

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: Errol → Cell C18 Must be Input for Formulas to i
- 2) District ID Number: 171 → Autopopulates upon Selection
- 3) SAU Number: 20 → Autopopulates upon Selection
- 4) Date of Publication: January 27, 2023
- 5) Approver Name -  
(Superintendent / Head of School): David Backler, Superintendent
- 6) Email & Telephone: david.backler@sau20.org & 603-466-3632

## 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:*

<https://sites.google.com/a/sau20.org/errol-consolidated-school/>

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

**Yes - Description Required**

*Description:*

We are using the template provided by NHED

- 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:*

We will provide oral or written translations.

- 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:*

We find an alternative format if needed to accomodate community members who need accomidations.

### 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:**

An email was sent to parents and community members letting them know that this money was available to the schools and asked how they would like to see the money spent.

- 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:**

Many parents and community members expressed how they wanted to see more social emotional services and education loss services provided in the school. We took their ideas and brought it to the school board.

- 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:**

*Our student population is small and we only have students in grades K-8. The majority of our students are in the younger grades. We have a few students at the junior high level.*

- i) Number of total responses: 0*
- ii) Uses consulted on: 0*
- iii) Description of feedback received: 0*

*Please indicate how consultation was:*

**2) Inclusive: yes-somewhat**

**3) Widely advertised and available: yes-somewhat**

**4) Ongoing: yes**

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

*We are fortunate enough to have face to face conversations as well as an email option for our parents and community.*

- i) Number of total responses: 1*
- ii) Uses consulted on: Programs and activities to address learning loss to include additional staff to support academic learning loss, Student*
- iii) Description of feedback received: updating curriculum and working on enhancing both academic and social skills*

*Please indicate how consultation was:*

**2) Inclusive: yes**

**3) Widely advertised and available: yes**

**4) Ongoing: yes**

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

**Yes - Description Required**

**1) Description:**

*Our principal (who is also a teacher at Errol Consolidated school) worked with Jennifer Katz-Borrin, David Backler, the other teacher and school board members to chose the right curriculum for the school.*

- i) Number of total responses:5*
- ii) Uses consulted on: curriculum needs at meetings*
- iii) Description of feedback received: curriculum needs both academic and social*

*Please indicate how consultation was:*

**2) Inclusive: among school members yes**

**3) Widely advertised and available: yes**

**4) Ongoing: yes**

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

**Yes - Description Required**

**1) Description:**

*There is a small amount of staff members, including teaching principal, who meet regularly*

- i) Number of total responses:1*
- ii) Uses consulted on: need for technology and some curriculum needs*
- iii) Description of feedback received: need for touch screen laptops to help young students with testing. Also looking for software for students to use on laptops to help with academic skills*

*Please indicate how consultation was:*

**2) Inclusive: yes**

**3) Widely advertised and available: yes**

**4) Ongoing: yes**

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

**No**

**1) Description:**

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

*Please indicate how consultation was:*

**2) Inclusive:**

**3) Widely advertised and available:**

**4) Ongoing:**

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

**No**

**1) Description:**

*This is a rural area and organizations such as these are not found here.*

- 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**

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):

No

**1) Description:**

*With a small population such as Errol, families and parents advocate for the students.*

- 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

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

No

**1) Description:**

*Students do not participate in any before or after school programs here in Errol. They travel to other towns to participate in these activities.*

- 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

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:**

*We are a very small school and early childhood is not provided. Those seeking preschool travel out of town.*

