

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 2/23/2022.

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>2/23/2022</u>  |   |
| 5) Approver Name -<br>(Superintendent / Head of School): | <u>Dr. Marion Anastasia, Superintendent</u>                           |   |
| 6) Email & Telephone:                                    | <u><a href="mailto:manastasia@sau36.org">manastasia@sau36.org</a></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 Also, an alternate email is provided for specific questions, comments, or feedback regarding the use of ARP funds: arp@sau36.org

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

**Yes - Description Required**

***Description:***

The USE of ARP Funds document provided by the NH Department of Education March 2022

- 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:***

We provide a translation in Spanish from our website, and we can also provide oral translation by our ESLO teacher when necessary

- 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 alternate format for a parent or person 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:

USPS Mailing to nearly 4,900 residents of SAU# 36 towns that explains the ARP USE of FUNDS plan and information about how they can provide input and feedback through a special email [arp@sau36.org](mailto:arp@sau36.org) and/or public comment at any Board meeting and/or telephone/email to the Superintendent. These are sent via USPS February 28, 2022. The April 14, 2022 School Board Agenda includes the ARP Use of Funds Presentation and a public comment period to follow. See Agenda on the SAU #36 website.

- 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):

#### Somewhat - Description Required

##### Description:

Given that the "use of funds" document is going on the website February 23, 2022, we have not had the opportunity to obtain input and feedback from our community. We have projections for the 3 year period to provide on the plan, with a major HVAC replacement approved by the DOE that has been public ally announced at school board meetings. Other than that strategy, we are still crafting and/or projecting ARP strategies.

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

#### Somewhat - Description Required

##### 1) Description:

Not yet- we will be inviting student voice as we move forward. Our School Board Student Representative possesses strong communication skills; this will be the venue we will most likely pursue. We can also email all SAU 36 students as survey/questionnaire (age appropriate) and have teachers allow time for students to respond the questionnaire. This is forthcoming.

- |   |   |
|---|---|
| <i>i) Number of total responses:</i>          | <i>In Progress</i>  |
| <i>ii) Uses consulted on:</i>                 | <i>Learning loss, construction, safety, health, technology, social emotional, academic.</i> |
| <i>iii) Description of feedback received:</i> | <i>N/A</i>  |

Please indicate how consultation was:

- 2) **Inclusive:** All age appropriate students will be included.
- 3) **Widely advertised and available:** Students will be captured through their SAU email accounts - all students have chromebooks to respond.
- 4) **Ongoing:** We can provide the opportunity to continue the questionnaire and/or to give them the ARP email [arp@sau36.org](mailto:arp@sau36.org) to respond.

- b. Families (please choose one):

#### Yes - Description Required

##### 1) Description:

All families/community members were contacted with the information via USPS, website SAU36.org, email blasts, Social Media.

<i>ii) Uses consulted on:</i>	<i>Learning loss, construction, safety, health, technology, social emotional and academic needs.</i>
<i>ii) Uses consulted on:</i>	<i>Learning loss, construction, safety, health, technology, social emotional, academic.</i>
<i>iii) Description of feedback received:</i>	<i>Our mailing is going out the week of February 28, 2022.</i>

School Board meeting 4.14.22 warned and posted on website, live streamed, public comment period.

Please indicate how consultation was:

- 2) **Inclusive:** All families and community members that have a mailing address/PO box (5,000).
- 3) **Widely advertised and available:** USPS, email blast, Social Media, SAU website.
- 4) **Ongoing:** Opportunity to communicate through the special email address, school board public comment, emails to the administration.

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

**Yes - Description Required**

**1) Description:**

ARP Use of funds is a regular 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:* Unknown.
- 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:** Every Administrator attends the District Leadership meetings.

**3) Widely advertised and available:** Scheduled e/o Tuesday 8:30-11:00 all in attendance at least 1 X a month.

**4) Ongoing:** Scheduled e/o Tuesday 8:30-11:00 all in attendance at least 1 X a month.

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

**Yes - Description Required**

**1) Description:**

Principals and Teacher Leaders are included in the District Leadership meetings- One of our Teacher Leaders is the Union Representative for the teachers. We will be sending the Use of Funds information that is being mailed to our teachers/staff as well.

- i) Number of total responses:* 17 Administrators are on the Leadership Team and 6 Teacher Leaders. Meeting notes are taken.
- ii) Uses consulted on:* Learning loss, construction, staffing, professional development, safety, health, social emotional academic and technology.
- iii) Description of feedback received:* Strategic Action Plan implementation of areas above.

