

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, 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: Rivendell → Cell C18 Must be Input for Formulas to i
- 2) District ID Number: 457 → Autopopulates upon Selection
- 3) SAU Number: 78 → Autopopulates upon Selection
- 4) Date of Publication: 1/13/2023
- 5) Approver Name - (Superintendent / Head of School): Barrett Williams
- 6) Email & Telephone: bwilliams@rivendellschool.org

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://www.rivendellschool.org/news/1130-do101121>

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

Yes - Description Required

Description:

Use of the ARP Esser template from the NH DOE

- 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:

yes, the plan is written in plain english and is easy to understand

- 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:

If requested, the plan can be provided in alterntive format

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:

Stakeholders were invited to provide input in the development of the ARP Esser Plan in a number of ways including: during public board meetings in June,, August, September and October of 2021. Again, stakeholders were given the opportunity to provide continued input during board meetings in February, March, May and December 2022. Administration and staff contributed to the development of the ARP Esser plan through the Recovery and Needs Assessment in FY21 and the continued recovery planning in FY22. Surveys were also conducted in 2021 and 2022 which were offered through multiple sources including the district website, facebook, community listserves and direct messaging. Continued outreach and public comment can be relayed to us at any time by contacting the Superintendent.

- 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:

Stakholder input indicated that student mental health needs and academic supports were the highest priority in 2021 and continued to be of the highest importance per input provided in 2022.

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

Yes - Description Required

1) Description:

Students were provided a survey.

i) Number of total responses: 54 in FY21, Students surveyed as part of all stakeholders in FY22 with 158 responses

ii) Uses consulted on: Student stakeholders consulted on afterschool programs, more elective programs, more student clubs, healthier food options, sporting activities, mental health counselors, afterschool tutoring and homework support as well as summer programs

iii) Description of feedback received: All stakholders were asked to prioritize district needs and consulted on: instruction, social emotional learning, extended learning/afterschool programs, data literacy, student health and wellness, employee appreciation, equity in education, student mental health and community outreach. This stakholder group prioritized stress management and mental health. Students at Rivendell are experiencing stress, anxiety and depression

Please indicate how consultation was:

2) Inclusive: all NH students were invited to participate in the survey

3) Widely advertised and available: all students were provided the link and provided time in school to participate

4) Ongoing: student input is valued and more surveys are planned

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families were provided a survey via direct messenger. Survey was advertised on local list serve pages, facebook pages and school webpage results can be found at: <https://www.rivendellschool.org/discover/federal-programs/esser>

i) Number of total responses: FY 21 - 51 responses, FY 22 - 158 responses

ii) Uses consulted on: Family stakeholders consulted on learning based community projects, increased support staff, behavioral coaches, individualized learning, full time nursing and counselors, increased specials offered, summer sessions and advanced classes.

iii) Description of feedback received: All stakholders were asked to prioritize district needs and consulted on: instruction, social emotional learning, extended learning/afterschool programs, data literacy, student health and wellness, employee appreciation, equity in education, student mental health and community outreach. This stakeholder group prioritized academic and mental health support for students

Please indicate how consultation was:

2) Inclusive: all parents, staff and community members were invited to participate

3) Widely advertised and available: announced on multiple listserves, facebook and school webpages. Also direct email listing to all staff, students and parents.

4) Ongoing: ongoing input is encouraged, plan is available on the website

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

Yes - Description Required

1) Description:

All school and District Administrators were included in our Recovery Plan activities and were invited to participate in the stakeholder survey

- i) Number of total responses: FY 21 - 51 responses, FY 22 - 158 responses*
- ii) Uses consulted on: asked to prioritize district needs*
- iii) Description of feedback received: academic and mental health supports for students*

Please indicate how consultation was:

- 2) Inclusive: All district Administrators were involved in Recovery planning and Needs Assessment activities and were invited to participate in the stakeholder surveys**
- 3) Widely advertised and available: Advertised online and were invited to participate via direct email**
- 4) Ongoing: Administrators meet monthly to discuss ongoing needs of the District.**

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

Yes - Description Required

1) Description:

All participants were invited to participate in stakeholder survey. Additionally staff are invited to participate in planning and board meetings to discuss Esser planning.

