

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: Prospect Mountain JMA → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 970 → Autopopulates upon Selection
- 3) SAU Number: 301 → Autopopulates upon Selection
- 4) Date of Publication: 5/30/2023
- 5) Approver Name -
(Superintendent / Head of School): Timothy Broadrick, EdD, Superintendent
- 6) Email & Telephone: tbroadrick@pmsau.org 603-875-7890

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:

[Policies and Business | Prospect Mountain SAU \(pmsau.org\)](#)

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

Yes - Description Required

Description:

The plan is in Google Slides, available online on the school's website or printed for anyone who requests a copy at the school office or the central office.

- 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:

Office staff are available to present the information orally; Google Translate allows for automatic translation online.

- 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:

Plan information may be presented orally or printed for anyone who requests a copy at the school office or the central office.

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:

Yes, the plan has been presented and discussed in public meetings throughout 2020-2021 and 2021-2022. An additional public hearing on the LEA's ESSER III plan was advertised and held in December, 2021, with another public hearing scheduled for June, 2022.

- 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:

To the extent that ESSER III funds support programs to address learning loss and to pay for PPE and environmental mitigation supplies and equipment, student surveys throughout spring, 2020 and the entire 2020-2021 school year helped inform those decisions. Student, parent, and staff feedback have informed the planning of summer enrichment programs ("programs to address learning loss") for the summer of 2022. The town budget committee and town capital planning committee have both been engaged with regards to air quality-related construction projects.

- 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:

Student feedback from 2021's summer enrichment programs helped inform the planning of summer enrichment programs ("programs to address learning loss") for the summer of 2022.

i) Number of total responses:	30-40
ii) Uses consulted on:	one (programs to address learning loss)
iii) Description of feedback received:	Students enjoyed non-traditional group hands-on projects during the summer of 2021, which has been an important factor in planning a wider variety of such opportunities for 2022.

Please indicate how consultation was:

2) **Inclusive:** All students in 2021 enrichment programs were consulted, including vast majority students with diagnosed learning disabilities.

3) **Widely advertised and available:** students were interviewed in person.

4) **Ongoing:** Student and parent feedback will dictate which of the programs being offered actually run during summer of 2022. That engagement is ongoing.

- b. Families (please choose one):

Yes - Description Required

1) Description:

To the extent that ESSER III funds support programs to address learning loss and to pay for PPE and environmental mitigation supplies and equipment, parent surveys throughout spring, 2020, the entire 2020-2021 school year, and fall, 2021 informed those decisions.

Parent feedback from 2021's summer enrichment programs helped inform the planning of summer enrichment programs ("programs to address learning loss") for the summer of 2022. Descriptions of available enrichment programs are available here:

<https://docs.google.com/document/d/1F1WPNbh3DMY1cPQe1Qmk8JcF8D4iPcrpc9y-V41tj1A/edit?usp=sharing>

i) Number of total responses:	300+; 30-40
ii) Uses consulted on:	two (PPE and environmental mitigation; programs to address learning loss)
iii) Description of feedback received:	Parents played an active role in helping the school board make in-school environmental mitigation decisions. Parents agreed that students enjoyed non-traditional hands-on projects during the summer enrichment program of 2021, which has been an important factor in planning a wider variety of such opportunities for 2022.

Please indicate how consultation was:

2) **Inclusive:** Multiple surveys were conducted among all parents/guardians with very high response rates. Parents of students in 2021 summer enrichment programs were interviewed, including a majority parents of special needs students.

3) **Widely advertised and available:** Direct email was used to distribute surveys to all parents. Parents of summer enrichment students were interviewed in person during and after the program.

4) **Ongoing:** Environmental mitigation has been a non-issue since January, 2022. Student and parent feedback will dictate which of the enrichment programs being offered actually run during summer of 2022. That engagement is ongoing as of May, 2022.

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

Yes - Description Required

1) Description:

All administrators (superintendent, director of curriculum, special education director, and others) have participated in planning for programs to address learning loss. The business administrator and facilities director have partnered with the superintendent and school board to plan air quality-related ESSER-funded construction projects.

