

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/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: | <u>Hollis</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>259</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>41</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>3/8/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Andrew Corey</u> | |
| 6) Email & Telephone: | <u>andrew.corev@sau41.org; 603-324-5999</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:

Yes - Description Required

Description:

The plan was made available on the district website: www.sau41.org

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

Yes - Description Required

Description:

The plan was intentionally developed in a manner that made it easy to understand and followed a uniform format. Information was shared orally at Board meetings and in text format electronically. In addition, the Superintendent has provided status updates at monthly Board meetings during correspondence.

- 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:

The plan is written in language that makes it easy to understand. Common language was used. For ease of access, the plan is displayed on the SAU41 website which is ADA compliant.

- 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:

The plan is available on the SAU website, which is fully compliant with all requirements of the Americans with Disabilities Act. Translation services are available upon request and via Google Translate.

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:

All stakeholders were offered a variety of opportunities to provide input into the development of the plan. The feedback was considered when developing the plan. Feedback continues to be accepted daily and informs the Superintendent's decisions for any potential changes.

- 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:

All stakeholders were offered a variety of opportunities to provide input into the development of the plan. The feedback was considered when developing the plan. Feedback continues to be accepted daily and informs the Superintendent's decisions for any potential changes. A survey was sent out to families and public input was accepted at Board meetings.

- 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:

Students were engaged via assessments, SEL referrals, and direct communication.

i) Number of total responses: There were multiple responses received.

ii) Uses consulted on: Discussions include summer RTI and behavior twice monthly during stakeholder meetings.

iii) Description of feedback received: We received feedback on summer RTI and behavior intervention.

Please indicate how consultation was:

2) Inclusive: There is equal opportunity for referrals.

3) Widely advertised and available: It was available based on referrals and voluntary via direct communication.

4) Ongoing: The work and consultation continues to take place in the schools.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families were engaged via public Board meetings, email, phone calls, and family surveys.

i) Number of total responses: There were 11 survey responses.

ii) Uses consulted on: Any potential learning loss and SEL needs are discussed twice monthly during stakeholder meetings.

iii) Description of feedback received: There was a desire to address any potential learning loss identified and SEL needs.

Please indicate how consultation was:

2) Inclusive: The survey was sent to all families and the Board meetings are publicly held meetings.

3) Widely advertised and available: The survey was sent out to all families, and the Board meetings are posted publicly on the website and on the school

4) Ongoing: Yes, the public input is always welcome.

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

Yes - Description Required

1) Description:

Administrators were engaged via the Leadership retreat, regular biweekly leadership team meetings, and individual administrator meetings.

i) Number of total responses: There were multiple responses received.

ii) Uses consulted on: Discussions of potential learning loss identified and SEL needs twice monthly at stakeholder meetings.

iii) Description of feedback received: There was a desire to address any potential learning loss identified and SEL needs.

Please indicate how consultation was:

2) **Inclusive:** All administrators are given a voice

3) **Widely advertised and available:** The administrative team is required to attend the meetings.

4) **Ongoing:** Yes, there are stakeholder meetings held twice a month.

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

Yes - Description Required

1) Description:

Teachers were engaged via PLCs, open discussion, and regular union leadership meetings and negotiations with SAU41 leadership.

i) Number of total responses: There were multiple responses received.

ii) Uses consulted on: Any potential learning loss identified and SEL needs were discussed and feedback is received as often as weekly.

iii) Description of feedback received: Any potential learning loss identified and SEL needs were discussed and feedback is received as often as weekly.

Please indicate how consultation was:

2) **Inclusive:** All administrators are given a voice

3) **Widely advertised and available:** Uses are widely advertised and available to all educators.

4) **Ongoing:** Yes, feedback is received as often as weekly.

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

Yes - Description Required

1) Description:

N/A

i) Number of total responses: N/A

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) **Inclusive:** N/A

3) **Widely advertised and available:** N/A

4) **Ongoing:** N/A

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

Yes - Description Required

1) Description:

Civil rights organizations were engaged via the Superintendent's DEI committee and the SAU41 Parent Partnership group.

i) Number of total responses: There were multiple responses received.

ii) Uses consulted on: Any potential learning loss identified and SEL needs are discussed during meetings of the respective groups.

iii) Description of feedback received: There is a desire to address any identified learning loss and SEL.

Please indicate how consultation was:

2) **Inclusive:** Use plan is available to the public.

3) **Widely advertised and available:** Publicized on the web site.

4) **Ongoing:** Yes, as often as the meeting of the respective groups would like.

