can be made if the District is made aware of the need. The Pembroke School District is committed to ensuring that persons with disabilities can access information on the District's website. For additional assistance or concerns accessing the content on the website, anyone may call the school.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

- 1) How the LEA provided the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds:

Yes - Description Required

Description:

A survey was presented to a variety of stakeholder groups providing an opportunity for input from the community on what the priorities for funding should be. Prior to the plan being developed, stakeholder input was sought to provide input on how the district should prioritize the expenditures of ESSER III funds. Stakeholders have an opportunity for ongoing input throughout the duration of the project. Any interested member of the public is welcome to provide input at a school board meeting or via the use of ESSER funds email address posted on the school website.

- 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 priorities identified from the public input were considered and were consistent with the priorities of district leadership. A public survey was sent to all families in SAU 53 about the use of ESSER funds. There is also the option for any member of the public to submit feedback on the use of ESSER funds via the ESSER Funds link 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:

Students were given an opportunity to complete the survey regarding learning gaps and supporting behavioral and social-emotional needs.

i) Number of total responses: 21

ii) Uses consulted on: 7/1/22-1/3/23 - Learning gaps and supporting behavioral and social-emotional needs

iii) Description of feedback received: Addressing learning gaps and supporting behavioral and social-emotional needs were priorities highlighted by this demographic.

Please indicate how consultation was:

2) Inclusive: The survey was available for multiple weeks and students were able to access it using their school-owned Chromebook

3) Widely advertised and available: The survey was shared through school-issued e-mails to students.

4) Ongoing: We will continue to provide opportunities for feedback through additional future surveys and continuing feedback email.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Families were given an opportunity to complete the survey regarding learning gaps and supporting behavioral and social-emotional needs.

i) Number of total responses: 673

ii) Uses consulted on: 7/1/2022-1/3/23 - Learning gaps and supporting behavioral and social-emotional needs

iii) Description of feedback received: Addressing learning gaps and supporting behavioral and social-emotional needs were priorities highlighted by this demographic.

Please indicate how consultation was:

2) Inclusive: The survey was available for multiple weeks and students were able to access it using their school-owned Chromebooks.

3) Widely advertised and available: The survey was shared and advertised through the school's One Call Now communication system, the same system used

4) Ongoing: We will continue to provide opportunities for feedback through additional future surveys.

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

Yes - Description Required

1) Description: All administrators have had multiple opportunities to provide feedback to include leadership meetings and the survey that was sent out to all

i) Number of total responses: 20

ii) Uses consulted on: Learning gaps and supporting behavioral and social-emotional needs.

iii) Description of feedback received: Administrators provided feedback identifying their priorities as student learning loss, improvement of the facilities and staffing.

Please indicate how consultation was:

2) Inclusive: The survey was available for multiple weeks and meetings have been ongoing since 2020.

3) Widely advertised and available: The survey was sent via email using our mass notification tool.

4) Ongoing: Meetings continue to take place and a new survey will go out for updates

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

Yes - Description Required

1) Description:

All of these constituents have had opportunities to take the survey and offer feedback.

i) Number of total responses: 110

ii) Uses consulted on: 7-1-22 through 1-3-23 - Identifying their priorities as student learning loss, improvement of the facilities and staffing.

iii) Description of feedback received: Administrators provided feedback identifying their priorities as student learning loss, improvement of the facilities and staffing.

Please indicate how consultation was:

2) Inclusive: All constituents received the survey via mass notification email.

3) Widely advertised and available: Link was emailed and posted on the website

4) Ongoing: Another survey will be sent out.

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

No

1) Description:

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):

Yes - Description Required

1) Description:

A survey was developed asking stakeholders to provide input regarding priorities for utilizing ESSER funds. This survey was shared with DRC.

Please indicate how consultation was:

i) Number of total responses: 0

ii) Uses consulted on: 1-3-23: Consultation was regarding use of funds. No feedback was received. Identifying their priorities as student learning loss, improvement of the facilities and staffing.

iii) Description of feedback received: N/A

2) Inclusive: Distributed via email with link provided

3) Widely advertised and available: Emailed and posted on website

g.

