

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>Fremont</u> | → <i>Cell C18 Must be</i> |
| 2) District ID Number: | <u>189</u> | → <i>Autopopulates up</i> |
| 3) SAU Number: | <u>83</u> | → <i>Autopopulates up</i> |
| 4) Date of Publication: | <u>2/10/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Ellen Halliday</u> | |
| 6) Email & Telephone: | <u>ehalliday@sau83.org</u>
603.895.6903 | |

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:

www.sau83.org

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

Yes - Description Required

Description:

The plan was developed in a clear, understandable and uniform format. Language is short and concise.

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

Yes - Description Required

Description:

The plan was written in language that parents can understand and anyone may contact the school with questions.

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

Yes - Description Required

Description:

The SAU83 school district is committed to ensuring that persons with disabilities can access information on the District website. For additional assistance accessing the content on the website, anyone may contact the school.

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:

Prior to the plan being developed, stakeholder input was sought regarding how the district should prioritize the expenditures of ESSERIII funds. Multiple meetings of the Reopening task force including teachers, parents, administrations and others who provided input to the formulation of the needs and possible intervention and mitigation strategies targeted with the available Arp/Essex funds. Stakeholders will have an opportunity for ongoing input throughout the duration of the project. Survey seeking further input is available on the website. Input from the public and stakeholders will be considered at the administrative and board level.

- 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

Stakeholders will have an opportunity for ongoing input throughout the duration of the project. Survey seeking further input is available on the website. Input from the public and stakeholders will be considered at the administrative and board level. The district uses these methods to gather information and consider that information in the development.

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

Somewhat - Description Required

A series of conversations were held with students in the spring of 2021.

i) Number of total responses: 44 Responses

ii) Uses consulted on: Facility needs - playground, need for more space, tables, learning needs.

iii) Description of feedback received: Verbally through discussion and conversation. all were considered needs.

Please indicate how consultation was:

2) Inclusive: *We invited all grade 7-8 students.*

3) Widely advertised and available: *Done during advisory.*

4) Ongoing: *Conversations take place as necessary.*

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Informal conversations were held in 2021. Survey will be used in the fall of 2021. Surveys, meetings and email were utilized as a means to contact the district.

i) Number of total responses: 12 survey responses.

ii) Uses consulted on: Learning loss, facility needs, social emotional.

iii) Description of feedback received: Through informal and formal conversations - Use of survey available on website.

Please indicate how consultation was:

2) Inclusive: *It was and is available to all.*

3) Widely advertised and available: *On website - information provided via school news letters.*

4) Ongoing: *We continue with those avenues - also via board meetings.*

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

Yes - Description Required

1) Description:

Multiple meetings were held.

i) Number of total responses: 16+

ii) Uses consulted on: All aspects of the plan - learning, social emotional, facilities, communication.

iii) Description of feedback received: Mostly verbal via staff meetings and informal meetings. Lots of good feedback regarding communication, equipment needs and extended school year/tutoring opportunities.

Please indicate how consultation was:

2) Inclusive: *All administration included.*

3) Widely advertised and available: *Yes - via staff meeting and special meetings.*

4) **Ongoing:** *Yes as we revisit areas and think toward this summer and the programming we can do. Tutoring programming is starting soon.*

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

Yes - Description Required

1) **Description:**

Multiple meetings were held.

i) Number of total responses: 65+

ii) Uses consulted on: All areas of the plan - academic needs, facility, supplies and equipment.

iii) Description of feedback received: Good conversation and planning for such things as adaptive equipment, tutoring program, etc.

Please indicate how consultation was:

2) **Inclusive:** *All are invited and attend through staff meetings and other special meetings.*

3) **Widely advertised and available:** *Yes - memos to staff.*

4) **Ongoing:** *Yes*

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):

Somewhat - Description Required

1) **Description:**

Outreach and dialogue as needed.

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 Required

1) **Description:**

Informal conversations.

i) Number of total responses: 2

ii) Uses consulted on: Academic programming needs and accommodations that might require additional supplies due to covid.

iii) Description of feedback received: Conversations - problem solving.

Please indicate how consultation was:

2) **Inclusive:** *As needed.*

3) **Widely advertised and available:** *As pertinent to a student.*

4) **Ongoing:** *As needed.*

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

Somewhat - Description Required

1) **Description:**

informal conversations

i) *Number of total responses:* 2

ii) *Uses consulted on:* *Before and after school programming and use of facilities for after school athletics.*

iii) *Description of feedback received:* *Agency was not able to provide us services due to staffing facility able to be utilized.*

Please indicate how consultation was:

2) **Inclusive:** Targetted

3) **Widely advertised and available:** *As needed.*

4) **Ongoing:** *As needed.*

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):

Somewhat - Description Required

1) **Description:**

Transition services into pre k.

i) *Number of total responses:*

3

ii) *Uses consulted on:*

Learning needs

iii) *Description of feedback received:*

Will continue to discuss at transition meetings.

