

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:	<u>Tamworth</u>	→ Cell C18 Must be Input for Formulas t
2) District ID Number:	<u>525</u>	→ Autopopulates upon Selection
3) SAU Number:	<u>13</u>	→ Autopopulates upon Selection
4) Date of Publication:	<u>8/4/2023</u>	
5) Approver Name - (Superintendent / Head of School):	<u>Michael Whaland</u>	
6) Email & Telephone:	<u>mwhaland@SAU13.org</u>	

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://sites.google.com/tamworth.k12.nh.us/welcome-ka-brett-school/home>

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

Yes - Description Required

Description:

The plan is written in a format similar to our other handbooks so it is familiar to our parents/families. There is a Table of Contents so specific items can be easily located within the body of the plan.

- 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:

The plan is written in English. English is the primary language for the vast majority of our families. If required, a written translation can be provided as well as an orally translated if that is preferred.

- 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 needed, we will provide an alternative format of our plan, in writing or verbally, 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 Tamworth Grant Project Manager has worked with various stakeholders, staff, families and the school board, to develop the plan for the use of the ARP ESSER funds. This is discussed at school board meetings. These meetings are open to the public, the agenda is published in advance of the meeting and there is opportunity for public input at each meeting. Meeting notes are available as well. In addition, a public hearing was held to get input from the public.

- 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:

Surveys were sent to families, there were parent and school board members on our task force. There is opportunity at each monthly school board meeting for public input. We held public hearings and presenting and outline for use of funds open to the public. The School posts the plan on the website and uses this as an feedback channels: The School used this information to support student achievement and improve air quality.

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

No

1) Description:

We are a K-8 school and did directly survey students however we update students regularly about how the use of funds will benefit the school and opportunities available for student learning. There is a culture of open dialog with our students specifically for activities that would qualify under learning loss.

- 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

- b. Families (please choose one):

Yes - Description Required

1) Description:

We did not specifically survey families in regards to the uses of the ARP ESSER funds. Use of the ARP ESSER funds is discussed at public school board meetings. The agenda is published in advance of these meetings and public input is sought at the meetings.

- i) Number of total responses: N/A*
- ii) Uses consulted on: The safe return to school, improving the indoor air quality and addressing learning loss.*
- iii) Description of feedback received: The public supports the improvement of air quality within the school and addressing learning loss through the additional hiring of teachers to keep class sizes small and to address the increasing number of students requiring special education services.*

Please indicate how consultation was:

2) Inclusive: All meetings are public. Anyone from the district is able to come and were encouraged to give input.

3) Widely advertised and available: The agenda and date of meetings is published on the SAU and school websites. These are accessible to the public.

4) Ongoing: Meetings are held monthly. They are accessible in person as well as virtually.

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

Yes - Description Required

1) Description:

We hold SAU wide Administrative team meetings where discussions about how these funds will best be used to serve our students and staff.

N/A

How to address learning loss, SEL for students and staff, physical environment-specifically the HVAC system and windows

We are consulting with the Turner group regarding facility improvements-specifically around the HVAC system. We added teachers to keep class sizes small to help address learning loss and SEL needs of students.

Please indicate how consultation was:

The administrative team meets monthly and includes principals, the superintendent, director of student services, business administrators

N/A

We meet monthly in person and consult via email or virtual meetings if needed.

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

Yes - Description Required

1) Description:

The use of ESSER funds is discussed at regular staff meetings (this includes all school staff). The School Based Leadership Team meets monthly and this is often a topic of conversation.

N/A

Primarily how we will address student learning loss and the significant SEL needs of our students.

It is widely agreed that maintaining small class sizes, particularly in the early primary grades, will greatly benefit our students (and staff) in regards to meeting the student's SEL needs and academic needs, specifically addressing the learning loss seen throughout the grades. We are seeing that our

Please indicate how consultation was:

All staff are able to participate in these conversations.

Staff meetings are regularly scheduled and participation is mandatory.

We meet twice a month.

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

No

1) Description:

N/A

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

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

No

1) Description:

There are no specific organizations of this nature in our district to meet this requirement. However, we work closely with our special education director to ensure all student needs are considered through ARP ESSER. Our Director of Student Services works with local organizations such as Children Unlimited and the Laura Foundation to seek resources to meet our students needs.

i) Number of total responses: 2

ii) Uses consulted on: Early Intervention and alternate ways to meet the needs of students

iii) Description of feedback received: Provide early interventions to those children who need it. Dela start to K so those students can have more time in a pre-k setting as needed.

Please indicate how consultation was:

2) Inclusive: Our director of student services works with local organizations such as Children Unlimited and the Laura Foundation to seek out resources.

3) Widely advertised and available: Notices to the public

4) Ongoing: Meet monthly

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:

Our student services team meets regularly to discuss ways to best meet the needs of these populations. The team consists of a school counselor, student support teacher, social worker, school nurse and the principal. This team meets weekly. The team advocates for families and provides input to meet the needs of students and their families. These team members work closely with the building staff to identify student needs throughout the year.

i) Number of total responses: 5

ii) Uses consulted on: Supporting SEL and the mental health of students and supporting their families through connections, counseling, reaching out to area service providers.

iii) Description of feedback received: The need is continuing to grow in regards to student mental health needs, poor/underdeveloped social skills and support for their families.

