

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 2/23/2022.

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: Pemi-Baker Regional → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 428 → Autopopulates upon Selection
- 3) SAU Number: 48 → Autopopulates upon Selection
- 4) Date of Publication: 2/23/2022
- 5) Approver Name -
(Superintendent / Head of School): Kyla Welch, Superintendent SAU48
- 6) Email & Telephone: Kwelch@pemibaker.org 603-536-1254

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:

There is a request for input located on the Plymouth Regional High School Website at <https://prhs.pemibaker.org/for-parents/grants-title-1>. Anyone can email comments and suggestions on how to use ARPA ESSER funds to the following email <mailto:prhs-essercomment@pemibaker.org>.

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

Yes - Description Required

Description:

The plan uses a template provided by the NHDOE that is understandable, organized, and in a 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:

Description: The following statement is located on the SAU48 and PRHS website. SAU48 is committed to ensuring accessibility of its website for all students, SAU48 aims to make every effort to conform to the W3C WAI's Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance standard, or updated equivalents of these guidelines. We are committed to complying with the provisions of Section 504 and Section 508 of the Rehabilitation Act of 1973 so that students, parents, and members of the public with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as those without disabilities, with substantially equivalent ease of use. To meet this commitment, we are in the process of redesigning our web pages to meet or exceed the Section 504 standards. If you have a disability and the format of any material on our web pages interferes with your ability to access the information, please contact Kara Levasseur at klevasseur@pemibaker.org. Please note that some pages on our website contain links to third-party sites, which are not within our control and may not comply with accessibility standards. The district is not necessarily responsible for the content or accessibility of third-party sites.

- 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:

Yes. Please see the response in #3. An alternative format will be provided when requested.

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 ARP funds have been discussed at multiple school board meetings where the public has the opportunity to speak during public comment at each meeting. The public has been encouraged to provide feedback and comments. The school board will consider comments and suggestions and will work in conjunction with the school board and district personnel to make decisions regarding the use of ESSER funds. There is a link on the CES webpage that provides an email address where anyone can submit suggestions for how to use the ARP funds which can be found at <https://ces.pemibaker.org/for-families/grants>. Emailed comments received are shared with the school board and administration.

- 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 LEA brings any communication that is received to the Campton School Board who then has the ability to vote on how ARP funds are spent.

- 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:

CES is a K-8 school. Students have been asked to provide feedback through conversations with the school administrator. Administration will bring suggestions back to the school based leadership team. The building principal will then consult with district administration and the school board regarding how ESSER funds will be used.

i) Number of total responses: None, students have not expressed any opinions on how money should be spent.

ii) Uses consulted on: All

iii) Description of feedback received: No feedback has been received from students.

Please indicate how consultation was:

2) Inclusive: *All students had the ability to provide feedback.*

3) Widely advertised and available: *Students have been asked for feedback at grade level meetings and with conversations with the Principal.*

4) Ongoing: *The Principal has regular communication with students and has discussed the use of ESSER funds with students throughout the year.*

- b. Families (please choose one):

Yes - Description Required

1) Description:

Parents/Guardians were given an email address where they can submit suggestions and questions regarding the use of funds. The email address is published on the Campton Elementary School website, which can be found in two places: A button on the home page at <https://ces.pemibaker.org/>. This button links to the Grants page on the website that is located at <https://ces.pemibaker.org/for-families/grants>. The email address was also put in the weekly communication to parents that is sent out on Fridays. Additionally, Families have been asked to provide feedback during school board meetings when the projects are discussed. Parents are encouraged to communicate with the school administrators with questions, comments, and concerns. The email is checked regularly.

i) Number of total responses: One

ii) Uses consulted on: How to use funds.

iii) Description of feedback received: Use the funds to set up an EBT account for children under 6YO, to buy laptops for students so they can be home-schooled. Purchase more school supplies.

Please indicate how consultation was:

2) Inclusive: *All parents/guardians were given the email address and request for suggested use of funds.*

3) Widely advertised and available: *Yes, the email address and request for comment is on the school website, and included in the weekly communication home to families.*

4) Ongoing: *Yes, feedback is encouraged to be sent at anytime.*

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

Yes - Description Required

1) Description:

School and district administrators have attended all school board meetings where ESSER funds have been discussed. Administration feedback is encouraged and welcomed.

