

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, requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ocr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bill/117th-congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

- 1) School District / Charter School Name:  → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number:  → Autopopulates upon Selection
- 3) SAU Number:  → Autopopulates upon Selection
- 4) Date of Publication:
- 5) Approver Name -  
(Superintendent / Head of School):
- 6) Email & Telephone:

## II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

**Yes - Description Required**

***Description:***

The plan went out in a survey via our BlackBoard Connect system.

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

**Yes - Description Required**

***Description:***

The plan was presented at the school board, sent out to staff in a Google form and emailed to parents in a Google form asking for input.

- 3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

**Yes - Description Required**

***Description:***

The plan is in an easy to read form.

- 4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

**Yes - Description Required**

***Description:***

if a parent needs a written copy or a plan read to them or translated we will do so.

### 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:**

We sent the public a Google form.

- 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:**

We sent out a Google form asking how people would like to spend the money and plan to spend it based on their input.

- 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:**

We brought this to the community during public session and discussed it. In addition, we sent out the Google form and posted it on the Freedom Bulliten. The feedback was for drive way repaving, hvac system updated and classroom **heter (Sp?)** update, also, if applicable playground and social emotional/ counseling. We had 10 respondents to the survey, additionally we had the school board way in on usage.

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

*Please indicate how consultation was:*

**2) Inclusive:**

We put it on the Freedom Bulliten and in a Google form to all parents

**3) Widely advertised and available: Freedom Bulliten**

**4) Ongoing:**

Unsure

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

We had 10 responses total from freedom. At the time, due to COVID, we were not able to hold a public hearing. The responses were sent out via Google forms announced in our BlackBaord Connect system, and posted on the Freedom Bulliten. We had 10 responses and the it was the same 10 from above. This is small but we only have 35 students.

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

*Please indicate how consultation was:*

**2) Inclusive:** Distributed to all people on file.

**3) Widely advertised and available: Freedom Bulliten, public**

no

**4) Ongoing:**

Continue to discuss and rethink.

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

**Yes - Description Required**

**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:**

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

e. Tribes, if applicable (please choose 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:**

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

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:**

- i) Number of total responses:* 1
- ii) Uses consulted on:* 1
- iii) Description of feedback received:*  
Personalized to individual student and services.

Please indicate how consultation was:

**2) Inclusive:**

**3) Widely advertised and available:**

**4) Ongoing:**

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

**Yes - Description Required**

**1) Description:**

- i) Number of total responses:* ##### 1
- ii) Uses consulted on:* 1
- iii) Description of feedback received:* Personalized to their learning and their services

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:**

*Northern Human Services provides the Early Intervention services to our region and we have 2 Head Start programs that services the three towns in our SAU District*

*i) Number of total responses: 2*

*ii) Uses consulted on: 2*

*iii) Description of feedback received: Involves services for students 3-5, transition into the District schools and child find*

*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 have and will continue to follow the guidance and from the state of New Hampshire for best practice. Currently there is no masking recommendations for the general population from the CDC, which is the guidelines the NH is recommending us to follow. If we have an outbreak or a cluster we will revisit our current practice.

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:**

Our students are regularly assessed for student progress via STARR testing, NH modular assessments, and in class testing. We will also include SAS testing to determine student loss.

- 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 have not solidified a plan for summer but we had budgeted para professionals and guidance assistance. We are not able to hire a para professional. It has been advertised since las summer and we still have had no applicants. We have reached out to parents of students who were not able to attend in session and work closely with parents to address lost learning. We are still in discussion. Currently, I have a nurse that has agreed to work if need be and one instructor who is willing to work, max for two weeks in the summer for science. I have no one else at this time.

**Description During SY 2022-2023:**

We are still in discussions about summer school . If we are able to find workers and parents will bring their childrent to school, we will hold summer session in our school or another school within the SAU. We have had issues in the past with the students that need summer school the most, attending. Our 2nd, 3rd, and 4th grade students have been identified by the instructors to have suffered learning losses dur to Covid. Instructors have been offered \$35 dollars an hour to provide tutoring and have been asked if they would be willing to hold summer sessions. This has not been solidified.

