

## 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: Cornish School District
2. Date of Publication: November 3, 2021
3. Contact Name and Title: Cory LeClair, Superintendent
4. Email and Telephone: [cory.leclair@cornishschool.org](mailto:cory.leclair@cornishschool.org) 603-657-5891

### 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: <https://drive.google.com/file/d/1Fgo5Fw56c0HozH73BrSKWZCIV4yvwjaK/view>

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

Yes:       Somewhat:       No:

Description: The reopening plan is in a similar format to other plans the district has published, which are familiar to our community and easily accessible.

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: Our plan is written in an easy to understand format with language familiar to our community. Parents helped to write and revise the plan. Information will be made available in other languages and formats if necessary.

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: Information will be made available in various forms if needed to convey information with required modifications.

### III. Stakeholder Engagement

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 and took such input into account:

Description: Public input was solicited in a variety of ways and on multiple occasions. Public participation was sought during Cornish School Board meetings with posted agenda items. Public participation has been documented through school board meeting minutes. Members of the public (both in person and through virtual participation) provided input to the School Board and administration on needs and priorities resulting from the COVID-19 pandemic and its effect on learning. The Cornish School District's COVID Management Committee/Joint Loss Committee, comprised of District Administrators, the Building Principal, teachers, staff, parents and school board members, as well as community members at large, developed the plan and collectively and made explicit and comprehensive recommendations to the School Board. Additionally, the District conducted surveys of parents, staff and students to gather input. Finally, the Cornish School District Facilities Committee, comprised of district leadership, building leadership, facilities personnel, community members and school board members have also provided input and recommendations for the plan to ensure a safe facility for learning.

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: We received input from students through our staff and through their parents/guardians, but since we are a PK-8 school, we limited involvement of students at this developmental level. We did informally survey older students, grades 6-8, about their experiences and needs.

- b. Families (please check one):

Yes:  Somewhat:  No:

Description: All families had the opportunity to provide input through surveys, Cornish School Board meetings with posted agenda items, virtual Q&A sessions with the superintendent and through constituent representatives on our COVID Management Committee/Joint Loss Committee.

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

Yes:  Somewhat:  No:

Description: Our COVID Management Committee/Joint Loss Committee included all members of the school and district administration. Additionally, school and district administrators, including the special education administrator, meet weekly to discuss issues and concerns related to COVID, ESSER funds, and other related topics.

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

Yes:  Somewhat:  No:

Description: Our COVID Management Committee/Joint Loss Committee included all members of the school and district administration, paraeducator and support staff representatives, teacher representatives and union representatives.

- e. Tribes, if applicable (please check one):

Yes:  Somewhat:  No:

Description: N/A

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

Yes:  Somewhat:  No:

Description: The Director of Student Services participated in planning and continually advocates for equity with all special needs students.

- 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: The Director of Student Services, who works with the above stakeholders, participated in the creation of the plan.

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

Yes:       Somewhat:       No:

Description: Community partners are encouraged to give input at school board meetings. The Cornish School District does not operate a before or after school program.

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: The Cornish School District has on-site preschool programming. The staff of the preschool participate in monthly staff and special education meetings. The staff are also represented on the COVID Management Committee/Joint Loss Committee.

#### 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: Cornish School District will implement CDC and NH DHHS guidelines to the extent practicable. Layered mitigation strategies will be implemented and increase if viral transmission increases. ESSER funds will be used to purchase air filtration units, continuing zoom meeting access to keep families informed with distance access, cleaning solution for electromagnetic sanitization, and tables to allow for greater social distancing in the gymnasium for lunch. The Cornish School District Operations Plan (re-opening plan) for 2021-2022 can be found at <https://drive.google.com/file/d/1Fgo5Fw56c0HozH73BrSKWZCIV4yvwjaK/view>. The Cornish School District was open for in-person instruction for all grade levels, five full days per week for the duration of the 2020-2021 school year (with a 10 day remote session following the holiday break due to quarantining as a result of positive cases in the school) and will remain open for in-person instruction for the 2021-2022 school year.

