

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:                | <u>Franklin</u>  | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number:                                   | <u>185</u>   | → Autopopulates upon Selection                              |
| 3) SAU Number:   | <u>18</u>  | → Autopopulates upon Selection                              |
| 4) Date of Publication:                                  | <u>1/13/2023</u>   |   |
| 5) Approver Name -<br>(Superintendent / Head of School): | <u>Daniel LeGallo</u>  |   |
| 6) Email & Telephone:                                    | <u><a href="mailto:dlegallo@gms.sau18.org">dlegallo@gms.sau18.org</a> 603-934-3108</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:***

The Franklin School District website which is [www.sau18.org](http://www.sau18.org)

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

**Yes - Description Required**

***Description:***

The plan was developed using the template and format provided by the NH Department of Education.

- 3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

**Yes - Description Required**

***Description:***

The plan was written in a clear straightforward manner and translation will be provided for those individuals that need it.

- 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 the district will provide the plan in a format that is needed by the recipient.

### 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:**

We provided public notice of 2 meetings where parents, community members and other stakeholders could come and present their input. We also surveyed staff members for their input and recommendations. An initial draft of this plan was released to the public on August 23rd, 2021 seeking public input. Upon receiving this latest template from the NHDOE we created and distributed a survey to students, staff members, families, community members and other stakeholders to solicit further input from these stakeholders.

- 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 Franklin School Board was informed of all public input regarding the use of ARP ESSER funds and took that into consideration in the development and approval of the plan.

- 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 received 12 student responses. We did not provide specific uses, but requested open ended responses from the individuals. Responses included improving technology and wireless access and quality, mental health resources and summer school. Due to the decision making by the school board based from original stakeholder input we have not had subsequent stakeholder outreach as we have mapped out the planned use of the ESSER III

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) **Inclusive:** A survey was sent out to all students and notices for any meetings was publicly posted.

3) **Widely advertised and available:** A survey was sent out to all students and notices for any meetings was publicly posted

4) **Ongoing:** The survey has been kept open for additional responses.

- b. Families (please choose one):

**Somewhat - Description Required**

**1) Description:**

We received 51 responses for families/guardians. Responses were allowed to be wide open on use. Responses include more educational opportunities, more instructional support materials for teachers, more teachers and teacher assistants, a remote learning option for students, HVAC updates, mental/social health needs, implement shop and auto classes, paying more money for teacher and staff, more support for homeless students and families in need, field trips, increase summer school enrollment to bridge gaps in learning. Due to the decision making by the school board based from original stakeholder input we have not had subsequent stakeholder outreach as we have mapped out the planned use of the ESSER III funds in its entirety. We are not considering any changes to our initial plan.

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) **Inclusive:** A survey was sent out to all families and notices for any meetings was publicly posted.

3) **Widely advertised and available:**

A survey was sent out to all families and notices for any meetings was publicly posted.

4) **Ongoing:**

The survey has been kept open for additional responses.

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

**Yes - Description Required**

**1) Description:**

We received 5 administrator response. The use of funds was open ended in responses. Responses include upgrade HVAC systems, adding additional staff to address mental health needs and learning loss, improving technology, window upgrades, instructional software for one to one instruction, extended summer school programs, addressing additional special education needs. Due to the decision making by the school board based from original stakeholder input we have not had subsequent stakeholder outreach as we have mapped out the planned use of the ESSER III funds in its entirety. We are not considering any changes to our initial plan.

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

**2) Inclusive:**

A survey was sent out to all district administrators and notices for any meetings was publicly posted.

**3) Widely advertised and available:**

A survey was sent out to all district administrators and notices for any meetings was publicly posted.

**4) Ongoing:**

The survey has been kept open for additional responses.

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

**Yes - Description Required**

**1) Description:**

*31 total responses with open ended use feedback. Responses include mental health support and trauma counseling, increased para professional support, teacher supplies, new laptops, teacher salary increases, smaller class sizes, afterschool tutoring and summer school program, continued sanitization of the schools, cafeteria tables. Due to the decision making by the school board based from original stakeholder input we have not had subsequent stakeholder outreach as we have mapped out the planned use of the ESSER III funds in its entirety. We are not considering any changes to our initial plan.*

*i) Number of total responses:*

*ii) Uses consulted on:*

*iii) Description of feedback received:*

*Please indicate how consultation was:*

**2) Inclusive:**

A survey was sent out to all teachers, principals, and school staff and notices for any meetings was publicly posted.

**3) Widely advertised and available:**

A survey was sent out to all teachers, principals, and school staff and notices for any meetings was publicly posted.

**4) Ongoing:**

The survey has been kept open for additional responses. We anticipated sending out the survey every 6 months.

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):

**Yes - Description Required**

**1) Description:**

*No responses.*

*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:**

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:**

*2 responses. Invest in current education and curriculum materials to meet children's basic and concrete needs, increase the salary of teachers, create robust advisory programs. Due to the decision making by the school board based from original stakeholder input we have not had subsequent stakeholder outreach as we have mapped out the planned use of the ESSER III funds in its entirety. We are not considering any changes to our initial*

*i) Number of total responses:*

*ii) Uses consulted on:*

*iii) Description of feedback received:*

*Please indicate how consultation was:*

- 2) **Inclusive:** A survey was sent out to all stakeholders representing underserved students and notices for any meetings was publicly posted.
- 3) **Widely advertised and available:** A survey was sent out to all stakeholders representing underserved students and notices for any meetings was publicly posted.
- 4) **Ongoing:** The survey has been kept open for additional responses.

