

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER funds"

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides nearly \$122 billion to States to support the Nation's 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 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, within 90 days of receiving ARP ESSER LEA allocation (90% of New Hampshire's total allocation), an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan."

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. LEA Name: Concord School District
2. Date of Publication: August 23, 2021
3. Contact Name and Title: Kathleen Murphy Interim Superintendent
4. Email and Telephone: kmurphy@sau8.org 603.225.0811

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:

Description: www.sau8.org
On August 23, 2021, the plan was posted on the District's website.

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

Yes: Somewhat: No:

Description: The District is using the template provided by the NH DOE for this purpose.

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 check one):

Yes: Somewhat: No:

Description: The District will provide translation and/or interpretation services for any individual in need.

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 check one):

Yes: Somewhat: No:

Description: This plan will be made accessible for anyone in our community.

III. Stakeholder Engagement

1. How the LEA will provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account:

Description: In late May and early June, 2021, the District solicited input from staff, families, community and students through surveys. The District received feedback from over 2,000 individuals from these stakeholder groups. In addition, feedback has been sought from our School Board at televised meetings during the summer, with an appeal to the community for additional input. Emails from the community members continued to be received by the District across the summer months. Interpretation services were provided for family members who do not speak/read English in order to receive their input. The information provided by the public was reviewed and considered as we the preliminary plans about the use of the ESSER III money evolves.

2. How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

- a. Students (please check one):
 Yes: Somewhat: No:

Description: (see above) Students were surveyed for their input on the use of funds. Over 600 students responded.

- b. Families (please check one):
 Yes: Somewhat: No:

Description: (see above) Families were surveyed for their input on the use of funds. Over 1,000 responded.

- c. School and district administrators, including special education administrators (please check one):
 Yes: Somewhat: No:

Description: (see above) School and district administrators were surveyed, including special education administrators. In addition, meetings were held with all administrators.

- d. Teachers, principals, school leaders, other educators, school staff, and their unions (please check one):
 Yes: Somewhat: No:

Description: (see above) Staff categories noted were surveyed for input: over 400 replied. In addition, meetings were held at the building and central level with various groups to receive input.

- e. Tribes, if applicable (please check one):
 Yes: Somewhat: No:

Description: NA

- f. Civil rights organizations, including disability rights organizations (please check one):
 Yes: Somewhat: No:

Description: Emails soliciting input, with an offer to speak directly, were sent directly to organizations, including ACLU, Disability Rights, and NAMI. Input was received from several groups. NH Disability Rights provided a letter to all Districts, with important input.

- 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 check one):
 Yes: Somewhat: No:

Description: Emails soliciting input were sent to a variety of organizations (40 in all) in our area/region which represent the interests of these children. Responses were received from some of these groups with input, and we anticipate speaking with several on an ongoing basis as plans are developed, implemented and revised.

- h. Community-based organizations, including partnerships to promote access to before and after-school programming (please check one):
 Yes: Somewhat: No:

Description: Emails soliciting input were sent to our area organizations, including those who partner with our District to provide childcare (YMCA and Boys and Girls Club) along with many others in our community.

- 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: Somewhat: No:

Description: Emails soliciting input were sent to early childhood providers in our area. We have developed partnerships with a number of such organizations to ensure access to care for families through the work of our Early Childhood Coordinator, and our Family Resource Center Programs in Concord. Input and feedback is ongoing.

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 SY21-22: While plans for the ESSER III grant are still preliminary, we intend to use funds to support key prevention and mitigation strategies. Funds will be used to hire a medical professional to administer COVID-19 Rapid Antigen tests, and purchasing PPE, including masks, gloves, shields and gloves for staff and masks for students, as needed. We will also use funds to support the use of outdoor spaces for learning. We will hire additional contact tracers and nursing staff, and support vaccination clinics in our community (for example, by providing transportation services for participants). We will potentially use funds to support small class sizes/podding, depending on virus conditions. We anticipate using funds to support the upgrade of HVAC system in at least one of our oldest schools.

V. Addressing the Academic Impact of Lost Instructional Time (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 SY21-22: The district will use a variety of data sources, including results of district and state assessments, as well as grading, enrollment and attendance records, to make these determinations. We will pay special attention to those students who are vulnerable, as described in a-c above.

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time for such students through the implementation of evidence-based interventions as defined by ESSA (<https://ies.ed.gov/ncee/wwc/essa>), such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

Description during SY21-22: We will use funds to support hiring additional instructors, including tutors, to provide instructional opportunities for students during the summer, at our extended day programs, and in afterschool programs which operate at each of our school locations.