Please indicate how consultation was:

**2) Inclusive:** All Admin staff and teacher leaders. Information about feedback and input is posted on the website and included in a community mailer, which most of our staff are community members.

**3) Widely advertised and available:** See above.

**4) Ongoing:** See above for District Leadership Team.

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:** N/A

**4) Ongoing:**

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

**Somewhat - Description Required**

**1) Description:** Special Education Parent Advisory Counsel

- i) Number of total responses:** Unknown.
- ii) Uses consulted on:** N/A
- iii) Description of feedback received:**

The group is very small, about 5 participants. Meetings were monthly until COVID. They are meeting again 4X yearly. When we received ESSER funds, we met to consult about use of funds for Special Education Students and Parents.

Please indicate how consultation was:

**2) Inclusive:** Parents of Special Education Students.

**3) Widely advertised and available:** Through the SEPAC group and SAU Special Education website.

**4) Ongoing:** Will continue 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):

**Somewhat - Description Required**

**1) Description:** See above for Special Education - Our Homeless liaison is involved in ARP planning for transportation and clothing needs

See section above regarding SEPAC group. Homeless transportation, food, clothing, and other unique needs are addressed and met through our homeless liaison who is involved in ARP discussions.

- i) Number of total responses:** See above section.
- ii) Uses consulted on:** Disabilities and learning loss.
- iii) Description of feedback received:** See above section.

Please indicate how consultation was:

**2) Inclusive:** See above section.

**3) Widely advertised and available:** The Homeless discussions are not widely advertised.

**4) Ongoing:** As needed.

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 in 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.***

- i) Number of total responses:*** 3
- ii) Uses consulted on:*** Early education, learning loss, mental health, disabilities.
- iii) Description of feedback received:*** N/A

*Please indicate how consultation was:*

**2) Inclusive:** All early ed teachers were involved.

**3) Widely advertised and available:** Scheduled during a time when all can attend.

**4) Ongoing:** Early ed meetings are scheduled to meet at least monthly with administration.

#### IV. Supporting the Continuous and Safe Operation of In-Person Learning

- 1) The extent to which and how LEA ARP ESSER 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:

*Note: Federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.*

**Description During SY 2021-2022:**

Please refer to the Return to School Plan August 2021: updated February 2022 by the Health Sub-Committee and approved by the WMRSB Board. Updates include: The Responding to COVID-19 in K-12 Schools document was adopted. Masking guidelines were updated to include all SAU36 schools are to use the community transmission rate to measure the options for masking: Required, Recommended, Optional. We are implementing a testing program in all schools for symptomatic students and staff. Positive cases are reported to DHHS weekly via the Aggregate Reporting Form for K-12 schools. Contact tracing in combination with isolation and quarantine have been updated in accordance to the Aggregate Reporting guidance. School continue to use all mitigation strategies as outlined in the original plan that address air quality, cleaning, handwashing, etc.

V. Addressing the Academic Impact of Lost Instructional Time (At least 20 percent of an LEA's Allocation)

- 1) How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:
- a. Students who did not consistently participate in remote instruction when offered during school building closures;
  - b. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
  - c. Students most at-risk of dropping out of school.

**Description During SY 2021-2022:**

IDENTIFY INDIVIDUAL STUDENT LEARNING LOSS: a. Students' (that did not consistently participate in remote instruction during school closures during 2020-2021) learning loss was identified through many measures including teacher observations, classroom assessments, summative assessments, work habits, attendance records, behavioral data, Educational Support Team data, and grade level performance. b. Students that missed most in-person instruction during the 2019-20 and 2020-21 school years were identified by the same measures as above, with attention to absence records and current levels of performance: Academic and Behavioral. c. Identified at risk of dropping out by school counseling records and principal and teacher recommendations.

- 2) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

**Description During SY 2021-2022:**

Given that we have used ESSER II funds to purchase researched-based highly effective reading approach materials coupled with the professional development and coaching required to implement, this has the greatest impact, District-wide on our attention to loss of instructional time for our learners in grades K-6. Also, with ESSER II funds, we expanded our Pre-Kindergarten programming to full day from partial day programs. These will continue through 2022, 2023, and 2024 using ARP funds in combination with ESSER II funds.

**Description During SY 2022-2023:**

ARP funds will be used for a mathematics audit, grades K-12. We will have two ARP interventionist, one at each elementary school to specifically support students that have demonstrated learning loss (academically and socially). An additional social worker to work along side of our other 2 social workers to support students in all three of our schools. During the 2022-2023 school year, all students in grades 6-12 will receive a Chromebook replacement to ensure continuity of learning using updated technology. Continue with Preschool programming strategies and staffing. Continue Reading strategies.

