

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: Lempster School District
2. Date of Publication: July 17, 2021
3. Contact Name and Title: Jim Lewis, Superintendent
4. Email and Telephone: JLewis@SAU71.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.SAU71.org

2. The plan is in an understandable and uniform format (please check one):
 Yes: Somewhat: No:

Description: Clear description of project goals and rationale

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: Simple standard language similar to language used in weekly newsletter

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: Printed copy or a recording can be provided

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: A weekly newsletter to all parents with contact email addresses provides an avenue for parents to offer suggestions.

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: When school is in session staff solicited feedback. We also solicited feedback during summer school

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

Description: Weekly newsletter encourages parent feedback in all areas

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

Description: Administrators were part of the initiation of ideas and creation of plan

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

Description: staff newsletter and face-to-face staff meetings provide opportunity for feedback

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

Description: Not applicable

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

Description: Available on the district's website

- 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: Available on the district's website and weekly newsletter

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

Description: Available on the district's website and weekly newsletter

- 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: Available on the district's website and weekly newsletter

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: See description attached

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: See description attached

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: Social and extended learning opportunities beyond Special Education ESY

Description during SY22-23: Social and extended learning opportunities beyond Special Education ESY, with focus areas determined by yearly data collected

Description during SY23-24: Social and extended learning opportunities beyond Special Education ESY, with focus areas determined by yearly data collected

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: Providing stipends for teachers to visit homes or provide additional online/in-person instruction.

- 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: Teachers are encourage to seek individual-interested PD via online or in-person offerings.

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

Description: Data will be collected at the beginning of the year, analyzed and compared to previous years' data and periodic assessments throughout the year.

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: Promotion of the school's preschool program and offering support to students who need additional academic instruction and social skills.

Description during SY22-23: Further promotion of the school's preschool program and offering support to students who need additional academic instruction and social skills.

Description during SY23-24: Further promotion of the school's preschool program and offering support to students who need additional academic instruction and social skills.

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: With an additional teacher, and a reliable school needs can be met for student who have experienced learning loss.

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

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: With an additional teacher and reliable schooling needs can be met for student who have experienced learning loss.

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: With an additional funding the school will have more opportunities to provide activities that promote learning achievement by inviting families to the school to demonstrate success

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: \$8,000

Percentage: 4%

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:
Student social skills achievement and academic performance will be the methodology to determine fund focus areas.

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

Amount: ZERO

Percentage: ZERO

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

We are a k-8 school and focusing on high school preparation

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: Additonsl teacher wil be able to provide addiitonal curses and academic support.

Course not available via teachers or VR, will be provided via online opportunities or other offerings.

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: See attachment detailing the needs of the school to provide support to all students.

VIII. Authorization

LEA Superintendent's Signature:



Date:

Aug. 6, 2021