

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, 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/icr/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>Croydon</u> | → <i>Cell C16 Must be Input for Formulas to Populate Correctly</i> |
| 2) District ID Number: | <u>117</u> | → <i>Autopopulates upon Selection</i> |
| 3) SAU Number: | <u>99</u> | → <i>Autopopulates upon Selection (if applicable)</i> |
| 4) Date of Publication: | <u>14-Jun-22</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Dr. Frank S. Perotti Jr.</u> | |
| 6) Email & Telephone: | <u>fperotti@croydonsd.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:

Croydonsd.org

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

Yes - Description Required

Description:

The template is published exactly as written.

- 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:

All of our parents are English speakers as their first language. In the event that someone has any difficulty, we will read it to them and if necessary would find an interpreter.

- 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:

Yes, we can provide a written copy, a audio copy or if necessary a copy in a different language using Google Translator.

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:

We conducted a survey of all of our stakeholders. Croydon is a very small town and there are no service or public entities to interact with other than the selectmen and the private fire company. We sent surveys to our families and made them available to the public. We have 24 students in our buildings in grades K-4. They need hvac upgrading to provide safe air flow. Everyone is in agreement on that priority. Our second need was to help mitigate the educational deficiencies from at home learning. All of our meetings have an online link for public participation.

- 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:

We sent surveys to our families and made them available to the public. We also invite the town population to attend all meetings and provide online interactive links. All of our meetings are announced with published agendas and everyone is encouraged to be an active participant. Facebook is also utilized by our PTO to reach out to the entire town. We are very small and folks are generally well informed.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

- a. Students (please choose one):

Somewhat - Description

1) Description:

We surveyed our families which included responses from students. Our students are in grades K-4 which limits the ability to provide input that is of a sophisticated nature.

i) Number of total responses: Our students are in grades K-4 which limits the ability to provide input that is of a sophisticated nature.

ii) Uses consulted on: August 2021 Improved ventilation, up to code hvac and mitigation activities for educational gaps as a result of covid and a loss of in person learning.

iii) Description of feedback received: The feedback we received was that improved ventilation and up to code hvac was the primary need. The secondary need was for mitigation activities for educational gaps as a result of covid and a loss of in person learning.

Please indicate how consultation was:

2) Inclusive: We distributed our survey as widely as possible through Class DoJo and our web site. The PTO also utilized Facebook.

3) Widely advertised and available: Yes it was very widely available. All of our local avenues for distribution were used.

4) Ongoing: We will re-survey our families at the end of June 2022 and update our plan.

- b. Families (please choose one):

Yes - Description Required

1) Description:

The answer to this section is the same as it is for students. It was a single effort that covered everyone.

i) Number of total responses: There were 28 responses received.

ii) Uses consulted on: August 2021 Improved ventilation, up to code hvac and mitigation activities for educational gaps as a result of covid and a loss of in person learning.

iii) Description of feedback received: The feedback we received was that improved ventilation and up to code hvac was the primary need. The secondary need was for mitigation activities for educational gaps as a result of covid and a loss of in person learning.

Please indicate how consultation was:

2) Inclusive: Yes, everyone we could think of including all stakeholder groups.

3) Widely advertised and available: Yes it was in Class DoJo, our Web Site and PTO placed in Facebook.

4) Ongoing: Survey will be redone this summer.

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

Yes - Description Required

1) Description:

All answers are the same as above. It was a single survey sent to all Stakeholders

i) Number of total responses: There were 28 responses received.
ii) Uses consulted on: August 2021 Improved ventilation, up to code hvac and mitigation activities for educational gaps as a result of covid and a loss of in person learning.
iii) Description of feedback received: The feedback we received was that improved ventilation and up to code hvac was the primary need . The secondary need was for mitigation activities for educational gaps as a result of covid and a loss of in person learning.

Please indicate how consultation was:

- 2) Inclusive:** Yes, everyone we could think of including all stakeholders groups.
- 3) Widely advertised and available:** Yes it was in Class DoJo, our Web Site and PTO placed in Facebook.
- 4) Ongoing:** Survey will be redone this summer.

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

Yes - Description Required

1) Description:

All answers are the same as above. It was a single survey sent to all stakeholders

i) Number of total responses: There were 28 responses received.
ii) Uses consulted on: August 2021 Improved ventilation, up to code hvac and mitigation activities for educational gaps as a result of covid and a loss of in person learning.
iii) Description of feedback received: The feedback we received was that improved ventilation and up to code hvac was the primary need . The secondary need was for mitigation activities for educational gaps as a result of covid and a loss of in person learning.

Please indicate how consultation was:

- 2) Inclusive:** Yes, everyone we could think of including all stakeholders groups.
- 3) Widely advertised and available:** Yes it was in Class DoJo, our Web Site and PTO placed in Facebook.
- 4) Ongoing:** Survey will be redone this summer.

