

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/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>Unity</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>539</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>6</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>1/13/2023</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Michael Tempesta</u> | |
| 6) Email & Telephone: | <u>Mtempesta@sau6.org, 603-542-4200</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:

The Unity School District Plan for the use of the Esser III Funds is available on the SAU website - www.sau6.org.

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

Yes - Description Required

Description:

The Plan is written in an understandable format as required by the NH DOE and the ARP Esser Lea Funds Excel Sheet format. For the sake of transparency and clarity the submission format is the same document that is posted on the Unity District Wide site.

- 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 and translations are available by using the translation features on the SAU 6 website and if not practical the document could be orally translated upon request.

- 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:

This document can be provided in an alternative format upon request by a parent with a disability.

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 Unity Elementary School provided the public the opportunity to provide input into the development of the LEA's plan for the use of ARP ESSER funds by holding public forums last summer, providing the opportunity for the public to speak on the subject during School Board Meetings and by conducting a public survey sent out to all families, community members and stakeholders. The survey and a PowerPoint of the survey results can be viewed at <https://www.sau6.org/>.

Unable to

- 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):

SAU6.org

Yes - Description Required

Description:

The Unity Elementary School used public input from surveys, discussions and board meetings to determine the priorities of the use of ESSER funding in coordination with the strategic initiatives that are the foundation of the UES and Unity School Board.

- 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 there were no student respondents in the community survey, students relay interests in school, activities, field trips and general school governance on a regular basis via classroom, grade level and whole school assemblies. Unity Elementary School has 86 students and the principal engaged the students by going into each classroom and talking with students. All students at the Unity Elementary School were actively engaged by

- i) Number of total responses: No responses received - The building principal had direct contact with students in the classroom. Students were*
- ii) Uses consulted on: Activities, field trips and general school governance*
- iii) Description of feedback received: Students relay interest in school activities, field trips and general school governance on a regular basis via classroom, grade level and whole school assemblies.*

Please indicate how consultation was:

2) Inclusive: Consultation was inclusive as the survey was sent out to all homes and was posted on the district wide site. Unity is a small school with a supportive community. The building principal was active in the community and provide Esser information as well as asking parents for their

3) Widely advertised and available: Consultation was inclusive as the survey was sent out to all homes and posted on the district web site.

4) Ongoing: We always invite the public to contribute and participate in School Board meetings during. The public comment section of every Unity School Board Meeting. Additionally, parents, student and community members often reach out to board members and members of the Unity Administrative Team to express opinions and concerns about the use of funds.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Four of the eleven respondents (36%) on the Unity Community survey were parents or guardians of Unity Students. In addition to the formal survey, parents and families communicate school interests on a weekly basis through discussions with staff, administration and school board members. Unity is a small, close-knit community and the school community in particular reaches out to school representatives on a regular basis.

- i) Number of total responses: 11*
- ii) Uses consulted on: 4 responses received*
- iii) Description of feedback received: The social emotional welfare summer enrichment opportunities and before/after school interventions for students.*

Please indicate how consultation was:

2) Inclusive: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website.

3) Widely advertised and available: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website. The survey was sent to the SAU 6 community members, parents and teachers. Esser planning and updates are constantly discussed at almost every school board meeting. There is constant and updated information presented at the board meeting by the building principal.

4) Ongoing: We always invite the public to contribute and participate in School Board meetings. The public comment section of every Unity School Board Meeting. Additionally, parents, student and community members often reach out to board members and members of the Unity Administrative Team to express opinions and concerns about the use of funds. For example a library committee was formed which included school board members, parents and students' input with discussion of Esser Funding for the library.

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

Yes - Description Required

1) Description:

There was one response from this group and the response was identical to the parent response that focused on the social emotional welfare of students and summer and year round additional interventions for students.

i) Number of total responses: 1 response received

ii) Uses consulted on: focused on the social emotional welfare of students and summer and year round interventions for students.

iii) Description of feedback received: Only 1 response was received for Unity. The focus was on social emotional welfare of our students during the summer and year round activities.

Please indicate how consultation was:

2) Inclusive: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website.

3) Widely advertised and available: Consultation was inclusive as the survey was sent out to all homes and was posted on the district web site

4) Ongoing: We always invite the public to contribute and participate in School Board meetings during. The public comment section of every Unity School Board Meeting. Additionally, parents, student and community members often reach out to board members and members of the Unity Administrative Team to express opinions and concerns about the use of funds.

