

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 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/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: Stewartstown → Cell C18 Must be Input for Formulas to i
- 2) District ID Number: 501 → Autopopulates upon Selection
- 3) SAU Number: 7 → Autopopulates upon Selection
- 4) Date of Publication: 3/7/2023
- 5) Approver Name - (Superintendent / Head of School): Dr. Debra Taylor, Superintendent
- 6) Email & Telephone: [dtaylor@sau7.org](mailto:dtaylor@sau7.org) 603-237-5571 ext 1405

## 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:** *Scroll to the bottom of the page :*  
<https://www.sau7.org/policies>

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

**Yes - Description Required**

**Description:**  
Responses were provided to all questions in an understandable format.

- 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:**  
An oral translation is available if 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:**  
Alternative accessible formats are available if 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:**

Public hearings were advertised and held in conjunction with a school board meeting. A survey was distributed to parents and community members during the summer of 2021.

- 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 leadership team analyzed survey responses and incorporated the feedback.

- 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:**

Principals met informally with students to determine academic needs.

*i) Number of total responses: 68 responses were received*

*ii) Uses consulted on: Programming and Supports were discussed.*

*iii) Description of feedback received: The feedback included the need for hands-on learning opportunities. Students discussed needs such as 1:1 devices (chromebooks), accessibility to internet, and guidance on accessing/participating in online classes. Administration ensured students had the technology they needed for success by purchasing 1:1 chrome books through the grant and assisting those who needed help learning how to access online classes through Google Classroom.*

*Please indicate how consultation was:*

**2) Inclusive: All students were invited to participate.**

**3) Widely advertised and available: Surveys and in-person meetings were held.**

**4) Ongoing: Consultation with students is ongoing.**

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

Two surveys were provided to parents requesting their input on technical needs, supplies, meals, transportation, and use of ESSER funds.

*i) Number of total responses: 46 responses- first survey in April 2020/ 38 responses- second survey in August 2021*

*ii) Uses consulted on: Survey responses were referred to at bi-weekly administrative meetings to determine the best next-steps that would benefit the majority of our students and families.*

*iii) Description of feedback received: Specific feedback based on individual needs was received, which allowed us to best serve the majority and personalize to the best extent possible for other families in order to meet their needs. Two surveys were provided to parents requesting their input on technical needs, supplies, meals, transportation and use of ESSER funds. Parents shared needs including ensuring their children had the proper devices to be successful, assistance with accessing internet for online classes, what they needed at home for school supplies (i.e., math manipulatives), access to meals, and training in online classes (Zoom, Canva, Google Classroom, etc.) so they could adequately assist their children.*

*Please indicate how consultation was:*

**2) Inclusive: Parents were individually contacted**

**3) Widely advertised and available: Advertised on social media accounts, through an automated call, email, and text**

**4) Ongoing: Parents are invited to communicate with us as needed, including at various school events. In addition, the Superintendent hosts monthly office hours.**

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

**Yes - Description Required**

**1) Description:**

Leadership team met weekly to address COVID 19 issues.

*i) Number of total responses: There were 6 responses received.*

*ii) Uses consulted on: Survey responses were referred to at bi-weekly administrative meetings to determine the best next-steps that would benefit the majority of our students and families, as well as our staff.*

*iii) Description of feedback received: Feedback was used to determine course of action in regards to social distancing, cohorting, and various other safety methods/procedures, as well as ways in which instruction could progress in a meaningful manner for all*

*Please indicate how consultation was:*

**2) Inclusive: All administration was involved in the use of funds plan.**

**3) Widely advertised and available: It was available via automated phone call, email, text, and social media.**

**4) Ongoing: Discussions will continue during weekly meetings.**

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

**Yes - Description Required**

**1) Description:**

Held whole-staff meetings in person and via zoom. Communicated via email and shared documents.

*i) Number of total responses: 23*

*ii) Uses consulted on: Survey responses were referred to at bi-weekly administrative meetings to determine the best next-steps that would benefit the majority of our students and families.*

*iii) Description of feedback received: Feedback was used to determine course of action for best instructional methods moving forward, keeping the safety of staff, students, families, and community members in mind.*

*Please indicate how consultation was:*

**2) Inclusive: All Staff were involved in discussions of use of funds plans.**

**3) Widely advertised and available: It was available via automated phone call, email, text, and social media.**

**4) Ongoing: Discussions will continue during weekly meetings.**

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

**No**

**1) Description:**

N/A There are no tribes in the area.

*i) Number of total responses: N/A There are no tribes in the area.*

*ii) Uses consulted on: N/A There are no tribes in the area.*

*iii) Description of feedback received: N/A There are no tribes in the area.*

*Please indicate how consultation was:*

**2) Inclusive: N/A There are no tribes in the area.**

**3) Widely advertised and available: N/A There are no tribes in the area.**

**4) Ongoing: N/A There are no tribes in the area.**

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

**No**

**1) Description:**

N/A - None in the local area

- i) Number of total responses: N/A - None in the local area*
- ii) Uses consulted on: N/A - None in the local area*
- iii) Description of feedback received: N/A - None in the local area*

Please indicate how consultation was:

**2) Inclusive: N/A - None in the local area**

**3) Widely advertised and available: N/A - None in the local area**

**4) Ongoing: N/A - None in the local area**

- 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:**

Homeless Liaison, Special Services Coordinator, Title I Liaison, School Assistance Personnel, Department of Health and Human Services staff.