- 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



Section 1: General Information																								Section 2: Financial Summary				Section 3: Operational Metrics			
ID	Name	Address	City	State	Zip	Phone	Email	Website	Industry	Company Type	Year Founded	Revenue	Profit	Assets	Liabilities	Equity	Employees	Production	Quality	Customer Sat.	Retention	Churn	Growth								
001	ABC Corp	123 Main St	New York	NY	10001	212-555-1234	info@abc.com	www.abc.com	Technology	Private	2010	\$1.2M	\$0.3M	\$500K	\$200K	\$300K	50	1000 units	95%	4.5/5	80%	5%	15%								
002	DEF Inc	456 Park Ave	Los Angeles	CA	90001	310-555-5678	contact@def.com	www.def.com	Manufacturing	Public	2005	\$2.5M	\$0.7M	\$1.2M	\$500K	\$700K	120	5000 units	90%	4.2/5	75%	8%	10%								
003	GHI LLC	789 Market St	Chicago	IL	60601	312-555-9012	hello@ghi.com	www.ghi.com	Retail	Private	2015	\$0.8M	\$0.2M	\$300K	\$100K	\$200K	30	2000 units	98%	4.8/5	85%	3%	8%								
004	JKL Corp	101 Broadway	San Francisco	CA	94101	415-555-3456	support@jkl.com	www.jkl.com	Software	Public	2008	\$3.0M	\$0.9M	\$1.5M	\$600K	\$900K	150	15000 units	92%	4.6/5	78%	6%	12%								
005	MNO Inc	202 North St	Philadelphia	PA	19101	215-555-7890	info@mno.com	www.mno.com	Healthcare	Private	2012	\$1.5M	\$0.4M	\$400K	\$150K	\$250K	60	3000 units	97%	4.7/5	82%	4%	10%								
006	PQR LLC	303 West St	San Diego	CA	92101	619-555-2345	sales@pqr.com	www.pqr.com	Automotive	Public	2003	\$2.0M	\$0.5M	\$800K	\$300K	\$500K	100	8000 units	91%	4.3/5	76%	7%	11%								
007	STU Corp	404 East St	Portland	OR	97201	503-555-6789	team@stu.com	www.stu.com	Education	Private	2018	\$0.6M	\$0.15M	\$200K	\$80K	\$120K	25	1500 units	99%	4.9/5	90%	2%	5%								
008	VWX Inc	505 South St	Washington	DC	20001	202-555-0123	admin@vwx.com	www.vwx.com	Government	Public	2001	\$4.0M	\$1.2M	\$2.0M	\$800K	\$1.2M	200	25000 units	93%	4.4/5	81%	5%	14%								
009	YZA LLC	606 North St	San Jose	CA	95101	408-555-4567	contact@yza.com	www.yza.com	AI/ML	Private	2016	\$1.8M	\$0.5M	\$600K	\$250K	\$350K	40	2500 units	96%	4.7/5	84%	4%	10%								
010	BCD Corp	707 West St	Seattle	WA	98101	206-555-8901	info@bcd.com	www.bcd.com	E-commerce	Public	2011	\$2.2M	\$0.6M	\$900K	\$350K	\$550K	80	12000 units	94%	4.5/5	79%	6%	11%								

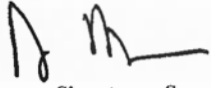
Section 1: General Information										Section 2: Financial Summary	
1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	2.1	2.2
1.1.1	1.1.2	1.1.3	1.1.4	1.1.5	1.1.6	1.1.7	1.1.8	1.1.9	1.1.10	2.1.1	2.1.2
1.1.1.1	1.1.1.2	1.1.1.3	1.1.1.4	1.1.1.5	1.1.1.6	1.1.1.7	1.1.1.8	1.1.1.9	1.1.1.10	2.1.1.1	2.1.1.2
1.1.1.1.1	1.1.1.1.2	1.1.1.1.3	1.1.1.1.4	1.1.1.1.5	1.1.1.1.6	1.1.1.1.7	1.1.1.1.8	1.1.1.1.9	1.1.1.1.10	2.1.1.1.1	2.1.1.1.2



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)*



12/19/2023

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

**Date**

David Backler

**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;*

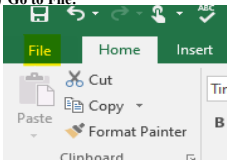
*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(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*

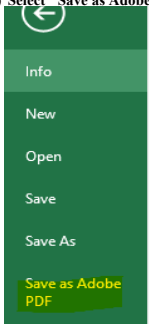
*(iv) Be made publicly available on the LEA's website.*

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

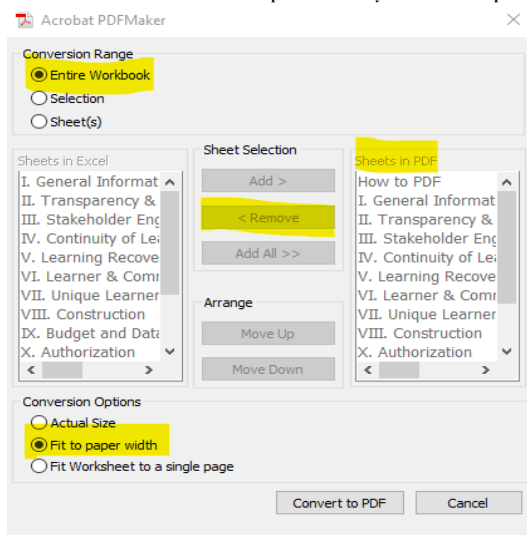
1) Go to File:



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)