**Description During SY 2023-2024:**

We have projected the need for replacement laptops for all teachers. This will ensure that equitable, high quality technology is accessible to students. The preschool programming strategies will continue into its third year. Given the mathematics audit results (2022-2023), professional development and resources are projected. Additional strategies will be projected during the 2022-2023 school year as we measure our progress.

- 3) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:
- a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please choose one):

No

**Description:**

We have not considered this strategy as of February 2022, However, we certainly may in the future.

- b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please choose one):

Yes - Description Required

**Description:**

We provide numerous and diverse professional development opportunities for teachers (and paraprofessionals). These occur during the school day, early release days, and professional development days. We also provide conferences to those who have a special interest and responsibility in a specialized area. We provide in-classroom coaching and modeling, mentoring, language arts, humanities, social emotional learning, special education, co-teaching, leadership, assessment training, technology, and many personalized content.

- 4) How the LEA will produce evidence of the effectiveness of evidence-based learning loss interventions employed:

**Description:**

SAU#36 is in the process of finalizing the kick-off of a data management system that has the capacity to manage all data (academic, behavioral, attendance, truancy, grades, summative and formative assessments, etc.) so that we can measure the growth of each student, individually as well as within a cohort, or grade/school. Also, it is important for student work and teacher observations to be included in the evidence of effectiveness.



**VI. Addressing Learner and Community Needs (Up to 80 percent of an LEA's Allocation)**

- 1) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

**Description During SY 2021-2022:**

An engineering study was needed in order to prepare for the upcoming replacement of the Whitefield Elementary School HVAC system. \$100,000. All other strategies were funded by ESSER II for this (2021-2022) school year.

**Description During SY 2022-2023:**

We plan to replace the playgrounds at each elementary school and build an outside classroom at the High School. The total amount budgeted is \$250,000. During the summer of 2022, a replacement HVAC will be installed at Whitefield Elementary School for 2.2 Million Dollars. Learner needs include transportation and clothes/supplies for students identified as homeless, Chromebooks for all students in grades 6-12, Mathematics audit for all grades, Social worker for the District, two interventionists for mental health support, and additional nursing staff. Food service support and Covid related supplies.

**Description During SY 2023-2024:**

We plan to fund laptops for the teachers and continue to support the expansion of our Pre Kindergarten and Early Education programming. We have not identified specific strategies in addition to these, we are in the planning phase at this time.

- 2) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

- a. Providing individualized instruction:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

**Description of all SYs - 2021 to 2024:**

Continue to support our homeless students, students with special education needs, and students that participate in CTE programs. Specific strategies are not identified and entered into NH DOE GMS at this point in time. Supplies and staff for COVID related activities will be a priority and will be considered at the time of need. Evidence-based curriculum will be considered after our mathematics audit coupled with professional development and associated resources. Technology needs will be assessed and considered as a priority. SEL will continue to be a priority.

- b. Addressing educator fatigue, including providing performance-based bonuses to teachers:

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

**Description of all SYs - 2021 to 2024:**

We have submitted an activity for an increase in the teacher's salaries. Total \$450,000 for year 2022-2023, and 100,000 for 2023-2024.

- c. Improving family engagement:

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

**Description of all SYs - 2021 to 2024:**

We are planning to have family events for reading, mathematics, humanities, and career-related skills once the COVID guidelines are relaxed. We would like to invite our families into schools to learn about reading and mathematics strategies so that they can also help their children at home using similar strategies. This is also a goal for the high school, but with a career and college readiness focus. Although we have not identified specific strategies for ongoing family engagement activities (welcome back to school, outdoor activities, etc.), we are excited to look forward to allowing these activities in our schools.

- 3) The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

- a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount: **Not determined yet**

Percentage: **Not determined yet**

**Description of allocation methodology including the extent to which it reflected student need for, at minimum, Special**

**Education, Free and Reduced-Price Lunch, and English Language Learners:**

We do not have specific methodology at this point in time. As we move into 2022-2023, we will have a better idea about the COVID environment and the strategies we can safely deploy. As we assess all students' progress and needs, the strategies will be crafted to meet those needs. Over 50% of our students qualify for Free/Reduced lunch, so our 'school-wide' strategies are crafted with them in mind as a general rule. We have purchased specialized touch chromebooks for our students with disabilities with ESSER II Funds. We will continue to keep the appropriate materials accessible for our learners with disabilities.

b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:

Amount: Not determined yet

Percentage: Not determined yet

**Description, including funds used to support learner attainment of industry-recognized credentials:**

Not determined yet. We have used ESSER II funds to support an additional teacher for the Culinary Arts program. This funding was shared with the Carl D. Perkins Grant.

c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access:

During SYs 2021-2024 (select one): No

**Description of all SYs - 2021 to 2024:**

Not determined yet.

