

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/ocr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bills/117/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:  → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number:  → Autopopulates upon Selection
- 3) SAU Number:  → Autopopulates upon Selection
- 4) Date of Publication:
- 5) Approver Name -  
(Superintendent / Head of School):
- 6) Email & Telephone:

## 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.profile.k12.nh.us](http://www.profile.k12.nh.us)

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

**Yes - Description Required**

***Description:***

In addition to this excel format, we have a pdf of a "Working Spreadsheet" on the website that is simple and easy to read.

- 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 would be happy to try to translate if we can make that possible. In some cases, meeting with someone who inquires one on one suffices to explain the information.

- 4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

**Yes - Description Required**

***Description:***

Upon request we would do our best to accommodate the 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:

Information about our use of ESSER funds is reviewed and discussed at monthly School Board meetings. The Superintendent, and Business Administrator comment on the budget, the use of funds, and the effectiveness based on meeting the academic, behavior, and social emotional needs of students. The Principal discusses these needs based on current data in weekly Educational Support Team meetings, monthly PLC's, monthly Curriculum Leaders meetings, and monthly staff meetings.

- 2) How the LEA took public input into account regarding the development of the LEA's plan for the use of ARP ESSER funds (please choose one):

#### Yes - Description Required

##### Description:

The School Board members represent the four towns that send students to Profile School. Each Board member is the eyes and ears of their community and are contacted with any input a community member might have about ESSER or anything else that they would like brought to the attention of the Board. This public input was discussed at Board meetings and then brought to the School Leadership groups to hone in on what was most needed at the School.

- 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:

*Profile engages in meaningful conversations with the students through grades 7-12. The discussions take place in the classrooms with the teachers, school counselors, advisors and administration. The student leadership group, in collaboration with the National Honor Society, develops action plans to meet the social-emotional needs, mental health, safety and well-being of students. These groups present ideas for improvement and suggested solutions to tackle the needs and support our Profile community. Both the student leadership group and the National Honor Society freely take suggestions for improvement of the school-either via the suggestion box or in person.*

*i) Number of total responses: There are 208 students so we could have heard from each one, but in reality, ideas under consideration were mentioned and all positive responses were heard.*

*ii) Uses consulted on: In the classrooms students discuss the physical, health and safety needs of the facility and student body. In addition, staff make recommendations to meet the academic, mental, social and emotional needs of students based on data, evidence and action plans created during Educational Support Team, Curriculum Leaders and PLC's.*

*iii) Description of feedback received: Students have been working on inclusivity, safety and the importance of acknowledging mental health. Student leadership is working on increasing school pride, and ensuring all students have a voice and have a sense of belonging.*

*Please indicate how consultation was:*

**2) Inclusive: All students were included in classroom discussion.**

**3) Widely advertised and available: All students were in classrooms.**

**4) Ongoing: Yes, periodically through out the year.**

- b. Families (please choose one):

#### Yes - Description Required

##### 1) Description:

*In the last five years, family members were surveyed for culture and climate, and for their feedback on the academic program at Profile. The first survey was spearheaded by the 'Climate & Culture' Committee and the second survey was completed through our reaccreditation process. Families have also been surveyed throughout the last years to the 'return to school' protocols. Profile has various forums for families to provide feedback, from 'Friends of Profile', open houses, meetings with the administration, open School Board meetings and Zoom forums.*

*i) Number of total responses: The first survey included 68 responses; the second survey included 38 responses; and the third survey included 102 responses.*

*ii) Uses consulted on: At parents gatherings, as noted above, the group discusses the academic, physical, health and safety needs of the facility and student body. In addition, parents are encouraged to meet with teachers, principal, and guidance to discuss their child's academic, mental, social and emotional needs. Parents' input about the needs of their child(ren) are taken into consideration when creating ESSER activities.*

*iii) Description of feedback received: The parents were extremely positive about the ideas presented and felt the planned use of the funds was what was most needed.*