- i) Number of total responses:* 9
- ii) Uses consulted on:* Two (programs to address learning loss; air quality-related construction)
- iii) Description of feedback received:* All participants have played key roles in developing and engaging staff in determining scope of grant-funded projects.

Please indicate how consultation was:

- 2) Inclusive:** All listed administrators have been included through regular meetings and constant communication.
- 3) Widely advertised and available:** Decisions have been discussed in multiple public meetings and one public hearing (with
- 4) Ongoing:** The administrative team meets weekly to monthly, depending on the time of year. During the period following the pandemic, use of ESSER funds has been a standing item for discussion at administrative meetings.

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

Yes - Description Required

1) Description:

Educators have played key roles in developing programs to address learning loss, specifically summer enrichment programs.

- i) Number of total responses:* All staff (100+)
- ii) Uses consulted on:* One (programs to address learning loss)
- iii) Description of feedback received:* See link above. All program offerings are staff-developed.

Please indicate how consultation was:

- 2) Inclusive:** All staff were consulted, including special education staff.
- 3) Widely advertised and available:** All staff were consulted through a Google Forms survey emailed to all employees.
- 4) Ongoing:** Staff are engaged to lead summer enrichment programs depending on student interest.

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

No

1) Description:

N.A. There are no tribes in NH.

- i) Number of total responses:* N.A.
- ii) Uses consulted on:* N.A.
- iii) Description of feedback received:* N.A.

Please indicate how consultation was:

- 2) Inclusive:** N.A.
- 3) Widely advertised and available:** N.A.
- 4) Ongoing:** N.A.

- i) Number of total student responses:
- ii) Uses consulted on:

f. Civil rights organizations, including disability rights organizations (please check one):

Yes

1) Description:

No change since August, 2021 Use of Funds report to NHE. The LEA consults regularly with regional DHHS representatives and the Parent Resource Center in Laconia, NH. We partner with the Granite State Children's Alliance to participate in the HEART program for students who have experience or may have experience trauma in their lives. All activities described in August, 2021 report are ongoing.

- i) Number of total responses: 6
- ii) Uses consulted on: These stakeholders have been consulted primarily regarding programs to address learning loss as opposed to environmental improvements or teacher retention bonuses.
- iii) Description of feedback received: The school is emphasizing social and emotional effects of the pandemic by stressing community and connectedness. Stakeholder feedback has supported this approach.

Please indicate how consultation was:

2) Inclusive: Disability groups are engaged; all students are engaged.

3) Widely advertised and available: Students are engaged during school hours; disability advocacy and service groups are engaged through the school's community partnership mechanisms, primarily through the counseling department.

4) Ongoing: All of these efforts are ongoing and a regular part of school operations.

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

1) Description:

The LEA works regularly with its regional Family Resource Center, Lakes Region Mental Health, DCYF, and other regional & state agencies responsible for support of at-risk families and displaced youth. The district does not have any such organizations based within its catchment area.

- i) Number of total responses: 2
- ii) Uses consulted on: Programs intended to address learning loss as a result of the pandemic.
- iii) Description of feedback received: Continue to stress social connections / isolation as an effect of the pandemic

Please indicate how consultation was:

2) Inclusive: The district has no such organizations based in its catchment area. Staff have done their best to reach out to state and regional stakeholders for their general feedback, not specific to children from Alton & Barnstead.

3) Widely advertised and available: NA

4) Ongoing: Staff have ongoing relationships with the Family Resource Center, Lakes Region Mental Health, and DCYF, all of which serve the region but are not based in the LEA's catchment area.

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

N.A.

1) Description:

The LEA operates a high school, serving grades 9-12 only

- i) Number of total responses: N.A.
- ii) Uses consulted on: N.A.
- iii) Description of feedback received:

Please indicate how consultation was:

2) **Inclusive:** N.A.

3) **Widely advertised and available:** N.A.

4) **Ongoing:** N.A.

- 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):

N.A.