## VII. Addressing the Unique Needs of All Learners

- 1) How the LEA will ensure that the interventions it implements 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.

***Description:***

Academic needs of all learners: The researched-based highly effective reading approach for grades K-6 include up to seven components. During the 2021-2022 school year, we focused on two of the seven approached. We have a strategic plan to roll out the remaining sections over the next two school years with associated professional development and materials so that all students are receiving high-quality instruction that is coherent across the District to ensure equity. Once our mathematics audit is complete, we will identify strategies and resources for students that are struggling in mathematics. Our professional development for the Special Education staff and teachers with special education students has ramped up. We will continue with these efforts well beyond the ARP grant, however, these resources will help with the initial implementation. Social Emotional/ Behavioral needs of all learners: We have two additional interventionist that will focus on SEL strategies as well as providing professional development to all staff regarding a safe, supportive, restorative environment for all children. We are using assessments specific to behavioral health to measure growth and to identify areas of needs. This is currently implemented in grades K-6; however we plan to expand to the HS. Our elementary schools have MTSS-B and MTSS-A structures in place along with Wellness Centers, and our HS has a structure where all learners, regardless of a disability or Title I assistance can be provided interventions (The Learning Commons).

## VIII. Addressing Unique Renovation, Air Quality and/or Construction Needs

- 1) If the LEA plans to use or has used any portion of ARP ESSER funds for construction projects, describe those projects below. Each project should be addressed separately. If needed, LEAs may submit additional supporting information. Please insert "N/A" if this category is not applicable to your plan. Please also note that these projects are subject to the NHDOE's prior conceptual and final approval:

[ESSER Funded Construction.](#)

***Description:***

Message from the NH DOE: Please consider this email conceptual approval of the allowability under both ESSER II and (ARP ESSER) ESSER III for the project submitted. The activities described in the attached documents can now progress through the other steps and procedures indicated in the Construction Project guidance. We are replacing the HVAC system of the Whitefield Elementary School. "We have successfully completed the ARP funded Construction Activity Approval Process with the NH DOE.the HVAC system at WES is approaching 30 years of service, which is well beyond the expected life of the equipment. Siemens, the servicer of SAU 36 HVAC systems, has informed us that the equipment has exceeded its life expectancy and we should consider replacing it. This activity will respond to this need by replacing the HVAC system at Whitefield Elementary School in accordance with all NHDOE requirements." in the NH DOE GMS.



**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)



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

23-Feb-22

**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;*

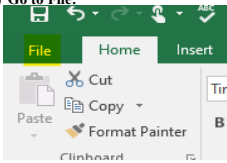
*(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and*

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

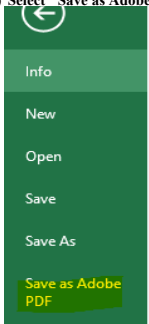


Please follow these steps once all tabs of your Districts Excel workbook are completed.

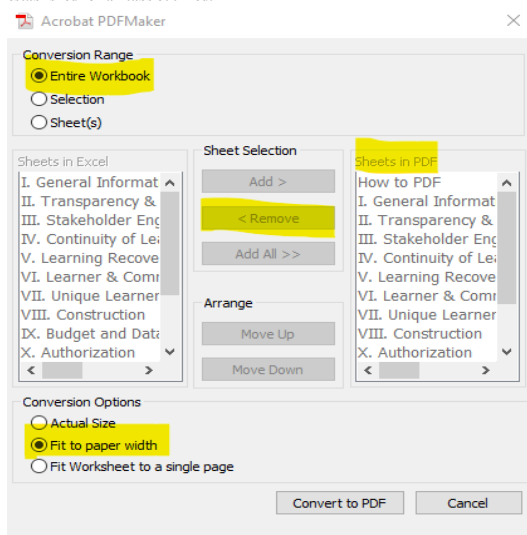
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IX. 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 IX. Budget and Data Reporting tab will need to be printed manually from Excel and sent along with the rest of your materials. The X. Authorization tab will also 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 02/23/2022:

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
  - i Print the "IX. Budget and Data Reporting" and "X. Authorization" tabs from Excel file
  - i Manually print and sign the "X. 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 (4 separate attachments)