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

No

1) Description:

We do not have any tribes in the area.

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

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

Somewhat - Description

1) Description:

The interests of these stakeholders are represented by our school personnel. We have no agencies in our town to represent any of the listed groups.

i) Number of total responses: N/A
ii) Uses consulted on: August 2021 Improved ventilation, up to code hvac and mitigation activities for educational gaps as a result of covid and a loss of in person learning.
iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: Yes, everyone we could think of including all stakeholders groups.

3) Widely advertised and available: Yes it was in Class DoJo, our Web Site and PTO placed in Facebook.

4) Ongoing: Survey will be redone this summer.

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

No

1) Description:

The local school is the entire ball game. There are no community partnerships available.

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

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:

There are no early childhood providers in our town.

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

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 Croydon School district rejected a mask mandate and operated in person instruction throughout the year. If a child tested positive they were kept at home for 5 days after symptoms ended or they tested negative. We continued to socially distance children and kept windows open for ventilation. We used high-quality filters that were certified to eliminate viruses. Masks were mandated on our public school bus. Hand washing instructions and sanitizing were emphasized. The building was sanitized weekly and deep cleaned on all vacation breaks.

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:

Attendance records are monitored for remote instruction, but this only happened on two days when we had a particularly high number of students out sick. We you the State Testing protocols, STAR individualized achievement testing as well as the Fontess and Penell assessments to identify students most in need of extra educational support.

- 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:

The funds we have were used to provide a summer academic camp for three weeks that was designed to specifically address individual needs. We also contracted with a language arts and math tutor four days a week during the school year to support our students with deficiencies.

Description During SY 2022-2023:

We will again use the funds to host our summer academic recovery camp and we will use our assessment results to target the specific needs of all of our children. We will also again contract with the Math and Language Arts remedial teacher for the academic year. This has been an extremely effective strategy.

Description During SY 2023-2024:

If we still have funds available we will first again run the summer academic recovery camp. If funds then allow we will again provide the inperson directed tutoring for students showing deficiencies.

- 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 summer academic camps and the extra tutoring during the school day addresses this loss of time, although it was minimal this past year.

- 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:

We do not have funds in this grant to provide professional development. We will use our Title II funds to address our needs as much as possible

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

Description:

We will closely track each individual student through our progress monitoring with STAR and our State Testing requirements. Students are also monitored with Fontess and Pennel and Lucy Calkins Writing protocols. We will be closely watching the rate of growth and the amount of growth twice a year.

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(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 SY 2021-2022:

Our Esser funds in this fiscal year came from ESSER II. We allocated \$10,800 to Deep cleaning, \$20,400 to an Academic Tutor in class and \$7,500 to pay a building professional to evaluate our hvac needs in our buildings. These activities are still ongoing and there is approximately \$12,000 left to be allocated. Not all of these funds have been drawn down.

Description During SY 2022-2023:

In this coming year we are hoping to access the ESSER III funds. At this point we have submitted activities to provide a summer academic recovery camp for \$8,079, repairs and maintenance to our hvac system for \$56,500 and we will be submitting an activity for an academic tutor for the 22-23SY.

Description During SY 2023-2024:

These activities will depend on the results of our survey this summer and the amount of funds available, but will concentrate on the areas of student academic gap remediation and ventilation enhancement.

- 2) 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):

- a. Providing individualized instruction:

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

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

Individualized instruction will be provided both through our summer academic camp and the academic tutor during the school year for 2021 through 2023 and hopefully if money permits 2023-2024.

- 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:

We did not use funding for this activity.

- 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:

We did not use funding for this activity.

- 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: \$ -

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:

All students are included in our strategies identified in the academic gap remediation activity

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

Amount: \$ -

Percentage: 0%

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

We are a small k-4 elementary district.

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:

We have had no requests

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:

We are a very small school and tightly knit community. All of our activities are designed to provide access to all and equitable opportunity for learning. Accommodations are made in all situations and for every student. Families are supported and assisted with equipment and learning materials and transportation is provided as needed. We deliver food assistance if needed as well. We will actively seek to include any student with any identifiable characteristic that may have put them at a higher risk or need and do everything possible to include them fully in our programming.

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:

We have been told that our renovation and repair work for our HVAC systems is considered construction. We will be starting the process to get the proper approvals. It is a single project to replace outdated heating and ventilation equipment and upgrade others systems in our two small buildings.

X. Authorization

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

ESSER@doe.nh.gov

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

Frank A Perotti, Jr

7-29-22

Approver Signature - Superintendent / Head of School

Date

Frank Perotti, Jr

Printed Name - Superintendent / Head of School

Superintendent

Appendix A: ARPA Statutory Excerpt

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

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.