

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](mailto: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:  → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number:  → Autopopulates upon Selection
- 3) SAU Number:  → Autopopulates upon Selection
- 4) Date of Publication:
- 5) Approver Name -  
(Superintendent / Head of School):
- 6) Email & Telephone:

## 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:***

The Use of ARP ESSER funds is published on the SAU's website at [www.sau104.org](http://www.sau104.org).

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

**Yes - Description Required**

***Description:***

Yes, the Use of Funds Plans is understandable 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:***

Yes, the Use of Funds plan is written in a language that parents can understand. Transcription services are available for any parents with limited English proficiency.

- 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, parents with disability can request that they be provided with an alternative format the Use of Funds plan so that they can access the information.

### 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 Rollinsford School Board discussed the use of ARP ESSER funds during their process to create the annual 23-24 school district budget. The ARP ESSER funds have been agenda items at the school board meetings. The School Board discussed options for utilization of these funds at their April 13, 2023 and May 11, 2023 board meetings.

- 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:**

Yes, the school district has gained input on these funds in various items. Much anecdotal feedback is provided to the school administration about meeting the needs of students.

- 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:**

*Although a limited role because of the age of the students, the students at Rollinsford Grade School are encouraged to express their academic and emotional needs so that they can best access their learning.*

*i) Number of total responses: 50*

*ii) Uses consulted on: learning loss, emotional health*

*iii) Description of feedback received: students were happy to be back in school but were also anxious. These concerns were expressed to teachers who then conveyed them to the administration.*

*Please indicate how consultation was:*

**2) Inclusive: All students were included.**

**3) Widely advertised and available: All teachers solicit input from students.**

**4) Ongoing: Input is solicited on a regular basis in various ways.**

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

*Families expressed concerns about learning loss and the emotional health of their children, particularly with the impact of remote learning. Although the school has been back to full in-person learning since April 2021, some of the impacts of the pandemic continue to exist.*

*i) Number of total responses: 25*

*ii) Uses consulted on: learning loss, emotional health*

*iii) Description of feedback received: As stated above, families expressed concerns to teachers and administration about the potential impacts of the pandemic on their children's ability to learn, regulate behaviors, and to best learn to deal with the anxiety created by the pandemic.*

*Please indicate how consultation was:*

**2) Inclusive: Families have multiple ways to communicate with teachers through parent conferences, email and through various electronic classroom platforms, some of which continues to be used at the school.**

**3) Widely advertised and available: Teachers actively solicit family input their students.**

**4) Ongoing: Family input is regularly encouraged.**

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

**Yes - Description Required**

**1) Description:**

*The school's principal works with the SAU administration to determine how best to use the ARP ESSER funds.*

*i) Number of total responses: 25*

*ii) Uses consulted on: learning loss, mental/behavioral health, professional development*

*iii) Description of feedback received: The discussion centers around how the funds can be used to provide additional supports for students as well as create professional development opportunities for staff.*

*Please indicate how consultation was:*

**2) Inclusive:** The school principal and SAU administration were all included in these discussions.

**3) Widely advertised and available:** The superintendent holds a weekly meeting with the school principal to discuss a variety of matters including the use of ARP ESSER funds. These meetings are attended by other SAU administration as is deemed necessary.

**4) Ongoing:** These weekly meeting provide for ongoing dialogue on the use of ARP ESSER funds.

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

**Yes - Description Required**

**1) Description:**

*The Rollinsford Grade School's leadership team works with the school's principal to identify the needs of students. The school's principal works with SAU administration to determine how best to utilize these funds to meet student needs.*

*i) Number of total responses: 20*

*ii) Uses consulted on: learning loss, behavioral/mental health of students.*

*iii) Description of feedback received: the school requested funds be used to create an academic interventions position to provide intensive supports for students who experienced learning loss.*

*Please indicate how consultation was:*

**2) Inclusive:** ARP ESSER funding and addressing student needs were topics of discussion at school leadership team meetings as well as at staff meetings.

**3) Widely advertised and available:** The leadership team's and the staff meeting agendas are publicized within the school.

