

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 1/13/2023.

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: Hollis → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 259 → Autopopulates upon Selection
- 3) SAU Number: 41 → Autopopulates upon Selection
- 4) Date of Publication: 12/21/2022
- 5) Approver Name -
(Superintendent / Head of School): Andrew Corey
- 6) Email & Telephone: andrew.corey@sau41.org; (603) 324-5999

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:

Yes, the plan was made available on the District website: <https://www.sau41.org/>. There is a link "ESSER FUNDING" on this page that links you to all of the reports: <https://www.sau41.org/Content2/350>

- 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 PDF 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 and can be translated into many different languages. If community members have a question, they can reach out to the SAU Administration for additional support.

- 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. The plan may be requested from the SAU office in an alternative format to meet individual needs.

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. At the Hollis School District Annual Meeting in March 2021, the community discussed and approved Warrant Article 7, which accepted the provisions of RSA 189:20-b, authorizing the District to accept unanticipated state, federal, governmental, or private funds made available to the District during the course of the year. The Warrant had been posted in the newspaper, each school building, and the SAU building for all community members to review and inquire. Finally, a family and staff survey was sent out to accept feedback and input into the proposed use of funds in January 2022.

- 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.

ii) Uses consulted on: Groups were consulted twice monthly during stakeholder meetings.

iii) Description of feedback received: The following ideas were identified: summer RTI and behavior interventions.

Please indicate how consultation was:

2) Inclusive: There is an equal opportunity for referrals.

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

4) Ongoing: The work/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: Seventeen (17) survey responses were received.

ii) Uses consulted on: Families were consulted 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 public 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 buildings' doors.

4) Ongoing: Public input is always welcome.

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

Yes - Description Required

1) Description:

The Hollis School District has twice-monthly meetings with school and SAU senior administrators. The survey was sent out to the entire District, including administrative staff.

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

Groups were consulted twice monthly during stakeholder meetings.ii) Uses consulted on:

iii) Description of feedback received: The following ideas were identified: identified learning loss 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: There are twice monthly stakeholder meetings.

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.

ii) Uses consulted on: Feedback is received as often as weekly

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 educators are given a voice.

3) Widely advertised and available: The feedback opportunity is available to all educators.

4) Ongoing: 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.

ii) Uses consulted on: Groups we consulted during meetings of the respective groups.

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

Please indicate how consultation was:

2) Inclusive: The consultation was available to the public.

3) Widely advertised and available: The consultation was publicized on the web.

4) Ongoing: The feedback was received as often as the meeting of the respective groups.

- 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 numerous responses.

ii) Uses consulted on: This group was consulted 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: This consultation opportunity was available to all.

3) Widely advertised and available: The consultation was publicized on the web and made known during team meetings.

4) Ongoing: Feedback was 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 responses provided with every opportunity.

ii) Uses consulted on: The groups were consulted annually when reviewing annual contract.

iii) Description of feedback received: The feedback was focused on identified behavioral needs.

Please indicate how consultation was:

2) Inclusive: The consultation was available to program directors.

3) Widely advertised and available: The consultation was available at any point but no less than annually.

4) Ongoing: We are open to conversation at any point throughout the year.

- 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 pre-school officials.

i) Number of total responses: There were a couple of responses.

ii) Uses consulted on: This group was consulted when completing transition meetings.

iii) Description of feedback received: concerns were identified around changes in behaviors.

Please indicate how consultation was:

2) Inclusive: This opportunity was available to any group transitioning to the schools.

3) Widely advertised and available: This opportunity was available during transition meetings that are specific to a program or a student.

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

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

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(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.