

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/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>Haverhill Cooperative</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>238</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>23</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>3/4/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Laurie Melanson</u> | |
| 6) Email & Telephone: | <u>lmelanson@sau23.org 603-787-2113</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:

- Please Select -

Description:

www.sau23.org

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

Yes - Description Required

Description:

Will translate orally or use google translate for a document in a language that parents can read if necessary.

- 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:

Will translate orally or use google translate for a document in a language that parents can read 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 choose one):

- Please Select - yes

Description:

Available upon request in an alternative format accessible to an individual with a disability as defined by ADA.

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:

The School Board has had a number of public meetings to discuss the use of ESSER funds. Public input was encouraged at meetings as well as input emailed to the superintendent.

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:

At public meetings and via email.

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:

Student data was used to drive decisions. The primary request from students is more playground equipment.

- i) Number of total responses:
ii) Uses consulted on:
iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: Data from all students was considered. Classroom meetings will be held this spring for ideas on the remaining funds.

3) Widely advertised and available: Analyzed by teachers and administrators. The Special Education Director was involved as was the Homeless Liaison and 21C Afterschool Program Director.

4) Ongoing:

b. Families (please choose one):

Yes - Description Required

1) Description:

Many families participated in school board meetings via zoom due to covid concerns.

- i) Number of total responses: 10
ii) Uses consulted on: Afterschool programming, field trips and air purifiers for classrooms.
iii) Description of feedback received: A list of individual parent priorities was shared at public meetings and via email.

Please indicate how consultation was:

2) Inclusive: Board meetings are available to all families.

3) Widely advertised and available: Meetings were posted in public places, at schools, on the FB pages.

4) Ongoing: Use of funds was on school board agenda agendas and will be again in the future for use of remaining funds.

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

- Please Select -

1) Description:

- 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:

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

- Please Select -

1) Description:

- 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:

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

- Please Select -

1) Description:

- 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):

- Please Select -

1) Description:

- 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):

- Please Select -

1) Description:

- 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:

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

- Please Select -

1) Description:

- 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:

- 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):

- Please Select -

1) Description:

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:

Haverhill Cooperative schools have all been open for in person learning this year and most of last year. PPE, cleaning and sanitation products necessary for cleaning and maintaining a health facility were purchased. Rapid tests will be purchased to help schools and families access test kits. ESSER funds will be used to improve heating and air quality in schools and classrooms with improved filtration and air conditioning strategies. Windows at WHS and WES will be replaced and new doors installed at HCMS.

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:

Schools have analyzed a number of formative and summative assessments and identified reading skills as the most significant area of learning loss, followed by mathematics, especially for economically disadvantaged students. Additional reading intervention staff was needed at the elementary and middle school for Tier 3 reading for those students reading below grade level. Other priorities are behavioral and mental health supports as well as enhancing summer programming.

- 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 invested in ongoing teacher training and coaching with evidence-based reading instruction and materials in all schools for students substantially behind in reading. We also served students in mathematics. We will utilize ongoing data analysis with state partners and consultants.

Description During SY 2022-2023:

Afterschool programming, summer learning and evidence based reading instruction using direct instruction methods. Purchase of new mathematics materials and ongoing teacher professional development. Afterschool 1:1 tutoring for those below grade level and summer programming to close achievement gaps and provide enrichment opportunities for students. Ongoing data analysis at the school and district level will guide decision making

Description During SY 2023-2024:

- 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:

Continue evidence based reading and mathematics instruction for Tier 1 classroom instruction, as well as Tier 2 and Tier 3 interventions and supplemental services. Data will be analyzed quarterly for efficacy and continued action planning.

- 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:

Teachers currently self select professional development activities and courses. Teachers also serve on the PD committee with input to district wide PD opportunities.

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

Description:

All students were pretested before participating in Direct Instruction Reading instruction. They will also be post tested at the end of the year. In addition, Star testing and classroom summative assessments will be included in data analysis.

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:

FT Mental health staff at the high school, PT Family Outreach Coordinator for Ready for K program, additional FT Reading Teachers and tutors, Student Support Center teacher for middle school. SEL training and online courses with Mike Anderson. Nurse stipends for additional time testing and reporting, nurse stipends for offering rapid testing after school for students and families.

Description During SY 2022-2023:

Continue mental health staff at high school, Family Coordinator for Ready for K, Reading Teachers and tutors and Student Support Center Teacher for middle school. SEL competencies, classroom and family strategies and supports. Outdoor classroom for high school.

Description During SY 2023-2024:

Ongoing SEL work with full implementation of SEL competencies in schools and classrooms. Final decisions have not been made for funds not yet committed.

- 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:

Descriptions of all SY's listed above.

- 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:

Performance based bonuses would have to be bargained with the school board and union. We have a two year formal mentoring program for new teachers. Summer training is needed to refresh mentors and attract new mentors for the program.