1) Description:

The LEA operates a high school, serving grades 9-12 only

i) Number of total responses: N.A.

ii) Uses consulted on: N.A.

iii) Description of feedback received:

Please indicate how consultation was:

2) **Inclusive:** N.A.

3) **Widely advertised and available:** N.A.

4) **Ongoing:** N.A.

Region		Country		Province		City		District		Sub-District		Village		Household		Individual		Total		Notes	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

General Information																												Financial Information					Operational Information			
Item	Description	Quantity	Unit	Material Code	Material Name	Material Group	Material Type	Material Status	Material Location	Material Date	Material Price	Material Value	Material Cost	Material Weight	Material Volume	Material Length	Material Width	Material Height	Material Thickness	Material Diameter	Material Area	Material Perimeter	Material Surface	Material Volume	Material Weight	Material Value	Material Cost	Material Weight	Material Value	Material Cost						
1	Item 1	10	m	M001	Material 1	Group 1	Type 1	Status 1	Location 1	Date 1	Price 1	Value 1	Cost 1	Weight 1	Volume 1	Length 1	Width 1	Height 1	Thickness 1	Diameter 1	Area 1	Perimeter 1	Surface 1	Volume 1	Weight 1	Value 1	Cost 1	Weight 1	Value 1	Cost 1						
2	Item 2	20	m	M002	Material 2	Group 2	Type 2	Status 2	Location 2	Date 2	Price 2	Value 2	Cost 2	Weight 2	Volume 2	Length 2	Width 2	Height 2	Thickness 2	Diameter 2	Area 2	Perimeter 2	Surface 2	Volume 2	Weight 2	Value 2	Cost 2	Weight 2	Value 2	Cost 2						
3	Item 3	30	m	M003	Material 3	Group 3	Type 3	Status 3	Location 3	Date 3	Price 3	Value 3	Cost 3	Weight 3	Volume 3	Length 3	Width 3	Height 3	Thickness 3	Diameter 3	Area 3	Perimeter 3	Surface 3	Volume 3	Weight 3	Value 3	Cost 3	Weight 3	Value 3	Cost 3						
4	Item 4	40	m	M004	Material 4	Group 4	Type 4	Status 4	Location 4	Date 4	Price 4	Value 4	Cost 4	Weight 4	Volume 4	Length 4	Width 4	Height 4	Thickness 4	Diameter 4	Area 4	Perimeter 4	Surface 4	Volume 4	Weight 4	Value 4	Cost 4	Weight 4	Value 4	Cost 4						
5	Item 5	50	m	M005	Material 5	Group 5	Type 5	Status 5	Location 5	Date 5	Price 5	Value 5	Cost 5	Weight 5	Volume 5	Length 5	Width 5	Height 5	Thickness 5	Diameter 5	Area 5	Perimeter 5	Surface 5	Volume 5	Weight 5	Value 5	Cost 5	Weight 5	Value 5	Cost 5						
6	Item 6	60	m	M006	Material 6	Group 6	Type 6	Status 6	Location 6	Date 6	Price 6	Value 6	Cost 6	Weight 6	Volume 6	Length 6	Width 6	Height 6	Thickness 6	Diameter 6	Area 6	Perimeter 6	Surface 6	Volume 6	Weight 6	Value 6	Cost 6	Weight 6	Value 6	Cost 6						
7	Item 7	70	m	M007	Material 7	Group 7	Type 7	Status 7	Location 7	Date 7	Price 7	Value 7	Cost 7	Weight 7	Volume 7	Length 7	Width 7	Height 7	Thickness 7	Diameter 7	Area 7	Perimeter 7	Surface 7	Volume 7	Weight 7	Value 7	Cost 7	Weight 7	Value 7	Cost 7						
8	Item 8	80	m	M008	Material 8	Group 8	Type 8	Status 8	Location 8	Date 8	Price 8	Value 8	Cost 8	Weight 8	Volume 8	Length 8	Width 8	Height 8	Thickness 8	Diameter 8	Area 8	Perimeter 8	Surface 8	Volume 8	Weight 8	Value 8	Cost 8	Weight 8	Value 8	Cost 8						
9	Item 9	90	m	M009	Material 9	Group 9	Type 9	Status 9	Location 9	Date 9	Price 9	Value 9	Cost 9	Weight 9	Volume 9	Length 9	Width 9	Height 9	Thickness 9	Diameter 9	Area 9	Perimeter 9	Surface 9	Volume 9	Weight 9	Value 9	Cost 9	Weight 9	Value 9	Cost 9						
10	Item 10	100	m	M010	Material 10	Group 10	Type 10	Status 10	Location 10	Date 10	Price 10	Value 10	Cost 10	Weight 10	Volume 10	Length 10	Width 10	Height 10	Thickness 10	Diameter 10	Area 10	Perimeter 10	Surface 10	Volume 10	Weight 10	Value 10	Cost 10	Weight 10	Value 10	Cost 10						