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#### 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 Cornish School District has identified students who may have experienced learning loss through diagnostic testing (DIBELS Next, iReady, NH SAS and Fountas and Pinnell assessments), classroom teacher recommendation, and information from families. Instruction and intervention will be provided to address those needs identified through these assessments. We are also prioritizing planning and needs for families of special education students, those on 504 plans, families receiving free/reduced lunch, ELL families, and students our school counselor has identified as having social-emotional needs, particularly the increased anxiety around the pandemic. The Cornish School District was open for in-person instruction for all grade levels, five full days per week for the duration of the 2020-2021 school year (with a 10 day remote session following the holiday break due to quarantining as a result of positive cases in the school) and will remain open for in-person instruction for the 2021-2022 school year.

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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: The Cornish School District will address learning loss through increased access to summer programming and a more robust MTSS structure for intervention. Additionally, the Library Media Specialist will work additional days during the summer at their per diem rate to provide time to inventory, update and maintain all of the school's devices (e.g. computers, chrome books, iPads, etc) and to continue to help student achievement through review, expansion and the development of the school's library media curriculum and technology curriculums as these areas are much more at the forefront of our learning model as a result of the pandemic.

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Description during SY22-23: Depending on the identified needs at that time, we will continue to offer summer programming and a more robust MTSS structure for intervention. We will also analyze the data and determine if other evidence-based interventions are necessary.

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Description during SY23-24: Depending on the identified needs at that time, we will continue to offer summer programming and a more robust MTSS structure for intervention. We will also analyze the data and determine if other evidence-based interventions are necessary.

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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 have a MTSS model in place for all students K-8.

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: Our staff have access to local district funds to participate in teacher-directed professional development. If additional funds are needed for teachers to access professional development best suited for their career pathway and current learner needs, then we will make ESSER funds available to them.

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

Description: Evidence will be collected, analyzed and evaluated for continued student planning through assessment data (DIBELS Next, iReady, NH SAS and Fountas and Pinnell assessments), teacher created assessments and recommendations, and parent/guardian input. Additionally, Cornish School District has revamped their Data Team and Student Assistant Teams by providing team members with professional development and training on how to analyze and interpret student data.

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## 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: All allocations are outlined in above sections as well as in the Online Grants Management System. The primary initial focus of funding is to support student intervention through summer programming, building air quality through air purification systems in each room and family/community access by providing Zoom Room technology to stream school board meetings and allow for asynchronous remote instruction if necessary. A comprehensive assessment of air quality throughout the building will be conducted as the existing HVAC system does not provide the necessary air exchanges to insure clean air for students and staff. We will also purchase instructional tools, supplies (classroom and facilities), and teacher training on identified areas of need and social emotional learning.

Description during SY22-23: Identified needs at that time will warrant a continuation of what is working best for our learners and their families to provide and support a safe learning environment.

Description during SY23-24: Identified needs at that time will warrant a continuation of what is working best for our learners and their families to provide and support a safe learning environment.

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: The use of ESSER/ARP funds will focus on supporting individual students reach their instructional, developmental, cognitive, and social-emotional goals. The district's strategic efforts to implement competency based education in PK-8 learning environments makes a commitment to individualized growth and learning need. Teacher PD and educational resource distribution (including ESSER funds) is guided by providing guaranteed and viable curricula to individual learners, inclusive of facilities that are safe and conducive to learning, and technologies that assist modern instruction.

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: This area is addressed with district funds at this time. The Cornish School District and the Cornish Education Association are currently involved in negotiations for a new contract.

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: Providing remote access to school board meetings through the Zoom Room technology supported by ESSER funds and engaging families to participate in and serve on the COVID Management Committee/Joint Loss Committee has improved family engagement.

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: Amounts are undetermined at this time.

Percentage: Percentages are undetermined at this time.

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:

All funds will be allocated in partnership with school leaders and with input from all stakeholders. Funds will be prioritized to address student needs, specifically in the areas of special education, free and reduced lunch populations and ELL. See all activity and priority descriptions above, which continually focus on safety, health, and learning, especially for those most in need.

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

Amount: N/A Cornish School is PK-8.

Percentage: N/A Cornish School is PK-8.

Description, including funds used to support learner obtainment of industry-recognized credentials:

- 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: Level of support will be dependent of learner need and specific request.

## 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: Ongoing summative and formative instructional evaluation by teachers and principal. Student wellbeing will be monitored by classroom teachers, school nurse, guidance counselor, and principal with attention to students in special populations.

## VIII. Authorization

LEA Superintendent's Signature:

DocuSigned by:

Cory Bellair

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Date:

11/3/2021

## VIII. Appendices

### 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 ([20 U.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**

### *(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.*