

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, 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/ocr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bills/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: Hill → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 247 → Autopopulates upon Selection
- 3) SAU Number: 103 → Autopopulates upon Selection
- 4) Date of Publication: 2/16/2022
- 5) Approver Name -
(Superintendent / Head of School): Brian Connelly
- 6) Email & Telephone: bconnelly@sau103.org 603-934-2245

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:

Yes - Description Required

Description:

www.sau103.org

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

Yes - Description Required

Description:

Yes, we used the format provided and it is written so all constituents can access and will provide any assistance with understanding the use of funds.

- 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:

Yes, it was written so that all constituents can access and understand. We have no parents with disabilities or that are EL

- 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):

Yes - Description Required

Description:

Yes, we would provide whatever supports necessary for any parent or constituent to have access to understanding the document

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:

We have been discussing the use of funds at public hearings and at monthly school board meetings. All community members have access to these meetings. Additionally they may send any requests 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:

The public was invited to share their ideas for how best to utilize these funds. Between parents and taxpayers input, we have decided how best to apply these funds for our school.

- 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:

Our students have decided to use a portion of these funds to create an outdoor learning space. They have drafted plans for this space in their STEAM class. Parents have been invited to every school board meeting and public hearing to accept and discussed plans for using the funds. They are also asked informally when dropping off or picking up their child. The public is invited monthly to school board meetings to provide input. They have all supported the ideas and plans to enhance our air quality and safety measures.

i) Number of total responses: all students participated

ii) Uses consulted on: monthly school board meetings

iii) Description of feedback received: they like the ideas for improving the air quality of the school and creating an outdoor learning space.

Please indicate how consultation was:

2) Inclusive: Everyone was and will continue to be invited to provide input on how best to use these funds.

3) Widely advertised and available: Monthly school board

4) Ongoing:

- b. Families (please choose one):

Yes - Description Required

1) Description:

Our students have decided to use a portion of these funds to create an outdoor learning space. They have drafted plans for this space in their STEAM class. Parents have been invited to every school board meeting and public hearing to accept and discussed plans for using the funds. They are also asked informally when dropping off or picking up their child. The public is invited monthly to school board meetings to provide input. They have all supported the ideas and

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: Every parent has been invited to share their ideas on how best to use these funds.

Monthly school board meetings and on our website

4) Ongoing:

Monthly school board meetings

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

Yes - Description Required

1) Description:

All staff have been part of the decision making process for using these funds. We meet bi-monthly and they have shared their ideas and we will implement them.

- i) Number All staff provided
- ii) Uses consulted on: Bimonthly meetings
- iii) Description of feedback received: Enhance and

Please indicate how consultation was:

2) Inclusive: All staff have been invited to share their ideas.

3) Widely advertised and available:

4) Ongoing:

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

Yes - Description Required

1) Description:

All staff have been part of the decision making process for using these funds. We meet bi-monthly and they have shared their ideas and we will implement them.

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

Please indicate how consultation was:

2) Inclusive:
All staff were included to share their input

3) Widely advertised and available:
We meet every other week to discuss all school related concerns

4) Ongoing:
We meet every other week to discuss all school related concerns

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

No

1) Description:

NA

- 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):

Yes - Description Required

1) Description:

We are a very small rural school with a superintendent/principal who is responsible for Special Education, who also works closely with the part time guidance counselor who also provided input on how best to use these funds.

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

Please indicate how consultation was:

2) Inclusive: We meet weekly

3) Widely advertised and available:

4) Ongoing: yes

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

No

1) Description:

N/A

- 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):

No

1) Description:

N/A

- 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:

We have made great progress in preparing our building and with training all of the employees around COVID-19 mitigation efforts to keep everyone safe. We continually revisit our Reopening Plan with the updated guidance provided by the CDC and DHHS and then we share this information with all of our stakeholders. The installation of touchless- faucets, urinals, soap and paper dispensers has also provided us with another layer of protection for the long term. The utilization of technology has had a profound impact on our success to maintain continuity to the education of all of our students, regardless of where they are, home or school. We will be using ESSR funding to update our 20 year old air handling units in order to improve the overall air quality of the building. We will also focus on upgrading all of our outdated technology systems, so that we may continue to deliver an excellent educational program, whether in person or remotely. Funding will also be used to hire any additional staff that would provide students support for any learning loss in math and reading as a result of the pandemic as well as to support their social and emotional health.

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:

The LEA uses a variety of assessment tools to identify the academic impact that the COVID-19 pandemic has had on our students. Assessment measures include NH-SAS, NWEA along with both formative and summative assessments. The assessments have been used to help educators prepare their instruction. Any students who will need additional academic support will be offered a summer session to address this loss. Our social/emotional data has been based on student concerns that educators share with our guidance counselor and nurse. We meet weekly to discuss supports that need or will be put into place to help mitigate the learning loss or increased social/emotional anxiety, we have provided ample staffing to accommodate distressed students and staff. We will be incorporating more trauma informed professional development for all staff members.

