

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 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: Berlin → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 51 → Autopopulates upon Selection
- 3) SAU Number: 3 → Autopopulates upon Selection
- 4) Date of Publication: 2/21/2022
- 5) Approver Name -
(Superintendent / Head of School): Julie King
- 6) Email & Telephone: jking@sau3.org / 603-752-6500

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:

sau3.org

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

Yes - Description Required

Description:

NHDOE template

- 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:

All of our parents read English, however, should this need to be translated we will use online software to do so.

- 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 enlarged if needed, converted to Braille or can be read orally 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:

Bright Futures survey from the DOE in spring 2021 ; Local cooperative survey from SAU3 & 20 & WMCC (Androscoggin Valley Educational Collaborative AVEC) sent out 3/2021 ; School Board agenda item on 8/19/21 and on 2/17/22.

- 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:

Input and feedback was discussed by administrators and put into a priority list accordingly. The priority list is used by the Superintendent to create the recommendations that are approved by the Board in determining the use of the funds.

- 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:

AVEC survey sent out to all of the Androscoggin Valley in March 2021.

- | | |
|---|---|
| <i>i) Number of total responses:</i> | <i>659 (90 were students)</i> |
| <i>ii) Uses consulted on:</i> | <i>In planning during summer 2021 on school reopening and in planning for the educational uses of ARPA funds.</i> |
| <i>iii) Description of feedback received:</i> | <i>Primary feedback from students was that they did NOT want to invest any money in remote learning pathways. They want to be in school. They also showed interest in an enhanced summer program.</i> |

Please indicate how consultation was:

- 2) Inclusive:** The AVEC survey was open to ALL community members in the Androscoggin Valley, whether they were students, staff, family members or community members at large.
- 3) Widely advertised and available:** The survey link was posted on many Facebook sites, advertised in the newspaper, and targeted through automated calling to families, students and staff.
- 4) Ongoing:** The Board and community are given updates regarding our plan progress at Board mtgs regularly. The public has the ability to comment at those mtgs.

- b. Families (please choose one):

Somewhat - Description Required

1) Description: AVEC survey sent out to all of the Androscoggin Valley in March 2021.

- | | |
|---|---|
| <i>i) Number of total responses:</i> | <i>659 (350 were family members of a student)</i> |
| <i>ii) Uses consulted on:</i> | <i>In planning during summer 2021 on school reopening and in planning for the educational uses of ARPA funds.</i> |
| <i>iii) Description of feedback received:</i> | <i>Primary feedback from family was that they did NOT want to invest any money in remote learning pathways. They wanted students to be in school. They also showed interest in an elementary reading program and building upgrades for air quality.</i> |

Please indicate how consultation was:

- 2) Inclusive:** The AVEC survey was open to ALL community members in the Androscoggin Valley, whether they were students, staff, family members or community members at large.
- 3) Widely advertised and available:** The survey link was posted on many Facebook sites, advertised in the newspaper, and targeted through automated calling to families, students and staff.

4) Ongoing: The Board and community are given updates regarding our plan progress at Board mtgs regularly. The public has the ability to comment at those mtgs.

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

Yes - Description Required

1) Description:

Administrators meet twice a month. At these meetings, spending plans and progress is discussed, feedback is sought and plans are edited as warranted.

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: All admin are consulted regularly.

3) Widely advertised and available: Well-known format of administrative meetings.

4) Ongoing: Yes, we meet regularly.

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

Yes - Description Required

1) Description:

Staff participated in the DOE's Bright Futures Survey and also in the AVEC survey. As well, they have access to building-level discussions and attendance at Board meetings (the agenda is shared with staff so they know when the discussions are scheduled).

i) Number of total responses: AVEC survey: 659 (185 staff)

ii) Uses consulted on: In planning during summer 2021 on school reopening and in planning for the educational uses of ARPA funds.

iii) Description of feedback received:

Staff and unions support onsite learning with no remote pathway. They are supportive of building enhancements, stipends for the extra work staff is doing, and the enhanced summer programming.

Please indicate how consultation was:

2) Inclusive: All staff members were given the opportunity to participate in the survey.

3) Widely advertised and available: The survey link was posted on many Facebook sites, advertised in the newspaper, and targeted through automated calling to families, students and staff.

4) Ongoing: The Board and community are given updates regarding our plan progress at Board mtgs regularly. The public has the ability to comment at those mtgs.

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

No

1) Description:

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:

We received a letter from the Disability Rights Center on 8/6/21 with their suggestions on the use of funds.

- 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:

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:

Stakeholds had access to the DOE's Bright Future Survey and the AVEC survey. They also have access to Board meetings.

- i) Number of total responses:* *AVEC survey: 659 (10 were community stakeholders)*
- ii) Uses consulted on:* *In planning during summer 2021 on school reopening and in planning for the educational uses of ARPA funds.*
- iii) Description of feedback received:* *Stakeholders support onsite learning with no remote pathway. They are supportive of building enhancements, stipends for the extra work staff is doing, and the enhanced summer programming.*

Please indicate how consultation was:

2) Inclusive: All stakeholders were given the opportunity to participate in the survey.

3) Widely advertised and available:

The survey link was posted on many Facebook sites, advertised in the newspaper, and targeted through automated calling to families, students and staff.

4) Ongoing:

The Board and community are given updates regarding our plan progress at Board mtgs regularly. The public has the ability to comment at those mtgs.

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

Yes - Description Required

1) Description:

School Board agenda item on 8/19/21 and on 2/17/22. After-school programming joined forces with our ESY and Title I summer programs to offer an enhanced and extended summer program open to all students. This was funded through ARP.

