

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: Hampstead School District
2. Date of Publication: August 19, 2021
3. Contact Name and Title: Nicole Tomaselli Director of 21st Century Learning Assessment and Technology
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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: The Hampstead School District is committed to transparency regarding funding, information about all monies received and spent is posted online at <https://sites.google.com/hampsteadschools.net/covid19/home>. There will be a public hearing to accept and expend these funds on Sept 23, 2021.

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

Yes: Somewhat: No:

Description: The plan was intentionally developed in a manner that made it easy to understand and followed a uniform format.

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: While creating the plan, great care was taken to avoid technical language from the fields of public health and education. For ease of access, the plan was made accessible on the Hampstead School District website.

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: The plan is available on the Hampstead School District website. Translation services are available upon request and available via Google Translate.

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: The new leadership team at the Hampstead School District has been meeting with teachers and parents as well as other community agencies and organizations regularly since coming onboard July 1, 2021. The administration will be continuing to meet with teachers, parents and community organizations in an ongoing basis to stay informed of student performance, attendance and changing

conditions within our community. We will collect this information during public input at school board meetings, through community listening sessions, through surveys and through a variety of community outreach events like Open Houses at the SAU office and schools. As needs become known by the district we will contract with internal teams and external organizations who have the expertise and share our vision to address areas of concern and establish growth benchmarks for our school community.

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: The Hampstead District administrative team in collaboration with building principals will conduct listening sessions with a diverse group of student stakeholders in grades kindergarten through 8 throughout the school year. The Superintendent, the Director of 21st Century Teaching, Learning and Assessment and the Director of Student Services will also meet with student leadership from Hampstead Middle School to discuss student voice and leadership within our schools. As student needs become known we will relay areas of growth or concern to internal teams and allow them time and support, in the form of professional development or site visits to other schools, who can share best practices or who have expertise that will help us address areas of concern and establish growth benchmarks for our school community. In cases that require individualized outreach to ensure that students have continuity in accessing their education, for example during periods of required quarantine, we have staff that has already indicated willingness to do so. Additionally, we will utilize funds to bring organizations in and provide direct supports to students and require that they extend their training to include professional development of teachers, parents and other appropriate community groups.

b. Families (please check one):

Yes: Somewhat: No:

Description: The Hampstead School District has already held an Open House and several community listening sessions that have given families the opportunity to meet school leaders and express their concerns, wishes and values. We will continue to do community outreach in formal surveys and less formalized settings like Open House, parent meetings, parent conferences and during other opportunities. Families of students who have been identified as needing individualized programming will be contacted by a member of the school community, our school social worker or member of our student services team so that an ongoing rapport and offering of outreach can be established. If due to a positive COVID case a student is required to self-isolate we will use this funding to ensure tutoring and/or coaching services be delivered to that family to ensure that students have continuity in accessing their education. Additionally, we will utilize funds to bring organizations in and provide direct supports to students and require that they extend their training to include professional development of teachers, parents and other appropriate community groups.

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

Yes: Somewhat: No:

Description: The Hampstead School District's "H Team" is comprised of building principals, assistant principals, SAU level directors, the assistant director of student services, the director of technology, the head of facilities, the Chief Financial Officer and the Superintendent. The "H Team" will meet monthly to review each departments needs, review community feedback and stay in synch regarding upcoming projects/initiatives.

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

Yes: Somewhat: No:

Description: The Hampstead School District administration will have regular internal meetings both horizontally across teams, vertically among content areas, within Professional Learning Teams and with union leaders to discuss our overall vision, our school performance with respect to meeting students' needs and future direction. We will utilize these funds to move forward with curriculum planning, staff professional development and the purchase of materials to support learning initiatives.

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

Yes: Somewhat: No:

Description: There are no tribes within the Hampstead community.

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

Yes: Somewhat: No:

Description: The Hampstead School District and Director of Student Services will work with the Parent Information Center (www.picnh.org) to ensure that the district and staff stay within compliance and informed about changing special education circumstances in New Hampshire. Additionally, he/she will gather and distribute resources with families in a parent-friendly booklet that reminds families of the rights and resources they're afforded in our state. The booklet will be referred to and shared at parent meetings.