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- 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:

The LEA uses a variety of assessment tools to identify the academic impact that the COVID-19 pandemic has had on our students. Assessment measures include NH-SAS, NWEA along with both formative and summative assessments. The assessments have been used to help educators prepare their instruction. Any students who will need additional academic support will be offered a summer session to address this loss. Our social/emotional data has been based on student concerns that educators share with our guidance counselor and nurse. We meet weekly to discuss supports that need or will be put into place to help mitigate the learning loss or increased social/emotional anxiety, we have provided ample staffing to accommodate distressed students and staff. We will be incorporating more trauma informed professional development for all staff members.

Description During SY 2022-2023:

The LEA uses a variety of assessment tools to identify the academic impact that the COVID-19 pandemic has had on our students. Assessment measures include NH-SAS, NWEA along with both formative and summative assessments. The assessments have been used to help educators prepare their instruction. Any students who will need additional academic support will be offered a summer session to address this loss. Our social/emotional data has been based on student concerns that educators share with our guidance counselor and nurse. We meet weekly to discuss supports that need or will be put into place to help mitigate the learning loss or increased social/emotional anxiety, we have provided ample staffing to accommodate distressed students and staff. We will be incorporating more trauma informed professional development for all staff members.

Description During SY 2023-2024:

The LEA uses a variety of assessment tools to identify the academic impact that the COVID-19 pandemic has had on our students. Assessment measures include NH-SAS, NWEA along with both formative and summative assessments. The assessments have been used to help educators prepare their instruction. Any students who will need additional academic support will be offered a summer session to address this loss. Our social/emotional data has been based on student concerns that educators share with our guidance counselor and nurse. We meet weekly to discuss supports that need or will be put into place to help mitigate the learning loss or increased social/emotional anxiety, we have provided ample staffing to accommodate distressed students and staff. We will be incorporating more trauma informed professional development for all staff members.

- 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):

- Please Select -

Description:

Students who need additional support will be provided with tutoring by teachers afterschool and will be invited to participate in summer learning sessions.

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):

- Please Select -

Description:

All staff are welcome to participate in any professional development to advance our student learners.

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

Description:

The LEA uses a variety of assessment tools to identify the academic impact that the COVID-19 pandemic has had on our students. Assessment measures include NH-SAS, NWEA along with both formative and summative assessments. The assessments have been used to help educators prepare their instruction. Any students who will need additional academic support will be offered a summer session to address this loss. Our social/emotional data has been based on student concerns that educators share with our guidance counselor and nurse. We meet weekly to discuss supports that need or will be put into place to help mitigate the learning loss or increased social/emotional anxiety, we have provided ample staffing to accommodate distressed students and staff. We will be incorporating more trauma informed professional development for all staff members.

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:

We are looking to possibly replace the Energy Recovery Units for fresh air return to all classrooms \$144,200. Egress Door Replacement \$17,361, Create an outdoor learning space that would be utilized all year long, \$20,000.

Description During SY 2022-2023:

We are looking to possibly replace the Energy Recovery Units for fresh air return to all classrooms \$144,200. Egress Door Replacement \$17,361, Create an outdoor learning space that would be utilized all year long, \$20,000.

Description During SY 2023-2024:

Not quite sure yet.

- 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): **No**

During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

Due to the multitude of disruptions to our regular education programming, our stakeholder group has identified many students who are experiencing learning loss that is directly related to the COVID pandemic. We will begin offering after school tutoring and homework help for all of our students who have been identified.

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

During SY 2021-2022 (select one): **- Please Select -**

During SY 2022-2023 (select one): **- Please Select -**

During SY 2023-2024 (select one): **- Please Select -**

Description of all SYs - 2021 to 2024:

N/A

- c. Improving family engagement:

During SY 2021-2022 (select one): **- Please Select -**

During SY 2022-2023 (select one): **- Please Select -**

During SY 2023-2024 (select one): **- Please Select -**

Description of all SYs - 2021 to 2024:

N/A

- 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: 177,477

Percentage: 100

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:

We are a single school district, with 50 students. All students and their families have been involved in the allocation process via meetings, formal and informal conversations, and public hearings. All of the money to be allocated will benefit all stakeholders.

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

Amount:

Percentage:

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

N/A

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):

Description of all SYs - 2021 to 2024:

N/A

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 uses a variety of assessment tools to identify the academic impact that the COVID-19 pandemic has had on our students. Assessment measures include NH-SAS, NWEA along with both formative and summative assessments. The assessments have been used to help educators prepare their instruction. Any students who will need additional academic support will be offered a summer session to address this loss. Our social/emotional data has been based on student concerns that educators share with our guidance counselor and nurse. We meet weekly to discuss supports that need or will be put into place to help mitigate the learning loss or increased social/emotional anxiety, we have provided ample staffing to accommodate distressed students and staff. We will be incorporating more trauma informed professional development for all staff members.

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:

We are looking to possibly replace the Energy Recovery Units for fresh air return to all classrooms \$144,200. Egress Door Replacement \$17,361, Create an outdoor learning space that would be utilized all year long, \$20,000.

X. Authorization

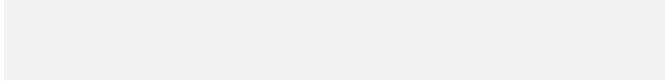
**Please print and sign this page. Return a signed version with your completed packet to :*

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School

Date



Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

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, 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

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.