

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>Dresden</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>142</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>70</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>2/23/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Dr. Jay Badams</u> | |
| 6) Email & Telephone: | <u>jaybadams@hanovernorwichschools.org 603-643-6050</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:

<https://www.sau70.org/departments/business-office>

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

Yes - Description Required

Description:

Yes, the plan is ADA Compliant and is in the format provided by the State of NH so it is uniform and understandable.

- 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:

Yes it is written in a language that parents can understand and can be orally translated.

- 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 the plan can be provided in an alternative format that is accessible to the parent.

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:

Through School Board Meetings, surveys, informally, and through Principal meetings.

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

Yes - Description Required

Description:

Public input was considered during discussions.

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

Yes - Description Required

1) Description:

See below.

i) Number of total responses: 347

ii) Uses consulted on: Culture and climate, academics, technology.

iii) Description of feedback received: Students were positive about culture and climate and social emotional learning, thought that teaching met their needs as learners overall, and want continued improvement in technology.

Please indicate how consultation was:

2) Inclusive: Surveys were provided to students as well as parents.

3) Widely advertised and available: Through email and Principal newsletters.

4) Ongoing: Through meetings with stakeholder teams and by seeking feedback from various stakeholder groups.

- b. Families (please choose one):

Yes - Description Required

1) Description:

See below.

i) Number of total responses: 160

ii) Uses consulted on: Culture and climate, social emotional learning, equity, diversity, inclusion, technology, academics.

iii) Description of feedback received: Overall, pleased with all categories. Want continued improvement in technology, added courses, and continued work in diversity equity and inclusion.

Please indicate how consultation was:

2) Inclusive: Through surveys, principal newsletters, meetings both formally and informally.

3) Widely advertised and available: Through email and newsletters.

4) Ongoing: Ongoing meetings with stakeholder groups both formally and informally.

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

Yes - Description Required

1) Description:

See below.

i) Number of total responses: 15

ii) Uses consulted on: All aspects.

iii) Description of feedback received: Areas of technology, assessment, intervention teachers resources, upgrades for hearing impaired students.

Please indicate how consultation was:

2) Inclusive: We include the entire Leadership team in these discussions at monthly meetings and through our stakeholder teams.

3) Widely advertised and available: These are regularly scheduled meetings.

4) Ongoing: Meet monthly.

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

Yes - Description Required

1) Description:

See below.

i) Number of total responses: All

ii) Uses consulted on: Principals meet with staff regularly to discuss school-wide needs.

iii) Description of feedback received: Continued improvement in technology, intervention, assessment, equity, diversity and inclusion training, new academic areas.

Please indicate how consultation was:

2) Inclusive: Through regular meetings.

3) Widely advertised and available: Principal newsletters and emails.

4) Ongoing: Regularly scheduled meetings.

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

No

1) Description:

N/A

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:

N/A

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):

Somewhat - Description Required

1) Description:

See below.

- i) Number of total responses:** 15
ii) Uses consulted on: ELL, special education programs.
iii) Description of feedback received: Need for professional development and additional programs and technology.

Please indicate how consultation was:

2) Inclusive: Ask for direct feedback.

3) Widely advertised and available: Personally through conversations.

4) Ongoing: Discuss needs on a regular basis.

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

Somewhat - Description Required

1) Description:

See below.

- i) Number of total responses:** We work with two local recreational and afterschool programs.
ii) Uses consulted on: After school activities, opportunities and facilities.
iii) Description of feedback received: Precautions during COVID-19, program needs and facility needs.

Please indicate how consultation was:

2) Inclusive: We have an ongoing relationship and work closely with these programs because they use school facilities. We do the same with other outside organizations.

3) Widely advertised and available: Ongoing discussions with community-based organizations.

4) Ongoing: Monthly ongoing discussions regarding needs.

- 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:

N/A

- 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:

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:

Dresden has continued with mitigation and prevention strategies throughout the school year. We purchased supplies using other funds and received some supplies from the state. We have used masks, cleaning supplies, and updated and purchased new ventilations systems.

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:

We stayed open for the entire 2021-22 School year. We have a very small number of students at-risk for dropping out of school. This number has not been impacted by COVID. We continue to work on personalized programs to address these student needs.

- 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:

We provided some tutoring in math over the summer for students who were at risk.

Description During SY 2022-2023:

We are looking at a variety of summer opportunities in math, ELA, writing, social emotional learning and study skills for our middle and high school students. We are currently in the planning stage.

Description During SY 2023-2024:

If the summer program that we implement this year is successful, we will implement it again for the 2023-24 school year.

- 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:

Part of the summer program will involved individualized tutoring and provide stipends to teachers to provide this tutoring.

- 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:

Other sources of funding will be used for this.

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

Description:

Through both formative and summative assessments of student learning.

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:

We will address learner and community needs by improving technology infrastructure, and provide for 1:1 technology in our schools in case we have to go remote again in the future.

Description During SY 2022-2023:

We will continue to work on providing 1:1 technology for our students. This will aid in supporting classroom lessons using technology. This will also help us to better meet the needs of our students if there is a need to return to remote learning in the future.

Description During SY 2023-2024:

We have increasing numbers of students with audio impairments the funding will provide us with an opportunity to improve the infrastructure in a number of classrooms to improve our ability to meet the needs of our students with audio impairments. This will also benefit all learners in the classroom. At the same time, we will replace outdated technology equipment in the classrooms to encourage greater use of technology in the classroom setting. This will also allow teachers to communicate more effectively using technology in the case of future school closures.

- 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:

The improvement to technology infrastructure. The purchase of chromebooks and iPads for 1:1 technology. Upgrading classroom to meet the needs of the audio impaired learners and to improve the use of 1:1 technology instruction.

- 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:

N/A

- 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:

N/A

- 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: 0.00%

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:

The Stakeholder team looked at all of these groups when determining spending for both the ESSER funds and Title funds. We rank ordered

need and the numbers of students impacted when dividing up the resources.

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

Amount: \$ -

Percentage: 0.00%

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

We regularly provide funds for this purpose in our budget.

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 for this are provided elsewhere.

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 will target these students and use data such as the SAS and SAT, as well as anecdotal data to ensure that interventions have a positive impact.

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



2/28/2022

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, 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.