

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 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/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>Barrington</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>33</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>74</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>1/18/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Dan Moulis</u> | |
| 6) Email & Telephone: | <u>dmoulis@sau74.org</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:

An email is being sent to families outlining how the funds are being used. The use of funds will also be posted on the district website at <https://www.sau74.org/>.

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

Yes - Description Required

Description:

The activities and budget amounts were taken from the GMS and edited to be more easily understood. The stakeholder team gave feedback on the ability to understand the plan and on the format of the plan.

- 3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

Yes - Description Required

Description:

The plan is written in language parents can understand and can be translated as needed. The stakeholder team gave feedback on the readability of the plan.

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

Yes - Description Required

Description:

The plan can be provided in an alternate form upon request.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

- 1) How the LEA provided the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds:

Somewhat - Description Required

Description:

Some items have been brought before the school board and public comment has been taken at those 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):

Somewhat - Description Required

Description:

Public comment is taken at all school board meetings where potential use of grant funds is discussed. All approved uses of ARPA ESSER III funds will be presented at the March 15, 2022 school board meeting. Input will be taken from board members during the presentation. There will also be public comment at the end of the meeting. Public comment will be used to modify or add grant funded activities. The district's federal grants stakeholder team has been sent the current approved uses of funds and will be giving suggestions for further uses of fund. A letter is being sent to families regarding current uses of funds and to solicit feedback and suggestions for uses.

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

No

1) Description:

All students are in Preschool through grade 8. See below section regarding Families.

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*

- b. Families (please choose one):

Yes - Description Required

1) Description:

An email is being sent to families explaining the current approved uses of funds and asking for input and suggestions.

i) Number of total responses: Email sent to all families.

ii) Uses consulted on: Families can comment on current approved uses and suggest other activities.

iii) Description of feedback received: No feedback received at the time of this report.

Please indicate how consultation was:

2) Inclusive: An email will be sent to all families and activities will be posted on the website.

3) Widely advertised and available: Email to all families and activities posted on website. School messaging system is used to send the email to families. The upcoming district new letter will include information about ESSER funds.

4) Ongoing: Families will be informed as changes are made to the use of funds.

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

Yes - Description Required

1) Description:

- i) Number of total responses: 6*
- ii) Uses consulted on: All*

iii) Description of feedback received:

All potential uses of ARP ESSER funds have been presented for input from the SAU leadership. This team includes the superintendent, director of student services, facilities manager, technology director, finance manager, and curriculum coordinator. Members provided suggestions for activities and how much funding should go toward activities, what hourly rates should be paid.

Please indicate how consultation was:

2) Inclusive: The director of student services is closely involved in the suggestion and development of activities.

3) Widely advertised and available: Discussed in an ongoing fashion.

4) Ongoing: New activities are added and discussed in SAU team meetings as needs arise.

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

Yes - Description Required

1) Description:

All teachers, principals and school admin each had the chance to respond.

i) Number of total responses:

All teachers, principals and school admin each had the chance to respond.

ii) Uses consulted on:

The administrative team which includes principals and assistant principals from all schools suggest activities and are consulted as activities are written. The administrative team also works with their teachers on potential uses of funds.

iii) Description of feedback received:

Teachers have made suggestions for compensation for preparing materials for students who are quarantined. Principals have suggested compensation for tutoring quarantined students.

Please indicate how consultation was:

2) Inclusive: All teachers can work with their building level administrators to bring forward ideas. All building administrators are involved in suggesting and developing activities during leadership team meetings.

3) Widely advertised and available: ARPA ESSER III and how it is being used is discussed regularly in leadership team meetings and staff meetings. Approved activities will be posted on the district website.

4) Ongoing: As needs arise, teachers can bring them to their building administrators. New activity ideas are discussed regularly in leadership team meetings to determine if the need fits the parameters of the grant.

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

No

1) Description:

Not applicable. There are no tribal groups in the district.

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:

Not applicable. No local organizations. The director of student services is in regular contact with organizations that support civil rights and disability rights.

- 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:

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:

Barrington's stakeholder groups were consulted.

- i) Number of total responses: 1*
- ii) Uses consulted on: All*
- iii) Description of feedback received: The director of student services is involved in all meetings where activities are suggested or discussed.*

Please indicate how consultation was:

2) Inclusive: The director of student services makes sure students of all populations receive appropriate services. She is involved in discussions of how ARP ESSER funds can be used to meet the needs of all students.

3) Widely advertised and available: The director of student services is aware of all and present at almost all meetings where use of funds is discussed.

4) Ongoing: Conversations of how to best use ARP ESSER funds are ongoing and the Director of Student Services is part of those discussions.

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

No

1) Description:

No applicable organizations.

- 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:

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:

The LEA has an Early Childhood Learning Center that provides services to students ages 3 and 4 and in Kindergarten.