*Please indicate how consultation was:*

**2) Inclusive: All members of Profile families and the community were invited to provide feedback.**

**3) Widely advertised and available: Advertisements via the school alert system, digital sign in front of the school, emails and notices on the school website were provided to let families know of the topics of discussion and surveys.**

**4) Ongoing: Yes**

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

**Yes - Description Required**

**1) Description:**

*Profile School is the only school in the Profile School District. The Principal meets daily with the special education coordinator, weekly with the team from the Middle School, weekly with the Educational Support Team, monthly with School-wide PLCs and Curriculum Leaders. The Educational support team is composed of specialists including Special Educators, Psychologist, School Counselors, School Nurse, Administrators and the Student Assistant Personnel. Speech, PT and OT are on call as needed for the Educational Support Team. . In the beginning of COVID and ESSER funding, this group discussed options to improve the safety of the school as well as meet the needs of the students both academically and socially and emotionally. These discussions formed the future conversations with Team Leaders, all staff and then the School Board.*

- i) Number of total responses: The leadership group includes 13 of the 51 staff at Profile. the facility. In addition, staff make recommendations to meet the academic, mental, social and emotional needs of students based on data, evidence and action plans created during PLC's, EST, and Special Education meetings.*
- iii) Description of feedback received: The teams believe Profile has solid academic curriculum models, and have focused on data assessment models to ensure informed instruction for improvement in the classroom. The teams also support our work on our career and college skills building, however they believe more work must continue to strengthen the program. The teams also agree that our students need a more appropriate Social-emotional Curriculum that meets the needs of our staff and students. Our teams agree a good use of our funds is in strengthening the SEL curriculum, bolstering our Career/College skills platform, and also finding the ability for faculty to work collaboratively. We want to continue to work towards our mission statement: We prepare confident, self-directed, and responsible citizens equipped with knowledge, skills, and perseverance.*

*Please indicate how consultation was:*

**2) Inclusive:** All leadership staff are invited and engaged.

**3) Widely advertised and available:** PLC's, Curriculum Leaders, Middle School Team and staff meetings are scheduled at the beginning of the year and are fully attended. All staff have the opportunity to attend weekly Educational Support team meetings.

**4) Ongoing:** These meetings are both weekly and monthly.

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

**Yes - Description Required**

**1) Description:**

*Information and action plans gathered by the teams are presented by the Leadership group and then discussed at the larger monthly staff meetings which engage all 53 staff at one time. Positive feedback was plentiful as the cohesive group had a great understanding of the students' needs.*

- i) Number of total responses: All 51 staff are engaged*
- ii) Uses consulted on: Academic, Social Emotional, and Building needs.*
- iii) Description of feedback received: All in agreement with the choices being discussed, without hesitation.*

*Please indicate how consultation was:*

**2) Inclusive:** All staff were able to voice their opinion.

**3) Widely advertised and available:** All staff were required to be at staff meetings.

**4) Ongoing:** Monthly meetings.

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

**No**

**1) Description:**

*We have no tribes where we are located.*

- i) Number of total responses: NA*
- ii) Uses consulted on: NA*

iii) Description of feedback received:NA

Please indicate how consultation was:

2) Inclusive:NA

3) Widely advertised and available:NA

4) Ongoing:NA

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

Yes - Description Required

1) Description:

*Although not an organization, students' civil and disability rights are protected through the IEP and 504 process, as well as n District policies, handbooks, and procedures.*

- i) Number of total responses: Administration and faculty, guidance counselors, Occupational Therapy, Speech Therapy, Physical Therapy,*
- ii) Uses consulted on: At PLC's and Staff Meetings, the group discusses the physical, health and safety needs of the facility and student body. In*
- iii) Description of feedback received: AT LAF I put, as an example for you -> Speech services were determined to be the most necessary service moving forward. A full time Speech Pathologist was hirest for the 22-23 school year for this reason.*

Please indicate how consultation was:

2) Inclusive: Staff and parents consult with Principal, Guidance Counselors and Classroom Teachers to make a plan to meet the academic and social emotional needs of students.

