

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, requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ocr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bill/117th-congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

- 1) School District / Charter School Name: Pittsfield → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 439 → Autopopulates upon Selection
- 3) SAU Number: 51 → Autopopulates upon Selection
- 4) Date of Publication: 8/23/2021
- 5) Approver Name -
(Superintendent / Head of School): Bryan Lane
- 6) Email & Telephone: blane@pittsfieldnhschools.org (603) 435-5526

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://docs.google.com/document/d/1-0oA9rFTotWs-U70QVfkYmCEQsqYSS8-RBwosLYv-VYw/edit>

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

Yes - Description Required

Description:

Bullet form to allow for greater readability.

- 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):

No

Description:

- 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:

Options for 1:1 discussions with families, if 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 LEA used the Open House to elicit feedback from families regarding the spending of all ESSER funds.

- 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:

Family input was collected at the fall Open House and will continue to be discussed at school board meetings.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
a. Students (please choose one):

Somewhat - Description Required

1) Description:

Day to day understanding of the needs of students.

<i>i) Number of total responses:</i>	<i>10%</i>
<i>ii) Uses consulted on:</i>	<i>Informal feedback on a daily basis on student needs</i>
<i>iii) Description of feedback received:</i>	<i>Day to day understand of the needs of students</i>

Please indicate how consultation was:

2) Inclusive:

All students were considered

3) Widely advertised and available:

Not advertised

4) Ongoing:

We will be creating opportunities for students to tell us what they need and think about

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Families have consistently given feedback to request a more cohesive curriculum and instructional approach. Environmental issues have been a concern and improving air quality would be an important step to alleviating these issues.

<i>i) Number of total responses:</i>	<i>15%</i>
<i>ii) Uses consulted on:</i>	<i>Informal feedback on a daily basis. A forum was held on a Saturday to get feedback from the community on what they want to see from our graduates</i>
<i>iii) Description of feedback received:</i>	<i>see above</i>

Please indicate how consultation was:

2) Inclusive:

All parents have access to this information.

3) Widely advertised and available:

Through School Board agendas and public meetings. Forum was advertised through email as well as social media.

4) Ongoing:

Surveys will be created to gain additional feedback.

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

Yes - Description Required

1) Description:

Bi-weekly district admin meetings are held.

- i) Number of total responses:* 100%- all 6
- ii) Uses consulted on:*
Consistently throughout the school year.
- iii) Description of feedback received:*
Specific needs for facilities, curriculum and professional development.

Please indicate how consultation was:

2) Inclusive:

All administrators were included

3) Widely advertised and available:

Scheduled meetings

4) Ongoing:

Meetings will continue and feedback will be requested.

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

Yes - Description Required

1) Description:

Staff needs were solicited by team leaders.

- i) Number of total responses:* 10%
- ii) Uses consulted on:* Staff were solicited on several occasions to describe their needs.
- iii) Description of feedback received:*

Staff described their needs and give suggestions on district needs.

Please indicate how consultation was:

2) Inclusive:

All staff were included

3) Widely advertised and available:

Through district wide email.

4) Ongoing:

We will continue to communicate with all staff members.

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

- Please Select -

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):

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:

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):

Somewhat - Description Required

1) Description:

- i) Number of total responses:* 10%
- ii) Uses consulted on:* Bi-monthly
- iii) Description of feedback received:*

Parents give feedback as needed through annual progress meetings and anecdotally throughout the year.

Please indicate how consultation was:

2) Inclusive: All students identified are contacted

3) Widely advertised and available:

Through school board agendas and public meetings

4) Ongoing:

We will continue to do outreach beyond the annual visits.

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

Somewhat - Description Required

1) Description:

Attendees at school board meetings; Budget committee has met with administration and the board to express their concerns.

- i) Number of total responses:*
- ii) Uses consulted on:* Bi monthly
- iii) Description of feedback received:* Concerns over the way ensuring a cohesive plan exists in the request and expenditure of funds.

Please indicate how consultation was:

2) Inclusive: All citizens are invited to public meetings.

3) Widely advertised and available:

Through School Board agendas and public meetings, also in attendance at meetings

4) Ongoing:

The district will continue to use our social media as well as email to assist in informing all community members of our activities

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:

- 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:

Through School Board agendas and public meetings

4) Ongoing:

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:

Pittsfield School District will continue to follow its reopening plan which has been developed while using the CDC and DHHS guidelines as our steering documents. See link on our District website.