4) Ongoing: Another survey will be distributed
(please choose one):

Yes - Description Required

1) Description:

A survey was developed asking stakeholders to provide input regarding priorities for utilizing ESSER funds. This survey was shared with all students, guardians and out of district partners.

i) Number of total responses: These specific groups were not segregated in our survey. Respondents were asked what group they represented but these were

ii) Uses consulted on: Identifying their priorities as student learning loss, improvement of the facilities and staffing.

iii) Description of feedback received: These specific groups were not disaggregated from all of the responses we received.

Please indicate how consultation was:

2) Inclusive: Distributed via email with link provided

3) Widely advertised and available: Emailed and posted on website

4) Ongoing: Another survey will be distributed

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

Yes - Description Required

1) Description:

A survey was developed to ask stakeholders for feedback regarding ESSER spending priorities. It was sent to after school programs.

i) Number of total responses: We did not disaggregate results for this sub-group.

ii) Uses consulted on: Identifying their priorities as student learning loss, improvement of the facilities and staffing.

iii) Description of feedback received: We did not disaggregate results for this sub-group.

Please indicate how consultation was:

2) Inclusive: Distributed via email with link provided

3) Widely advertised and available: Emailed and posted on website

4) Ongoing: Another survey will be distributed

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:

Early childhood education providers and families were not surveyed in our initial round of surveys. Additional surveys may be developed in the future to target this demographic as necessary.

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:

Name of Entity <i>Note: Please select entity name from pre-populated dropdown listing.</i>	EED (NAMP) <i>Note: Leave empty selection. EED will automatically populate.</i>	NCEN ID#	Total ADP ENR - Mandatory Subgrant Amount Awarded to LRA	Total Mandatory Subgrant Amount Expended in Current Reporting Period (07/01/2021-06/30/2022) <i>Note: Please do not include the mandatory variable for training fees which is captured here. Please be advised that the sum of Columns H, I, K, M, and O should equal the total amount expended in Column G. The subgrantees for each category must record the expended amount listed in the preceding column.</i>	Amount Expended by Activity																																	
					Addressing Physical Health and Safety <i>(exclusive of amount expended toward required activities to address learning loss)</i>										Meeting Students' Academic, Social, Emotional, and Other Needs (Including Mental Health Supports) <i>(exclusive of amount expended toward required activities to address learning loss)</i>										Mental Health Supports for Students and Staff <i>(exclusive of amount expended toward required activities to address learning loss)</i>								Operational C <i>(exclusive of amount expended)</i>					
					Amount Expended Addressing Physical Health and Safety <i>Note: Pre-populated upon input to corresponding cells.</i>	a. Personnel Services - Salaries	b. Personnel Services - Benefits	c. Purchased Professional and Technical Services	d. Purchased Property Services	e. Other Purchased Services	f. Supplies	g. Property	h. Debt Service and Miscellaneous	i. Other Items	Amount Expended Meeting Students' Academic, Social, Emotional, and Other Needs (Including Mental Health Supports) <i>Note: Pre-populated upon input to corresponding cells.</i>	j. Personnel Services - Salaries	k. Personnel Services - Benefits	l. Purchased Professional and Technical Services	m. Purchased Property Services	n. Other Purchased Services	o. Supplies	p. Property	q. Debt Service and Miscellaneous	r. Other Items	Amount Expended on Mental Health Supports for Students and Staff <i>Note: Pre-populated upon input to corresponding cells.</i>	s. Personnel Services - Salaries	t. Personnel Services - Benefits	u. Purchased Professional and Technical Services	v. Purchased Property Services	w. Other Purchased Services	x. Supplies	y. Property	z. Debt Service and Miscellaneous	aa. Other Items	Amount Expended on Operational C costs and Other Allowed Uses <i>Note: Pre-populated upon input to corresponding cells.</i>	bb. Personnel Services - Salaries	cc. Personnel Services - Benefits	dd. Purchased Professional and Technical Services
Woodson	01448709095	1209095	\$1,750,000.00	\$97,492.70	\$23,739.20	\$13,737.20	\$3,500.00	\$40.00	\$0.00	\$0.00	\$1,431.60	\$2,478.10	\$18.10	\$0.00	\$64,100.00	\$18,047.00	\$6,034.00	\$207.50	\$0.00	\$0.00	\$2,493.20	\$1,029.10	\$1,181.00	\$0.00	\$4,000.00	\$1,004.00	\$500.00	\$23.10	\$200.00	\$244.00	\$10.40	\$11.00	\$784.00	\$18.70	\$5,220.40	\$1,419.60	\$73.00	\$10.70