Section 1: General Information											Section 2: Financial Summary				
Item	Description	Quantity	Unit Price	Total Price	Tax	Net Price	Discount	Final Price	Quantity	Unit Price	Total Price	Net Price	Final Price		
1	Item 1	100	10.00	1000.00	100.00	900.00	0.00	900.00	100	10.00	1000.00	900.00	900.00		
2	Item 2	200	20.00	4000.00	400.00	3600.00	0.00	3600.00	200	20.00	4000.00	3600.00	3600.00		
3	Item 3	300	30.00	9000.00	900.00	8100.00	0.00	8100.00	300	30.00	9000.00	8100.00	8100.00		
Total											600	60.00	36000.00	3600.00	32400.00

The information provided in this document is for informational purposes only and does not constitute an offer or recommendation. The prices and quantities are subject to change without notice. Please contact us for more details.

X. Authorization

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

ESSER@doe.nh.gov

11-Dec-23

Approver Signature - Superintendent / Head of School

Date

Timothy Broadrick, EdD

SMU 301

Printed Name - Superintendent / Head of School

Appendix A. ARPA Statutory Excerpt

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

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

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

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

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

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

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

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

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

(i) Engage in meaningful consultation—

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

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

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

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

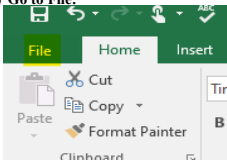
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

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

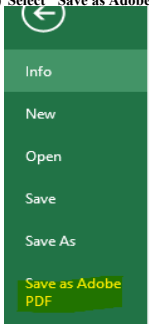
(iv) Be made publicly available on the LEA's website.

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

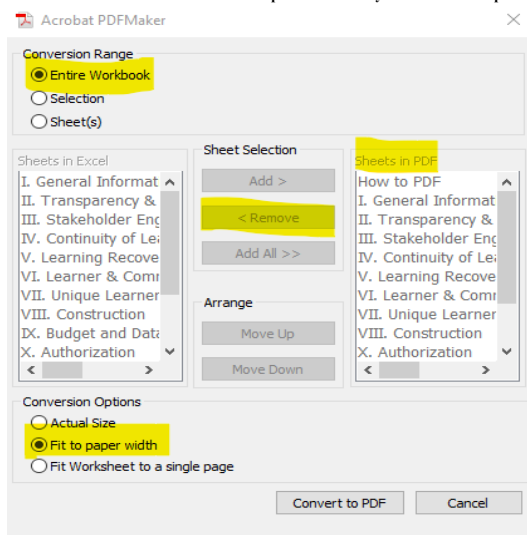
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IV. Budget and Data Reporting" tab from the list beneath "Sheets in PDF." Select "Remove." The reason is because this spreadsheet is so large, that the information will not easily transpose. The V. Authorization tab will need to be printed manually from Excel. The print range within the Excel workbook has been established for all tabs outlined.



3) Items due to the NHDOE by 01/13/2023:

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
 - i Print the "V. Authorization" tab from Excel file
 - i Manually print and sign the "V. Authorization" tab from Excel file
- B. NH ARP ESSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (3 separate attachments)