

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/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>Lincoln-Woodstock Cooperative</u>   | → Cell C18 Must be Input for Formulas to i |
| 2) District ID Number:                                   | <u>305</u>   | → Autopopulates upon Selection             |
| 3) SAU Number:   | <u>68</u>  | → Autopopulates upon Selection             |
| 4) Date of Publication:                                  | <u>1/11/2023</u>   |  |
| 5) Approver Name -<br>(Superintendent / Head of School): | <u>Dr. Judith McGann, Superintendent</u>   |  |
| 6) Email & Telephone:                                    | <u><a href="mailto:jmcgann@lin-wood.org">jmcgann@lin-wood.org</a> (603) 745-2051</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:**

[www.lin-wood.org](http://www.lin-wood.org)

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

**Yes - Description Required**

**Description:**

Using template.

- 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 District can provide a translator if possible. This has been done in the past for families that needed services. Additionally we have staff available to help with translations 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:**

Yes, we can make available in another format as 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 school board meetings since 6/9/2021. Staff meetings were held to gather input from staff in 2021. Oct. 13, 2021 public hearing on the use and acceptance of the funds. Student advisory groups were also held in the Spring 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:**

Input was gathered at various meetings from answer #1. Administration put together a plan and presented to school board from the input received.

- 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:**

*Indirectly through teachers/advisory groups in the spring of 2021. Individual meetings with students as needed by guidance department.*

- i) Number of total responses: In process*
- ii) Uses consulted on: Learning Loss, Social Emotional Learning*
- iii) Description of feedback received: Loss of learning time.*

*Please indicate how consultation was:*

**2) Inclusive: All age appropriate students are included.**

**3) Widely advertised and available: Middle school and high school advisory groups meet weekly. Daily announcements keep all students informed regarding resources available during the school day and after school.**

**4) Ongoing: Weekly advisory groups.**

- b. Families (please choose one):

**Somewhat - Description Required**

**1) Description:**

*Agenda items at school board meetings. Progress reported in school district reports to towns and newsletters. Meetings are scheduled with parents for students in need of services.*

- i) Number of total responses: In process*
- ii) Uses consulted on: Learning Loss, Outreach, Social Emotional Learning*
- iii) Description of feedback received: Work with Demonstrated Success to continue to analyze student growth and areas of concern.*

*Please indicate how consultation was:*

**2) Inclusive: All families can attend School Board meetings where updates are given. Updates can also be viewed online at the video postings of school board meetings.**

**3) Widely advertised and available: Through school board agendas and updates to towns.**

**4) Ongoing: Bi-weekly school board meetings. Town websites that have school quarterly report card. Schoolwide newsletter to families.**

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

**Yes - Description Required**

**1) Description:**

*Weekly admin meetings, including the Special Ed Director.*

*i) Number of total responses: on going*

*ii) Uses consulted on: Learning Loss, Buildings health & safety, Social Emotional Learning*

*iii) Description of feedback received: Science curriculum needs, analyzing student data to inform teachers of learning growth and loss*

*Please indicate how consultation was:*

**2) Inclusive: Weekly admin meetings include all school district administrators.**

**3) Widely advertised and available: Meetings are scheduled weekly on Wednesdays and as needed.**

**4) Ongoing: Yes**

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

**Yes - Description Required**

**1) Description:**

*Bi-monthly staff meetings and team leader meetings held on a regular basis.*

*i) Number of total responses: We have 45 teachers that work in PLCs*

*ii) Uses consulted on: Learning Loss, Building Health & Safety, Social Emotional Learning*

*iii) Description of feedback received: PLCs to address learning loss and strategic plan goals*

*Please indicate how consultation was:*

**2) Inclusive: All teachers are included in the staff meetings.**

**3) Widely advertised and available: 1 K-12 meeting held per month. 1 K-5 meeting per month. 1 6-12 meeting per month.**

**4) Ongoing: Yes**

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

No

**1) Description:**

*i) Number of total responses:*

*ii) Uses consulted on:*

*iii) Description of feedback received:*

*Please indicate how consultation was:*

**2) Inclusive:**

**3) Widely advertised and available:**

**4) Ongoing:**

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

**Somewhat - Description Required**

**1) Description:**

*The middle high school has a student intervention team (SIT) that works to identify students in need of resources within the school or in the community.*

*i) Number of total responses: on going*

*ii) Uses consulted on: Learning loss, social emotional well being.*

*iii) Description of feedback received: Meetings are held on a regular basis to assess the needs. All staff can submit referrals.*

*Please indicate how consultation was:*

**2) Inclusive: All students are included.**

**3) Widely advertised and available: Staff communications, guidance offices, community outreach.**

**4) Ongoing: SIT meetings occur monthly or as needed.**

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:**

*Special Ed Director, School Social Worker and Guidance Counselor outreach to families.*