- i) Number of total responses: Monthly at school board meetings.*
- ii) Uses consulted on: Facilitites, additional supports for students experiencing learning loss. Support for teachers.*
- iii) Description of feedback received: Outdoor classroom space. Additional instructional materials.*

Please indicate how consultation was:

2) Inclusive: All administrators are encouraged to provide feedback at anytime.

3) Widely advertised and available: School board meetings are posted on the school website and at the town office.

4) Ongoing: The Superintendent meets with the principal once a week and with the other building level administrators at least monthly or as needed. School board meetings occur every month.

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

Yes - Description Required

1) Description:

The principal has discussed ESSER funding with staff during faculty meetings. Teachers, staff, and the union have been encouraged to provide feedback on the use of funds directly to building administration, they can also submit an email to the esser email address the specifiially asks for feedback.

- i) Number of total responses: One*
- ii) Uses consulted on: Supports for students experiencing learning loss and those that are out of school due to isolation.*
- iii) Description of feedback received: Teachers asked for additional teaching materials to support students with learning loss such as MobyMax, IXL, Decodable Reading materials, and Digital Literacy materials. Teachers requested professional development in Math to help students that are behind their peers. Teachers requested SEL curriculum, Lion's Quest.*

Please indicate how consultation was:

2) Inclusive: All teachers, school leaders, school staff, and union representatives were asked for feedback during various regularly scheduled meetings.

3) Widely advertised and available: Meetings with staff are collaborative in nature. ESSER grants were discussed and all employees of the school were asked to reach out to the school administrator if they have any feedback or questions regarding the grant.

4) Ongoing: Yes, at least 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):

Yes - Description Required

1) Description:

After researching civil rights organizations in the greather Plymouth area, it was determined that there are no local civil rights organizations to consult with. NH Disability Rights provided a letter to all NH Districts with input on use of funds.

- i) Number of total responses: None*
- ii) Uses consulted on: None*
- iii) Description of feedback received: None*

Please indicate how consultation was:

2) Inclusive: Anyone can provide feedback through the ces-essercomment@pemibaker.org email that has been created. This email is on the school website at <https://ces.pemibaker.org/>.

3) Widely advertised and available: The ces-essercomment@pemibaker.org email is available on the school website and was sent home to families through weekly communication and newsletters.

4) Ongoing: Yes, feedback is welcomed and encouraged at any time.

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:

CES is a Title I targeted assistance school. Title I meetings address the needs of the children in the categories listed above. Title I meetings are held once a month with Title I teachers. ARP fund use was discussed at these meetings. the ces-essercomment@pemibaker.org email was sent to all families and is on the school website.

i) Number of total responses: 3

ii) Uses consulted on: Additional supports for students in both math and english.

iii) Description of feedback received: Teachers requested math support for working with studnets that are behind their peers. Additional student materials were requested to support studens with learning loss.

Please indicate how consultation was:

2) Inclusive: *All stakeholders that represent disadvantaged youth were asked for feedback.*

3) Widely advertised and available: *Feedback was requested during weekly staff meetings, and Title I meetings. Feedback was also requested on the school website at <https://hcs.pemibaker.org>.*

4) Ongoing: *Feedback can be submitted at anytime for consideration.*

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

Yes - Description Required

1) Description:

ADAPT/YLTA provides additional wilderness based programming to students outside of school hours. A Conversations with ADAPT/YLTA occur throughout the year. SAU48 works closely with Communities for Alcohol and Drug-Free Youth (CADY). CADY's mission is to help our local youth make healthy and safe choices and to promote healthy environments and promising futures.

i) Number of total responses: None

ii) Uses consulted on: Before and afterschool support. SEL supports for students and families.

iii) Description of feedback received: CES families and students want the enrichment activities and programming available through both YLTA and CADY.

