

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, 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/icer/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>Raymond</u>                                     | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number:                                   | <u>453</u>   | → Autopopulates upon Selection                              |
| 3) SAU Number:   | <u>33</u>  | → Autopopulates upon Selection                              |
| 4) Date of Publication:                                  | <u>1/13/2023</u>                                   |   |
| 5) Approver Name -<br>(Superintendent / Head of School): | <u>Terry Leatherman, Superintendent of Schools</u> |   |
| 6) Email & Telephone:                                    | <u>t.leatherman@sau33.com 603-895-4299</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:**

COVID Re-opening Plan :[https://www.sau33.com/sites/g/files/vyhlf5441/f/pages/2021-22\\_school\\_year\\_reopening\\_plan\\_updated\\_april\\_2022\\_approved.pdf](https://www.sau33.com/sites/g/files/vyhlf5441/f/pages/2021-22_school_year_reopening_plan_updated_april_2022_approved.pdf)

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

**Yes - Description Required**

**Description:**

COVID Re-opening Plan is written in simple terms and was reviewed by and presented at School Board Meeting. Ongoing adjustments to Re-opening plan have been made at public school board meetings and posted on district websites.

- 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)

**No**

**Description:**

Depending on the individual's disability we would provide the appropriate accommodation to ensure they had access to the plan. To date there have been no requests to my knowledge. Accommodations would be provided if called upon.

- 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)

**No**

**Description:**

To date there have been no requests to my knowledge. Accommodations would be provided if called upon.

### 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:

**Somewhat - Description Required**

**Description:**

Family Surveys were conducted. Climate Surveys for families and staff were conducted. High School Student Surveys were conducted. SAEBRS survey was provided to staff to assess the social/emotional needs of students

- 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:**

Through regular presentations and open discussion at School Board Meetings

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:  
a. Students (please choose one):

**Somewhat - Description Required**

**1) Description:**

High School Student Survey 100 responses feedback reflected students reflection on COVID impacts on them and school environment-SAEBRS Survey 93% response rate teacher describing student social/emotional needs

*i) Number of total responses:* There were 100 responses from students.

*ii) Uses consulted on:* Social and emotional support was discussed.

*iii) Description of feedback received:* Feedback included 93% of students with concerns of social/emotional support

*Please indicate how consultation was:*

**2) Inclusive:** Students and teachers.

**3) Widely advertised and available:** Family Surveys were conducted. Climate Surveys for families and staff were conducted. High School Surveys were conducted. SAEBRS survey was provided to staff

**4) Ongoing:** We continue to use original survey data and current assessments to guide this years work.

- b. Families (please choose one):

**Somewhat - Description Required**

**1) Description:**

2020 School Climate and Culture Survey 250 family responses family feedback was used to support future needs and plans.- Family Experience Survey 139 families responded feedback on the experience of remote/hybrid learning used to support future interventions.

*i) Number of total responses:* There were 250 responses received for the Climate and Culture Survey and 139 responses received on the Family Feedback survey.

*ii) Uses consulted on:* School Climate and Culture, and Family Experience. We hired Math, ELA, Academic Interventionists to support students District wide and we created Tier II SEL support groups for students. We also brought in SEL support for teachers.

*iii) Description of feedback received:* Families responded feedback on the experience of remote/hybrid learning used to support future. Interventions were put in place to support the academic and the social and emotional needs of our student population

*Please indicate how consultation was:*

**2) Inclusive:** All Families

**3) Widely advertised and available:** Family Surveys were conducted. Climate Surveys for families and staff were conducted. High School Student Surveys were conducted. SAEBRS survey was provided to staff. School Board meetings and leadership teams

**4) Ongoing:** We continue to use original survey data and current assessments to guide this years work.

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

**Somewhat - Description Required**

**1) Description:**

Using regularly scheduled administrative team meetings we review the current student progress and examine building base and district needs to modify the spending focus of the ESSER Funds. 11 administrators weekly meetings

*i) Number of total responses:* SAEBRS Survey 93% response rate.

