

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:

<http://bethlehem.k12.nh.us>

All recommended expenditures and purposes at every school board meeting.

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

Yes - Description Required

Description:

A google sheet has been set and is available upon request, or if there is a discussion among staff or other stakeholders.

- 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:

All documents are available upon request. We are working towards getting everything on the district's 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:

Upon request.

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 district has the ESSER funds on the School Board agenda every month under continuing business. In addition, there has been a survey on the website that asks for public input.

- 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:

Yes. There was a survey done on the School's website for ESSER II & III. The results are posted on the School's website. There is input from parents & guardians, community members, Bethlehem and SAU 35 staff. This information was used at staff meetings when discussing how to use the ESSER funds.

- 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:

The students were consulted on outside projects. The students' needs are the primary concern with all ESSER decisions.

i) Number of total responses: 27 6th graders

ii) Uses consulted on: Principal and the Enrichment Teacher met with the students at the beginning of the 22-23 school year. The Enrichment teacher meets with the students on a regular basis and can gather more input.

iii) Description of feedback received: The students wanted more outside activities and after school club type activities.

Please indicate how consultation was:

2) Inclusive: All 6th grade students during class time. The Pre-K through 5th graders had a bit of an understanding that activities were being considered. But the bulk of the feedback was from the 6th graders.

3) Widely advertised and available: It was class time.

4) Ongoing: Yes. The Enrichment teacher meets with his students weekly and can talk about this.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Families were engaged through the online survey.

i) Number of total responses: 65.7% of the respondents were parents or guardians which we estimate to be about 30 total responses

ii) Uses consulted on: First time in the spring of 2022, and is still available on the website to respond. Results are posted periodically.

iii) Description of feedback received: The priority areas are investment in teacher curriculum, insure students receive high quality instructional materials, provide professional learning in the area of math, and investment in software and hardware, additional furniture and equipment for outdoor space, and providing opportunities for social emotional growth.

Please indicate how consultation was:

2) Inclusive: Anyone who could go to the Bethlehem Elementary website could participate. A hard copy could be provided upon request.

3) Widely advertised and available: Yes, through the website and Friday Principal's Newsletter.

4) Ongoing: Yes, through the website and Friday Principal's Newsletter.

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

Yes - Description Required

1) Description:

Conversations among building principals and student services. The Business and Superintendent meet with all SAU 35 principals at least monthly and as needed.

i) Number of total responses: Minutes and Agendas from monthly SAU 35 Admin Team meeting are created and shared on google docs.

ii) Uses consulted on: At PLC's and Staff Meetings, the group discusses the physical, health and safety needs of the facility and student body. In addition, faculty make recommendations to meet the academic, mental, social and emotional needs of students based on data, evidence and action plans created during PLC's, Child Study Team, and Special Education meetings.

iii) Description of feedback received: Principals appreciate collaboration with one another, business manager, superintendent, and grant writer.

Please indicate how consultation was:

2) Inclusive: Yes

3) Widely advertised and available: Available to all administrators, building principals, and student service personnel when requested.

4) Ongoing: Yes

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

Yes - Description Required

1) Description:

Use of ESSER funds are discussed at monthly staff meetings which includes the principal, school leaders, other educators, special ed staff, school staff, including paraeducators.

i) Number of total responses: All staff - 30

ii) Uses consulted on: How to use ESSER grants to target individual student instruction in academics, social emotional, and behavior concerns due to COVID 19.

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: YES

3) Widely advertised and available: All staff are required to attend monthly meetings.

4) Ongoing: Once a month through the school year.

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

No

1) Description:

We do not have tribes in our community.

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):

Yes - Description Required

1) Description:

Although not an organization, students' civil and disability rights are protected through the IEP and 504 process, as well as n District policies, handbooks, and procedures.

i) Number of total responses: Administration and faculty, guidance counselors, Occupational Therapy, Speech Therapy, Physical Therapy,

ii) Uses consulted on: At PLC's and Staff Meetings, the group discusses the physical, health and safety needs of the facility and student body. In

iii) Description of feedback received: The stakeholders saw the need for additional support through the hiring of additional paraprofessionals and more hours of the related service therapists.

Please indicate how consultation was:

2) Inclusive: Staff and parents consult with Principal, Guidance Counselors and Classroom Teachers to make a plan to meet the academic and social emotional needs of students.

3) Widely advertised and available: All staff and parents are aware of this procedure as it is noted in the Parent Student Handbook and Staff Handbook.

4) Ongoing: Yes

- 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:

Stakeholders representing the children with disabilities, children experiencing homelessness, and children in foster care include SAU 35 Homeless Liaison, SAU 35 Psychologist, Guidance Counselors, and case managers.

i) Number of total responses: Ongoing communication with the above as needed.

ii) Uses consulted on: Materials, supplies, and staffing needed to accommodate the learning needs of children with disabilities, children experiencing homelessness, and children in foster care

iii) Description of feedback received: We have increased needs for social emotional supports to be in place before academic loss can be made up.

Please indicate how consultation was:

2) Inclusive: Yes

3) Widely advertised and available: Weekly Child Study Team meetings and PLC's

4) Ongoing: Yes

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

No

1) Description:

ESSER funds have not been used for this sort of activity. Parent tuition support the after school program and the Recreation Sports Programs.

i) Number of total responses: NA

ii) Uses consulted on: NA

iii) Description of feedback received: NA

Please indicate how consultation was:

2) Inclusive: Yes

3) Widely advertised and available: NA

4) Ongoing: NA

- i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

No

1) Description:

Title 1 and school budget are being used for early childhood education.

i) Number of total responses: NA

ii) Uses consulted on: NA

iii) Description of feedback received: NA

Please indicate how consultation was:

2) Inclusive: NA

3) Widely advertised and available: NA

4) Ongoing: NA

X. Authorization

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

ESSER@doe.nh.gov

Kate Segal, Supt.

Approver Signature - Superintendent / Head of School

2-27-23

Date

Kate Segal, Supt.

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.