**Description During SY 2023-2024:**

We are still in discussions about summer school . If we are able to find workers and parents will bring their childrent to school, we will hold summer session in our school or another school within the SAU. We have had issues in the past with the students that need summer school the most, attending. Our 2nd, 3rd, and 4th grade students have been identified by the instructors to have suffered learning losses dur to Covid. Instructors have been offered \$35 dollars an hour to provide tutoring and have been asked if they would be willing to hold summer sessions. This has not been solidified.

- 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):

**Yes - Description Required**

**Description:**

We have asked instructors to provide services in the summer. On staff, our reading specialist is assisting in classrooms. If people are willing to work, we will hire and pay. We have agreed to pay \$35.00 an hour for summer workcers. This is still being solidified.

- 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):

**- Please Select -**

**Description:**

Our instructors meet with reading and math consultants on a regular basis as we are a school in need of improvement (please note, I was unable to click on the drop down menu above. An error message states that it is protected)

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

**Description:**

Our students are assessed on a regular basis. The students who have been identified scores will be compared before and after interventions. The students will be assessed with our various assessments and after instruction further assessments to determine growth will be done provided we have staff and parents that will committ to the intrvention times.



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:**

The school community would like to see the money spent up HVAC system updates, and if possible a playground, heater system units in the classroom, PPE, and counseling services were mentioned by respondents The time line is not solidified nor has any specific items been solidified.

**Description During SY 2022-2023:**

The school community would like to see the money spent up HVAC system updates, and if possible a playground, heater system units in the classroom, PPE, and counseling services were mentioned by respondents The time line is not solidified nor has any specific items been solidified.

**Description During SY 2023-2024:**

The school community would like to see the money spent up HVAC system updates, and if possible a playground, heater system units in the classroom, PPE, and counseling services were mentioned by respondents The time line is not solidified nor has any specific items been solidified.

- 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:**

A decision has not been made at this time.

- 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:**

- 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:**

We have opened the school back up to the public. The week of March 1st we invited the community in for Read Across America Week. A group of community members read to students and judged themed doors that had to do with the content they were teaching.

- 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:**

Unsure.

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:**

Not Applicable.

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): - Please Select -

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

ESY program may be in the Madison district but summer programming has not been decided.

## 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:***

Students assessments prior to intervention will be compared to student progress made after interventions. All students that we are aware of that need services will be provided with services if we are able to secure parent in instructor involvement.

## 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:***

Currently under discussion is the replacement of the playground, which is outdated and not up to code. Additionally, we plan to get pricing for HVAC and classroom heater system updates. If permissible, the driveway that is in need of replacement will be updated. Bids are being sought.



**X. Authorization**

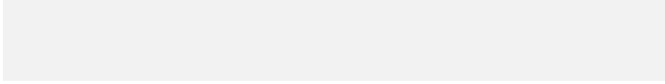
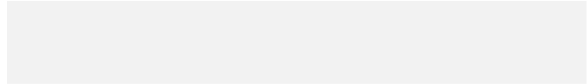
*\*Please print and sign this page. Return a signed version with your completed packet to :*

[ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov)



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

**Date**



**Printed Name - Superintendent / Head of School**

## Appendix A: ARPA Statutory Excerpt

### Appendix A. ARPA Statutory Excerpt

*(e) USES OF FUNDS.—A local educational agency that receives funds under this section—*

*(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and*

*(2) shall use the remaining funds for any of the following:*

*(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.*

*(B) Any activity authorized by the Individuals with Disabilities Education Act.*

*(C) Any activity authorized by the Adult Education and Family Literacy Act.*

*(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.*

*(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.*

*(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.*

*(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.*

*(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.*

*(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.*

*(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.*

*(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.*

*(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.*

*(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.*

*(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—*

*(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;*

*(ii) implementing evidence-based activities to meet the comprehensive needs of students;*

*(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and*

*(iv) tracking student attendance and improving student engagement in distance education.*

*(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.*

*(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air*

*conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.*

*(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.*

*(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.*

## Appendix B. Interim Final Requirements of ARP ESSER Excerpt

### 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.*