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

Yes: Somewhat: No:

Description: The Hampstead School District administration will work closely with NHSSA, Easter Seals and other state organizations who represent the interests of children with unique or extreme needs to ensure that we have materials and resources at the ready and are able to remove what would otherwise be a barrier to their ability to access extracurricular learning opportunities. For example, we will utilize funds to be able to offer transportation for afterschool programming.

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

Yes: Somewhat: No:

Description: Teachers and school leaders in Hampstead are already working together to identify local organizations that provide on-site and off-site before and after school programming. We will utilize funds to expand those offerings to be able to include more structured content specific tutoring outside of the school day and bring in additional enrichment opportunities for students' afterschool.

i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

Yes: Somewhat: No:

Description: The Director of Student Services is in regular contact with early childhood education providers in the community including Stepping Stones, Ages and Stages, Beginnings and Beyond, Hazel Drive and Easter Seals to ensure access and continuity of care for our youngest students as they transition to school. The Hampstead School District is joining the Early Childhood Regional Partnership System Development for UNH and will work towards implementing suggestions they provide with our local community preschool partners.

IV. Supporting the Continuous and Safe Operation of In-Person Learning

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: The Hampstead School District and Superintendent have written a safe return to in-person instruction and continuity of services plan that is published and made publicly available online here: <https://sites.google.com/hampsteadschools.net/covid19/home> In the spring of 2020 SAU55 Administration created the Safe Learning Taskforce. The Safe Learning Taskforce was comprised of a variety of stakeholder groups including administrators, teachers, support staff and community members. The plan developed by the Safe Learning Taskforce incorporated research based public health strategies from various local, state and federal agencies including the Department of Health and Human Services, Department of Education, Center for Disease Control, and the American Academy of Pediatrics. In August of 2020 the plan was presented and voted by the Hampstead School Board.

V. Addressing the Academic Impact of Lost Instructional Time (20 percent of an LEA's Allocation)

1. How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who did not consistently participate in remote instruction when offered during school building closures;
 - b. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
 - c. Students most at-risk of dropping out of school.

Description during SY21-22: The Hampstead School District in conjunction with its data teams, RTI teams, administration, school counselors, school resource officer and other internal professionals will identify individual students with learning loss, concerning attendance records and disengagement. We will utilize a variety of measures to triangulate this data including but not limited to PowerSchool grading and attendance records, iReady national assessment scores, NH SAS data and local assessments given in classrooms. We will also take into consideration anecdotal feedback from teachers regarding individual students' engagement and participation in class, social connections and willingness to apply their learning. The district level administrative team will stay in close contact with our high school population which we send to Pinkerton Academy to ensure our practices are supportive of and inline with their drop out prevention measures.

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time for such students through the implementation of evidence-based interventions as defined by ESSA (<https://ies.ed.gov/ncee/wwc/essa>), such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

Description during SY21-22: The Hampstead School District will provide a Summer Learning Academy that provides at risk students and the general population time to engage in math and reading skills work alongside an opportunity for SEL and STEM exploration at school. The SEL programming at the Middle School will be directed by local organizations such as but not limited to Adventurelore and the Brown Center at UNH and will be delivered by those organizations in conjunction with our staff. Our K-4 students will explore engineering concepts presented by local providers of STEM curriculum such as but not limited to LetGoYourMind and Renaissance Kids. We will be able to offer transportation to/from Summer learning Academy with these funds. Additionally during the SY21-22 we will implement afterschool programming to offer remediation, enrichment or additional social and emotional learning

opportunities for students. We will utilize funding to stipend teachers and paras who will serve as tutors and regular points of contact for students who must self-isolate to ensure continuity of services and avoid the backwards slide associated with isolation from school.

Description during SY22-23: We will analyze data from programs implemented in SY21-22 and make decisions with various stakeholder groups to continue to add programming as necessary.

Description during SY23-24: We will analyze data from programs implemented in SY22-23 and make decisions with various stakeholder groups to continue or add programming as necessary.

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: x Somewhat: No:

Description: The Hampstead School District will offer stipends to teachers and paras to connect with and support the continuity of instruction for students who must self-isolate as a result of a positive COVID test. These “connection coaches” will make daily contact with students and help them in all areas including executive functioning, content acquisition and skill practice. Additionally with these funds we will create afterschool enrichment clubs specific to each content area to provide extra support and enrichment to those who are interested. Transportation will be provided by the district to ensure equal access to all students.

- 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: x Somewhat: No:

Description: Hampstead teachers currently participated in a full day of teacher-directed professional development. The Hampstead School District is committed to supporting that practice.