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:

Pittsfield School District will be implementing several new positions to support students who either missed remote instruction or failed to make gains during this time. These positions include Reading Intervention teacher, HS Math Intervention teacher, Alternative Learning Plan Coordinator, 50% of a social worker and an SEL support position. We also purchased additional online intervention programs to better support our span of learners.

- 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:

see above

Description During SY 2022-2023:

Current plan includes same positions, expanding summer programming and increasing after school tutoring.

Description During SY 2023-2024:

Current plan includes same positions, expanding summer programming and increasing after school tutoring.

- 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:

Summer and after school tutoring offered.

- 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):

Yes - Description Required

Description:

Early release every Wednesday for professional development will include personal goal opportunities.

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

Description:

NWEA MAP, state and local assessments, student/family surveys

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:

Improvements to the building facilities to increase clean air circulation; Increase access to technology to allow for remote instruction when required; increase family engagement opportunities; increase access to professional development to support teachers/staff with the increased demands

Description During SY 2022-2023:

Improvements to the building facilities to increase clean air circulation; increase access to professional development to support teachers/staff with the increased demands

Description During SY 2023-2024:

Improvements to the building facilities to increase clean air circulation.

- 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:

see above

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

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:

All staff received a gift of a half-zip pullover with the school district logo. The district dismisses early every Wednesday to provide professional development time and collegial conferencing. There are no financial bonuses for staff beyond increased pay for summer learning participation.

- c. Improving family engagement:

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:

Increased communication has come from the Superintendent as well as from the school buildings to ensure parents are kept informed of all happenings.

- 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: \$707,013

Percentage: 30%

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:

Identification of needs is determined based on feedback from all building level stakeholders and families.

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

Amount: \$0

Percentage: 0

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

[Redacted description area]

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:

The district continues to investigate opportunities to provide access to courses that meet the needs of our students.

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:

In order to ensure that interventions implemented will respond to academic, social, emotional, and mental health needs of all students and particularly those students disproportionately impacted by COVID-19, the Pittsfield School District will track data and progress of students receiving interventions.

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:

The one construction project is to upgrade the heating and ventilation equipment at Pittsfield Elementary School. The project includes installing multiple air handling units that will be roof based along with new ducting to create an improved air exchange resulting in better air quality. In addition, replacement of the current heating plan with an efficient redundant boiler system.

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

Printed Name - Superintendent / Head of School

Appendix A. ARPA Statutory Excerpt

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air

conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—

(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

(b) In developing its ARP ESSER plan, an LEA must—

(i) Engage in meaningful consultation—

(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and

(ii) Provide the public the opportunity to provide input and take such input into account.

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

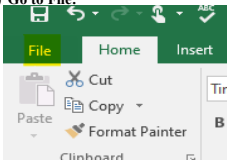
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and

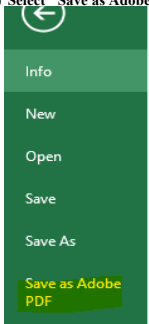
(iv) Be made publicly available on the LEA's website.

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

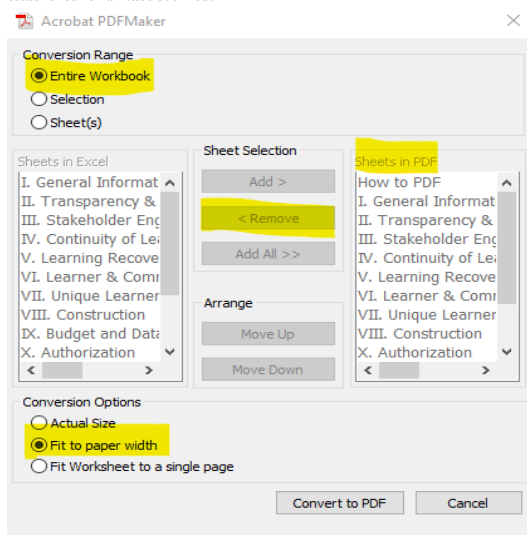
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IX. 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 IX. Budget and Data Reporting tab will need to be printed manually from Excel and sent along with the rest of your materials. The X. Authorization tab will also 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 02/23/2022:

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
 - i Print the "IX. Budget and Data Reporting" and "X. Authorization" tabs from Excel file
 - i Manually print and sign the "X. 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 (4 separate attachments)