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:

This subgroup was engaged via surveys, open discussion, and regular union leadership meetings and negotiations with SAU41 leadership.

i) Number of total responses: There were multiple responses received.

ii) Uses consulted on: Any potential learning loss identified and SEL needs are discussed regularly as often as weekly.

iii) Description of feedback received: There is a desire to address any identified learning loss and SEL.

Please indicate how consultation was:

2) Inclusive: Use plan is available to all.

3) Widely advertised and available: Yes, it is publicized on the web site.

4) Ongoing: Yes, feedback is received as often as weekly.

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

Yes - Description Required

1) Description:

Discussions were held with our before and after school programs

i) Number of total responses: There were multiple responses received.

ii) Uses consulted on: Any potential learning loss identified and SEL needs are discussed regularly as often as weekly.

iii) Description of feedback received: Feedback is verbally directed at observed changes in behavioral trends.

Please indicate how consultation was:

2) Inclusive: Plan is available to all program directors.

3) Widely advertised and available: Plan is open to conversation at any point and is available on our website.

4) Ongoing: Yes, feedback is received as often as weekly.

- 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 - Description Required

1) Description:

Meetings were held with local private preschool officials.

i) Number of total responses: There were multiple responses received.

ii) Uses consulted on: Changes in behaviors were noticed when completing transition meetings.

iii) Description of feedback received: There were concerns identified with changes in overserved behaviors.

Please indicate how consultation was:

2) Inclusive: Available to any group transitioning to the schools.

3) Widely advertised and available: Available during transition meetings that are specific to a program or a students.

4) Ongoing: They occur as often as transition meetings are held.

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:

No ESSER funds have been planned for this purpose.

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:

ESSER funds have been designated for learning loss via Learning Academies and reducing class size.

- 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:

ESSER funds have been designated for learning loss via Learning Academies and reducing class size.

Description During SY 2022-2023:

ESSER funds have been designated for learning loss via Learning Academies and reducing class size.

Description During SY 2023-2024:

ESSER funds have been designated for learning loss but the methodology will be revised based on analyzed data.

- 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:

This will take place during the summer months.

- 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):

No

Description:

N/A

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

Description:

Normed assessments such as Aimsweb Plus, NHSAS, and other local assessments such as DRA and running records, and local anecdotal feedback from teachers and counselors.

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(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):

Description During SY 2021-2022:

No funds remain

Description During SY 2022-2023:

No funds remain

Description During SY 2023-2024:

No funds remain

- 2) After accounting for the funds reserved under section 2001(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):

- a. Providing individualized instruction:

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

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

Description of all SYs - 2021 to 2024:

N/A

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

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

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

Description of all SYs - 2021 to 2024:

N/A

- c. Improving family engagement:

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

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

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: \$0

Percentage: 0%

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:

All funds will be utilized to support the reverse impact of lost instructional time.

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:

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): No

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:

Data collected at quarterly early release sessions will be reviewed and analyzed.

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:

N/A

Specific Use Category <i>*User May Define Career Selection Prior to Assigning Capacity</i>	General Use Category <i>*May Select Same General Use Category in Multiple Rows Depending upon Specific Use. May Define Career Selection Prior to Assigning Capacity</i>	Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections Per Use May Be Selected by Code. To Clear Selection, Highlight Cell and Enter "Blank"</i>	Learning Level: Y/N <i>*At least 20% of an LEA's Total Allocation Must be Reported</i>	Detailed Use Description <i>*Written Description, Including "Who" Response (A, B, C) and "Vendor" if Applicable</i>	Implementation Timeline - Please Select All that Apply				Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER Allocation (as of 10/31/2022)	Total ARP ESSER Allocation (through To Date as of 10/31/2022)	Baseline Data SY 2020 to 2021 - For Reference - Parameters Only									
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024					LEA Enrollment *October 2021 Data Prepared*	% Participation Math Assessment	% Participation Science Assessment	% Participation ELA Assessment	Average Rely Attendance	4-Year Adjusted Coast Graduation Rate	In-School Suspension	Expulsion	Instances of Redeem Harassment	
Other Allowed Uses - Specify in Detailed Use Description	Meeting Student Academic Needs	*Please Select From the Following. May Select Multiple Categories -- % Proficient in ELA Assessment, % Proficient in Math Assessment	Yes - Description Required	Decrease class size to increase targeted tier 1 instruction	No	Yes	Yes	No	\$ 68,373.17	\$ 25,790.44	\$ 68,373.17	\$ 23,631.66	613	91	96	90	97%	0%	0	0	0	0

X. Authorization

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

ESSER@doe.nh.gov

[Redacted Signature Area]

Approver Signature - Superintendent / Head of School

Andrew Corey

Printed Name - Superintendent / Head of School

3/8/2022

Date

[Redacted Date Area]

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.