

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:	<u>Gilford</u>	→ Cell C18 Must be Input for Formulas to F
2) District ID Number:	<u>191</u>	→ Autopopulates upon Selection
3) SAU Number:	<u>73</u>	→ Autopopulates upon Selection
4) Date of Publication:	<u>1/12/2023</u>	
5) Approver Name - (Superintendent / Head of School):	<u>Kirk Beitler</u>	
6) Email & Telephone:	<u>kbeitler@sau73.org (603)527-1532</u>	

II. Transparency and Accessibility

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

Yes - Description Required

Description:

<https://www.sau73.org/>

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

Yes - Description Required

Description:

It is available via PDF document.

- 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:

Specific language translation is an option of the entire website.

- 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:

We will provide information in whatever format 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 esser@sau73.org email address was made available on the SAU website for public input. The Superintendent sent an email to parents sharing the address and information regarding the ESSER III grant and its purpose. In both notifications, opportunity for student, staff and family input was solicited.

- 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:

The public input was shared with leadership and to the School Board during public board meetings as a part of the Superintendents report.

- 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 are consulting with students via class meetings, school board meetings, team leaders and facilitator meetings. Students are participating in email submissions to the district ESSER email and are included in board meeting participation, student council and class meetings.

i) Number of total responses: There were 3 responses received.

ii) Uses consulted on: 11/2/21, 12/7/21, 1/04/22, 1/21/22, 1/27/22, 2/3/22, 2/08/22, 2/10/22, 3/7/22, 4/4/22, 5/2/22, 6/6/22

iii) Description of feedback received: Several responses included smaller class sizes, afterschool tutoring with a late bus for transportation and an outdoor pavilion for classroom use.

Please indicate how consultation was:

2) Inclusive: High School Students were included in meaningful consultation.

3) Widely advertised and available: Esser conversations have been part of class meetings and the email address has been posted.

4) Ongoing: The ESSER@SAU73.ORG email address is available and we will continue to solicit input until June 30, 2022.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families are asked and reminded to participate in the ESSER conversation via the email account in weekly principal updates, school board meeting agendas and emails from the Superintendent.

i) Number of total responses: There were 23 response received.

ii) Uses consulted on: Weekly emails and monthly board meetings discuss smaller class sizes, afterschool tutoring with a late bus for transportation and an outdoor pavilion for classroom use.

iii) Description of feedback received: Several responses included smaller class sizes, afterschool tutoring with a late bus for transportation and an outdoor pavilion for classroom use.

Please indicate how consultation was:

2) Inclusive: Families as listed in our student information system would have received the invitation from the Superintendent to participate in feedback via the ESSER@SAU73.ORG email.

3) Widely advertised and available: Advertised in weekly updates from Principals, School Board Meeting Agendas & the District Webpage.

4) Ongoing: The ESSER@SAU73.ORG email address is available and we will continue to solicit input until June 30, 2022

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

Yes - Description Required

1) Description:

All staff were consulted in staff meetings, team leader groups, facilitator meetings and leadership groups. They were asked to please provide feedback to their building principal, superintendent or the ESSER@SAU73.ORG website.

i) Number of total responses: There were 23 response received.

ii) Uses consulted on: 11/2/21, 12/7/21, 1/04/22, 1/21/22, 1/27/22, 2/3/22, 2/08/22, 2/10/22, 3/7/22, 4/4/22, 5/2/22, 6/6/22

iii) Description of feedback received: Mental health concerns for staff as well as students, parent engagement, student engagement, tutoring and staff burn out, smaller class sizes, hiring more staff to assist with individualized tutoring.

Please indicate how consultation was:

2) Inclusive: Staff receive the Principal parent weekly updates as well as attending staff and school board meetings.

3) Widely advertised and available: Yes, the ESSER@SAU73.Org email address is on the district website

4) Ongoing: Continued meetings and discussions of proposed activities will continue to happen in order to make equitable suggestions to the board for consideration.

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

Yes - Description Required

1) Description:

All staff were consulted in staff meetings, team leader groups, facilitator meetings and leadership groups. They were asked to please provide feedback to their building principal, superintendent or the ESSER@SAU73.ORG website.

i) Number of total responses: There were 23 response received.

ii) Uses consulted on: 11/2/21, 12/7/21, 1/04/22, 1/21/22, 1/27/22, 2/3/22, 2/08/22, 2/10/22, 3/7/22, 4/4/22, 5/2/22, 6/6/22

iii) Description of feedback received: Continued meetings and discussions of proposed activities will continue to happen in order to make equitable suggestions to the board for consideration.

Please indicate how consultation was:

2) Inclusive: Staff receive the Principal parent weekly updates as well as attending staff and school board meetings.

3) Widely advertised and available: Yes, the ESSER@SAU73.Org email address is on the district website.

4) Ongoing: Continued meetings and discussions of proposed activities will continue to happen in order to make equitable suggestions to the board for consideration.

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

No

1) Description:

There are no tribes in the area.

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

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

Somewhat - Description Required

1) Description:

Although we did not directly survey any civil rights organizations, including disability rights organizations, our Director of Student Services and Title IX coordinator has provided feedback and facilitated opportunities for stakeholders to provide feedback in individual and small group meetings.

i) Number of total responses: There were 2 responses received.

ii) Uses consulted on: 11/2/21, 12/7/21, 1/04/22, 1/21/22, 1/27/22, 2/3/22, 2/08/22, 2/10/22, 3/7/22, 4/4/22, 5/2/22, 6/6/22

iii) Description of feedback received: Mental health concerns for staff as well as students, parent engagement, student engagement, tutoring, and smaller class sizes.

