

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:** SAU 75 Grantham School District
2. **Date of Publication:** June 23, 2021; then updated August 3, 2021
3. **Contact Name and Title:** Dr. Sydney Leggett, Superintendent
4. **Email and Telephone:** sleggett@sau75.org; 603-892-1068

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://www.gvshawks.org/2021-22-reopening-plan>

2. The plan is in an understandable and uniform format (please check one):
 Yes: Somewhat: No:

Description: The Reopening Plan is in the form of our family handbook, which is familiar to our community and easily accessible. In addition, the use of funds is in a simple table with detailed entries, so anyone going to our website will be able to see all use of funds for transparency.

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 use format with language familiar to our community. Our ELL teacher reached out to all our ELL families for translation 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: Our Director of Special Education, Principal and our Guidance Counselor have checked to see if any parent/guardian is in need of assistance with the plan.

III. Stakeholder Engagement

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

Description: SAU 75 had multiple committees, surveys for input, and public feedback sessions in order to receive input from our community. These comprised our Safe Return to School Team (various representatives from school/operational personnel), Progress Monitoring Committee (multiple constituents from parents/guardians, community members, local physicians, school board rep, and school administration), School Board Meetings, Parent/Guardian Input Surveys, Staff Surveys, and a Parent/Guardian public zoom presentation prior to our August Board meeting.

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-6 school, we limited involvement of students at this developmental level.

- b. Families (please check one):

Yes: Somewhat: No:

Description: All families had the opportunity to provide input through a survey, a special parent/guardian presentation (with feedback and Q&A opportunity) and through constituent representatives on our Progress Monitoring Committee.

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

Yes: Somewhat: No:

Description: Our Safe Return to School Team and our Progress Monitoring Committee included all members of our school administration.

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

Yes: Somewhat: No:

Description: Our Safe Return to School Team and our Progress Monitoring Committee included teachers, paraeducators, and support staff.

- 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: Our Special Education Director participated in all 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: Our Safe Return to School Team and Progress Monitoring Committee included our Special

Education Director, School Counselor, and Principal, all of whom are in direct contact with our families/students in the most need.

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

Description: Our District runs its own Before and After School Program (we do not contract it out) and these programs were critical in our plan and implementation. Specifically, we did not have these programs in 20-21 and we were focused on our goal of bringing them back for 21-22.

- 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):
X Yes: Somewhat: No:

Description: SAU 75 runs its own PreK program, and our plan includes redesigning our programming to open up additional sessions to ensure we can accommodate families who need this program for 3 and 4 year olds. Because of this, we have not had to limit access. Other child care in the area is difficult, as we are a rural area and there is only one child care center in town -- they, too, experience space and staffing issues.

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:

ESSER funds will be used to purchase PPE (masks); tent rental to maximize our outdoor instruction/eating time; continuing zoom meeting access to keep families informed with distance access; and staff funding for Safe Return to School Team payments over the summer to prepare for reopening.

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:
- 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 SY21-22:

SAU 75 has identified students who may have experienced learning loss through diagnostic testing (NWEA, SAS, and STAR assessments), classroom teacher recommendation, and information from families. Special attention in our summer program is given to students who were remote in 20-21 and are planning on returning to school in person; we have transition planning designed for those students whose families enrolled them in this program. We are also prioritizing planning and needs for families of special needs students, those on 504 plans, families receiving free and/or reduced lunch, and students our school counselor has identified as having social-emotional needs, particularly the increased anxiety surrounding the pandemic.

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 after school programs, or extended school year:

Description during SY21-22:

SAU 75 will address learning loss through the following:

- increased access to summer programming;
- a newly designed MTSS structure for intervention, which will launch in 21-22;
- an MTSS designated paraeducator for additional intervention access;
- increased time for our special education director (who is usually .5 FTE) to prioritize IEPs for recovery planning;
- subsidized Before and After-School Programming for eligible students;
- a .5 FTE Social Worker to work with our students and families in the most need of recovery assistance; and
- the creation of a “back on track”/recovery space for students who need a place to recover and work with our professionals due to behavioral issues, anxiety, learning recovery, etc.