- 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:

District and school goals are in place for increasing family engagement in authentic ways and are reported to the school board three times per year. Family Outreach Coordinator, principals, teachers and the superintendent worked together to welcome families into the school and work as partners in educating students. The high school changed Freshman Orientation to an evening event so families could attend together. Back to school was festive with BBQ's and meals and desserts along with school information on grade level curriculum and how parents can engage with learning.

- 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:

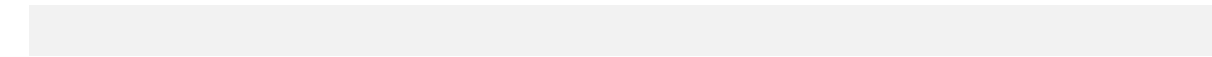
- a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount: \$ 1,154,458.49

Percentage: 60%

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:

Project priorities are focused on addressing the needs of all students based on data and teacher observations. Tier 3 reading interventions include, but are not limited to students with disabilities and encourage disadvantaged students and English Language Learners.



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

Amount: \$ -

Percentage: 0%

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

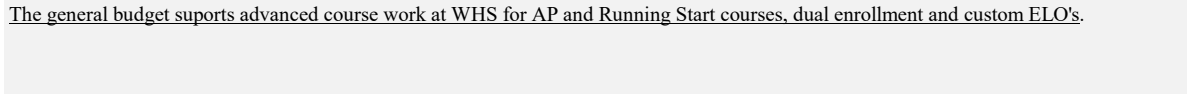
Students may opt to attend the regional CTE program at Riverbend as part of the general budget, earning a number of industry recognized credentials. WHS also offers a Cisco Program for students to earn high level tech skills for work or further education. We are working on a satellite CTE programming on our high school campus in partnership with River Bend CTE program in cyber security.

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:

The general budget supports advanced course work at WHS for AP and Running Start courses, dual enrollment and custom ELO's.



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 LEA will implement interventions with fidelity, support and supervision. Data will be collected and analyzed for all students to ensure we are meeting the needs of all students, including those needing extensions, not just interventions. Parent and teacher surveys will be sent out each year for feedback from teachers and families in addition to ongoing communication with families during parent conferences as well as IEP and 504 meetings.

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](#).

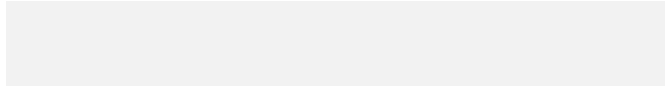
Description:

NA

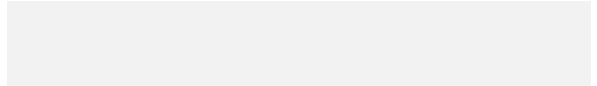
X. Authorization

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

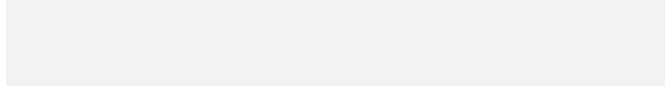
ESSER@doe.nh.gov



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;

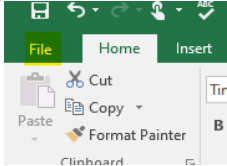
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

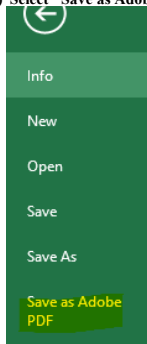
(iv) Be made publicly available on the LEA's website.

Please follow these steps once all tabs of your Districts Excel workbook are completed.

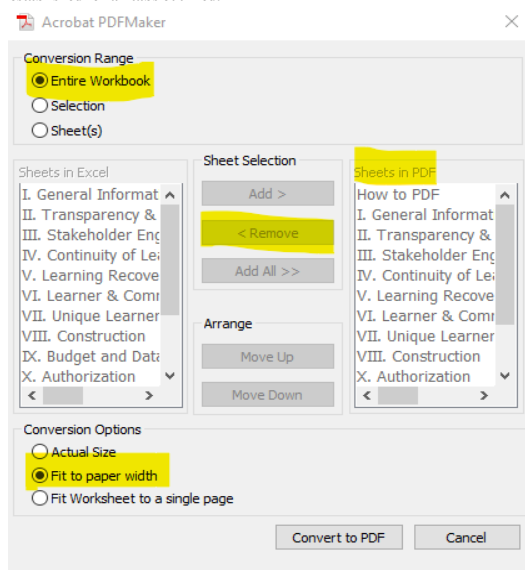
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IX. Budget and Data Reporting" tab from the list beneath "Sheets in PDF." Select "Remove." The reason is because this spreadsheet is so large, that the information will not easily transpose. The IX. Budget and Data Reporting tab will need to be printed manually from Excel and sent along with the rest of your materials. The X. Authorization tab will also need to be printed manually from Excel. The print range within the Excel workbook has been established for all tabs outlined.



3) Items due to the NHDOE by 02/23/2022:

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
 - i Print the "IX. Budget and Data Reporting" and "X. Authorization" tabs from Excel file

- i. Manually print and sign the "X. Authorization" tab from Excel file
- B. NH ARP ESSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (4 separate attachments)