Please indicate how consultation was:

2) Inclusive: Communication regarding the process and soliciting of all relevant organizations was a continual effort.

3) Widely advertised and available: Yes, the ESSER@SAU73.Org email address is on the district website.

4) Ongoing: Continued meetings and discussions of proposed activities will continue to happen in order to make equitable suggestions to the board for consideration.

- 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:

ESSER consultation has been a part of case manager and paraprofessional meetings. The staff receive the Superintendent emails to parents and staff requesting their participation in suggestions for use of the funds. This group of stakeholders also have had consultation with the Director of Student Services on individual and group meetings.

i) Number of total responses: There are on average 30 paras and several case managers

ii) Uses consulted on: 11/2/21, 12/7/21, 1/04/22, 1/21/22, 1/27/22, 2/3/22, 2/08/22, 2/10/22, 3/7/22, 4/4/22, 5/2/22, 6/6/22

iii) Description of feedback received: Mental health concerns for staff as well as students, parent engagement, student engagement, tutoring and staff burn out, smaller class sizes, hiring more staff to assist with individualized tutoring.

Please indicate how consultation was:

2) Inclusive: Staff receive the Principal parent weekly updates as well as attending staff and school board meetings.

3) Widely advertised and available: Yes, the ESSER@SAU73.Org email address is on the district website.

4) Ongoing: Continued meetings and discussions of proposed activities will continue to happen in order to make equitable suggestions to the board for consideration.

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

Yes - Description Required

1) Description:

Communication regarding the ESSER grant and ESSER@sau73.org address for feedback was shared with community-based organizations and facilities through the Gilford Public Library newsletter, which is distributed to community members on a weekly basis. This facility also organizes various outreach opportunities for learners and families within our community.

i) Number of total responses: There were 23 responses received.

ii) Uses consulted on: 11/2/21, 12/7/21, 1/04/22, 1/21/22, 1/27/22, 2/3/22, 2/08/22, 2/10/22, 3/7/22, 4/4/22, 5/2/22, 6/6/22

iii) Description of feedback received: Mental health for staff and students, parent engagement, tutoring.

Please indicate how consultation was:

2) Inclusive: Communication regarding the processing and soliciting of supportive organizations for our district was a continual effort.

3) Widely advertised and available: Yes, the ESSER@sau73.org email address is on the district website.

4) Ongoing: Open access to ESSER@sau73.org email address provides ongoing opportunity for feedback and ideas, as well as continual discussion at monthly school board meetings to ensure appropriate and equitable suggestions and decisions are communicated.

- 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:

Through our Preschool Special Education Coordinator, we have facilitated opportunities for our early childhood education providers to provide feedback through individual and small group consultations.

i) Number of total responses: 4

ii) Uses consulted on: 11/2/21, 12/7/21, 1/04/22, 1/21/22, 1/27/22, 2/3/22, 2/08/22, 2/10/22, 3/7/22, 4/4/22, 5/2/22, 6/6/22

iii) Description of feedback received: Social emotional learning opportunities, small class sizes, early literacy and numeracy instruction

Please indicate how consultation was:

2) Inclusive: Communication regarding the process and soliciting of all supporting providers was a continual effort.

3) Widely advertised and available: Yes, the ESSER@sau73.org email address is on the district website.

4) Ongoing: Open access to ESSER@sau73.org email address provides ongoing opportunity for feedback and ideas, as well as continual discussion at monthly school board meetings to ensure appropriate and equitable suggestions and decisions are communicated.

<p>1. General Information</p> <p>1.1. Project Name: [Project Name]</p> <p>1.2. Project ID: [Project ID]</p> <p>1.3. Project Manager: [Project Manager]</p>		<p>2. Project Objectives</p> <p>2.1. Primary Objectives:</p> <ul style="list-style-type: none"> [Objective 1] [Objective 2] [Objective 3] <p>2.2. Secondary Objectives:</p> <ul style="list-style-type: none"> [Objective 4] [Objective 5] [Objective 6] 										<p>3. Project Scope</p> <p>3.1. Project Start: [Start Date]</p> <p>3.2. Project End: [End Date]</p> <p>3.3. Project Phases:</p> <ul style="list-style-type: none"> [Phase 1] [Phase 2] [Phase 3] [Phase 4] [Phase 5] 										<p>4. Project Budget</p> <p>4.1. Total Budget: [Total Budget]</p> <p>4.2. Allocated Budget: [Allocated Budget]</p> <p>4.3. Remaining Budget: [Remaining Budget]</p>					<p>5. Project Risks</p> <p>5.1. High Risk: [High Risk]</p> <p>5.2. Medium Risk: [Medium Risk]</p> <p>5.3. Low Risk: [Low Risk]</p>					<p>6. Project Status</p> <p>6.1. Current Status: [Current Status]</p> <p>6.2. Next Steps: [Next Steps]</p> <p>6.3. Responsible Parties: [Responsible Parties]</p>				
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X. Authorization

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

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School

Date

1/12/2023

Kirk Bettler



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.