

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/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: 1/13/2023
- 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 ARPA 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 PES webpage that provides an email address where anyone can submit suggestions for how to use the ARP funds which can be found at <https://prhs.pemibaker.org/for-parents/grants-title-1>. 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 Pemi Baker School Board who then has the ability to vote on how ARPA 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:

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 by students.

Please indicate how consultation was:

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

3) **Widely advertised and available:** Students have been asked to speak to an administrator or send an email to the following address - prhs-essercomment@pemibaker.org

4) **Ongoing:** Suggestions can be shared at any time.

- 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 Plymouth Regional High School website, which can be found in two places; A button on the home page at <https://prhs.pemibaker.org/>. This button links to the Grants page on the website that is located at <https://prhs.pemibaker.org/for-parents/grants-title-1>. 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: None

ii) Uses consulted on: None

iii) Description of feedback received: None

Please indicate how consultation was:

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

3) **Widely advertised and available:** Yes, the email address and request for comments is on the school website in two different locations.

4) **Ongoing:** Yes, feedback is encouraged to be received 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: Two

ii) Uses consulted on: Any use of ESSER money.

iii) Description of feedback received: Suggested uses include upgrades to the HVAC/ventilation system and improvements to the bathrooms.

Please indicate how consultation was:

2) Inclusive: Any administrator can submit comments and requests for how money is spent.

3) Widely advertised and available: Yes, this has been discussed at several meetings. Administrators are also aware of the email address where they can send feedback.

4) Ongoing: *Suggestions can be shared at any time.*

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 specifically asks for feedback.

i) Number of total responses: Two

ii) Uses consulted on: PPE, Supplemental materials, Support for struggling students.

iii) Description of feedback received: Please see below.

Please indicate how consultation was:

2) Inclusive: Teachers recognize that a portion of the student body opted for remote instruction during the 2020-2021 school year. These students returned to in-person instruction in SY 2021-2022 and were behind their peers academically. Students that were remote had a hard time transitioning back to a traditional

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, faculty meetings occur at least monthly. Teachers are also encouraged to speak to an administrator at any time with suggestions on how to use ESSER funds.

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

No

1) Description:

There are no tribes in Plymouth NH.

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):

Somewhat - Description Required

1) Description:

After researching civil rights organizations in the greater 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: No feedback has been received.

Please indicate how consultation was:

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

<https://prhs.pemibaker.org/>

3) Widely advertised and available: Feedback was requested during weekly staff meetings, and Title 1 meetings. Feedback was also requested on the school website at <https://prhs.pemibaker.org>

4) Ongoing: Ongoing feedback may be utilized using the email source and via staff meetings.

- 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:

PRHS is a targeted Title 1 school. Title 1 meetings address the needs of the children in the categories listed above. Title 1 meetings are held once a month with Title 1 teachers, ARP fund use was discussed at these meetings. the prhs-essercment@pemibaker.org email was sent to all families and is on the school website.

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: All stakeholders that represent disadvantaged youth were asked for feedback

3) Widely advertised and available: Feedback was requested during monthly staff meetings, and Title 1 meetings. Feedback was also requested on the school website at <https://prhs.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/WYLD provides additional wilderness based programming to students outside of school hours. WYLD has worked closely with PRHS administrators to provide discipline options that are created using the restorative justice model. Conversations with ADAPT/WYLD occur throughout the year. Additionally, 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

i) Number of total responses: Two

ii) Uses consulted on: SEL programming based on healthy choices. Restorative Justice programming for students that have are suspended.

iii) Description of feedback received: How to provide opportunities for struggling students to positively change their behavior so that they can successfully graduate high school and eventually be college and career ready.

Please indicate how consultation was:

2) Inclusive: Any organization can provide feedback through the prhs-essercment@pemibaker.org email that has been created. This email is on the school website.

3) Widely advertised and available: The prhs-essercment@pemibaker.org email is available on the website at <https://prhs.pemibaker.org/>. Request for input was also sent home to 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):

No

1) Description:

PRHS is a high school which is why early childhood providers were not contacted.

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:

SECTION 1 - GENERAL INFORMATION																								SECTION 2 - FINANCIAL INFORMATION				SECTION 3 - OPERATIONAL INFORMATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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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



Approver Signature - Superintendent / Head of School



Date

Kyla Welch, Superintendent SAU48

Printed Name - Superintendent / Head of School

Pemi Baker School District

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;

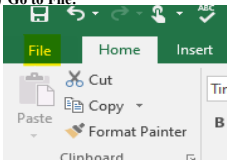
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

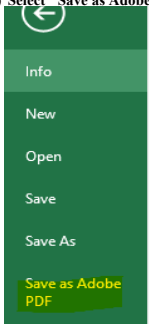
(iv) Be made publicly available on the LEA's website.

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

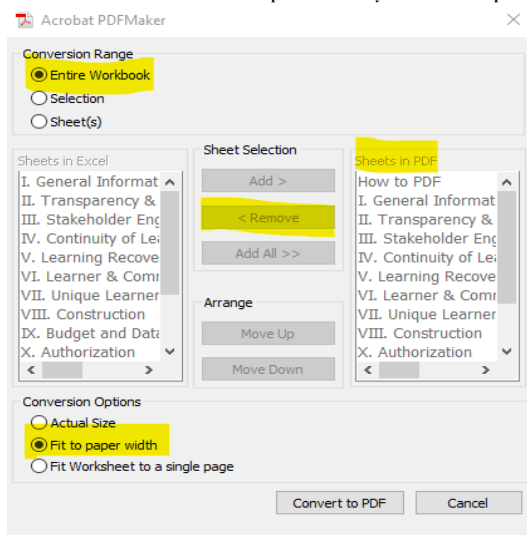
1) Go to File:



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)