*ii) Uses consulted on:* Review the current student progress and examine building base and district needs to modify the spending focus of the ESSER Funds. We use Acadience, Star 360 and state testing data to monitor student progress.

*iii) Description of feedback received:* Teachers describing student social/emotional status.

*Please indicate how consultation was:*

**2) Inclusive:** We provided surveys and ongoing meetings with data sources mentioned earlier in this report to monitor and adjust the use of the grant funds.

**3) Widely advertised and available:** Using regularly scheduled administrative team meetings. 11 administrators weekly meetings. SAEBRS survey was provided to staff.

**4) Ongoing:** We continue to use original survey data and current assessments to guide this years work.

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

**Somewhat - Description Required**

**1) Description:**

Future spending of the ESSER Grants is discussed at our public School Board Meetings.

*i) Number of total responses: SAEBRS Survey 93% response rate. There was a total of 107 responses.*

*ii) Uses consulted on: Future spending of the ESSER Grants will be brought forward to future leadership and school board meetings to ensure that the grant and spending is aligned to the*

*iii) Description of feedback received: Teacher describing student social/emotional status.*

*Please indicate how consultation was:*

**2) Inclusive:** Stakeholders had the opportunity to voice opinion at School Board meetings, including parents and students. Administrators attended weekly meetings and were able to provide

**3) Widely advertised and available:** Using regularly scheduled administrative team meetings. 11 administrators weekly meetings. SAEBRS survey was provided to staff.

**4) Ongoing:** We continue to use original survey data and current assessments to guide this year's work.

e. Tribes, if applicable (please choose one)

No

**1) Description:**

N/A There are no tribes in the area.

*i) Number of total responses: N/A There are no tribes in the area.*

*ii) Uses consulted on: N/A There are no tribes in the area.*

*iii) Description of feedback received: N/A There are no tribes in the area.*

*Please indicate how consultation was:*

**2) Inclusive:** N/A There are no tribes in the area.

**3) Widely advertised and available:** N/A There are no tribes in the area.

**4) Ongoing:** We continue to use original survey data and current assessments to guide this year's work.

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

Somewhat - Description Required

**1) Description:**

The surveys were available online and advertised on our websites as well as the Town websites, so any provider, family or partnerships had access to them. Anyone or any organization is always welcome to reach out to the individual schools in our district, our Superintendent's Office, School Board members and they are always welcome at our district School Board Meetings.

*i) Number of total responses: Zero.*

*ii) Uses consulted on: NA*

*iii) Description of feedback received: There were no responses received.*

*Please indicate how consultation was:*

**2) Inclusive:** It is the goal of the district to ensure all stakeholders have a voice in decision making in the use of these funds.

**3) Widely advertised and available:** Surveys were made available on various websites (School and Town), they were spoken about at School Board Meetings, and they were also notified by community newsletters, staff newsletters and parent letters sent home from the Schools.

**4) Ongoing:** We continue to use original survey data and current assessments to guide this year's work.

g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (please choose one):

Somewhat - Description Required

**1) Description:**

All survey data was shared with all stakeholder groups. The Director of Student Supports is part of the team making decision on the use of ESSER Fund.

*i) Number of total responses: 239 total responses to High School Survey and Climate Survey.*

*ii) Uses consulted on: The district through the department of student support services has elected to implement a parent university system where parents will have the opportunity to participate in ongoing training with a focus on academia and social/emotional components. Through a parent survey, parents have selected topics such as mental health support for their students and executive function of support for their children, as well as overview of the special education process (These are the top categories).*

*iii) Description of feedback received: Survey data from stakeholders was reviewed by current leadership team and provided to building level administration and staff. Added academic supports Math/Science and additional SEI supports in Tier II groups for students and professional development for teachers. Additional Social workers added.*

*Please indicate how consultation was:*

**2) Inclusive:** It is the goal of the district to ensure all stakeholders have a voice in decision making in the use of these funds. From meeting with district leadership as well as school board gaining feedback from parents. The district has ensured that all stakeholders had a voice in the decision making process.