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

Yes - Description Required

1) Description:

This was the largest block of respondents on the survey, 7 of the 11 respondents (64%). The results were similar in that they focused on caring for the needs of students by providing social/emotional and academic support for students year round via tutoring sessions, summer programming and hiring additional staff to attend to students needs as needed. As would be expected, this corresponded with the overall survey results with school staff

i) Number of total responses: 7

ii) Uses consulted on: Focused on caring for the needs of students by providing social/emotional and academic support for students year round

iii) Description of feedback received: This was the largest block of respondents on the survey, 7 of the 11 respondents (64%). The results were similar in that they focused on caring for the needs of students by providing social/emotional and academic support for students year round via tutoring sessions, summer programming and hiring additional staff to attend to students needs as needed. As would be expected, this corresponded with the overall survey results with school staff respondents overwhelming requesting more professional development (100% of respondents) and year round support for students.

Please indicate how consultation was:

2) Inclusive: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website.

3) Widely advertised and available: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website.

4) Ongoing: We always invite the public to contribute and participate in School Board meetings during. The public comment section of every Unity School Board Meeting. Additionally, parents, student and community members often reach out to board members and members of the Unity Administrative Team to express opinions and concerns about the use of funds.

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):

Yes - Description Required

1) Description:

No specific civil rights organizations were recognized in the survey sample.

- 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: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website.

3) Widely advertised and available: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website.

4) Ongoing: We always invite the public to contribute and participate in School Board meetings during. The public comment section of every Unity School Board Meeting. Additionally, parents, student and community members often reach out to board members and members of the Unity Administrative Team to express opinions and concerns about the use of funds.

- 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:

There was one response from this group and the response was identical to the parent response that focused on their social emotional welfare of student and summer and year round additional interventions for students.

- i) Number of total responses: 1 response was received*
- ii) Uses consulted on: Social welfare of students and additional interventions*
- iii) Description of feedback received: Social emotional welfare of students and summer and year round additional interventions for students.*

Please indicate how consultation was:

2) Inclusive: Consultation was inclusive as the survey was sent out to all homes and was posted on the district web site.

3) Widely advertised and available: Consultation was inclusive as the survey was sent out to district wide to community members and staff. This was also posted on the district web site for additional responses. The Unity Principal also sought out comments at the school board meetings.

4) Ongoing: We always invite the public to contribute and participate in School Board meetings during. The public comment section of every Unity School Board Meeting. Additionally, parents, student and community.

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

Somewhat - Description Required

1) Description:

No specific organizations or groups responded to the survey, but there are ongoing dialogues with community groups regarding after school and before school programming.

- i) Number of total responses: n/a*
- ii) Uses consulted on: Before and after school programming.*
- iii) Description of feedback received: n/a*

Please indicate how consultation was:

2) Inclusive: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website.

3) Widely advertised and available: Consultation was inclusive as the survey was sent out to all homes and was posted on the district website.

4) Ongoing: We always invite the public to contribute and participate in School Board meetings during. The public comment section of every Unity School Board Meeting. Additionally, parents, student and community members often reach out to board members and members of the Unity Administrative Team to express opinions and concerns about the use of funds.

- 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:

We have ongoing dialogues and meetings with community partners through our early childhood program with regard to early intervention, child find and providing services for all students who are in need and eligible within Unity.

- i) Number of total responses: 0*
- ii) Uses consulted on: Early intervention and providing children services*
- iii) Description of feedback received: We did not have any survey respondents nor have we had any community members bring this up in any*

meetings.

Please indicate how consultation was:

2) Inclusive: Consultants was inclusive as the survey was sent out to all homes and was posted on the district website.

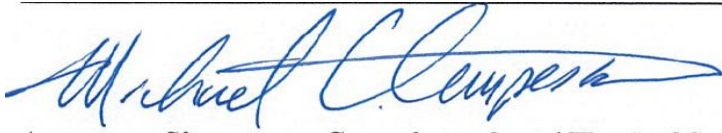
3) Widely advertised and available: Consultation was inclusive as the survey was sent out to all homes and posted on the website.

Date	Time	Location	Observations														Measurements												Weather				Remarks					
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
			[Detailed observation notes]														[Measurement data]												[Weather conditions]				[Remarks]					

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

1/12/0

Michael Tempesta - Superintendent

Michael Tempesta

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.*