

**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

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

Yes:       Somewhat:       No:

Description: \_\_\_\_\_

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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: \_\_\_\_\_

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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: \_\_\_\_\_

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**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 School Board has had number of public meetings to discuss the use of ESSER funds.

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.

- b. Families (please check one):

Yes:  Somewhat:  No:

Description: Families were invited to the public meetings.

- 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.

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

Yes:  Somewhat:  No:

Description: The LEA has a strong partnership with the Haverhill Recreation Program and 21st Century program for providing after school and summer programming.

- 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 Ed. Dir has regular contact 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: ESSER funds will be used to improve air quality in schools and classrooms with improved filtration and air conditioning strategies.

**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.

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

Description during SY22-23: Afterschool programming, summer learning and evidence based reading instruction using Direct Instruction methods. Purchase of new mathematics materials and ongoing teaching

Description during SY23-24: Continue the evidence based reading and mathematics instruction and interventions invested in FY 22 and 23. Analyze data for efficacy.

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 per 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 supplemental

- 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 of 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 on

Description during SY22-23: 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 priorities: adoption of SEL competencies, classroom and family strategies and supports

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.

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: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <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: Families have the opportunity to join Friends 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, interve

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

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

Description of all SYs: Would have to bargain performance based bonuses with board and unions.  
Two year formal mentoring for new teachers. Summer training to refresh mentors and attrac

c. Improving family engagement:

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <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: District and school goals to increase family engagement in authentic ways, reported to school boards 3 times per year.  
Family Outreach Coordinator, principals, teachers and superintendent working together to st

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: 1,268,662.30

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:

Project priorities are focused on addressing the needs of all students based on data and teacher observations. Tier 3 reading intervention includes, but not limited to students with disabilities, 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 OTE 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 an

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

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 th 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:

*Karve Melan...*

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.

