

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 1/13/2023.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides New Hampshire over \$350 million to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/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: Mascenic Regional → Cell C18 Must be Input for Formulas to i
- 2) District ID Number: 342 → Autopopulates upon Selection
- 3) SAU Number: 87 → Autopopulates upon Selection
- 4) Date of Publication: 1/13/2023
- 5) Approver Name - (Superintendent / Head of School): Dr. Chris Martin
- 6) Email & Telephone: cmartin@mascenic.org (603) 291-2017

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.mascenic.org

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

Yes - Description Required

Description:

Two versions of this plan are available for view, original PDF and Excel documents in the State of New Hampshire Department of Education recommended 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 plan is written in English. Oral translations of the plan are available to parents with limited English proficiency.

- 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:

The plan can be adapted to provide individual parents access 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:

Stakeholder surveys, focus groups, administrative planning meetings, faculty meetings, professional learning communities, department meetings, and school board meetings provide opportunities for input into the use of ARP ESSER funds.

- 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:

Student safety and wellbeing as well as lost learning time were indicated as priorities when speaking with multiple stakeholder groups.

- 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:

Student qualitative and quantitative data is used regularly to determine programming needs to support learning and address learning loss. Summer programming exit slip.

- i) Number of total responses: 17 students have completed summer programming surveys*
- ii) Uses consulted on: Learning loss, student wellbeing and safety*
- iii) Description of feedback received: Student data indicates a reduction in proficiency levels. Student summer exit survey shows continued interest in programming k-12 to provide social skill building and restoration as well as academic support.*

Please indicate how consultation was:

2) Inclusive: Student data is collected three times each school year for all students in grades K-10. Student feedback is gathered at the end of all grant funded programming opportunities as an evaluation of the program offered.

3) Widely advertised and available: Student data collection dates are messaged to families in weekly messaging from the SAU and additionally by school based administrators.

4) Ongoing: Yes, schoolwide data is collected three times each school year. Additional data is collected with more frequency by school based professional staff in regard to student progress monitoring and safety and wellbeing.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Stakeholder surveys and focus groups are used to engage families in planning, related to summer programming and other grant funded opportunities.

- i) Number of total responses: 168*
- ii) Uses consulted on: Safety and wellbeing, learning delivery, program offerings, access to technology, transportation*
- iii) Description of feedback received: Families indicated interest in summer programming, vaccination clinic, access to at home testing supplies, in person learning delivery, need for busing, and variable favorability relating to personal PPE for students.*

Please indicate how consultation was:

2) Inclusive: Parent Teacher Groups actively meet and engage in the school community, surveys are sent out to all families using social media sites, direct text messaging, our website, and a bi-weekly call from the Supt.

3) Widely advertised and available: Social media platforms, our website, SMS messaging, and bi-weekly phone calls and newsletter.

4) Ongoing: Bi-weekly phone calls, monthly PTG meetings, SMS messaging, and Bi-Weekly newsletter.

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

Yes - Description Required

1) Description:

All district administrators meet bi-weekly to discuss needs. Needs are collected in a central database.

i) Number of total responses: 12 out of 12

ii) Uses consulted on: Student safety, wellbeing, and learning loss.

iii) Description of feedback received: Administrators indicated a need for support with instructional technology, student wellbeing, at home testing kits, student supplies to reduce sharing, student experiences to rebuild community and support for nursing staff.

Please indicate how consultation was:

2) Inclusive: 11 members of the administrative team meeting bi-weekly to discuss needs.

3) Widely advertised and available: Remote login is available should an administrator be unable to physically attend. Notes are share in a Google document that is accessible to all members.

4) Ongoing: Yes, through bi-weekly meetings

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

Yes - Description Required

1) Description:

Team meetings occur at least once each month in all schools. Student data is reviewed in PLC format to address learning loss, student safety, and wellbeing.

i) Number of total responses: 168

ii) Uses consulted on: student safety, wellbeing, and learning loss

iii) Description of feedback received: Teachers have indicated a decrease in student academic proficiency and student social emotional skills. Student behavioral support needs have increased.

Please indicate how consultation was:

2) Inclusive: Unions meetings occur bi-monthly with the Supt., Teaching and support staff meet with administrators monthly and in teams weekly.

3) Widely advertised and available: Yes, Job-embedded

4) Ongoing: Yes, job-embedded

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

No

1) Description:

There are no tribes in NH

i) Number of total responses: N/A

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

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

Somewhat - Description Required

1) Description:

The district works with local and state children's services departments as necessary to meet the needs of students with disabilities or otherwise.

i) Number of total responses:0

ii) Uses consulted on: Learning loss for students with disabilities or low SES.

iii) Description of feedback received: Indicated a need to address the needs of individuals to the greatest extent possible.

Please indicate how consultation was:

2) Inclusive: Limited to meetings at the request of stakeholder groups or individuals.

3) Widely advertised and available: No

4) Ongoing: Not at the time however the district will be looking to engage with these organizations more broadly.

