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 2/23/2022.

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 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:	Northwood	→ *Cell C18 Must be Input for Formulas to Populate Correctly*
2) District ID Number:	411	→ *Autopopulates upon Selection*
3) SAU Number:	44	→ *Autopopulates upon Selection*
4) Date of Publication:	3.9.22	
5) Approver Name - (Superintendent / Head of School):	Nate Byrne	
6) Email & Telephone:	603 942-1290, nbyrne@nhsau44.org	

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:

This plan has been a dynamic plan and was original posted on the school website and emailed to the NHDOE in accordance with the ARP requirements. The revised plan will be posted on the school website and emailed to the NHDOE by march 9th as required.

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

Yes - Description Required

Description:

The plan will is being completed using the required NHDOE document.

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 being completed using the NHDOE template. The document be asscessible in multiple formats by request, to the extent that Excel allows.

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 is being completed using the NHDOE template. The document be asscessible in multiple formats by request, to the extent that Excel allows. Additionally, the plan will be discussed at board meetings allowing for individuals to hear and see the plan. Meetings can also be scheduled to explain the plan for individuals that need further accommodations.

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 LEA will be discussing this plan at regularly scheduled board meetings. The LEA has already held several meetings with the budget committee and town members. The board shared details during its deliberative session with approximately 100 participants and the budget was moved to the ballot with the use of ARP funds being shared.

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):

Somewhat - Description Required

Description:

We have had the use of funds as a standing item on our monthly board meeetings and budgets delevopment meetings. We will be creating surveys to share with families to determine their interest in learning loss categories.

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 will have this a standing item at the board meetings, sending out surveys to families and working with our students and staff. Also, informal discussions, students have indicated a need for additional time and support in learning new skills and concepts and completing their assignments. They have also indicated an interest in increasing the availability of extracurricular activities to support their physical and mental health.

i) Number of total responses: *TBD*
ii) Uses consulted on: *Learning loss, SEL and facilities*
iii) Description of feedback received: *Please see above.*

Please indicate how consultation was:

2) Inclusive: Yes, meeting are open to the public and surveys will be sent out to the school community

3) Widely advertised and available: Yes, posted on the website, on our calendars

4) Ongoing: Monthly meetings

b. Families (please choose one):

Somewhat - Description Required

1) Description:

Families have indicated an interest in having supports and services available within and beyond the school day to provide assistance to students both academically and socially/emotionally.

i) Number of total responses: *The feedback has been ongoing over the last two years. Well into the 100's*
ii) Uses consulted on: *Learning loss, SEL and facilities*
iii) Description of feedback received: *Please see above.*

Please indicate how consultation was:

2) Inclusive: Yes, meeting are open to the public and surveys will be sent out to the school community

3) Widely advertised and available: Yes, posted on the website, on our calendars

4) Ongoing: Monthly meetings

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

Yes - Description Required

1) Description:

Administrators have indicated a strong need for maintaining small class sizes, providing ample adult support, and ensuring that intervention group sizes and special education caseloads are manageable and effective. They have also indicated a need for additional supports and services for mental health, social emotional learning, and promoting positive behavior.

i) Number of total responses: *The feedback has been ongoing over the last two years. Well into the 100's*
ii) Uses consulted on: *Learning loss, SEL and facilities*

iii) Description of feedback received: *See Above*

Please indicate how consultation was:

2) Inclusive: Yes, we worked as an entire team

3) Widely advertised and available: Yes, meetings were scheduled and confirmed

4) Ongoing: Yes, monthly

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

Yes - Description Required

1) Description:

Teachers have indicated a strong need for maintaining small class sizes, providing ample adult support, and ensuring that intervention group sizes and special education caseloads are manageable and effective. They have also indicated a need for additional supports and services for mental health, social emotional learning, and promoting positive behavior. Teachers have also indicated a need for mental health supports for school

i) Number of total responses: *The feedback has been ongoing over the last two years. Well into the 100's*
ii) Uses consulted on: *Learning loss, SEL, compensation and facilities*
iii) Description of feedback received: *See Above*

Please indicate how consultation was:

2) Inclusive: Yes, all teachers were included

3) Widely advertised and available: Yes, all teachers were consulted and informed

4) Ongoing: Yes, monthly

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):

No

1) Description:

The Superintendent and Director of Stuudent Services has participated in multiple discussions about needs.

i) Number of total responses: *The feedback has been ongoing over the last two years.*
ii) Uses consulted on: *Learning loss, SEL, and special education needs*
iii) Description of feedback received: *See above*

Please indicate how consultation was:

2) Inclusive: The director spoke to multiple orginations on what they saw for needs

3) Widely advertised and available: No, the director reached out full meetings were not schedule

4) Ongoing: Yes, monthly

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:

The Director of Stuudent Services has participated in multiple discussions about needs.

i) Number of total responses: *The feedback has been ongoing over the last two years.*
ii) Uses consulted on: *Learning loss, SEL, special education needs and transportation*
iii) Description of feedback received: *See above*

Please indicate how consultation was:

2) Inclusive: The director spoke to multiple orginations on what they saw for needs

3) Widely advertised and available: No, the director reached out full meetings were not schedule

4) Ongoing: Yes, monthly

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

Yes - Description Required

1) Description:

Community based organizations have indicated that having increased access to the school building for recreation activities would be helpful. Before- and after-school programming participation would be increased with additional opportunities for subsidy or scholarships.

i) Number of total responses: *The feedback has been ongoing over the last two years. Well into the 100's*
ii) Uses consulted on: *SEL and financial assistance*
iii) Description of feedback received: *See above*

Please indicate how consultation was:

2) Inclusive: Feedback was asked for multiple ways and times.

3) Widely advertised and available: Yes, it was sent in emails and posted on website

4) Ongoing: Yes, Monthly

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:

Early childhood education providers have indicated a need for consistent communication with the school and for streamlining transition processes and transportation between the school and local early childhood education centers.

i) Number of total responses: *The feedback has been ongoing over the last two years. Well into the 100's*
ii) Uses consulted on: *SEL, special education needs, nursing consult and transportation*
iii) Description of feedback received: *See above*

Please indicate how consultation was:

2) Inclusive: Yes, we reached out to all families

3) Widely advertised and available: Yearly screenings postings and frequent website posts

4) Ongoing: Yes, monthly

IV. Supporting the Continuous and Safe Operation of In-Person Learning

1) The extent to which and how LEA ARP ESSER 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:

Note : Federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.

Description During SY 2021-2022:

During the 21-22 school year, ealier ESSER funds have been used to pay for custodial services, masks, hand sanitizer, and cleaning supplies. Funds have also been utilized to pay for a storage unit to store classroom items, thereby allowing for more physical distance to be achieved in the school. Funds have also been used to purchase higher-quality air filters for the HVAC system. ARP funds have not been utilized yet.

V. Addressing the Academic Impact of Lost Instructional Time (At least 20 percent of an LEA's Allocation)

1) How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:
   a. Students who did not consistently participate in remote instruction when offered during school building closures;
   b. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
   c. Students most at-risk of dropping out of school.

Description During SY 2021-2022:

ARP funds have yet to be used for this current year.

2) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

Description During SY 2021-2022:

ARP funds have yet to be used for this current year.

Description During SY 2022-2023:

Researching additional academic programming both digital and printed to address any learnig loss that has been identified. We are also considering the hiring a one year math interventionist.

Description During SY 2023-2024:

TBD

3) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:
   a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please choose one):

Yes - Description Required

Description:

Tutoring provided to students that are not been adble to attend school may be provided.

   b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please choose one):

- Please Select -

Description:

Chart will not let me change to yes. PD will be provided on student engagement.

4) How the LEA will produce evidence of the effectiveness of evidence-based learning loss interventions employed:

Description:

Looking at student growth through the lense of state and local assessments.

VI. Addressing Learner and Community Needs (Up to 80 percent of an LEA's Allocation)

1) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

Description During SY 2021-2022:

no ARP funds have been committed to this year.

Description During SY 2022-2023:

Potential facility upgrades, Staff salary offsets to maintain continuty, stipends to staff for before and aftercare, paying a cleaning agency to help with disinfecting.

Description During SY 2023-2024:

TBD

2) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

a. Providing individualized instruction:

During SY 2021-2022 (select one):	***No***
During SY 2022-2023 (select one):	***Yes - Description Required***
During SY 2023-2024 (select one):	***Yes - Description Required***

Description of all SYs - 2021 to 2024:

Software, tutoring, interventionist, before and aftercare.

b. Addressing educator fatigue, including providing performance-based bonuses to teachers:

During SY 2021-2022 (select one):	***No***
During SY 2022-2023 (select one):	***Yes - Description Required***
During SY 2023-2024 (select one):	***Yes - Description Required***

Description of all SYs - 2021 to 2024:

PD on student engagement, stipends

c. Improving family engagement:

During SY 2021-2022 (select one):	***No***
During SY 2022-2023 (select one):	***Yes - Description Required***
During SY 2023-2024 (select one):	***Yes - Description Required***

Description of all SYs - 2021 to 2024:

Software that can allow for students and families to work together. Additional use of facilities made available.