Please indicate how consultation was:

2) **Inclusive:** *Consultation is provided to all at the meetings.*

3) **Widely advertised and available:** *Discussed during transition meetings.*

4) **Ongoing:** *Yes, primarily in the spring.*

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:

Funds will be used to support prevention and mitigations strategies including equipment, supplies, personnel, and social distancing. Plans may change as transmission fluctuates.

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:
- Students who did not consistently participate in remote instruction when offered during school building closures;
 - Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
 - Students most at-risk of dropping out of school.

Description During SY 2021-2022:

District and state assessment results are used to plan instruction and intervention. Additional factors include attendance, student engagement, and teacher observation.

- 2) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

Description During SY 2021-2022:

Summer programming, individual/small group tutoring, intervention services, program supports, PD/consultation, online programs, technology are all strategies that may be used to address lost instructional time.

Description During SY 2022-2023:

Summer programming, individual/small group tutoring, intervention services, program supports, PD/consultation, online programs, technology are all strategies that may be used to address lost instructional time.

Description During SY 2023-2024:

Summer programming, individual/small group tutoring, intervention services, program supports, PD/consultation, online programs, technology are all strategies that may be used to address lost instructional time.

- 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:

Individualized/small group tutoring along with summer programming will be provided.

- 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):

Yes - Description Required

Description:

Professional development/consultation to address academic loss and wellness will be provided.

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

Description:

Student progress will be measured through district and state assessment results.

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:

Supports for prevention/mitigation strategies including cleaning/disinfecting supplies and personnel, ventilation, supports for mental health and wellness, learning loss and education technology.

Description During SY 2022-2023:

Supports for prevention/mitigation strategies including cleaning/disinfecting supplies and personnel, ventilation, supports for mental health and wellness, learning loss and education technology.

Description During SY 2023-2024:

Supports for prevention/mitigation strategies including cleaning/disinfecting supplies and personnel, ventilation, supports for mental health and wellness, learning loss and education technology.

- 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:

Addressing student learning loss is the district's top priority. Targeted instruction will be a key component each school year.

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

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:

Educator fatigue will be addressed during district professional development days as well as during early release days. Supporting staff may be hired to address additional needs.

- c. Improving family engagement:

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:

Increasing opportunities for parental involvement at the classroom and school level by providing outreach and wellness events.

- 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: \$ 324,358.05

Percentage: 100%

Description of allocation methodology including the extent to which it reflected student need for, at minimum, Special Education, Free and Reduced-Price Lunch, and English Language Learners:

Funds will be allocated to address the instructional needs of all students in the district, with an eye on allocating funds by percentage to special populations.

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

Amount: 0 N/A

Percentage: 0 N/A

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

N/A

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:

N/A

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:

SAU administration will research and discuss interventions, looking particularly at those recommended by NH DOE and are research based. We will use district and state assessments to track learning loss and gains. To address social and emotional mental health, the district has put in place a robust SEL program. Components of that program will be incorporated in our interventions.

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

Ellen Halliday

2/10/22

Approver Signature - Superintendent / Head of School

Date

Ellen Halliday Supt sau 83

Printed Name - Superintendent / Head of School

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 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and*
- (2) shall use the remaining funds for any of the following:*
 - (A) Any activity authorized by the Elementary and Secondary Education Act of 1965.*
 - (B) Any activity authorized by the Individuals with Disabilities Education Act.*
 - (C) Any activity authorized by the Adult Education and Family Literacy Act.*
 - (D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.*
 - (E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.*
 - (F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.*
 - (G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.*
 - (H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.*
 - (I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.*
 - (J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.*
 - (K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.*
 - (L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.*
 - (M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.*
 - (N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—*
 - (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;*
 - (ii) implementing evidence-based activities to meet the comprehensive needs of students;*
 - (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and*
 - (iv) tracking student attendance and improving student engagement in distance education.*
 - (O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.*
 - (P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.*
 - (Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.*
 - (R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.*

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—

(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

(b) In developing its ARP ESSER plan, an LEA must—

(i) Engage in meaningful consultation—

(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and

(ii) Provide the public the opportunity to provide input and take such input into account.

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

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

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and

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