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

Description: The Hampstead School District will provide evidence of effective learning loss interventions by analyzing attendance records which should show a decrease in school avoidance, an increase in student engagement and a decrease in student discipline. The administration and data teams will also meet regularly in RTI meetings to analyze data available from NH SAS, iReady and other performance measures.

VI. Addressing Learner and Community Needs (80 percent of an LEA’s Allocation)

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: We will hire additional RTI staff and instructional paraprofessionals to support smaller group instruction. We will provide stipends for staff members to analyze and organize iReady data to prepare for RTI rounds. And when possible we will hire additional staff to reduce class sizes.

Description during SY22-23: We will refine our MTSS practices and refine RTI needs, grow capacity for teachers to differentiate in classrooms by establishing teacher-led instructional improvement teams such as UDL teams and PLC leaders.

Description during SY23-24: We will evaluate prior implementations and determine next steps.

2. The LEA’s use of funds to address the top priority needs identified in the New Hampshire Department of Education’s robust, statewide consultation with stakeholders:

- a. Providing individualized instruction:

During SY21-22 (check one):	Yes: X	Somewhat: No:	<input type="checkbox"/>	<input type="checkbox"/>
During SY22-23 (check one):	Yes: X	Somewhat: No:	<input type="checkbox"/>	<input type="checkbox"/>
During SY23-24 (check one):	Yes: X	Somewhat:	<input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: The Hampstead School District administrative team will stay informed of all priority needs identified by the NH DOE and their consultants by participating in regular calls with the Commissioner, the NHSSA, and the regional

Curriculum and Instruction groups. We are committed to working collaboratively with other LEAs and the NH DOE to learn best practice and likewise share what we see working.

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

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: No: <input type="checkbox"/>	<input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: No: <input type="checkbox"/>	<input type="checkbox"/>
During SY23-24 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: The Hampstead School District recognizes the realities of educator fatigue and will provide social and emotional learning opportunities for its staff during faculty meetings and PD days. We will utilize funds to hire daily subs which will provide additional breaks for classroom teachers and specialists.

c. Improving family engagement:

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: No: <input type="checkbox"/>	<input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: No: <input type="checkbox"/>	<input type="checkbox"/>
During SY23-24 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: No: <input type="checkbox"/>	<input type="checkbox"/>

Description of all SYs: While there is already a solid level of community involvement in place in Hampstead, the new SAU administration will be creating opportunities for community members to join the school community regardless if they have children of school-age. The new SAU administration has held listening sessions with community members, invited selectmen, heads of charitable organizations in town as well as leaders from police and fire departments -many of which live in town and have a great deal of pride in our schools. We will continue to cultivate these relationships by hosting informal gatherings, surveying when data is required and participating in and promoting community 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: \$279,847.54

Percentage: 100%

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:

We will prioritize the needs of students who have been identified to be the most at-risk before opening up participation to student in the larger population.

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

Amount: less than \$14,000

Percentage: less than 5%

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

We do not have CTE offering in K-8 but we will be exposing students to CTE programming within the region and offering field trips to encourage future participation in those CTE programs.

- 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: Through our MTSSB work when/if students needs are identified that are beyond the scope of our instructional capacity we will use funds to support those individual learner’s needs.

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: The Hampstead School District will work with building leaders to review data from MTSS teams, PLC teams as well as reviewing anecdotal data from school counselors and advisory teachers to be sure that our practices are reading ALL students.

VIII. Authorization

LEA Superintendent’s Signature:

Bob Thompson

Date:

08-23-2021

VIII. Appendices

Appendix A. ARPA Statutory Excerpt

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20

[U.S.C. 6311\(b\)\(2\)\(B\)\(xi\)](#), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

- (a) *Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—*
 - (i) *The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;*
 - (ii) *How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic*

impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

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

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

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

Engage in meaningful consultation—

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

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

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

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

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

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and (iv) Be made publicly available on the LEA's website.

Signature Certificate

Document Ref.: 9JRXW-WUMLT-QSOGY-CTQ2V

Document signed by:

	<p>Bob Thompson Verified E-mail: thompsonr@hampsteadschools.net</p>	
<p>IP: 64.222.135.42 Date: 23 Aug 2021 13:59:03 UTC</p>		

Document completed by all parties on:
23 Aug 2021 13:59:03 UTC

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