- i) Number of total responses: FY22 158 responses*
- ii) Uses consulted on: This stakeholder group consulted on smaller class sizes, staff retention, professional development, behavioral supports (counselors), outdoor learning, better pay incentives, student support services and afterschool resources*
- iii) Description of feedback received: All stakeholders were asked to prioritize district needs and consulted on: instruction, social emotional learning, extended learning/afterschool programs, data literacy, student health and wellness, employee appreciation, equity in education, student mental health and community outreach. This stakeholder group prioritized academic recovery and mental health support for students*

Please indicate how consultation was:

- 2) Inclusive: all staff invited to participate in survey via email, advertised in multiple locations**
- 3) Widely advertised and available: survey was available on website, advertised locally and provided via email**
- 4) Ongoing: staff are encouraged to provide ongoing input for the use of Esser funds through several avenues**

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

No

1) Description:

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

Please indicate how consultation was:

- 2) Inclusive:**
- 3) Widely advertised and available:**

4) Ongoing:

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

Somewhat - Description Required

1) Description:

Special education staff, homeless liaison staff, counseling service staff and specialized disability staff invited to participate in survey and notified of opportunity to provide input for planning at board meeting as part of all stakeholder input initiative.

i) Number of total responses: responses are included in all stakeholders surveye (158)

ii) Uses consulted on: This stakeholder group consulted on professional development, increasing support staff, professional development, additional counseling services, student support services such as Expedition Classroom and staff retention

iii) Description of feedback received: All stakeholders were asked to prioritize district needs and consulted on: instruction, social emotional learning, extended learning/afterschool programs, data literacy, student health and wellness, employee appreciation, equity in education, student mental health and community outreach. This stakeholder group prioritized academic recovery and mental health support for students

Please indicate how consultation was:

2) Inclusive: All staff invited to participate

3) Widely advertised and available: Advertised locally and provided via direct email

4) Ongoing: continued opportunities to participate in planning via meetings and planning

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:

Special education staff, homeless liaison staff, counseling services staff and specialized disability staff invited to participate in survey and notified of opportunity to provide input for planning at board meeting as part of all stakeholder input initiative. Director of Special Education and other community groups representing the interests of children with disabilities involved in continuing recovery planning

i) Number of total responses: included in all stakeholder survey (158 responses)

ii) Uses consulted on: This stakeholder group consulted on professional development, increasing support staff, professional development, additional counseling services, student support services such as Expedition Classroom and staff retention

iii) Description of feedback received: All stakeholders were asked to prioritize district needs and consulted on: instruction, social emotional learning, extended learning/afterschool programs, data literacy, student health and wellness, employee appreciation, equity in education, student mental health and community outreach. This stakeholder group prioritized academic recovery, mental health support for students and remedial academics

Please indicate how consultation was:

2) Inclusive: all stakeholders invited to participate

3) Widely advertised and available: yes, advertised on website, discussed at board meetings and direct email invites to survey

4) Ongoing: stakeholder input is ongoing and our plan is updated on our website with contact information

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

Yes - Description Required

1) Description:

In person stakeholder meeting took place on 12/6/22, survey posted online at school website, advertised on listserves and fb results are available at: <https://www.rivendellschool.org/discover/federal-programs/esser>

i) Number of total responses: 158

ii) Uses consulted on: This stakeholder group consulted on community based projects, community outreach options, family involvement, field trips, afterschool workshops, social workers/counseling options for students.

iii) Description of feedback received: stakeholders were asked to prioritize district needs and consulted on: instruction, social emotional learning, extended learning/afterschool programs, data literacy, student health and wellness, employee appreciation, equity in education, student mental health and community outreach. This stakeholder group prioritized instruction and mental health support

Please indicate how consultation was:

2) Inclusive: All stakeholders were invited to participate for input

3) Widely advertised and available: advertised on website, listserv, announcements, and facebook. Discussed at board meetings.

4) Ongoing: stakeholder input is ongoing and our plan is updated on our website with contact information for further comment

- 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:

Act 166 partnerships invited to submit input, virtual stakeholder meeting 9/15/21, inperson stakeholder meeting 12/6/22, survey posted to website, direct emails requesting input sent to early childhood staff and student families.

i) Number of total responses: 158

ii) Uses consulted on: This stakeholder group consulted on outdoor activities and outdoor learning programs, afterschool programs, and summer programs.

iii) Description of feedback received: All stakeholders were asked to prioritize district needs and consulted on: instruction, social emotional learning, extended learning/afterschool programs, student health and wellness, employee appreciation, equity in education, student mental health

Please indicate how consultation was:

2) Inclusive: All stakeholders were invited to participate

3) Widely advertised and available: Yes, website, listserves, facebook, board meetings, stakeholder meetings

4) Ongoing: Every announcement sent and shared with all stakeholders invites future continued input. Contact information for continued outreach is advertised on our webpage.