Footnote: EED000000000 1307580 \$1,779,471.18 \$496,221.00 \$496,221.00 \$496,221.00 \$0.00 \$0.00 \$0.00

Reporting AEP ESSER Mandatory Subgrant Funds	Planned Use of Remaining AEP ESSER Subgrant Funds by Percentage					The total amount reserved by the LEA to address the impact of Learning Loss	Fiduciary expenditure of AEP ESSER LEA Learning Loss Recovery in the reporting period	Activities or interventions the LEA implemented to satisfy the LEA's mandatory Learning Loss set-aside requirement of AEP ESSER funds																LEA or the Complete Column III in III		
	% Remaining Funds Planned for Addressing Physical Health and Safety	% Remaining Funds Planned for Mental Health Support for Students and Staff	% Remaining Funds Planned for Operational Continuity and Other Use	% Remaining Funds Not Yet Planned for Specific Use	% Remaining Funds Planned for Addressing Academic, Social, Emotional, and Other Needs Excluding Mental Health Supports			a. Summer learning or summer enrichment	b. After-school programs	c. Extended instructional days (including week or school-year)	d. Training	e. Additional classroom teachers	f. Other additional staffing and/or services to assist and support social and emotional needs (including paraprofessionals, tutors, mentors, translators and/or families)	g. Other additional staffing and/or services to assist and support social and emotional needs (including low-income children or students, students with health needs, health care services, students, caregivers, experiencing homelessness, and children and youth in foster care)	h. Additional classroom, academic assessment, and intervention data systems, such as early warning systems and/or opportunities to learn data systems.	i. Improved coordination of services for students with multiple types of needs, such as full-service community coordination with parent agencies, such as home care services	j. Early childhood programs	k. Content adaptation and learning materials	l. Core staff capacity building training to increase instructional quality and address increases in class periods for teachers and/or identified staff	m. Other	n. Description of other activities (if not checked here)	Please describe how the selected activities or interventions respond to students' academic, social, and emotional needs. (AEP narrative item)	Total AEP ESSER Allocation (as of 9/30/2023)	Total AEP ESSER Allocation Unobligated Year-End (as of 9/30/2023)		
\$1,715,100.70	40	25	10	5	20	\$750,000.00	\$1,937,100.43	FALSE	TRUE	FALSE	TRUE	TRUE	TRUE	TRUE	TRUE	FALSE	TRUE	TRUE	FALSE	NA	Completion of long-term student engagement and social-emotional needs support. The district utilized its expert educators to identify and address student learning gaps resulting from the move to remote learning and frequent absences due to COVID. Needs identification resulted from such methods as analysis of student work, observation and anecdotal notes, student or family interviews, and the use of intervention or curricula-specific diagnostic tools.	\$3,796,600.00	\$2,634,443.20			
\$1,213,915.70	40	25	10	5	20	\$355,894.64	\$0.00	FALSE	FALSE	FALSE	TRUE	FALSE	TRUE	TRUE	TRUE	FALSE	TRUE	TRUE	FALSE	NA	Completion of long-term student engagement and social-emotional needs support. The district utilized its expert educators to identify and address student learning gaps resulting from the move to remote learning and frequent absences due to COVID. Needs identification resulted from such methods as analysis of student work, observation and anecdotal notes, student or family interviews, and the use of intervention or curricula-specific diagnostic tools.	\$1,794,471.18	\$227,292.49			

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

1-13-23

Date

Patty Sherman

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.