3) Widely advertised and available: All staff and parents are aware of this procdure as it is noted in the Parent Student Handbook and Staff Handbook.

4) Ongoing: Yes

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:

*Stakeholders representing the children with disabilities, children experiencing homelessness, and children in foster care include SAU 35 Homeless Liaison, SAU 35 Psychologist, Guidance Counselors, and case managers.*

- i) Number of total responses: Ongoing communication with the above as needed.*
- ii) Uses consulted on: Materials, suplies, and staffing needed to accommodate the learning needs of children with disabilities, children with gaps*
- iii) Description of feedback received: As far as related services, our students at Profile the greatest need is consistant Speech services. Profile has a need for a part time pathologist this seems to be the most necessary related service moving forward. Another need for Profile is gender inclusive bathrooms, currently we do not have gender neutral bathrooms.*

Please indicate how consultation was:

2) Inclusive: Yes

3) Widely advertised and available: Weekly Child Study Team meetings and PLC's

4) Ongoing: Yes

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

No

1) Description:

*Parent tuition and the General Fund support the after school program including clubs and any recreational sports programs.*

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

Please indicate how consultation was:

2) Inclusive: NA

3) Widely advertised and available: NA

4) Ongoing: NA

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:**

*Our two feeder elementary schools, Lafayette Regional and Bethlehem Elementary, communicate with the early childhood education providers.*

*i) Number of total responses:NA*

*ii) Uses consulted on:NA*

*iii) Description of feedback received:NA*

*Please indicate how consultation was:*

**2) Inclusive: NA**

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

**4) Ongoing: NA**







Other Allowed Uses					Remaining ARP ESSER Mandatory Subgrant Funds						Planned Uses of Remaining ARP ESSER Subgrant Funds by Percentage (Note: All percentages must add to 100%)	The total amount received by the LEA to address the impact of learning loss		Total expenditures of ARP ESSER LEA to satisfy Learning Loss requirements in this reporting period		Activities or interventions the LEA implemented to satisfy the LEA's mandatory Learning Loss set-aside requirement of ARP ESSER funds										LEA to Also Complete Columns D08 to D11							
i. Other Personnel Services	ii. Supplies	iii. Property	iv. Debt Service and Miscellaneous	v. Other Items	% 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	The total amount received by the LEA to address the impact of learning loss	Total expenditures of ARP ESSER LEA to satisfy Learning Loss requirements in this reporting period	a. Summer learning or enrichment	b. After-school programs	c. Extended instructional time (school day, school week, or school year)	d. Tutoring	e. Additional classroom teachers	f. Other additional staffing and/or activities to address and support social-emotional well-being (including mental health supports), for students, educators and/or families	g. Other additional staffing and/or activities to address and support mental health needs, for students, educators and/or families	h. Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)	i. Universal screening, assessment, and intervention data systems, such as early learning system and/or opportunity to learn data systems	j. Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as foster care services	k. Early childhood programs	l. Curriculum adoption and learning materials	m. Core staff capacity building training to increase instructional quality and advance investments in child programs for teachers and/or classified staff	n. Other	o. Other (1500 character limit)	Please describe how the selected activities or interventions respond to students' academic, social, and emotional needs (1,000 character limit)	Total ARP ESSER Allocation (as of 01/11/2023)	Total ARP ESSER Allocation Subreported to Date (as of 01/11/2023)				
\$1,000.00	\$16,300.00	\$20,000.00	\$750.00	\$240.00	\$411,840.00	40	25	20	1	20	\$790,000.00	\$3,937,320.00	FALSE	TRUE	FALSE	FALSE	TRUE	TRUE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE	N/A	Description of how activities impacted underserved student groups.	None yet	\$3,790,000.00	\$3,014,643.34

X. Authorization

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

*ESSER@doe.nh.gov*

*Kate Segal, Supt.*

Approver Signature - Superintendent / Head of School

Date *2-27-23*

*Kate Segal, Supt.*

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.*