

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, 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: → 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 link can be found at www.interlakes.org under the SAU 2 tab and then, by selecting Opening Plans/ESSER Funding. The direct link is <https://sau2.k12.nh.us/opening-plans>

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

Yes - Description Required

Description:

The plan is written in an understandable and uniform format. Additionally, the website where the plan is posted indicates to contact the Superintendent's Office at 603-279-7947 if assistance in translating or accessing the District's ARP ESSER Plan is needed.

- 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 written in an understandable and uniform format. Additionally, the website where the plan is posted indicates to contact the Superintendent's Office at 603-279-7947 if assistance in translating or accessing the District's ARP ESSER Plan is needed.

- 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:

The plan is written in an understandable and uniform format. Additionally, the website where the plan is posted indicates to contact the Superintendent's Office at 603-279-7947 if assistance in translating or accessing the District's ARP ESSER Plan is needed.

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:

The proposed use of funds has been discussed at public Inter-Lakes School Board meetings. The public was informed of these discussions through published/posted School Board meeting agendas and minutes. The public has the opportunity to provide public comment during public School Board meetings and has the opportunity to attend and participate either in person or virtually. Additionally, a public hearing was held. Also, on the School District website there is information on the use of funds and notice to provide any feedback to the Superintendent regarding the use of funds. Additionally, in October 2022 the

- 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:

Prior to fall 2022, no specific input was provided relative to the proposed use of funds. Public comment was made relative to the required assurances, but not specific to the use of funds. Other conversations relative to mental health needs have been raised, which assisted with informing the increase to guidance at the elementary level and district funded access to licensed mental health providers. Additionally, the desire for choice (in-person learning and virtual) was clear early on and the additional teaching staff provided the opportunity to create smaller class sizes and greater physical distancing to support in-person as well as

- 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:

A student representative serves on the School Board and represents the student body. Additionally, in fall 2022 a letter from the superintendent was sent to all students in grades 7 - 12. The letter outlined acceptable uses for ESSER funds and provided an opportunity for feedback.

- i) Number of total responses: 0*
- ii) Uses consulted on: Opportunity to provide feedback on all uses was provided.*
- iii) Description of feedback received: None received.*

Please indicate how consultation was:

2) Inclusive: Student representative represents all students. All students in grades 7 - 12 were provided an opportunity to share feedback.

3) Widely advertised and available: School Board meetings are posted, agendas are publicly accessible as are minutes. Meetings are livestreamed to provide the greatest opportunity for access. All students were emailed to their school email address the letter from the superintendent regarding ESSER funds and uses.

4) Ongoing: Updates regarding use of funds are provided on an ongoing basis at School Board meetings, published in the Annual School District Report, and posted on the School District website.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Prior to fall 2022, no specific input was provided relative to the proposed use of funds. Public comment was made relative to the required assurances, but not specific to the use of funds. Other conversations relative to mental health needs have been raised, which assisted with informing the increase to guidance at the elementary level and district funded access to licensed mental health providers. Additionally, the desire for choice (in-person learning and virtual) was clear

responses: Able to quantify 4 responses

ii) Uses consulted on: All acceptable uses of ESSER funds.

iii) Description of feedback received: The feedback included support for: afterschool childcare, summer learning, learning loss, efforts to support exi

Please indicate how consultation was:

2) Inclusive: School Board meetings are open to all members of the public. Information is posted on the School District website regarding ESSER funds. The fall 2022 letter was sent to all families and provided for additional feedback.

3) Widely advertised and available: Information is posted on the School District website regarding ESSER funds. The fall 2022 letter was sent to all families and provided for additional feedback. School Board meetings are livestreamed and provide for virtual comments. The local paper provides information about

4) Ongoing: Updates regarding use of funds are provided on an ongoing basis at School Board meetings, published in the Annual School District Report, and posted on the School District website.

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

Yes - Description Required

1) Description:

School and District administration with oversight 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 were involved in the discussions/decisions on use of funds.

- i) Number of total responses: Collaborative effort and unable to quantify number of responses.*
- ii) Uses consulted on: Collaborative effort; all uses consulted on.*
- iii) Description of feedback received: Collaborative effort and unable to quantify number of responses.*

Please indicate how consultation was:

2) Inclusive: School and District administration with oversight 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 were involved in the discussions/decisions on use of

3) Widely advertised and available: Information is posted on the School District website regarding ESSER funds. The fall 2022 letter was provided to all

staff and provided opportunity for feedback. School and district administrators including the Director of Students Services receive School Board materials and

4) Ongoing: Updates regarding use of funds are provided on an ongoing basis at School Board meetings, published in the Annual School District Report, and posted on the School District website. Additionally, regular Administrative Team meetings address needs on an ongoing basis and use of grant funds and

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

Yes - Description Required

1) Description:

School Principals, School Leaders, and School District Administrators were involved in the development of the proposal. Additionally, broad concepts of the plan were discussed with a Collaborative Solutions Team of Staff including Union Leadership prior to completion of the proposed plan. All school staff are provided with the agenda for School Board meetings. The fall 2022 letter was provided to all staff and provided opportunity for feedback staff to share

i) Number of total responses: 17 responses to letter

ii) Uses consulted on: All uses were presented.

iii) Description of feedback received: Feedback included - paraeducator stipends, before and after school tutoring, class size reduction, increasing paraeducator compensation, additional support in the area of behavior, materials, instructional space, literacy training to public library/community,

Please indicate how consultation was:

2) Inclusive: All staff receive School Board agendas and all staff received the fall 2022 letter.