**3) Widely advertised and available:** Regularly scheduled administration meetings and posted School Board Meetings.

**4) Ongoing:** We continue to use original survey data and current assessments to guide this year's work.

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

Somewhat - Description Required

**1) Description:**

Because w

*We currently have a before and after school program that we ran prior to the pandemic. The after school program is partially supported by the 21st Century Grant through the DOE. surveys m  
As we came back from remote instruction, students had the same opportunities to attend these programs.*

*i) Number of total responses: unsure of this group*

*ii) Uses consulted on: We have ongoing consultation with our Before School and After School Program Director*

*iii) Description of feedback received: Survey data from stake holders was reviewed by current leadership team and provided to building level administration and staff. Added academic*

*Please indicate how consultation was:*

**2) Inclusive:** It is the goal of the district to ensure all stakeholders have a voice in decision making in the use of these funds. From meeting with district leadership as well as school board to gaining feedback from parents. The district has ensured that all stakeholders had a voice in the decision making process.

**3) Widely advertised and available:** Surveys were made available on various websites (School and Town), they were spoken about at School Board Meetings, and they were also

**4) Ongoing:** We continue to use original survey data and current assessments to guide this years work

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

**Somewhat - Description Required**

**1) Description:**

*The surveys were available online and advertised on our websites as well as the Town websites, so any provider, family or partnerships had access to them.*

*i) Number of total responses: N/A early childhood and preschool is inclusive in our feedback. We did not delimitate between professional, paraprofessional or early childhood staff.*

*ii) Uses consulted on: This was all inclusive.*

*iii) Description of feedback received: Unsure of this group responses;*

*Survey data from stake holders was reviewed by current leadership team and provided to building level administration and staff. Added academic supports Math/Science and addational SEI supports in Teir II groups for students and professional development for teachers. Additional Social workers added.*

*Please indicate how consultation was:*

**2) Inclusive:** It was inclusive all staff, again, we did not deliniate between school age staff and preschool staf

**3) Widely advertised and available:** Surveys were made availabe on various website (School and Town), they were spoken about at School Board Meetings, and they were also notified by community newsletters, staff newsletters and parent letters sent home from the Schools

**4) Ongoing:** We continue to use original survey data and current assessments to guide this years work

<p><b>Name of Entity</b></p> <p><i>Note: Please select entity name from pre-populated dropdown listing.</i></p>	<p><b>UEI (SAM)#</b></p> <p><i>Note: Upon entity selection, UEI will automatically populate.</i></p>	<p><b>NCES ID#</b></p>	<p><b>Total ARP ESSER Mandatory Subgrant Amount Awarded to LEA</b></p>	<p><b>Total Mandatory Subgrant Amount Expended in Current Reporting Period (07/01/2021-06/30/2022)</b></p> <p><i>Note: Please do not include the mandatory set aside for learning loss which is captured later. Please be advised that the sum of Columns H, R, AB, and AL should equal the total amount expended in Column G. The subcategories for each category cannot exceed the expended amount listed in the preceding column.</i></p>
Raymond	FCQBMK8BATJ3	20220928	1,798,854.17	192,660.00

**Amount Expended by Activity**

Addressing Physical Health and Safety									
<b>Amount Expended Addressing Physical Health and Safety</b> <i>Note: Pre-populated upon inputs to corresponding cells.</i>	a. Personnel Services – 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

192,660.00

42,500.00

150,160.00



Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)									
<b>Amount Expended Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)</b> <i>Note: Pre-populated upon inputs to corresponding cells.</i>	j. Personnel Services – Salaries	k. Personnel Services – Benefits	l. Purchased Professional and Technical Services	m. Purchased Property Services	n. Other Purchased Services	o. Supplies	p. Property	q. Debt Service and Miscellaneous	r. Other Items