1. Project Information Project Name: [Redacted] Project Number: [Redacted]	2. Project Manager Name: [Redacted]	3. Project Sponsor Name: [Redacted]	4. Project Start Date Start Date: [Redacted]	5. Project Objectives Objectives: [Redacted]															6. Project Risks Risks: [Redacted]	7. Project Status Status: [Redacted]
				8. Project Budget Budget: [Redacted]	9. Project Resources Resources: [Redacted]	10. Project Deliverables Deliverables: [Redacted]	11. Project Milestones Milestones: [Redacted]	12. Project Stakeholders Stakeholders: [Redacted]	13. Project Communication Communication: [Redacted]	14. Project Reporting Reporting: [Redacted]	15. Project Review Review: [Redacted]	16. Project Approval Approval: [Redacted]	17. Project Sign-off Sign-off: [Redacted]	18. Project Closure Closure: [Redacted]	19. Project Archiving Archiving: [Redacted]	20. Project Post-mortem Post-mortem: [Redacted]	21. Project Lessons Learned Lessons Learned: [Redacted]	22. Project Feedback Feedback: [Redacted]		

24. **Project Summary**
 Summary: [Redacted]

																								Section 100 - Financial Statements				Section 101 - Financial Statements			
100-1	100-2	100-3	100-4	100-5	100-6	100-7	100-8	100-9	100-10	100-11	100-12	100-13	100-14	100-15	100-16	100-17	100-18	100-19	100-20	100-21	100-22	100-23	100-24	101-1	101-2	101-3	101-4	101-5	101-6	101-7	101-8

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Section 1: General Information										Section 2: Financial Summary	
Item	Description	Quantity	Unit	Value	Category	Code	Notes	Total	Balance	Start	End
1	Item 1	10	kg	100	Food	001		100	0	2023-01-01	2023-12-31
2	Item 2	5	kg	50	Food	002		50	0	2023-01-01	2023-12-31
3	Item 3	2	kg	20	Food	003		20	0	2023-01-01	2023-12-31
4	Item 4	1	kg	10	Food	004		10	0	2023-01-01	2023-12-31
5	Item 5	1	kg	10	Food	005		10	0	2023-01-01	2023-12-31
6	Item 6	1	kg	10	Food	006		10	0	2023-01-01	2023-12-31
7	Item 7	1	kg	10	Food	007		10	0	2023-01-01	2023-12-31
8	Item 8	1	kg	10	Food	008		10	0	2023-01-01	2023-12-31
9	Item 9	1	kg	10	Food	009		10	0	2023-01-01	2023-12-31
10	Item 10	1	kg	10	Food	010		10	0	2023-01-01	2023-12-31
Total								220	0		

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

Barrett Williams

Printed Name - Superintendent / Head of School

Barrett Williams - Superintendent

1/13/23

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;

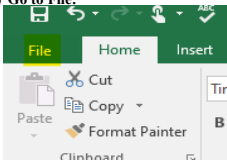
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

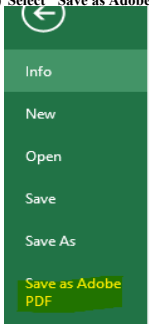
(iv) Be made publicly available on the LEA's website.

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

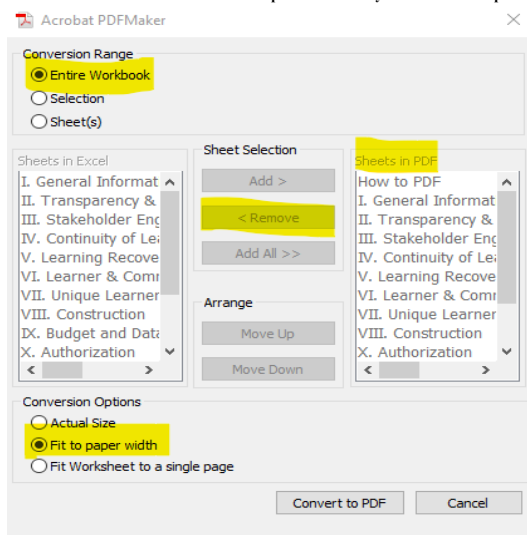
1) Go to File:



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)