Please indicate how consultation was:

2) Inclusive: Our school counselor, social worker, student support teacher, principal, and school nurse advocate for such students and families, provide input to meet the needs of the students.

3) Widely advertised and available: These meetings happen weekly (the team) and meet with parents/families as needed or requested with the school counselor taking the lead in this team.

4) Ongoing: weekly meetings

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

Somewhat - Description Required

1) Description:

Advantage Kids provides tennis and yoga to students grades K-8 after school, OASIS provides reading tutoring for students before school, Cub Scouts. We continue to look for additional partnerships that supports students health, safety, and accademic growth. We collaborated with the town recreation program to offer free summer learning opportunities during the last week of vacation.

i) Number of total responses: 3

ii) Uses consulted on: We have been able to provide a variety of before and after school activities to our students throughout the year.

iii) Description of feedback received: These programs are vital to students social development and the OASIS program provides not only tutoring but another trusted adult for the children involved.

Please indicate how consultation was:

2) Inclusive: We work w/the above named organizations to provide a variety of opportunities for our students. (We have also been able to reinstate our own afterschool programs and middle school sports teams).

3) Widely advertised and available: The programs are advertised through our newsletters, and notices distributed to families via the Blackboard Connect system.

4) Ongoing: These programs are provided throughout the year while being creative with staffing and programming to support students and their families.

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):

Somewhat - Description Required

1) Description:

The Director of Student Services and building administration works with the case managers and local preschools to provide screening and support as needed. Our Kindergarten teacher reaches out to area preschools to discuss incoming students, plans transition meetings as necessary and hosts Kindergarten Orientation to assist with incoming kindergarten students' adjustment to the school setting and routines. We have worked towards a delivery model inside the walls school for our preschool students moving to K to receive related services to increase familiarity in the building.

i) Number of total responses: 2

ii) Uses consulted on: Supporting foundational skills and social emotional growth.

iii) Description of feedback received: The needs of our incoming students are continuing to increase due, likely, to the lack of exposure to social situations due to the pandemic. The school need to continue to communicate and provide interventions to support our students and their families.

Please indicate how consultation was:

2) Inclusive: Staff who work directly with this population are included in these on-going conversations.

3) Widely advertised and available: Monthly special education team meetings. Kindergarten registration is posted in the paper, school newsletter and online. Special Education Screening for ages 3-5 is posted on the school and SAU website and in the local newspaper three times a year.

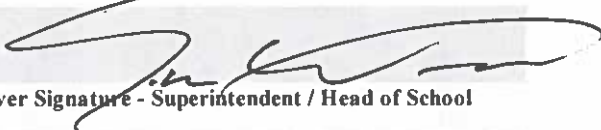
4) Ongoing: Monthly meetings.

Section 1: General Information										Section 2: Financial Summary		
Item	Description	Quantity	Unit Price	Total Price	Tax	Net Price	Discount	Final Price	Payment Terms	Revenue	Expenses	Profit
1	Item 1	100	10.00	1000.00	100.00	900.00	0.00	900.00	Net 30	1000.00	0.00	1000.00
2	Item 2	50	20.00	1000.00	100.00	900.00	0.00	900.00	Net 30	1000.00	0.00	1000.00
3	Item 3	200	5.00	1000.00	100.00	900.00	0.00	900.00	Net 30	1000.00	0.00	1000.00
Total										3000.00	0.00	3000.00

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

9/18/2023

Date

Michael Whelan

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

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(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;

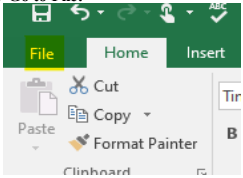
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

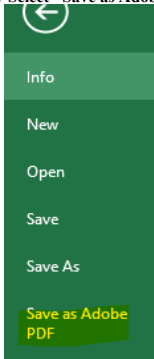
(iv) Be made publicly available on the LEA's website.

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

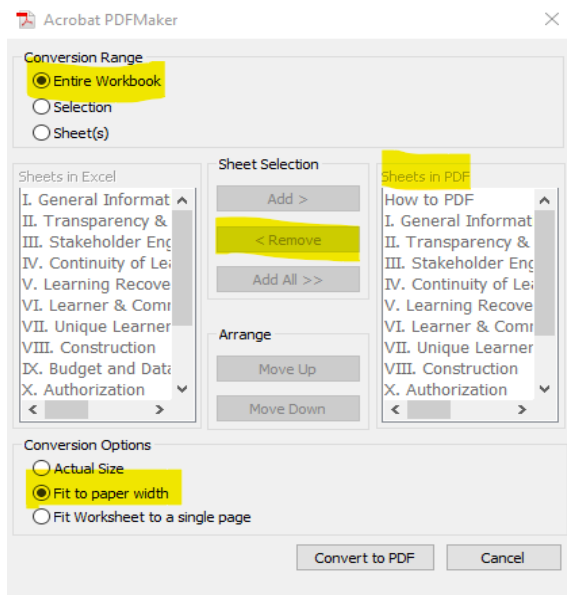
1) Go to File:



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
 - ii. 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)