

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:                | <u>White Mountains Regional</u>  | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number:                                   | <u>568</u>   | → Autopopulates upon Selection                              |
| 3) SAU Number:   | <u>36</u>  | → Autopopulates upon Selection                              |
| 4) Date of Publication:                                  | <u>1/3/2023</u>  |   |
| 5) Approver Name -<br>(Superintendent / Head of School): | <u>Dr. Marion Anastasia, SAU #36 Superintendent</u>                                |   |
| 6) Email & Telephone:                                    | <u><a href="mailto:manastasia@sau36.org">manastasia@sau36.org</a> 603-837-9363</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:**

Website: sau36.org Look for "Use of Funds" section

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

**Yes - Description Required**

**Description:**

The Use of Funds is submitted in the format provided by NHED in December 2022. The plan does not contain excessive 'jargon' or language not easily understood by our families, staff, and community.

- 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, we provide translation in Spanish on our website and we can also provide translation, in person, if necessary. At this time, we do not have any other languages that need translation.

- 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:**

Upon any request, we promptly provide an alternative format for a parent/guardian 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:**

Use of ARP funds was included in the FY24 budget presentation (12/20/2022) and is frequently addressed at WMRSD Board meetings which are live-streamed to the public. Previously, we sent home a flyer to 4,900 residents (USPS) of SAU#36 explaining the ESSER and ARP funds, and their use and plans for the use of funds. All Board meeting minutes are posted on the website along with the taped streaming sessions for anyone to access at any time.

- 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:**

Our WMRSD Board strongly recommends the HVAC project and renovations that affect the health of the students and staff. These funds help defer local tax dollars to keep our facilities healthy and inform our taxpayers of the strategies. The Board also recommends many SEL, Safety, and Learning Loss Strategies.

- 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 have requested some of the facilities renovations through our Student Board member and voices during the HS assemblies.*

- i) Number of total responses: We do not have a tally of numbers, this was not a survey*
- ii) Uses consulted on: bathroom renovations, HVAC renovations, windows and doors*
- iii) Description of feedback received: Through Student Board Member*

*Please indicate how consultation was:*

**2) Inclusive: All High School students have the opportunity to provide feedback and input**

**3) Widely advertised and available: During school. Student assemblies - week**

**4) Ongoing: weekly**

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

*Ongoing discussion about the use of the ARP funds and the FY24 budget*

- i) Number of total responses: School Board meeting and Advisory Committee Feedback - 34 members on different committees when this becomes a topic of discussion.*
- ii) Uses consulted on: Learning loss, facilities renovations, safety, health, technology, SEL, academic needs.*
- iii) Description of feedback received: People are free in sharing their ideas on how to use the money wisely and appropriately to improve student outcomes.*

*Please indicate how consultation was:*

**2) Inclusive: Previously mailed information so that all community members are aware of the grants and the purposes for use. Any person who watches or attends public school board meetings (or reads the minutes) can be informed of any activities regarding ARP/ESSER**

**3) Widely advertised and available: Website, email blasts, live and taped/live streaming**

**4) Ongoing: Board meetings are twice a month - Leadership meetings are twice a month, Facilities committee meetings are once a month, where renovations are often an agenda item. Advisory Committee meetings at least once a month while they are active and have items that may relate to ARP.**

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

**Yes - Description Required**

**1) Description:**

*ARP Use of funds is a standard, on-going topic at our District Leadership Team Meetings and our Monthly Grant meetings which include the Special Education Director, Director of Buildings and Grounds, Director of Technology, Director of Finance, Director of Curriculum, Principals, Food Service Director and Athletic Director.*

*i) Number of total responses: 17 members*

*ii) Uses consulted on: Learning loss, construction, staffing, professional development, safety, health, social emotional academic and technology.*

*iii) Description of feedback received: We decide the needs for professional materials, professional development, academic resources, SEL resources, construction needs, health staffing and materials/supplies, intervention and staffing, immediate and future technology needs, special education needs, leadership development, and staffing well-being.*