- i) Number of total responses: 1*
- ii) Uses consulted on: All*
- iii) Description of feedback received: The Principal of the Early Childhood Learning Center is in the leadership team meetings where ARP ESSER activities and ideas are discussed.*

Please indicate how consultation was:

2) Inclusive: The Principal of the Early Childhood Learning Center represents the needs of our preschool and kindergarten students and their teachers.

3) Widely advertised and available:

The principal of the ECLC is part of ongoing conversations about ARPA ESSER III funding uses.

4) Ongoing:

Conversations of how to best use ARP ESSER funds are ongoing and the Principal of the Early Childhood Learning Center is part of those discussions.

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:

The LEA is using ARP ESSER funds to provide adult supervision to help support the optional asymptomatic COVID testing of students.

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:

i-Ready, attendance data, teacher and administrator feedback.

- 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:

Summer school, tutoring, preparing academic materials to send or students in quarantine, use of digital technology - Xtra math, Kami, Dreambox.

Description During SY 2022-2023:

Not yet planned.

Description During SY 2023-2024:

Not yet planned.

- 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:

The LEA is offering tutoring to students who are quarantined and providing stipends to individuals who provide this tutoring. The LEA also plans to pay teachers for hours spent beyond their contractual day to prepare materials to be sent home to quarantined students.

- 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):

No

Description:

N/A

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

Description:

Teacher and administrator feedback, i-Ready scores, NHSAS scores.

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(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):

Description During SY 2021-2022:

Educational technology - funds will be used to purchase Kami to support digital access to learning, XtraMath and dreambox to support math instruction. Funds will also be used to purchase touchview interactive boards, topcat sound systems, and wireless access points to support in-person instruction. Summer school supplies will be purchased to support and extended school year program. Funds will be used to hire a behavioral support teacher to address the increased social and emotional need of students. Adult supervision of students participating in the optional testing of asymptomatic individuals will be funded to reduce the transmission of COVID-19 in schools through asymptomatic individuals. Tutoring and materials preparation for quarantined students will be funded to help prevent learning loss for students fulfilling a required quarantine. Band instrument purchase and cleaning and repairs will be funded to support participation when students forget their instruments.

Description During SY 2022-2023:

Not yet planned.

Description During SY 2023-2024:

Not yet planned.

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

- a. Providing individualized instruction:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **No**

During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

Tutoring for quarantined students and summer school.

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

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

Funds are not being used for this purpose.

- c. Improving family engagement:

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

Funds are not being used for this purpose.

- 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:

Funds are being administered at the district level with input from school leaders.

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 attainment of industry-recognized credentials:

The district does not have a Career and Technical Education program.

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): No

Description of all SYs - 2021 to 2024:

Funds are not being used for this purpose.

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 district has directly observed an increase in students' social and emotional and behavioral needs. This can be attributed to pandemic and social emotional fatigue. As a result, the LEA is looking to hire a highly qualified, experienced educator with a behavioral supports background to provide student assessments, teacher consultation, data collection, writing student behavioral support plans, and student interaction and observation. The LEA will be using grant funds to hire a behavioral support teacher. The district is also using funds to purchase XtraMath and Dreambox. The district has determined that math instruction and math intervention is an area of need. Although the district had in-school instruction last year, many students and families chose to be remote. The interruptions to instruction over the last two years have not improved the students' understanding and mastery of mathematic concepts and standards. We are finding that students have gaps in their math learning. The district also does not have an intervention program for math, so teachers use different online programs to provide practice, review, and differentiation. XtraMath and Dreambox are programs that support math instruction.

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:

N/A

X. Authorization

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

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School



Date



Printed Name - Superintendent / Head of School

Appendix A. ARPA Statutory Excerpt

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

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;

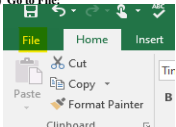
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

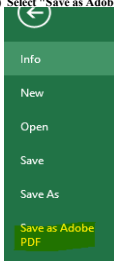
(iv) Be made publicly available on the LEA's website.

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

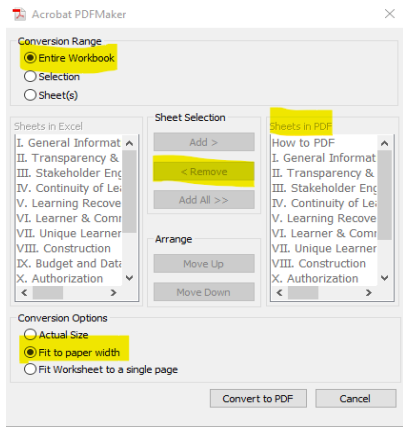
1) Go to File:



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 workbook has been established for all tabs outlined.



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

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
Print the "IX. Budget and Data Reporting" and "X. Authorization" tabs from Excel file
Manually print and sign the "X. 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 (4 separate attachments)