Please indicate how consultation was:

2) Inclusive: *None*

3) Widely advertised and available: *Before and afterschool support. SEL supports for students and families.*

4) Ongoing: *Feedback can be submitted at anytime for consideration.*

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:

Stakeholders representing this group can also speak directly to the school administrator and the school board during public comment portions of the school board meetings. Additionally, comments and suggestions can be sent to the ces-essercomment@pemibaker.org email.

i) Number of total responses: None

ii) Uses consulted on: None

iii) Description of feedback received: No feedback has been received.

Please indicate how consultation was:

2) Inclusive: *Anyone can provide feedback through the ces-essercomment@pemibaker.org email which is available on the website at <https://hcs.pemibaker.org/>.*

3) Widely advertised and available: *The ces-essercomment@pemibaker.org email is available on the website at <https://ces.pemibaker.org/>.*

4) Ongoing: *Feedback can be submitted at anytime for consideration.*

IV. Supporting the Continuous and Safe Operation of In-Person Learning

- 1) The extent to which and how LEA ARP ESSER 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:

Note: Federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.

Description During SY 2021-2022:

ESSER funding will be used to purchase additional cleaning supplies, PPE, and additional student materials so that each student has individual supplies, and materials so that the school can reduce the chance of spreading COVID 19 and future infectious diseases. HVAC systems will be upgraded to meet higher air quality requirements.

V. Addressing the Academic Impact of Lost Instructional Time (At least 20 percent of an LEA's Allocation)

- 1) How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:
- a. Students who did not consistently participate in remote instruction when offered during school building closures;
 - b. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
 - c. Students most at-risk of dropping out of school.

Description During SY 2021-2022:

PRHS created a Homework Club that meets Monday - Thursday for 1.5 hours. Students receive 1:1 and/or small group instruction to help in subjects they are behind in due to absences related to isolation and quarantine requirements. A Reading Teachers was hired to support students behind in English. A behavioral interventionist was hired to support at risk students, many were students that were remote for the SY 2020-2021 school year.

- 2) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

Description During SY 2021-2022:

PRHS created a Homework Club that meets Monday - Thursday for 1.5 hours. Students receive 1:1 and/or small group instruction to help in subjects they are behind in due to absences related to isolation and quarantine requirements. A Reading Teachers was hired to support students behind in English. A behavioral interventionist was hired to support at risk students, many were students that were remote for the SY 2020-2021 school year.

Description During SY 2022-2023:

PRHS created a Homework Club that meets Monday - Thursday for 1.5 hours. Students receive 1:1 and/or small group instruction to help in subjects they are behind in due to absences related to isolation and quarantine requirements. A Reading Teachers was hired to support students behind in English. A behavioral interventionist was hired to support at risk students, many were students that were remote for the SY 2020-2021 school year.

Description During SY 2023-2024:

PRHS created a Homework Club that meets Monday - Thursday for 1.5 hours. Students receive 1:1 and/or small group instruction to help in subjects they are behind in due to absences related to isolation and quarantine requirements. A Reading Teachers was hired to support students behind in English. A behavioral interventionist was hired to support at risk students, many were students that were remote for the SY 2020-2021 school year.

- 3) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:
- a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please choose one):

Yes - Description Required

Description:

PRHS created a Homework Club that meets Monday - Thursday for 1.5 hours. Students receive 1:1 and/or small group instruction to help in subjects they are behind in due to absences related to isolation and quarantine requirements.

- b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please choose one):

No

Description:

Professional Development has not been requested at this time. Teachers have requested that funds be used on direct student supports listed in 2 above.

- 4) How the LEA will produce evidence of the effectiveness of evidence-based learning loss interventions employed:

Description:

The PSAT 10, and SAT will be used to determine effectiveness of the additional programming put into place. Attendance and student behavior reports will be analyzed to determine the effectiveness of the Behavioral Interventionist.