3) Widely advertised and available: All staff receive School Board agendas and all staff received the fall 2022 letter.

4) Ongoing: Updates regarding use of funds are provided on an ongoing basis at School Board meetings, published in the Annual School District Report, and posted on the School District website.

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

No

1) Description:

There are no known Tribes within the Inter-Lakes School District

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: Publicly posted School Board meetings. N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

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

No

1) Description:

No specific civil rights organizations exist within Inter-Lakes. The Director of Student Services oversees meeting the needs of students with disabilities and the Human Resource Director oversees meeting the needs of employees with disabilities. Additionally, the School District, as did other school districts throughout the State, received a letter from the New Hampshire Disability Rights with suggested input on use of funds.

i) Number of total responses: Collaborative effort and unable to quantify number of responses.

ii) Uses consulted on: All uses

iii) Description of feedback received: No specific feedback provided. Closing academic achievement gaps appears in line with the NH Disability Rights correspondence.

Please indicate how consultation was:

2) Inclusive: School Board meetings are open to all members of the public. Additionally, staff who are responsible for oversight of disability rights are included in the decision making process.

3) Widely advertised and available: Publicly posted School Board meetings; meetings are livestreamed and recorded. Information is posted on the School District website.

4) Ongoing: Updates regarding use of funds are provided on an ongoing basis at School Board meetings, published in the Annual School District Report, and posted on the School District website. Additionally, regular Administrative Team meetings (the Director of Student Services is part of this Team) address needs

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:

School and District administration with oversight 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 have been involved in decisions regarding how needs can be addressed and use of funds.

i) Number of total responses: Collaborative effort and unable to quantify number of responses.

ii) Uses consulted on: Collaborative effort; all uses consulted on.

iii) Description of feedback received: Collaborative effort and unable to provide specific feedback.

Please indicate how consultation was:

2) Inclusive: School and District administration with oversight 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 were involved in the discussions/decisions on use of

3) Widely advertised and available: Information is posted on the School District website regarding ESSER funds. The fall 2022 letter was provided to all staff and provided opportunity for feedback. School and district administrators including the Director of Students Services receive School Board materials and

4) Ongoing: Updates regarding use of funds are provided on an ongoing basis at School Board meetings, published in the Annual School District Report, and posted on the School District website. Additionally, regular Administrative Team meetings address needs on an ongoing basis and use of grant funds and

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

Somewhat - Description Required

1) Description:

Prior to fall 2022, no specific input was provided relative to the proposed use of funds. In the fall of 2022, feedback was provided and considered from twenty-three (23) respondents which included one (1) childcare center and two (2) community members. Of the 23 respondents 6 indicated support for after school programming. The feedback at the School Board meeting indicated support for the after school programming was focused on one of the three communities

i) Number of total responses: 1 response from a childcare center; 6 responses related to childcare

ii) Uses consulted on: All acceptable uses were provided in a community letter.

iii) Description of feedback received: The importance and need for after school childcare in one of the three communities making up the Inter-Lakes School District was shared. The feedback in fall 2022 was reviewed and considered as decisions were made publicly at a School Board meeting

Please indicate how consultation was:

2) Inclusive: School Board meetings are open to all members of the public. Information is posted on the School District website regarding ESSER funds with an opportunity to provide feedback. The fall 2022 letter was sent to each community for posting and provided for additional feedback.

3) Widely advertised and available: Information is posted on the School District website regarding ESSER funds. The fall 2022 letter was sent to each Town and provided for additional feedback. School Board meetings are livestreamed and provide for virtual comments. The local paper provides information about

4) Ongoing: Updates regarding use of funds are provided on an ongoing basis at School Board meetings, published in the Annual School District Report, and posted on the School District website.

- 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):

Somewhat - Description Required

1) Description:

Prior to fall 2022, no specific input was provided relative to the proposed use of funds. In the fall of 2022, feedback was provided and considered from twenty-three (23) respondents which included one (1) childcare center. Of the 23 respondents 6 indicated support for after school programming. The feedback at the School Board meeting indicated support for the after school programming was focused on one of the three communities making up the School District.

i) Number of total responses: 1 response from a childcare center; 6 responses related to childcare

ii) Uses consulted on: All acceptable uses were provided in a community letter.

iii) Description of feedback received: The importance and need for after school childcare in one of the three communities making up the Inter-Lakes School District was shared.

Please indicate how consultation was:

2) Inclusive: School Board meetings are open to all members of the public. Information is posted on the School District website regarding ESSER funds with an opportunity to provide feedback. The fall 2022 letter was sent to each community for posting and provided for additional feedback.

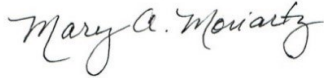
3) Widely advertised and available: Information is posted on the School District website regarding ESSER funds. The fall 2022 letter was sent to all families and provided for additional feedback. School Board meetings are livestreamed and provide for virtual comments. The local paper provides information about

4) Ongoing: Updates regarding use of funds are provided on an ongoing basis at School Board meetings, published in the Annual School District Report, and posted on the School District website.

X. Authorization

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

ESSER@doe.nh.gov



6/20/2024

Approver Signature - Superintendent / Head of School

Date

Mary Moriarty

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.