*i) Number of total responses: On going*

*ii) Uses consulted on: Learning Loss, Social Emotional Learning*

*iii) Description of feedback received: Continued support and delivery of special ed services, ESL students and homeless students.*

*Please indicate how consultation was:*

**2) Inclusive: Parents of special ed students, 504 and homeless.**

**3) Widely advertised and available: District website**

**4) Ongoing: Meetings and outreach as needed.**

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

**Somewhat - Description Required**

**1) Description:**

*Discussed locally after school programs at admin meetings. School has academic after school program for students in grades 6-12. Local Rec department has after school program for students K-5.*

*i) Number of total responses: on going*

*ii) Uses consulted on: Learning Loss*

*iii) Description of feedback received: Extension of school day in these programs helps many families.*

*Please indicate how consultation was:*

**2) Inclusive: Different programs available to all students in particular age groups.**

**3) Widely advertised and available: Rec department advertises throughout town. School advertises academic after school services in daily announcements at school.**

**4) Ongoing: Programs continue during the school year.**

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:**

*Special Ed Director provides services where necessary via normal outreach channels. Work with local childcare center for students with special needs and children that have been identified through Child Find.*

*i) Number of total responses: on going*

*ii) Uses consulted on: Special Services, Outreach*

*iii) Description of feedback received:*

*Please indicate how consultation was:*

**2) Inclusive: Children are identified through Child Find and local day cares**

**3) Widely advertised and available: Child Find notifications in local newspapers and school website.**

**4) Ongoing: Yes**

Name of Entity <i>Note: Please select entity name from pre-populated dropdown listing.</i>	UEI (SAM)# <i>Note: Upon entity selection, UEI will automatically populate.</i>	NCES ID#	Total ARP ESSER Mandatory Amount Awarded to LEA	Total Mandatory Subgrant Amount Expended in Current Reporting Period (07/01/2021-06/30/2022) <i>Note: Please do not include the mandatory set aside for learning loss which is captured later. Please be advised that the sum of Columns H, R, A, B, and A, L should equal the total amount expended in Column G. The subcategories for each category cannot exceed the expended amount listed in the preceding column.</i>	Amount Expended by Activity					
					Amount Expended Addressing Physical Health and Safety <i>Note: Pre-populated upon input to corresponding cells.</i>	a. Personnel Services – Salaries	b. Personnel Services – Benefits	c. Purchased Professional and Technical Services	d. Purchased Property Services	e. Other Purchased Services
Woodloch	15544879999	1299999	\$3,750,000.00	\$97,492.79	\$23,759.29	\$15,737.25	\$3,560.88	\$40.80	\$9.41	\$63.63
Lincoln-Woodstock Cooperative	DTMID3AL7SR5	3304260	\$523,656.81	\$0.00	\$0.00					

Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)															
f. Supplies	g. Property	h. Debt Service and Miscellaneous	i. Other Items	Amount Expended Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports) <i>Note: Pre-populated upon inputs to corresponding cells.</i>	j. Personnel Services – Salaries	k. Personnel Services – Benefits	l. Purchased Professional and Technical Services	m. Purchased Property Services	n. Other Purchased Services	o. Supplies	p. Property	q. Debt Service and Miscellaneous	r. Other Items	Amount Expended on Mental Health Supports for Students and Staff <i>Note: Pre-populated upon inputs to corresponding cells.</i>	s. Personnel Services – Salaries
\$1,431.63	\$2,878.19	\$28.57	\$8.93	\$64,394.05	\$18,047.39	\$6,034.14	\$247.36	\$63.52	\$10.59	\$22,693.24	\$11,095.18	\$5,583.60	\$619.03	\$4,010.96	\$1,364.93

\$0.00

\$0.00

Mental Health Supports for Students and Staff										Operational Continuity and Other Allowed Uses										
Amount Expended on Operational Continuity and Other Allowed Uses																				
<i>Note: Pre-populated upon inputs to corresponding cells.</i>																				
1. Personnel Services – Benefits	u. Purchased Professional and Technical Services	v. Purchased Property Services	w. Other Purchased Services	x. Supplies	y. Property	z. Debt Service and Miscellaneous	aa. Other Items	Amount Expended on Operational Continuity and Other Allowed Uses					bb. Personnel Services – Salaries	cc. Personnel Services – Benefits	dd. Purchased Professional and Technical Services	ee. Purchased Property Services	ff. Other Purchased Services	gg. Supplies	hh. Property	ii. Debt Service and Miscellaneous
\$550.58	\$25.18	\$920.18	\$244.36	\$33.44	\$51.55	\$784.02	\$38.72	\$5,328.49	\$1,419.68	\$713.68	\$333.37	\$609.71	\$52.86	\$814.17	\$1,334.82	\$37.97				