VI. Addressing Learner and Community Needs (Up to 80 percent of an LEA's Allocation)

- 1) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

Description During SY 2021-2022:

N/A

Description During SY 2022-2023:

At Plymouth Regional High School the HVAC system does not meet the ASHRAE recommendations for pandemic guidelines. To meet these guidelines, Pemi-Baker District proposes to replace unit ventilators in the D-Wing, North Wing AHU, Gym AHU Unit and Library AHU unit and install 5 new ventilation units with double filtration, (Merv 8 and Merv 13), energy recovery, and dehumidification (in all units but gym which does not require dehumidification). Ductwork will be reworked to allow for better air flow and new piping installed to unit. The scope of work includes ancillary work to support the new units such as electrical, structural, saw cutting, insulation, roofing, and ceiling tiles.

Description During SY 2023-2024:

At Plymouth Regional High School the HVAC system does not meet the ASHRAE recommendations for pandemic guidelines. To meet these guidelines, Pemi-Baker District proposes to replace unit ventilators in the D-Wing, North Wing AHU, Gym AHU Unit and Library AHU unit and install 5 new ventilation units with double filtration, (Merv 8 and Merv 13), energy recovery, and dehumidification (in all units but gym which does not require dehumidification). Ductwork will be reworked to allow for better air flow and new piping installed to unit. The scope of work includes ancillary work to support the new units such as electrical, structural, saw cutting, insulation, roofing, and ceiling tiles.

- 2) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

- a. Providing individualized instruction:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

Students will receive one on one or group tutoring as needed.

- b. Addressing educator fatigue, including providing performance-based bonuses to teachers:

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

N/A

- c. Improving family engagement:

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

COVID has impacted family engagement activities due to the increased hesitancy to attend events. The goal is to get families back into the school building so that the PRHS community can heal and rebuild. Families will receive invitations to events and the school as well as to events focused on Social Emotional Learning that are provided through CADY.

- 3) The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

- a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount: \$ 345,000.00

Percentage: 21%

Description of allocation methodology including the extent to which it reflected student need for, at minimum, Special Education, Free and Reduced-Price Lunch, and English Language Learners:

Students that were experiencing the most learning loss and difficulty returning to school in person were identified through assessment scores and teacher running records. All students were eligible for additional supports. Special Education Case Managers, ELL Teachers, Reading Teachers were consulted when determining the best use of funds.

b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:

Amount: \$ -

Percentage: 0%

Description, including funds used to support learner attainment of industry-recognized credentials:

The Plymouth Regional High School Career and Technology Center is attached to Plymouth Regional High School. All ESSER funds support both PRHS and PRCTC. There is no breakout specifically for CTC funds.

c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access:

During SYs 2021-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

PRHS students are supported in taking an additional class via VLACs to support enrichment goals. Students are also encouraged to take courses at Plymouth State University if the students schedule allows them to do so.

VII. Addressing the Unique Needs of All Learners

- 1) How the LEA will ensure that the interventions it implements 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.

Description:

Decisions made regarding use of funds have taken into account students' academic, emotional, physical health, and mental health needs. School leaders, teachers, and staff review academic progress, analyze assessments, and the social, emotional, and mental health needs of students during team, department, and if needed faculty meetings. The monitoring of student progress ensure that interventions implemented respond to student needs.

All students receive services regardless of race, national origin, color, disability, socio economic status, or age. No child will be left out of any activity based on financial need.

VIII. Addressing Unique Renovation, Air Quality and/or Construction Needs

- 1) If the LEA plans to use or has used any portion of ARP ESSER funds for construction projects, describe those projects below. Each project should be addressed separately. If needed, LEAs may submit additional supporting information. Please insert "N/A" if this category is not applicable to your plan. Please also note that these projects are subject to the NHDOE's prior conceptual and final approval:

[ESSER Funded Construction.](#)

Description:

At Plymouth Regional High School the HVAC system does not meet the ASHRAE recommendations for pandemic guidelines. To meet these guidelines, Pemi-Baker District proposes to replace unit ventilators in the D-Wing, North Wing AHU, Gym AHU Unit and Library AHU unit and install 5 new ventilation units with double filtration, (Merv 8 and Merv 13), energy recovery, and dehumidification (in all units but gym which does not require dehumidification).

Ductwork will be reworked to allow for better air flow and new piping installed to unit. The scope of work includes ancillary work to support the new units such as electrical, structural, saw cutting, insulation, roofing, and ceiling tiles.