Description during SY22-23:

Depending on the identified needs at that time, we will continue with subsidizing the Before and After School Program, additional MTSS staffing, and/or the social worker for our families.

Description during SY23-24:

Depending on the identified needs at that time, we will continue with subsidizing the Before and After School Program, additional MTSS staffing, and/or the social worker for our families.

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: Our Before and After School Program will allow additional access to learning assistance; in addition, the MTSS designated paraeducator will work directly with student intervention.

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 is focusing on social emotional learning and how this provides a foundation for all student achievement and especially recovery. Funds will be allocated for staff to have professional development time on social emotional learning as well as their own social emotional needs as they support others.

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 the following: results from STAR, NWEA, SAS, teacher-created assessments and recommendations, parent/guardian input from conferences.

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 the above sections.

Description during SY22-23: As stated above, identified needs at that time will warrant a continuation of what is working best for our learners and their families.

Description during SY23-24: As stated above, identified needs at that time will warrant a continuation of what is working best for our learners and their families.

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): **X Yes:** Somewhat: No:

During SY22-23 (check one): **X Yes:** Somewhat: No:

During SY23-24 (check one): **X Yes:** Somewhat: No:

Description of all SYs: Our plan prioritizes student learning -- academically, socially, emotionally, and physically, as is seen through our chosen priorities and activities.

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

During SY21-22 (check one): Yes: **X Somewhat:** No:

During SY22-23 (check one): Yes: **X Somewhat:** No:

During SY23-24 (check one): Yes: **X Somewhat:** No:

Description of all SYs: SAU 75 will address educator fatigue through a focus on their own social and emotional well being as they continually serve the needs of others; our plan has not included performance based bonuses.

c. Improving family engagement:

During SY21-22 (check one): **X Yes:** Somewhat: No:

During SY22-23 (check one): **X Yes:** Somewhat: No:

During SY23-24 (check one): **X Yes:** Somewhat: No:

Description of all SYs: Providing zoom access for our families has proven to increase our engagement level; at a usual in-person meeting we have 2-3 people; on zoom we have over 100 regularly. Our staff is completing individual conferences prior to the start of the school year to make personalized connections with families. Subsidizing Before and After School Programming and the addition of our .5 FTE Social Worker will focus efforts on ensuring families' connection to school either remains strong or is strengthened through these resources. This will also help to engage our families who likely have the most need for recovery assistance, based on IEP, 504, FRL, and/or social emotional needs due to the pandemic.

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: Total amount of allocation

Percentage: 100%, based on our created plan after multiple opportunities for stakeholder input.

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:

See all activity and priority descriptions above, which continually focus on safety, health, and learning, especially for those most in need.

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

Education:
Amount: \$0

Percentage: 0%

Description, including funds used to support learner obtainment of industry-recognized credentials: SAU 75 comprises a single PK-6 school, whereas CTE is taken care of through our tuition agreement by our receiving secondary school 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 21-24 (check one): Yes: **X** Somewhat: No:

Description of all SYs: SAU 75 comprises a single PK-6 school, whereas ELOs and virtual learning for credit is taken care of through our tuition agreement with our receiving secondary school. However, all parents/guardians have been notified about VLACS access for their children, and often our grade 6 students complete Algebra on VLACS during school hours if they have successfully reached that level of instruction.


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: These needs are addressed through the addition of our school social worker, additional special education director time, before and after school program subsidy, MTSS paraeducator, and increased access to summer programming, and a “back on track” space for students where we are able to safely meet a variety of their social-emotional, academic, and behavioral needs. All of these activities and priorities will address the needs of migratory and homeless youth in our community.

VIII. Authorization

LEA Superintendent's Signature: Date:


_____ 8/23/21

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.