

## 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: Inter-Lakes School District
2. Date of Publication: August 23, 2021
3. Contact Name and Title: Mary A. Moriarty, Superintendent of Schools
4. Email and Telephone: mary.moriarty@interlakes.org

### II. Transparency and Accessibility

1. This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

**Description:** [www.interlakes.org](http://www.interlakes.org) and [www.interlakes.org/sau2/home](http://www.interlakes.org/sau2/home)

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

Yes:       Somewhat:       No:

**Description:** The School District utilized the template as provided by the New Hampshire Department of Education.

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:** Posted on the website where the Plan is accessible is the following statement: Please contact the Superintendent’s Office at (603) 279 – 7947 if you need assistance in translating or accessing the Inter-Lakes School District ARP ESSER Plan.

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:** Posted on the website where the Plan is accessible is the following statement: Please contact the Superintendent’s Office at (603) 279 – 7947 if you need assistance in translating or accessing the Inter-Lakes School District ARP ESSER Plan.

### III. Stakeholder Engagement

1. How the LEA will provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account:

**Description:** The proposed use of funds has been discussed at public Inter-Lakes School Board meetings. The public was informed of these discussions through published/posted School Board meeting agendas. The public has the opportunity to provide public comment during public School Board meetings and has the opportunity to attend and participate either in person or virtually.

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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:** See response to Question 1. in this section.

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- b. Families (please check one):

Yes:       Somewhat:       No:

**Description:** See response to Question 1. in this section.

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

Yes:       Somewhat:       No:

**Description:** School and District administrators worked collaboratively to develop a proposal to bring to the School Board for approval. This includes the Director of Student Services who provides oversight of Special Education.

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

Yes:       Somewhat:       No:

**Description:** School Principals were involved in the Plan to utilize funds. Additionally, see response to Question 1 in this section.

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- e. Tribes, if applicable (please check one):

Yes:       Somewhat:       No:

**Description:** See response to Question 1 in this section.

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

Yes:       Somewhat:       No:

**Description:** See response to Question 1 in this section.

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- 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:** School and District administration with oversight 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 were involved in the Plan development. Additionally, see response to question 1 in this section.

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

Yes:

Somewhat:

No:

**Description:** See response to Question 1 in this section.

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- 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:** See response to Question 1 in this section.

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#### 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:** The School District is utilizing \$378,935 (31%) of the current allocation of \$1,217,873 to fund Class Size Reduction Teachers (4 Teachers). This supports mitigation by allowing class sizes to be lowered which allows for greater physical distancing within the classroom space and if needed, small cohorts. This effort is in alignment with the CDC guidance. Additionally, proposed for approval at the August 24 School Board meeting are HVAC upgrades for three (3) interior classroom to improve air quality, and the purchase of portable air quality units for large group spaces. Remaining funds are earmarked for HVAC improvements; this effort will be throughout the grant allocation period. Air quality improvements are in alignment with the CDC recommendations.

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#### 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:
- Students who did not consistently participate in remote instruction when offered during school building closures;
  - Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
  - Students most at-risk of dropping out of school.

**Description during SY21-22:** The Inter-Lakes School District has the benefit of being a small school district with a personalized approach to learning. Educators consistently use academic, attendance, and behavior data to address individual student needs. Classroom Teachers, Special Education Teachers, Guidance, Support Staff and Administration work collaboratively to identify needs, develop plans to meet needs, implement plans and monitor progress.

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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:** The School District will utilize funds to provide Class Size Reduction Teachers. This effort is twofold, it provides for smaller class sizes to allow for greater physical distance and smaller cohorts, as needed, and it addresses concerns related to learning loss due to the pandemic as well as social emotional

needs. Reduced class sizes provide for more direct instruction and attention from the classroom teacher; addresses social emotional needs by having a lower student to teacher ratio; allows for more individualized and tailored learning opportunities; overall better supports the learner on all levels - Social Emotional Learning and Academic Learning. As we approach recovery from the pandemic smaller class sizes allow for the necessary healing and academic gains to be made. Evidence-based research on reducing class sizes as an effective intervention can be found at <https://classsizematters.org/research-and-links/>. Additionally, this school year (21/22) a number of children will be transitioning from a virtual school experience last school year to in person experience, smaller class sizes will assist with this transition. Last school year (20/21), Academic Interventionists at Inter-Lakes Elementary School were transitioned to Classroom Teachers either in person or virtually. The additional Classroom Teachers supported by ARPA ESSER funds allows the Academic Interventionists roles to be reestablished which will provide for academic intervention beyond the classroom to take place.

The School District has also identified a need for an additional Elementary Special Education Teacher to address learning gaps. ARPA ESSER funds are being used to fund this additional Special Education Teacher. At the high school level, providing increased mathematics time for incoming freshman students was identified as a need. ARPA ESSER funds are being used to fund an additional freshman Mathematics Teacher for the 21/22 school year.

