

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 1/13/2023.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides New Hampshire over \$350 million to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, 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/icr/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: | <input type="text" value="Dresden"/> | → Cell C18 Must be Input for Formulas |
| 2) District ID Number: | <input type="text" value="142"/> | → Autopopulates upon Selection |
| 3) SAU Number: | <input type="text" value="70"/> | → Autopopulates upon Selection |
| 4) Date of Publication: | <input type="text" value="12/16/2022"/> | |
| 5) Approver Name -
(Superintendent / Head of School): | <input type="text" value="Jay Badams"/> | |
| 6) Email & Telephone: | <input type="text" value="jaybadams@sau70.org 6036436050"/> | |

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:

<https://www.sau70.org/departments/business-finance>

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

Yes - Description Required

Description:

Yes, the plan is ADA compliant and is in the format provided by the State of NH so it is uniform and understandable.

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

Yes - Description Required

Description:

Yes, it is written in a language that parents can understand and can be translated orally.

- 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:

Yes the plan can be provided in an alternative format that is accessible to parents.

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:

Through School Board meetings, surveys, informally, and through Principal meetings with stakeholders.

- 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:

Through surveys at the district and school levels, School Board Meetings, and Principal meetings with Stakeholders.

- 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:

Students are asked for feedback regarding programs through school-wide surveys and meetings with administrators.

i) Number of total student responses:250+

ii) Uses consulted on:culture and climate, academics, technology.

Students were positive about culture and climate and social emotional learning, thought that teaching meets their needs as learners overall, and want continued improvement in technology.

Please indicate how consultation was:

2) Inclusive: Surveys are provided to both students and parents.

3) Widely advertised and available: Students have opportunities to complete surveys in advisory or on their own, and receive notification through a variety of means.

4) Ongoing: These often occur throughout the year.

- b. Families (please choose one):

Yes - Description Required

1) Description:

We sent out an extensive survey as part of our strategic planning that asked parents and community members to provide extensive feedback to us regarding culture and climate, facilities, academics, social emotional learning, as well as other areas.

i) Number of total responses:1,000+

ii) Uses consulted on:All areas of programming.

iii) Description of feedback received: Overall parents and community members are pleased about culture and climate, social emotional learning, DEI, teaching and learning and the schools overall. They had feedback regarding courses, conditions of facilities, and the effects of COVID.

Please indicate how consultation was:

2) Inclusive: This was provided to all parents.

3) Widely advertised and available: The district sent out email blasts multiple times, and it was included in principals' newsletters.

4) Ongoing: Principals meet with parents throughout the year to receive feedback, and survey parents in many different ways.

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

Yes - Description Required

1) Description:

All administrators are consulted .

i) Number of total responses: 15

ii) Uses consulted on: All areas including: technology, teaching and learning, assessment, intervention.

iii) Description of feedback received: The need for improved technology for our hearing impaired students as well as others, and overall technology upgrades in the classrooms.

Please indicate how consultation was:

2) Inclusive: we include all administrators in consultation.

3) Widely advertised and available: We discuss through a variety of individual meetings and Leadership meetings.

4) Ongoing: We meet as a Leadership Team once time per month.

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

Yes - Description Required

1) Description:

Each principal has a leadership team comprised of all stakeholders that they consult with.

i) Number of total responses: 75

ii) Uses consulted on: All areas of academics, technology, teaching and learning, professional development, social emotional learning.

iii) Description of feedback received: Continued improvement in technology, professional development, social emotional learning, and Diversity, Equity and Inclusion, and the addition of new courses.

Please indicate how consultation was:

2) Inclusive: Principals meet with stakeholder teams through regularly scheduled meetings.

3) Widely advertised and available: Principal newsletters and emails.

4) Ongoing: Regularly scheduled meetings.

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

Somewhat - Description Required

1) Description:

Parents and community members were consulted, some of whom may be members of tribes, through surveys, School Board meetings, and Principal meetings.

i. number of total responses: Unknown

ii) Uses consulted on: all areas of academics, technology, teaching and learning, and social emotional learning.

iii) Description of feedback received: continued improvement in technology, social emotional learning, diversity, equity and inclusion and the addition of new courses.

Please indicate how consultation was:

2) Inclusive: We have received significant feedback through surveys and principal meetings with stakeholders.

3) Widely advertised and available: through newsletters, email blasts and Principal newsletters.