Mental Health Supports for Students and Staff									
Amount Expended on Mental Health Supports for Students and Staff <i>Note: Pre-populated upon inputs to corresponding cells.</i>	s. Personnel Services -- Salaries	t. Personnel Services -- Benefits	u. Purchased Professional and Technical Services	v. Purchased Property Services	w. Other Purchased Services	x. Supplies	y. Property	z. Debt Service and Miscellaneous	aa. Other Items

Operational Continuity and Other Allowed Uses									
Amount Expended on Operational Continuity and Other Allowed Uses <i>Note: Pre-populated upon inputs to corresponding cells.</i>	bb. Personnel Services – Salaries	cc. Personnel Services – Benefits	dd. Purchased Professional and Technical Services	ee. Purchased Property Services	ff. Other Purchased Services	gg. Supplies	hh. Property	ii. Debt Service and Miscellaneous	jj. Other Items

Amount Expended Toward Required Set Aside to Address the Impact of Learning Losses Activities										
Total Mandatory Subgrant Amount Expended Toward Required Set Aside to Address Learning Losses in Current Reporting Period (7/1/2021-6/30/2022)	Amount expended toward required set-aside	Addressing Physical Health and Safety								
		a. Personnel Services - 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
<i>Note: This amount should be at least 20% of your total LEA ESSER III award amount by the end of the grant period, 6/30/2024</i>	<i>Note: Pre-populated upon inputs to corresponding cells.</i>									





Mental Health Supports for Students and Staff									
Amount expended toward required set-aside <i>Note: Pre-populated upon inputs in corresponding cells.</i>	s. Personnel Services – Salaries	t. Personnel Services – Benefits	u. Purchased Professional and Technical Services	v. Purchased Property Services	w. Other Purchased Services	x. Supplies	y. Property	z. Debt Service and Miscellaneous	aa. Other Items

Operational Continuity and Other Allowed Uses

Amount expended toward required set-aside <i>Notes: Pre-populated upon inputs to corresponding cells.</i>	bb. Personnel Services – Salaries	cc. Personnel Services – Benefits	dd. Purchased Professional and Technical Services	ee. Purchased Property Services	ff. Other Purchased Services	gg. Supplies	hh. Property	ii. Debt Service and Miscellaneous	jj. Other Items
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Remaining ARP ESSER Mandatory Subgrant Funds	Planned Uses of Remaining ARP ESSER Subgrant Funds by Percentage					The total amount reserved by the LEA to address the impact of learning loss
	% Remaining Funds Planned for Addressing Physical Health and Safety	% Remaining Funds Planned for Meeting Students' 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	
<i>Note: Remaining funding should be allocated by percentage across categories and should total 100%.</i>						

\$ 1,084,570.50 29.4% 45.1% 14.1% 1.0% 10.4% 359,770.83





<i>LEA to Also Complete Columns DH to DJ</i>		
<b>Please describe how the selected activities or interventions respond to students' academic, social, and emotional needs. (3,000 character limit)</b>	<b>Total ARP ESSER Allocation (as of 01/13/2023)</b>	<b>Total ARP ESSER Allocation Unbudgeted To Date (as of 01/13/2023)</b>

We are using these funds to determine educational needs, social and emotional needs, mental health needs and health and safety needs of students and staff. We will use high quality diagnostic tools to ascertain and address the student-specific learning gaps that may have arisen from remote learning. Our academic multi-tiered systems of support will address these potential gaps on an ongoing basis throughout the school year. We have hired interventionists to address the learning loss from remote learning. We have purchases an assessment and intervention system that will allow for us to use the data to drive instruction and will be tailored to intervene to meet the needs of our students.

1,798,854.17

167,411.65

X. Authorization

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

*ESSER@doe.nh.gov*

*Terry Leatherman*

*11/27/23*

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

**Date**

Terry Leatherman

*Terry Leatherman, Superintendent of Schools.*

**Printed Name - Superintendent / Head of School**