*Please indicate how consultation was:*

**2) Inclusive: All Members have a voice and equal membership**

**3) Widely advertised and available: Twice a month - agendas sent out ahead of time and adjustments are made as necessary.**

**4) Ongoing: Twice a month**

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

**Yes - Description Required**

**1) Description:**

*Teachers (including Union Members) were sent a use of funds fact flyer with the invitation to provide input and feedback. School staff meetings are a venue for information to be disseminated, if appropriate.*

*i) Number of total responses: This is not a quantitative method*

*ii) Uses consulted on: Learning loss, construction, staffing, professional development, safety, health, social emotional academic and technology.*

*iii) Description of feedback received: Many teachers are appreciative of the resources they have been provided thorough ARP funds*

*Please indicate how consultation was:*

**2) Inclusive: Principals and school leaders are informed about specific needs at the grade, class, and school levels. - All teachers' needs are considered.**

**3) Widely advertised and available: WMRSD Action and Strategic Plan strategies - Staff meetings, individual meetings**

**4) Ongoing: Twice a year the Strategic Plan is updated, staff meetings twice a month, daily mini observations in classrooms.**

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: N/A**

**3) Widely advertised and available:**

**4) Ongoing:**

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

**Somewhat - Description Required**

**1) Description:**

*We have a committee of parents with children that have disabilities and special needs.*

*i) Number of total responses: Special Education Parent Advisory Committee (SEPAC) about 8 members with outreach*

*ii) Uses consulted on: Learning loss, construction, staffing, professional development, safety, health, social emotional academic and technology.*

*iii) Description of feedback received: SEPAC would like more involvement with additional parents and teachers - afterschool opportunities and*

*additional extended learning opportunities.*

Please indicate how consultation was:

- 2) **Inclusive: Parents that volunteered to be on the committee - Mostly parents of special needs students**
- 3) **Widely advertised and available: Posted and agenda setting - meetings after school hours to accommodate parents.**
- 4) **Ongoing: 4 times a year**

- 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:**

*See above for special education interests. We do not have any children incarcerated. Our Homeless Liaison addresses transportation, food, clothing, school placement needs. We only have 5 ESLO children, which do not have significant needs.*

- i) Number of total responses: Do not have a specific number*
- ii) Uses consulted on: Disabilities and Learning Loss- Safety and Health issues.*
- iii) Description of feedback received: ARP funds used for learning loss, resources for homelessness.*

Please indicate how consultation was:

- 2) **Inclusive: We do not discriminate between and among children and families that are in need.**
- 3) **Widely advertised and available: Mostly confidential discussions and meetings- through personal reach out**
- 4) **Ongoing: As needed. Homeless Liaison meetings regularly with grant administrator and administrators - Also with Title 1 teachers for learning loss instructional strategies.**

- h. Community-based organizations, including partnerships to promote access to before and after-school programming (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:**

- 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:**

*Our Early Childhood Educators are teachers within the District. We have full day programs for our preschool children. The preschool teachers have been included and active with ARP early ed strategy development and use of funds to support the expansion of the program.*

- i) Number of total responses: All board members, all Early Ed Teachers, The entire Leadership Team*
- ii) Uses consulted on: Early Education, learning loss, SEL, mental health, disabilities*
- iii) Description of feedback received: The board has supported expanding the PRE K program to full day and with 3 & 4 year olds - the use of ARP funds is instrumental in this model - we are partially funding it locally for FY24 and then full funding for FY25*

Please indicate how consultation was:

- 2) **Inclusive: All stakeholders that have an interest in early education - including daycares and private preschools - quarterly meetings with private preschools are scheduled and shared PD opportunities**
- 3) **Widely advertised and available: Meetings are scheduled when people are available: After school hours**
- 4) **Ongoing: Meetings are at least monthly. Regional meetings are scheduled 4 X a year.**



Information													Additional Information				
Field	Value	Field	Value	Field	Value	Field	Value	Field	Value	Field	Value	Field	Value	Field	Value	Field	Value
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

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**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)

*Marion Anastasia*

9-Jan-23

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

**Date**

Marion Anastasia

**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.*