Specific Use Category <i>(User May Delete Current Selection Prior to Assigning Inputs)</i>	General Use Category <i>*May Select Some General Use Categories in Multiple Rows Depending upon Specific Uses. May Delete Current Selection Prior to Assigning Inputs)</i>	Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections Per Use May Be Selected by Cell. To Clear Selection, Highlight Cell and Enter "Delete".</i>	Learning Laws: VN <i>*At least 20% of an LEA's Total Allocation Amounts Required</i>	Detailed Use Description <i>*Written Description, Including "Other Responses" (Columns A and C) and "Funder if Applicable"</i>	Implementation Timeline - Please Select All that Apply					Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER Allocation (as of 8/13/2021)	Total ARP ESSER Allocation Unobligated To Date (as of 8/13/2021)
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024	Per Use				
Construction	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Health and Safety Measurement - Specify in Detailed Use Description	No	At Plymouth Regional High School the HVAC system does not meet the ASHRAE recommendations for pandemic guidelines. To meet these guidelines, Penn Baker District proposes to replace unit ventilators in the Dr. Wing, North Wing AHS, Open AHS Unit and Library AHS unit and install 5 new ventilation units with double filtration, (Merv 8 and Merv 13), energy recovery, and dehumidification in all units but gym which does not require dehumidification. District will be retrofitted to allow for better air flow and new piping installed to unit. The scope of work includes ancillary work to support the new units such as electrical, structural, new ceiling, insulation, roofing, and ceiling tiles.	No	Yes	Yes	Yes	Yes	\$ 1,274,000.00	\$ -	\$ 1,681,107.40	\$ 78,621.25
After-school/Out-of-school Learning and Enrichment	Meeting Students' Academic Needs	Civic Readiness - % Participating in ELA Assessment, % Participating in Math Assessment, % Participating in Science Assessment	Yes - Description Required	Homework Club for 1.5 hours after school on Mondays - Thursdays to support students that have high absences due to isolation and quarantine requirements.	No	Yes	Yes	Yes	Yes	\$ 18,667.00	\$ -		
Physical Health and Safety	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Health and Safety Measurement - Specify in Detailed Use Description	No	Additional face masks for students that are returning from having covid and are required to wear a mask. Also for students that are under a ban.	No	Yes	No	No	Yes	\$ 80.00	\$ -		
High-Dosage Tutoring (Defined As Maximum Ratio Of 1:4 With At Least 3 Sessions Per Week)	Meeting Students' Academic Needs	% Proficient in ELA Assessment	Yes - Description Required	A Reading Teacher has been hired to support students that are below grade level in reading and writing.	No	Yes	Yes	Yes	Yes	\$ 149,000.00	\$ -		
Student Reengagement	Meeting Students' Social, Emotional and Other Needs	Chronic Absenteeism - Rate of Suspension (Including In-School Suspension and Exclusions)	Yes - Description Required	A Behavioral Interventionist has been hired to support students that are disruptive with the return to in-person learning.	No	Yes	Yes	Yes	Yes	\$ 75,000.00	\$ -		
Educational Technology	Meeting Students' Social, Emotional and Other Needs	Health and Safety Measurement - Specify in Detailed Use Description	Yes - Description Required	The DESSA system will assist teachers and staff in identifying students that are in most need of Social Emotional Learning support.	No	Yes	Yes	Yes	Yes	\$ 3,300.00	\$ -		
Other Allowed Uses - Specify in Detailed Use Description	Other Allowed Uses	Other Please Specify in Detailed Use Description	No	Due to the amount of money received, Penn Baker will be required to conduct a single audit which is \$5,000.00.	No	Yes	Yes	Yes	Yes	\$ 5,000.00	\$ -		

Baseline Data SY 2020 to 2021 - For Reference Purposes Only									
LEA Enrollment *October 2021 Date Provided*	% Participation - Math Assessment	% Participation - Science Assessment	% Participation - ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment	
621	86	80	86	90%	93%	0	0	1	

X. Authorization

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

ESSER@doe.nh.gov



15-Feb-22

Approver Signature - Superintendent / Head of School

Date

Kyla Welch, Superintendent SAU48

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.