

**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: Hinsdale School District - SAU 92
2. Date of Publication: August 20, 2021
3. Contact Name and Title: Wayne Woolridge, Superintendent
4. Email and Telephone: wwoolridge@hnhsd.org; 603-336-5728

**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: We published our plan (this completed form) on our Hinsdale School District website, which is publicly available online. at <http://www.hnhsd.org/>

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

Yes:  Somewhat:  No:

Description: Written clearly and concisely, using this form.

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: Written clearly and concisely, using this form. Will translate 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: Will provide in alternative format if requested/necessary.

**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: Sought input: Superintendent Woolridgge sought public input at 8/18/21 Board meeting. .  
Public input always welcomed at Board meetings as this is discussed. Website message sent/posted seeking input.

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: Posted request for input on website, and input always welcome at school board meetings when this is discussed.

- b. Families (please check one):  
 Yes:       Somewhat:       No:

Description: Posted request for input on website, and input always welcome at school board meetings when this is discussed.

- c. School and district administrators, including special education administrators (please check one):  
 Yes:       Somewhat:       No:

Description: Meetings held with school and disuctric administrators or input into the development of plan for use of ESSER funds.

- d. Teachers, principals, school leaders, other educators, school staff, and their unions (please check one):  
 Yes:       Somewhat:       No:

Description: Meetings held with principals for input into the development of plan for use of ESSER funds.

- e. Tribes, if applicable (please check one):  
 Yes:       Somewhat:       No:

Description: N/A

- f. Civil rights organizations, including disability rights organizations (please check one):  
 Yes:       Somewhat:       No:

Description: Posted request for input on website, and input always welcome at school board meetings when this is discussed.

- 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: Posted request for input on website, and input always welcome at school board meetings when this is discussed.

- h. Community-based organizations, including partnerships to promote access to before and after-school programming (please check one):  
 Yes:       Somewhat:       No:

Description: Posted request for input on website, and input always welcome at school board meetings when this is discussed.

- 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: Posted request for input on website, and input always welcome at school board meetings when this is discussed.

**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: It was decided to not use ARP ESSER funds to implement prevention and mitigation strategies since these were addressed in with previous ESSER funding.

**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: We will use MAP and SAS data to identify student learning loss.

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: Summer learning, after school tutoring with busing provided, hiring of interventionists, hiring of instructional coaches.

Description during SY22-23: After school tutoring with busing provided, hiring of interventionists, hiring of instructional coaches.

Description during SY23-24: not yet determined

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: After school tutoring by teachers who will receive stipends; academic interventions

- 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: Graduate courses offered on-site; pathways chosen by teachers

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

Description: LEA will share assessment data/results as evidence of effectiveness of interventions employed.

**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: SEL program/consulting; ELO van driver/teacher stipends; library books and books for at home; PT COVID grant manager; PT COVID grant accountant

Description during SY22-23: SEL program/consulting; ELO van driver/teacher stipends; PT COVID grant manager; PT COVID grant accountant

Description during SY23-24: ELO van driver/teacher stipends; PT COVID grant manager; PT COVID grant accountant

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: 21-22 and 22-23: Intervention during the day; after school tutoring with bus transportation provided. 23-24: intervention during the day

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: Public thanks given and wellness resources provided.

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: Remote learner liaison in place; training for use of technology offered to families; seek input from families as plan to start school made and grants written.

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: \$313,726.00

Percentage: 24.7%

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:

Social/Emotional Behavioral Consulting contract and stipends for training for four paras as Registered Behavioral Technicians

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

Amount: \$98,183.75

Percentage: 7.7%

Description, including funds used to support learner obtainment of industry-recognized credentials:  
Extended Learning Opportunity (ELO) Van Driver and Stipends for teachers doing the ELO work

- 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: Student opportunity to gain access through 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: SEL training, mental health activities for all, after school tutoring with bus provided; Hiring of additional faculty to support academic intervention; SEL behavior contract; Books provided to support reading at home.

**VIII. Authorization**

LEA Superintendent's Signature:

*Ma Nisiah*

Date:

8-20-2021