**Description during SY22-23:** No funds are planned for 22-23 at this time.

**Description during SY23-24:** No funds are planned for 23-24 at this time.

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:** Last school year (20/21), Academic Interventionists at Inter-Lakes Elementary School were transitioned to Classroom Teachers either in person or virtually. The additional Classroom Size Reduction Teachers supported by ARPA ESSER funds allows the Academic Interventionists roles to be reestablished which will provide for academic intervention beyond the classroom to take place.

- 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:** No ARP ESSER funds are planned for teacher-directed professional development at this time

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

**Description:** Each School maintains data on student learning achievement. An analysis of this data will provide evidence on the effectiveness of the Plan's impact on learning loss.

## **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:** - A full breakdown of the current approved ARPA Funds is listed as follows (percent is based on current allocation of \$1,217,873): Elementary Class Size Reduction Teachers (4.0 FTE) - \$378,935 (31%); Special Education Teacher (1.0 FTE) - \$135,005 (11%); High School Mathematics Teacher (1.0 FTE) - \$61,821 (5%); Guidance Counselor (0.333 FTE); and Reserved for HVAC projects - \$212,672 (17%).

Proposed to the School Board for August 24 – Special Education Expenses - \$130,000 (11%); Part-Time School Nurse - \$75,000 (6%); HVAC upgrade three (3) interior classrooms - \$57,100 (5%); Software (learning tools) - \$30,000; Air Quality Portable Units for Larger Spaces - \$30,000 (2%); Additional Cafeteria Furnishing (physical distancing) - \$20,000; and Chromebooks - \$10,000 (1%).

**Description during SY22-23:** No ARPA ESSER funds at this time are planned for SY 22-23.

**Description during SY23-24:** No ARPA ESSER funds at this time are planned for SY 23-24.

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: <b>X</b>	Somewhat:	No:
During SY22-23 (check one):	Yes:	Somewhat:	No: <b>X</b>
During SY23-24 (check one):	Yes:	Somewhat:	No: <b>X</b>

**Description of all SYs:** The additional 6.333 FTE of Educational Staff added for the 21/22 school year increases the ability to provide more individualized and direct instruction. No ARPA ESSER funds at this time are planned for SY 22/23 and SY 23/24.

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

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

**Description of all SYs:** Although no ARPA ESSER funds are allocated for educator fatigue, indirectly the addition of 6.333 FTE of Educational Staff provides more support which has benefits for students and teachers.

c. Improving family engagement:

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

**Description of all SYs:** Although no ARPA ESSER funds are allocated for family engagement, indirectly the addition of 6.333 FTE of Educational Staff provides more support which has benefits for Students and their Families.

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:** School and District Administrators worked collaboratively to develop a proposal based on needs; this proposal was presented to the School Board for approval. Administrators involved in the development include the following positions Building Principals, Assistant Principals, Director of Student Services, Curriculum Coordinator, Director of Technology, Guidance Director, Facilities Director, Human Resource Director, Assistant Superintendent and Superintendent. It is a collective School District Plan with amounts and percentages previously shared in Section VI 1. of this document.

**Percentage:** \_\_\_\_\_

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: Learning and social emotional needs of students drove the development and prioritization of the plan.

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

**Amount:** No ARPA ESSER funds are allocated to address Career and Technical Education.

**Percentage:** N/A

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

No ARPA ESSER funds are allocated to support learner obtainment of industry-recognized credentials.

- 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: No ARPA ESSER funds are allocated 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.

## 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: Inter-Lakes School District has the benefit of being a small school district with a personalized approach to learning. Educators consistently use academic, attendance, and behavior data to address individual student needs in the areas of academic, social emotional and mental health. Classroom Teachers, Special Education Teachers, Guidance, Support Staff and Administration work collaboratively to identify needs, develop plans to meet needs, implement plans and monitor progress.

## VIII. Authorization

LEA Superintendent's Signature:

Mary A. Moriarty

Date

August 23, 2021

## VIII. Appendices

### Appendix A. ARPA Statutory Excerpt

(e) *USES OF FUNDS.*—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 ([20 U.S.C. 6311\(b\)\(2\)\(B\)\(xi\)](#)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

*(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.*

*(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.*

*(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.*

## **Appendix B. Interim Final Requirements of ARP ESSER Excerpt**

### *(2) LEA ARP ESSER Plan.*

*(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—*

*(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;*

*(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;*

*(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and*

*(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.*

*(b) In developing its ARP ESSER plan, an LEA must—*

*(i) Engage in meaningful consultation—*

*(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and*

*(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and*

*(ii) Provide the public the opportunity to provide input and take such input into account.*

*(c) An LEA's ARP ESSER plan must be—*

*(i) In an understandable and uniform format;*

*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and*

*(iv) Be made publicly available on the LEA's website.*