- i) Number of total responses: 6 responses were received*
- ii) Uses consulted on: Survey responses were referred to at bi-weekly administrative meetings to determine the best next-steps that would benefit the majority of our students and families.*
- iii) Description of feedback received: Feedback was used to determine course of action for best instructional methods moving forward, keeping the safety of staff, students, families, and community members in mind.*

Please indicate how consultation was:

**2) Inclusive: Individual outreach, weekly regional meetings, and monthly statewide meetings.**

**3) Widely advertised and available: It was available via automated phone call, email, text, and social media.**

**4) Ongoing: Discussions will continue during weekly meetings.**

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

**Somewhat - Description Required**

**1) Description:**

The community does not have any organization to provide before and after-school programs; however, the school provides their own after school program for students during the school year.

- 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: All students are eligible to participate in the after school program**

**3) Widely advertised and available: email & social media**

**4) Ongoing: Continuing outreach through the school program**

- 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:**

Communicate regularly with North Country early childhood education providers and families, including Head Start and local, private childcare centers

- i) Number of total responses: Communication between our local early childhood education providers and families occurred on a monthly basis, to ensure continued safety and progression of learning for students.*
- ii) Uses consulted on: Survey responses were referred to at bi-weekly administrative meetings to determine the best next-steps that would benefit the majority of our students and families.*
- iii) Description of feedback received: Feedback used to support transition to school programs. Conversations entailed discussion on how to ensure incoming preschool and/or Kindergarten students were able to access materials to help with a successful transition, as well as support for families on that transition. We also made sure to include our school RN in conversation and planning to ensure a safe transition would occur to keep students as safe & healthy as possible in this new setting.*

Please indicate how consultation was:

**2) Inclusive: regular communication, especially between the Special Services Coordinator and local agencies**

**3) Widely advertised and available: It was available via automated phone call, email, text, and social media.**

4) Ongoing: Discussions will continue during weekly meetings.



Information											Information			
Item	Value	Unit	Item	Value	Unit	Item	Value	Unit	Item	Value	Unit	Item	Value	Unit
1	100	%	2	100	%	3	100	%	4	100	%	5	100	%
6	100	%	7	100	%	8	100	%	9	100	%	10	100	%
11	100	%	12	100	%	13	100	%	14	100	%	15	100	%
16	100	%	17	100	%	18	100	%	19	100	%	20	100	%
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81	100	%	82	100	%	83	100	%	84	100	%	85	100	%
86	100	%	87	100	%	88	100	%	89	100	%	90	100	%
91	100	%	92	100	%	93	100	%	94	100	%	95	100	%
96	100	%	97	100	%	98	100	%	99	100	%	100	100	%



**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**

March 10, 2023

**Date**

Debra Taylor

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

**Appendix A. ARPA Statutory Excerpt**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.*

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

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

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

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

#### *(2) LEA ARP ESSER Plan.*

*(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—*

*(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;*

*(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;*

*(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and*

*(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.*

*(b) In developing its ARP ESSER plan, an LEA must—*

*(i) Engage in meaningful consultation—*

*(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and*

*(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and*

*(ii) Provide the public the opportunity to provide input and take such input into account.*

*(c) An LEA's ARP ESSER plan must be—*

*(i) In an understandable and uniform format;*

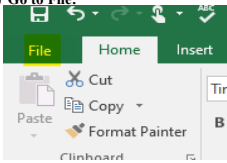
*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and*

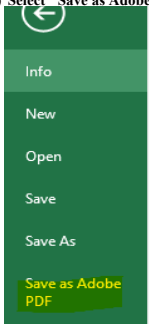
*(iv) Be made publicly available on the LEA's website.*

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

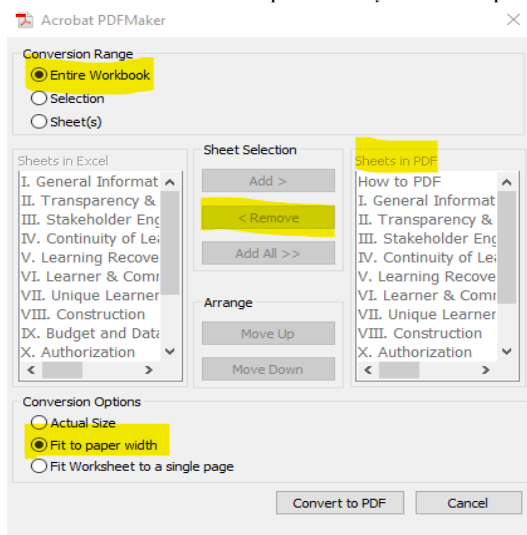
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "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
  - i 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)