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

**Yes - Description Required**

**1) Description:**

*1 response. More programs for teens, mental health and outside activities other than sports, outdoor and nature educational programs. Community Center program for teens. Due to the decision making by the school board based from original stakeholder input we have not had subsequent stakeholder outreach as we have mapped out the planned use of the ESSER III funds in its entirety. We are not considering any changes to our initial plan*

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

*Please indicate how consultation was:*

**2) Inclusive:**

A survey was sent out to all community based organizations and notices for any meetings was publicly posted.

**3) Widely advertised and available:**

A survey was sent out to all community based organizations and notices for any meetings was publicly posted.

**4) Ongoing:**

The survey has been kept open for additional responses.

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:**

*No responses.*

- 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:**



Operational Continuity and Other Allowed Uses							Total Mandatory Subgrant Amount Expended Forward to grantee Not-able to Address Learning Loss in Current Reporting Period (7/1/2021-6/30/2022)	Amount Expended Forward Not-able to Address the Impact of Learning Loss by Activity																																		
d. Purchased Professional and Technical Services	e. Purchased Property Services	f. Other Purchased Services	g. Supplies	h. Property	i. Debt Service and Miscellaneous	j. Other Items	Addressing Physical Health and Safety											Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)											Mental Health Supports for Students and Staff					Operational Continuity and Other Allowed Uses								
							k. Amount expended toward required not-able	a. Personnel Salaries	b. Personnel Services-Benefits	c. Purchased Professional and Technical Services	d. Purchased Property Services	e. Other Purchased Services	f. Supplies	g. Property	h. Debt Service and Miscellaneous	i. Other Items	j. Amount expended toward required not-able	k. Personnel Salaries	l. Personnel Services-Benefits	m. Purchased Professional and Technical Services	n. Purchased Property Services	o. Other Purchased Services	p. Supplies	q. Property	r. Debt Service and Miscellaneous	s. Other Items	t. Amount expended toward required not-able	u. Personnel Salaries	v. Personnel Services-Benefits	w. Purchased Professional and Technical Services	x. Purchased Property Services	y. Other Purchased Services	z. Supplies	aa. Property	ab. Debt Service and Miscellaneous	ac. Other Items	ad. Amount expended toward required not-able	ae. Personnel Salaries	af. Personnel Services-Benefits	ag. Purchased Professional and Technical Services	ah. Purchased Property Services	ai. Other Allowed Uses
5833.51	5600.71	52.86	5814.11	5,134.82	537.31	512.23	\$1,097,150.61	5475,185.82	5114,744.98	571,217.61	5851.91	5188.23	51,372.54	518,632.89	557,563.77	537.48	5178.54	51,275,175.74	5365,947.82	5125,882.88	54,947.11	51,270.32	5211.87	5463,728.01	521,762.81	5115,531.27	597.82	540,218.94	527,298.55	511,011.51	5463.91	518,403.55	54,887.20	5668.71	51,011.07	515,680.47	5774.91	5138,565.80	528,301.51	514,271.51	54,687.44	512,134.11
							\$0.00																																	\$0.00		

Other Allowed Uses						Remaining ARP ESSER Mandatory Subgrant Funds <i>Note: Remaining funds should be allocated by percentage across categories and should total 100%.</i>	Planned Uses of Remaining ARP ESSER Subgrant Funds by Percentage <i>Note: Percentage across each of these.</i>					The total amount received by the LEA to address the impact of learning loss	Total expenditures of ARP ESSER LEA Learning Loss Reverts in this reporting period	Activities or interventions the LEA implemented to satisfy the LEA's mandatory Learning Loss reversion requirement of ARP ESSER funds														LEA to Also Complete Columns B-D to B-F					
h. Other Personnel Services	ig. Supplies	ii. Property	ii. Debt Service and Miscellaneous	j. Other Items	% Remaining Funds Planned for Addressing Physical Health and Safety		% Remaining Funds Planned for Academic, Student Academic, Social Emotional, and Other Needs (Excluding Mental Health Supports)	% Remaining Funds Planned for Mental Health Supports for Students and Staff	% Remaining Funds Planned for Operational Continuity and Other Uses	% Remaining Funds Not Yet Planned for Specific Use	a. Summer learning or enrichment programs			b. After-school programs	c. Extended instructional time (before, after, school work, or school year)	d. Tutoring	e. Additional classroom teachers	f. Other additional activities to assess and support social-emotional well-being (including mental health supports), for students, educators and/or families	g. Other additional activities to assess and support mental 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 students or students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)	i. Universal screening, academic assessment, 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 high-dosage community schools or improved coordination with partner agencies, such as family care services	k. Early childhood programs	l. Curriculum adaptations and learning materials	m. Core staff capacity building training to increase instructional quality and address inequities in talent pipelines for teachers and/or classified staff	n. Other	o. Description of other activities (1500 character limit)	Please describe how the selected activities or interventions respond to students' academic, social, and emotional needs. (1,000 character limit)	Total ARP ESSER Allocation (as of 01/15/2022)	Total ARP ESSER Allocation Unobligated (as of 01/15/2022)			
\$1,057.09	\$16,283.40	\$26,896.45	\$758.41	\$246.00	\$3,967,252.10	66.3	20	3	0	5	20	\$750,000.00	\$1,937,350.41	FALSE	TRUE	FALSE	FALSE	TRUE	TRUE	FALSE	FALSE	FALSE	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE	N/A	Description of new activities impacted underserved student groups.	\$3,768,000.00	\$2,634,643.24
					\$3,967,252.10								\$1,937,350.41	FALSE	FALSE	FALSE	FALSE	TRUE	TRUE	FALSE	FALSE	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE	FALSE		\$3,967,252.10	2,111,188.050	



**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)*



1/13/2023

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

**Date**

Daniel LeGallo

**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.*