Description during SY22-23: While our plans for ESSER III are still preliminary, it is likely that we will use funds to support hiring additional instructors, including tutors, to provide instructional opportunities for students during the summer, at our extended day programs, and in afterschool programs which operate at each of our school locations.

Description during SY23-24: While our plans for ESSER III are still preliminary, it is likely that we will use funds to support hiring additional instructors, including tutors, to provide instructional opportunities for students during the summer, at our extended day programs, and in afterschool programs which operate at each of our school locations.

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 check one):

Yes: Somewhat: No:

Description: We are using ESSER II funds to support tutoring for our students, including paying salaries to teachers to offer tutoring during afterschool and summer programs, which operate in each of our schools.

We will also provide additional, targeted instruction, both individualized and in small groups, during the school day. We will evaluate student data and the results of this work on an ongoing basis to determine the needs in the next several years.

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

Yes: Somewhat: No:

Description: We plan to offer professional learning opportunities for teachers which will allow for them to select experiences which are tied to their job responsibilities and learner needs. Teacher teams are regularly involved in designing professional learning for themselves and colleagues.

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

Description: Our District school staff will use student assessments, local and state, to determine outcomes of interventions. Ongoing progress monitoring, including the use of formative assessments in literacy and math, will be implemented and analyzed across the school years to determine effectiveness and plan for future intervention needs.

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

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

Description during SY21-22: Funds will be used for replacement technology devices, for the development of a comprehensive system of care to support the social-emotional wellness of students and staff, and to improve ventilation in our older buildings. In addition, professional learning opportunities to support staff and learning resources for our students will be purchased. Funds will be used to support authentic and meaningful family partnership activities. Funds will be used to support the purchase of appropriate PPE and to provide for the physical health of students. (additional nursing-related staffing and PPE, for example.) Funds will be used to support improved ventilation systems and outdoor learning.

The District has tentative plans to use funds to hire an Equity, Diversity and Inclusion officer to oversee and ensure the implementation of supports and services from the ESSER III grant in an equitable, just and inclusionary fashion.

Description during SY22-23: Our plans for this year are tentative. We anticipate continuing to support our social-emotional systems of care, as well as the need for improved ventilation and outdoor learning opportunities. We anticipate continued need to provide robust technology support for students and families, and professional learning for staff. We will continue to attend to the physical well-being of students and staff, as needed based on the virus conditions.

The District has tentative plans to use funds to hire an Equity, Diversity and Inclusion officer to oversee and ensure the implementation of supports and services from the ESSER III grant in an equitable, just and inclusionary fashion.

Description during SY23-24: Our plans are not yet formed for this school year, but will be based on a complete analysis of the efficacy of previous actions/plans.

The District has tentative plans to use funds to hire an Equity, Diversity and Inclusion officer to oversee and ensure the implementation of supports and services from the ESSER III grant in an equitable, just and inclusionary fashion.

2. The LEA's use of funds to address the top priority needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

- a. Providing individualized instruction:

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: We will continue to use funds to provide for individual instruction based on the learning needs of students, as understood from the comprehensive review of data, including student assessments.

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

During SY21-22 (check one):	Yes: <input type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
During SY22-23 (check one):	Yes: <input type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
During SY23-24 (check one):	Yes: <input type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>

Description of all SYs: The District has no plans at this point to offer performance-based bonuses to teachers, but will continue to provide staff with a variety of opportunities to learn and practice self-care strategies.

- c. Improving family engagement:

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: The District intends to continue to grow our family engagement work, especially the work based on our learning from Dr. Karen Mapp. This work is embedded in our MTSS Universal Team work in each of our buildings, and is connected with Title I, Title III and Special Education initiatives.

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: This has not yet been determined.

Percentage: This has not yet been determined.

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 will be allocated equitably across our district, with specific consideration for students with IEPs, those eligible for free/reduced-price lunch, and our English language learners.

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

Amount: This has not yet been determined.

Percentage: This has not yet been determined.

Description, including funds used to support learner obtainment of industry-recognized credentials:
This has not yet been determined.

- 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 21-24 (check one): Yes: Somewhat: No:

Description of all SYs: This has not yet been determined.

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 will use data, including academic assessments, attendance, course enrollment, grades, discipline records, and social/emotional screeners to ensure that interventions respond to the needs of all students. The District has preliminary plans to use funds to hire an individual to oversee Equity, Diversity and Inclusion in the District using ESSER III funds.

VIII. Authorization

LEA Superintendent's Signature:



Date:

August 23, 2021