- 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:

Both the Student Services and the Curriculum Director are present at all administrative meetings and represent the interest of these groups of students. A district wide social worker has been added to monitor and address student needs

i) Number of total responses: 15 out of 15

ii) Uses consulted on: Student learning, wellbeing, and safety

iii) Description of feedback received: Students with additional vulnerabilities have experienced similar decreases in academic and social emotional skills.

Please indicate how consultation was:

2) Inclusive: Student Services Director meets with special educators, social workers, and counselors during work hours

3) Widely advertised and available: Job -embedded and regular

4) Ongoing: monthly, and tri-annual meetings

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

Somewhat - Description Required

1) Description:

Community partners have a regularly scheduled meeting (5x/year) in which needs can be shared with the superintendent.

i) Number of total responses: 2 groups

ii) Uses consulted on: student wellbeing and family support

iii) Description of feedback received: Community partners have resources to support students with a variety of needs as well as providing for family needs.

Please indicate how consultation was:

2) Inclusive: Regional and local groups were invited to participate

3) Widely advertised and available: Social media platform, social worker outreach, website

4) Ongoing: yes, schools have direct contact with organizations. The district wide social worker connects services as needed.

- 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:

On-site preschool programming. Teachers participate in professional learning communities and ongoing consultation with the student services director

i) Number of total responses: 2

ii) Uses consulted on: Student safety, wellbeing, and learning loss

iii) Description of feedback received: a decrease in student academic and social skill development is noted.

Please indicate how consultation was:

2) Inclusive: Job embedded weekly PLC and monthly meetings

3) Widely advertised and available: During the working day

4) Ongoing: Weekly and monthly meetings

Section	Sub-section	Item	Description	Value	Unit	Notes
Part 1	1.1	1.1.1	...	...	...	...
		1.1.2	...	...	...	...
		1.1.3	...	...	...	...
		1.1.4	...	...	...	...
		1.1.5	...	...	...	...
		1.1.6	...	...	...	...
		1.1.7	...	...	...	...
		1.1.8	...	...	...	...
		1.1.9	...	...	...	...
		1.1.10	...	...	...	...
Part 2	2.1	2.1.1	...	...	...	...
		2.1.2	...	...	...	...
		2.1.3	...	...	...	...
		2.1.4	...	...	...	...
		2.1.5	...	...	...	...
		2.1.6	...	...	...	...
		2.1.7	...	...	...	...
		2.1.8	...	...	...	...
		2.1.9	...	...	...	...
		2.1.10	...	...	...	...
Part 3	3.1	3.1.1	...	...	...	...
		3.1.2	...	...	...	...
		3.1.3	...	...	...	...
		3.1.4	...	...	...	...
		3.1.5	...	...	...	...
		3.1.6	...	...	...	...
		3.1.7	...	...	...	...
		3.1.8	...	...	...	...
		3.1.9	...	...	...	...
		3.1.10	...	...	...	...
Part 4	4.1	4.1.1	...	...	...	...
		4.1.2	...	...	...	...
		4.1.3	...	...	...	...
		4.1.4	...	...	...	...
		4.1.5	...	...	...	...
		4.1.6	...	...	...	...
		4.1.7	...	...	...	...
		4.1.8	...	...	...	...
		4.1.9	...	...	...	...
		4.1.10	...	...	...	...


Information on the company's business model									
1. Business model	2. Revenue model	3. Key resources	4. Key activities	5. Key partners	6. Key channels	7. Key customer segments	8. Key value propositions	9. Key risks	10. Key success factors
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X. Authorization

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

ESSER@doe.nh.gov


Approver Signature - Superintendent / Head of School


Date


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

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(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;

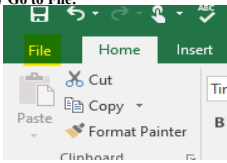
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

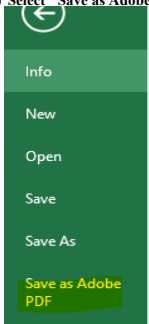
(iv) Be made publicly available on the LEA's website.

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

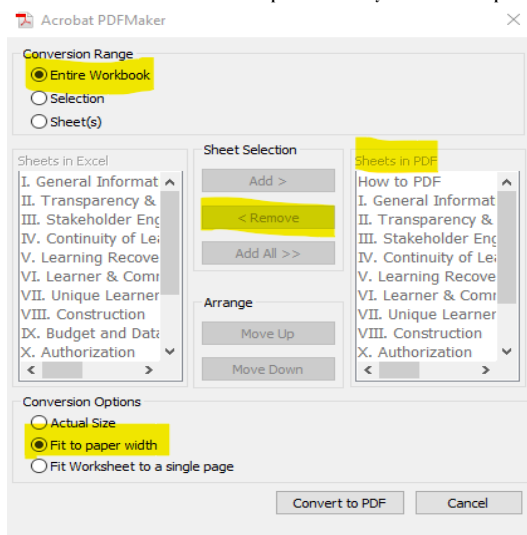
1) Go to File:



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)