**4) Ongoing:** This has been a regular discussion item throughout the time ARP ESSER funds have been available.

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

**No**

**1) Description:**

*N/A*

*i) Number of total responses:*

*ii) Uses consulted on:*

*iii) Description of feedback received:*

*Please indicate how consultation was:*

**2) Inclusive:**

**3) Widely advertised and available:**

**4) Ongoing:**

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

**Somewhat - Description Required**

**1) Description:**

*There have not been any specific requests or input from agencies in the Rollinsford School District. Like other district, the district has received general information from state parent advocacy groups to use the funds for learning loss.*

*i) Number of total responses: 1*

*ii) Uses consulted on: learning loss and supporting students with disabilities.*

*iii) Description of feedback received: The state agency wanted to ensure that district's were working to best meet the needs of our students with more challenging learning needs.*

*Please indicate how consultation was:*

**2) Inclusive:** N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

- 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:**

*The school principal has received anecdotal information from parents and service providers about the needs of students, particularly regarding concerns around learning loss and behavioral health.*

*i) Number of total responses: 12*

*ii) Uses consulted on: learning loss, mental/behavioral health*

*iii) Description of feedback received: Stakeholders would like to see the funds used to support students as they continue to struggle with the impact of the COVID-19 health pandemic on their behavioral and emotional health. Stakeholders also would like to see the funds used to help recoup learning loss.*

Please indicate how consultation was:

**2) Inclusive: All stakeholders were encouraged to give input.**

**3) Widely advertised and available: ARP ESSER funds have been discussed at numerous board meetings since the funds became available. The agendas for these meetings are publicized.**

**4) Ongoing: These funds have been an ongoing topic for the school board as well as the school and district administration.**

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

**Somewhat - Description Required**

**1) Description:**

*An independent vendor provides before and after school care for Rollinsford students. One of the members of the company regularly comes to Rollinsford School Board meetings and offers public comment.*

*i) Number of total responses: 2*

*ii) Uses consulted on: outdoor classroom, mental/behavioral health*

*iii) Description of feedback received: Vendor felt that the potential uses of the ARP ESSER funds as discussed by the school board and school administrator would help address similar needs she sees in her program.*

Please indicate how consultation was:

**2) Inclusive: The vendor had the opportunity to offer public comment.**

**3) Widely advertised and available: The school board regularly posts its meeting date and the agenda in various locations and on its website.**

**4) Ongoing: The utilization of ARP ESSER funds has been discussed as an ongoing item by the school board as well as the school and district level administrators to determine the best use of these funds to meet the needs of students.**

- 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:**

*There are no early childhood education program providers in the community.*

*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:**









**X. Authorization**

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

[ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov)



13-May-23

**Approver Signature - Superintendent / Head of School**

**Date**

Lori Lane

**Printed Name - Superintendent / Head of School**

## Appendix A: ARPA Statutory Excerpt

### 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;*

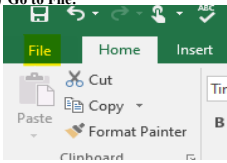
*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(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*

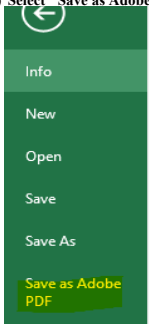
*(iv) Be made publicly available on the LEA's website.*

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

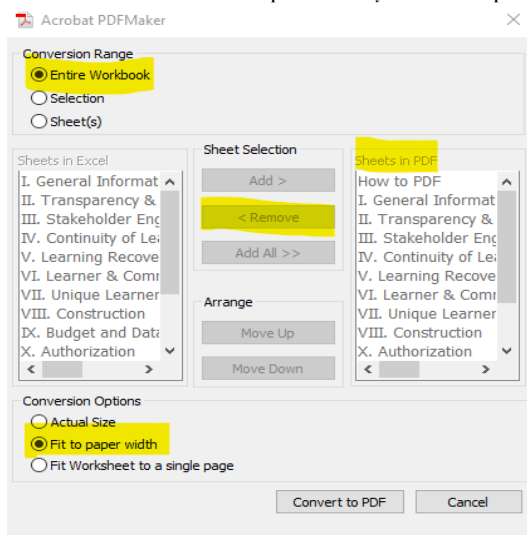
1) Go to File:



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)