4) Ongoing: regularly scheduled meetings and yearly surveys.

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

Somewhat - Description Required

1) Description:

Parents and community members were consulted, some of whom have ties to these organizations, through surveys, School Board meetings, and Principal meetings.

i) Number of total responses: unknown

ii) Uses consulted on: all areas of academics, technology, teaching and learning, and social emotional learning.

iii) Description of feedback received: continued improvement in technology, social emotional learning, diversity, equity and inclusion and the addition of new courses.

Please indicate how consultation was:

2) Inclusive: we have received significant feedback through surveys and principal meetings with stakeholders.

3) Widely advertised and available: through newsletters, email blasts and Principal newsletters.

4) Ongoing: regularly scheduled meetings and yearly surveys.

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:

Through our school and district representatives, parents, outside organizations.

i) Number of total student responses: 15

ii) Uses consulted on: ELL, special education programs.

iii) Description of feedback received: Need for professional development and additional programs and technology.

Please indicate how consultation was:

2) Inclusive: We ask for direct feedback or feedback through surveys.

3) Widely advertised and available: Through email blasts, newsletters.

4) Ongoing: Through principals and regularly scheduled meetings with stakeholder teams.

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

Somewhat - Description Required

1) Description:

We work with two local recreational and after school programs.

i) Number of total responses:

ii) Uses consulted on: After school activities, opportunities and facilities.

iii) Description of feedback received: precautions during COVID-19, program needs and facility work.

Please indicate how consultation was:

2) Inclusive: we have an ongoing relationship and work closely with these programs because they use school facilities. We do the same with other outside organizations.

3) Widely advertised and available: Through email and principals newsletters and direct contact.

4) Ongoing: discussions with community-based organizations.

- 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):

No

1) Description:

The Dresden District includes one middle school and one high school. There is no transition into an elementary school.

i) Number of total responses: N/A

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

Project Information		Contract Information		Contract Description		Contract Status		Contract Value		Contract Dates		Contract Location		Contract Agency		Contract Type		Contract Notes				
Project ID	Project Name	Contract ID	Contract Title	Contract Description	Contract Status	Contract Value	Contract Dates	Contract Location	Contract Agency	Contract Type	Contract Notes	Contract ID	Contract Title	Contract Description	Contract Status	Contract Value	Contract Dates	Contract Location	Contract Agency	Contract Type	Contract Notes	



X. Authorization

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

ESSEER@doe.nh.gov



Approver Signature - Superintendent / Head of School

12/19/2022

Date

Jay Badams, Superintendent

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

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(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

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(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;

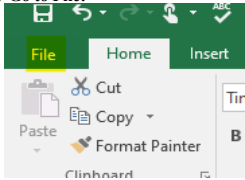
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

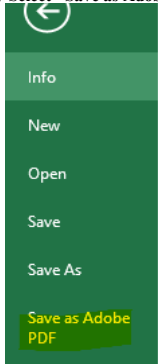
(iv) Be made publicly available on the LEA's website.

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

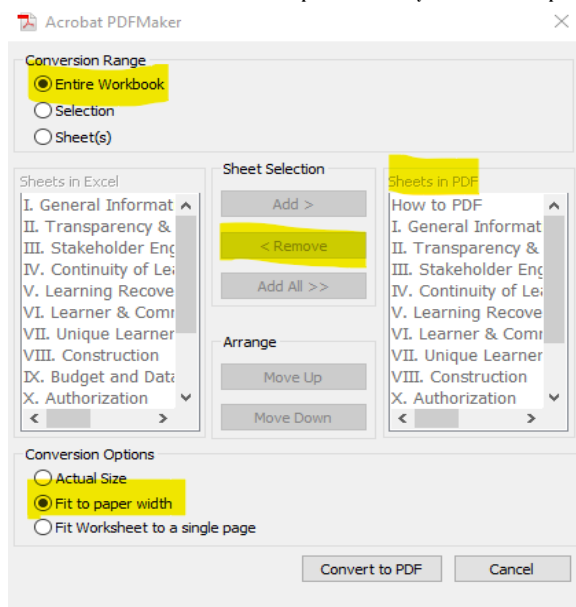
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IV. 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 V. Authorization tab will 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 01/13/2023:

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
 - i. Print the "V. Authorization" tab from Excel file
 - ii. Manually print and sign the "V. 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 (3 separate attachments)