3) The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount:	0
Percentage:	0

Description of allocation methodology including the extent to which it reflected student need for, at minimum, Special Education, Free and Reduced-Price Lunch, and English Language Learners:

All expenditures will be approved by the full school board, who represents the community as a whole.

b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:

Amount: 0

Percentage: 0

Description, including funds used to support learner obtainment of industry-recognized credentials:

Not needed for k-8 setting.

c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access:

During SYs 2021-2024 (select one): ***- Please Select -***

Description of all SYs - 2021 to 2024:

The chart will not let me say no. We are a k-8 school, we will help them access VLACS if desired.

VII. Addressing the Unique Needs of All Learners

1) How the LEA will ensure that the interventions it implements 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.

Description:

The school will determine the most important educational needs as a result of COVID-19 by conducting surveys of parents, teachers, and paraprofessionals; reviewing student assessment data, and analyzing trends in students' standards-based grades. The School Board and school administration has also been collecting information and data from all constituent groups throughout the 20-21 school year and this has helped shape our determination of needs. Input from teachers regarding student achievement has also been a critical component of establishing needs.

VIII. Addressing Unique Renovation, Air Quality and/or Construction Needs

1) If the LEA plans to use or has used any portion of ARP ESSER funds for construction projects, describe those projects below. Each project should be addressed separately. If needed, LEAs may submit additional supporting information. Please insert "N/A" if this category is not applicable to your plan. Please also note that these projects are subject to the NHDOE's prior conceptual and final approval: ESSER Funded Construction.

Description:

The district is not planning on using any ARP funds for construction.

Specific Use Category **User May Delete Current Selection Prior to Assigning Input(s)*	**General Use Category** **May Select Same General Use Category in Multiple Rows Depending upon Specific Uses; May Delete Current Selection Prior to Assigning Input(s)*
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			Implementation Timeline - Please Select All		
Quantifiable Measurement of Expected Outcomes Resulting from Use **Multiple Selections Per Use May Be Selected by Cell; To Clear Selection, Highlight Cell and Enter "Delete"*	**Learning Loss- Y/N** **At least 20% of an LEA's Total Allocation Statutorily Required*	**Detailed Use Description** **Written Description, Including "Other" Responses (Columns A and C) and Vendor if Applicable*	**SY 2020-2021**	**SY 2021-2022**	**SY 2022-2023**
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that Apply SY 2023-2024	Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER Allocation (as of 01/31/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/31/2022)	Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
					LEA Enrollment *October 2021 Data Prepopulated	% Participation - Math Assessment	% Participation - Science Assessment	% Participation - ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment
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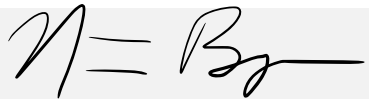
X. Authorization

**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

3.8.22

Date

Nate Byrne

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

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

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

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

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

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

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

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

(i) Engage in meaningful consultation—

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

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

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

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

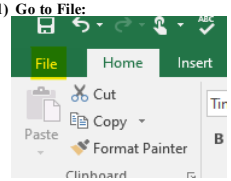
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

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

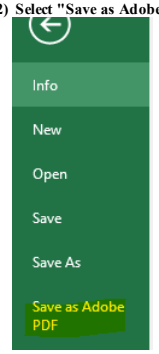
(iv) Be made publicly available on the LEA's website.

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

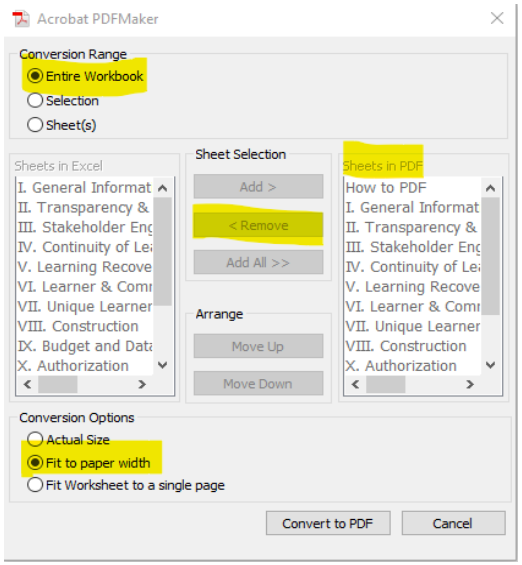
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IX. 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 IX. Budget and Data Reporting tab will need to be printed manually from Excel and sent along with the rest of your materials. The X. Authorization tab will also need to be printed manually from Excel. The print range within the Excel worbook has been established for all tabs outlined.



3) Items due to the NHDOE by 02/23/2022:

A. NH ARP ESSSER LEA Fund Use - Excel Workbook

i. Print the "IX. Budget and Data Reporting" and "X. Authorization" tabs from Excel file

ii. Manually print and sign the "X. Authorization" tab from Excel file

B. NH ARP ESSSER LEA Fund Use - PDF Version
C. Return each item listed above in one email message to ESSER@doe.nh.gov (4 separate attachments)