

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 23 Haverhill
2. Date of Publication: 8/21/21
3. Contact Name and Title: Laurie Melanson, Superintendent
4. Email and Telephone: lmelanson@sau23.org

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: www.sau23.org

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

Yes: ☒ Somewhat: ☐ No: ☐

Description: _____

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: 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 check one):

Yes: ☒ Somewhat: ☐ No: ☐

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

III. Stakeholder Engagement

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 and took such input into account:

Description: The School Board has had a number of public meetings to discuss the use of ESSER funds. In addition, public input was encouraged at meetings as well as input emailed to the superintendent. Ongoing opportunities for input will be provided for use of funds via meetings, public statements and emails or phone calls until all the funds are committed. School board meetings are usually held in the evening. In the future, consultation will be scheduled at different times during the day and use a variety of mediums, including School Messenger calls and emails to all parents and students and social media posts.

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 used student data to drive decisions. Future consultation will include class meetings with students to gather input for the remaining funds. Students have asked for more playground equipment.

- b. Families (please check one):

Yes: ☒ Somewhat: ☐ No: ☐

Description: Families were invited to the public meetings. Future consultation will include school wide emails and calls to parents and students and will be posted on the school's Facebook page. Parents were concerned about air quality in the classrooms and the school board approved high quality air purifiers for every classroom and the gym/cafeteria.

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

Yes: ☒ Somewhat: ☐ No: ☐

Description: The Special Education Director was part of every meeting and decision.

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

Yes: ☒ Somewhat: ☐ No: ☐

Description: Principals had multiple meetings with teachers, school staff and the unions to address priorities.

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

Yes: ☐ Somewhat: ☐ No: ☒

Description: NA

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

Yes: ☒ Somewhat: ☐ No: ☐

Description: Included suggestions from Stephanie Patrick, NH Disability Rights Center

- 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: Outreach to families was done by principals, teachers and school guidance counselors. The Special

Education Director and Homeless Coordinator provided input based on identified student needs.

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

Yes: ☒

Somewhat: ☐

No: ☐

Description: The LEA and 21C Afterschool Program has a strong partnership with the Haverhill Parks and Recreation Program for providing summer programming. The 21C Coordinator consulted with the Town Parks and Rec Director to identify gaps in service to students.

- 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 Special Education Director consulted with Headstart and the one licensed childcare program.

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: PPE, cleaning and sanitation products necessary for cleaning and maintaining a healthy facility. 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 at HCMS.

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: 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 is needed at the elementary school for Tier 3 reading for those students reading below grade level. Other priorities are behavioral and mental health supports and enhanced summer programming,

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: We have invested in ongoing teacher training and coaching with evidence based reading instruction and materials in all schools for students substantially behind in reading (Tier 3). We also served students in the area of mathematics. Ongoing data analysis with state partners and consultants.

Description during SY22-23: After school 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 with state partners and consultants.

Description during SY23-24: Continue the evidence based reading and mathematics instruction and interventions invested in FY22 and 23. Analyze data quarterly for efficacy and continue action planning.

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: We were largely in school five days a week last year in most grades. The high school operated during Feb and April breaks on credit recovery with students in need as well as during the summer. Tutors are available for intensive supplementary services

- 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: The PD plan allows for teacher directed opportunities.

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

Description: Quarterly review of formative assessments, reported to the school boards. One school is conducting a research study on the efficacy of Direct Instruction method with Reading Mastery and Corrective Reading

Materials

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: Additional mental health staff at high school, Family Outreach Coordinator for Ready for Kindergarten program, additional full time Reading Teachers and tutors, Student Support Center Teacher for middle SEL is a school and district priority with ongoing consultation with Mike Anderson and his online courses. Nurse stipends for additional time testing and reporting, nurse stipend for offering rapid testing after school to students and their families.

Description during SY22-23: Additional mental health stall at high school, Family Outreach Coordinator for Ready for Kindergarten program, additional full time Reading Teachers and tutors, Student Support Center Teacher for middle.

SEL priorities: adoption of SEL competencies, classroom and family strategies and supports and curriculum.

Improved air quality with new windows, doors and air purifiers. Outdoor classroom at the high school

Description during SY23-24: Additional mental health staff at high school, Family Outreach Coordinator for Ready for Kindergarten program, additional full time Reading Teachers and tutors, Student Support Center Teacher for middle

Ongoing SEL work with full implementation of SEL in schools and classrooms.

Final decisions have not been made for funds not yet committed.

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: ☒
☐

Somewhat: ☐
☐

No: ☐
☐

During SY22-23 (check one): Yes: ☒ Somewhat: No: ☐
 During SY23-24 (check one): Yes: ☒ Somewhat: No: ☐

Description of all SYs: Families have the opportunity to join Prenda Learning Pods. School staff will review student performance data, engage students and families on identifying strengths and areas needing improvement and develop learning plans for instruction, interventions and extensions.

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

During SY21-22 (check one): Yes: ☐ Somewhat: ☒ No: ☐
 During SY22-23 (check one): Yes: ☐ Somewhat: ☒ No: ☐
 During SY23-24 (check one): Yes: ☐ Somewhat: ☒ No: ☐

Description of all SYs: Would have to bargain performance based bonuses with board and unions. We have a two year formal mentoring for new teachers. Summer training is needed to refresh mentors and attract new mentors for the program.

c. Improving family engagement:

During SY21-22 (check one): Yes: ☒ Somewhat: ☐ No: ☐
 During SY22-23 (check one): Yes: ☒ Somewhat: ☐ No: ☐
 During SY23-24 (check one): Yes: ☒ Somewhat: ☐ No: ☐

Description of all SYs: District and school goals to increase family engagement in authentic ways, reported to the school board 3 times per year. Family Outreach Coordinator, principals, teachers and Superintendent working together to welcome families into the school and work as partners in educating students.

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%

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 not limited to students with disabilities and economically 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: \$0

Percentage: 0

Description, including funds used to support learner obtainment 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 satellite CTE Programming on our campus in partnership with Riverbend 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 21-24 (check one): Yes: ☐ Somewhat: ☐ No: ☒

Description of all SYs: The general fund supports advanced course work at WHS for AP and Running Start courses, dual enrollment and custom Extended Learning Opportunities.

VII. Addressing the Unique Needs of All Learners

- 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. 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. Authorization

LEA Superintendent's Signature:

Laurie Melanson

Date:

1/24/22 Revised