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

2) Inclusive: All Board meetings agendas are published on our website and posted in our buildings. Participation is through onsite attendance and also by zoom.

3) Widely advertised and available:

All Board meetings agendas are published on our website and posted in our buildings. Participation is through onsite attendance and also by zoom.

4) Ongoing:

The Board and community are given updates regarding our plan progress at Board mtgs regularly. The public has the ability to comment at those mtgs.

- 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):

- Please Select -

1) Description:

- 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:

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:

We are working with a consultant company, BIMS (Building Infrastructure Management Solutions) to analyze both school buildings for upgrades to our HVAC system, window replacement and outdoor learning spaces at BES. We also are in the process of replacing the roof at BMHS due to leaks causing moisture and mold leading to poor air quality. We are replacing 1 school bus that has extended wear due to extra runs for students to properly distance last year and to deliver meals to remote learners last year.

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:

We administered the NWEA-MAPS testing during the Fall of 2021 to identify students' learning level and adjusted accordingly.

- 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:

We offered all students an enhanced summer program, free of charge. We also purchased Phonics supplies, materials for our Bridges Math Program K-5, and SPIRE intervention materials for Tier 3 use. Additionally, we used funds to contract services and supports for social emotional learning interventions for Tier 2 and 3 students and to hire a district-wide social worker to coordinate student and family services.

Description During SY 2022-2023:

We will purchase a K-5 Reading program.

Description During SY 2023-2024:

Unknown at this time.

- 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:

No additional services planned at this time. We already offer remediation through Title I K-5 and through a designated Flex time in grades 6-12.

- 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):

No

Description:

We always offer robust PD funded through local and Title IIA funds.

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

Description:

NWEA-MAPS testing is routine in our district and utilized for progress tracking.

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(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):

Description During SY 2021-2022:

Facilities projects - HVAC, roofing, outside learning spaces, windows. School bus.

Description During SY 2022-2023:

Facilities projects - HVAC, roofing, outside learning spaces, windows. School bus.

Description During SY 2023-2024:

Facilities projects - HVAC, roofing, outside learning spaces, windows. School bus.

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

- a. Providing individualized instruction:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

This is an ongoing initiative in our district and funded through other sources.

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

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

We plan to offer a calendar of wellness activities for all staff. This calendar of activities will hit on many interest levels including: physical activity, mental health, artistic expression and spiritual wellness.

- c. Improving family engagement:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

Funds were utilized to hire a district-wide social worker to coordinate student and family services.

- 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:

Percentage:

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:

The required minimum is allocated to addressing the impact of academic learning loss for ALL students.

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

Amount: \$0

Percentage: 0%

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

Currently funded through other sources.

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:

Currently funded through other sources.

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:

We will continue with our system of monitoring and tracking data. For academics, we use measurements from NWEA, SAS, F&P levels, and SAT scores. We have a robust MTSS-B system that tracks mental health referrals, behavior and attendance data.

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:

APPROVED AND IN PROGRESS - Imperial Roofing from CT - Bid awarded for NHDOE-Approved Building Project (final approval 11-15-2021) - Materials and installation of Garland Roofing Membrane at BMHS building (with removal of old material and replacement of any wet insulation) - \$1,890,000

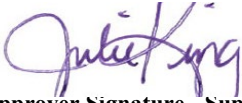
AWAITING APPROVAL - Due to COVID-19, district school busses have added mileage and wear and tear in order to accommodate state mandates. Extra bus runs were put in place to allow for physical distancing while transporting students. Also the busses were used to distribute meals daily to ALL students in the district when remote learning was in place. Continued to distribute meals to students choosing remote learning even after school was back in session. At this time, we are in need of replacing a bus in order to continue transporting our students in as safe a manner as possible. - quotes of \$99,520 and \$99,420

IN ASSESSMENT - We used ESSER I funds to make emergency repairs to our HVAC systems to make them fully functional, however, the BMHS system has outlived it's useful life and needs upgrading. We are working with BIMS to have structural assessments done to ascertain the scope of work needed, cost and timeline. We have also put an intent to apply in for NH Building Aide, anticipating that the cost of all HVAC and other building projects will exceed the remaining ARP funds.

X. Authorization

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

ESSER@doe.nh.gov



3/8/2022

Approver Signature - Superintendent / Head of School

Date

Julie King, Superintendent

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;

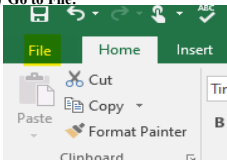
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

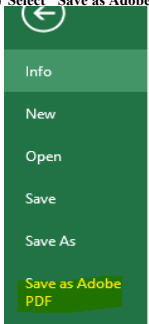
(iv) Be made publicly available on the LEA's website.

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

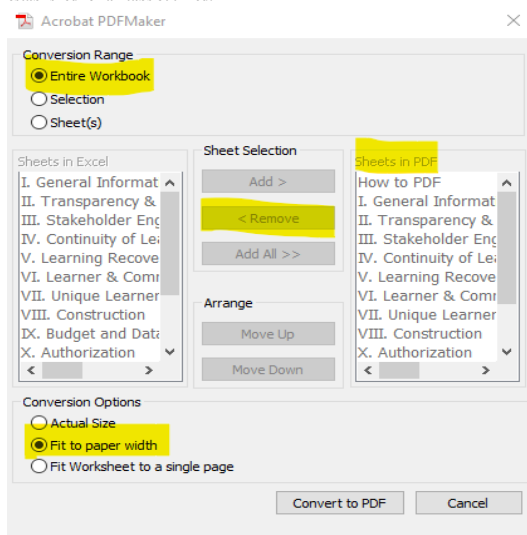
1) Go to File:



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)