\$0.00





Mental Health Supports for Students and Staff																	
Mental Health Supports for Students and Staff																	
i. Purchased Professional and Technical Services																	
m. Purchased Property Services																	
n. Other Purchased Services																	
o. Supplies																	
p. Property																	
q. Debt Service and Miscellaneous																	
r. Other Items																	
s. Personnel Services – Salaries																	
t. Personnel Services – Benefits																	
u. Purchased Professional and Technical Services																	
v. Purchased Property Services																	
w. Other Purchased Services																	
x. Supplies																	
y. Property																	
z. Debt Service and Miscellaneous																	
aa. Other Items																	
Amount expended toward required set-aside <i>Note: Pre-populated upon inputs to corresponding cells.</i>																	
	\$4,947.13	\$1,270.32	\$211.67	\$453,724.01	\$221,762.82	\$111,531.27	\$97.82	\$80,218.99	\$27,298.55	\$11,011.55	\$463.55	\$18,403.55	\$4,887.20	\$668.75	\$1,031.07	\$15,680.47	\$774.30

\$4,842.00

\$14,347.25

\$0.00



Activities or interventions the LEA implemented to satisfy the LEA's mandatory Learning Loss set-aside requirement of ARP ESSER funds													
20	% Remaining Funds Not Yet Planned for Specific Use	The total amount reserved by the LEA to address the impact of learning loss	Total expenditures of ARP ESSER LEA Learning Loss Reserve in this reporting period	a. Summer learning or summer enrichment	b. Afterschool programs	c. Extended instructional time (school day, school week, or school year)	d. Tutoring	e. Additional classroom teachers	f. Other additional staffing and/or activities to assess emotional well-being (excluding mental health supports), for students, educators and/or families	g. Other additional staffing and/or activities to assess health needs, for students, educators and/or families	h. Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)	i. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems	j. Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as foster care services
		\$750,000.00	\$1,937,150.45	FALSE	TRUE	FALSE	TRUE	TRUE	TRUE	TRUE	TRUE	FALSE	FALSE
		\$104,731.36	\$73,706.84	FALSE	FALSE	FALSE	TRUE	FALSE	TRUE	FALSE	TRUE	FALSE	FALSE

LEA to Also Complete Columns DH to DJ							
			n. Other	n. Description of other activities (1500 character limit)	Please describe how the selected activities or interventions respond to students' academic, social, and emotional needs. (3,000 character limit)	Total ARP ESSER Allocation (as of 01/13/2023)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/13/2023)
FALSE	TRUE	TRUE	FALSE	N/A	Description of how activities impacted underserved student groups	\$3,750,000.00	\$2,034,643.24
k. Early childhood programs	I. Curriculum adoption and learning materials	m. Core staff capacity building/training to increase instructional quality and advance investments in talent pipelines for teachers and/or classified staff	n. Other	n. Description of other activities (1500 character limit)	Please describe how the selected activities or interventions respond to students' academic, social, and emotional needs. (3,000 character limit)	Total ARP ESSER Allocation (as of 01/13/2023)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/13/2023)

The selective activities chosen for students during this time of covid reflected upon what needs the students presented. These selective activities were provided for all students who were in need of support. For academic needs, tutorial sessions were scheduled to enable students time to reprocess the academic information that was taught during this time period. Some students' processing strengths depended on a multi-modality approach. That approach was not available during remote sessions in some cases. The tutorial allowed for extra time and repetition of skills taught through several teaching and learning strategies. These sessions were based on the needs of all students. BCBA services were available for all students who demonstrated a need for social/emotional support. This was a very challenging and surreal time for students and families. The support of the BCBA was necessary for those students who needed specific coping strategies in order to focus on and process the tasks needed to be successful with the academics. Some students' words were "turned upside down". These students were not able to access their meta-cognitive abilities to process what strategies were available to them cognitively in order to succeed with the learning process. The unknown was a big factor in this picture and there were students who needed the support of other adults to help guide them through the social/emotional process in an appropriate way. This service allowed the students to be able to focus on academics while understanding and processing their emotions. Additional curriculum materials were purchased for middle school science to help with student learning and growth. The program also allowed for remote learning which was not available with the old science program. Staff worked with Demonstrated Success to learn to read data and recognize academic deficiencies or areas that needed more attention for all students to bring up achievement and lessen gaps.

FALSE TRUE TRUE FALSE N/A FALSE \$523,656.81 \$411,052.84

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)

1/10/2023

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

**Date**

Dr. Judith McGann, Superintendent

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

## Appendix A: ARPA Statutory Excerpt

### Appendix A. ARPA Statutory Excerpt

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

(i) Engage in meaningful consultation—

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

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

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

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

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

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

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