

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/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) School District / Charter School Name: | <u>Londonderry</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>319</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>12</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>3/9/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Scott Laliberte - Superintendent</u> | |
| 6) Email & Telephone: | <u>slaliberte@londonderry.org 432-6920 x1109</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:

https://p10cdn4static.sharpschool.com/UserFiles/Servers/Server_123349/File/Information/COVID-19/Use%20of%20Funds%20Plan--Londonderry.pdf

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

Yes - Description Required

Description:

The District deployed the template distributed by the NHDoe in our format. We also included a second link to a spreadsheet that is updated periodically with exact expenditure amounts.

- 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:

Language is consistent with that included in the NHDoe Template.

- 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:

Alternative forms available upon request to the Office of the Superintendent or Pupil Services Department.

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:

The LEA collects public input on an ongoing basis through public input sessions at every School Board meeting, through email during off meeting times, and where appropriate through standing subcommittees centered around public contributions to school programming within the district.

- 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:

Once collected, public input is used by district and building administrators to prioritize and develop potential projects within the district.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
a. Students (please choose one):

Somewhat - Description Required

1) Description:

The district collects student input through existing groups such as Student government or student voice groups already in place. That feedback is channeled through administrative teams to the appropriate personnel for consideration and application.

i) Number of total responses:

N/A

ii) Uses consulted on:

Learning loss and health/mitigation strategies

iii) Description of feedback received

Feedback is focused on specific issues of concern to the student groups, age groups, or specific buildings. Most frequently student feedback is in reference to specific operational details that impact students' daily lives.

Please indicate how consultation was:

2) Inclusive: Student feedback is invited of all members of each school community.

3) Widely advertised and available:

Meetings are posted within school buildings during times and in locations that are accessible to students of a give age and conducted in a developmentally appropriate manner.

4) Ongoing:

These groups are standing committees and organizations, and as such meet on a recurring basis.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Family feedback is solicited in the same manner as the feedback of the general public, with the added acces of existing groups such as the PTA and the Community Curriculum Committee.

i) Number of total responses:

N/A

ii) Uses consulted on:

Learning loss, school safety and mitigation strategies.

iii) Description of feedback received:

Written and verbal.

Please indicate how consultation was:

2) Inclusive: All parents in the school community are encouraged to provide pertienet feedback.

3) Widely advertised and available:

Public announcements, emails, meeting agendas.

4) Ongoing:

Feedback mechanisms are ongoing, and are unconstrained by time or schedule.

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

Yes - Description Required

1) Description:

Regular school district and building level team meetings focus on the district response to both mitigation strategies and the recovery of learning loss. Facilities priorities are centered around existing groups that work in more focused priorities such a facilities improvement, such as facilities p[lanning groups, and safety committees .

- i) Number of total responses: N/A*
ii) Uses consulted on: Project identification, structure and design.
iii) Description of feedback received: Planning documents, budget development and prioritization.

Please indicate how consultation was:

2) Inclusive: All appropriate staff is engaged in the process, and in particular Pupil Services in order to ensure that all projects are inclusive of students and staff in need of supports.

3) Widely advertised and available: Scheduling software, websites, Outlook scheduling.

4) Ongoing: All committees and groups engaged in this process are composed of district employees working on an ongoing basis.

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

Yes - Description Required

1) Description:

Many of the staff identified in the previous descriptor are also included in this response, as the groups identified are inclusinve of a wide variety of school staff. Additionally, staff members are included through regularly scheduled staff meetings, team meetings, and specific projects targeted at safety or learning loss.

- i) Number of total responses: N/A*
ii) Uses consulted on: Learning loss, mitigation
iii) Description of feedback received: Specific projects or objectives regarding school operations, academic supports, safety or health guidance or facilities alterations.

Please indicate how consultation was:

2) Inclusive: All appropriate staff is engaged in the process, and in particular Pupil Services in order to ensure that all projects are inclusive of students and staff in need of supports.

3) Widely advertised and available: Scheduling software, websites, Outlook scheduling.

4) Ongoing: All committees and groups engaged in this process are composed of district employees working on an ongoing basis.

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

No

1) Description:

- i) Number of total responses:*
ii) Uses consulted on:
iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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

Somewhat - Description Required

1) Description:

These groups are represented through our Pupil Services department.

- i) Number of total responses: N/A*
- ii) Uses consulted on: All*
- iii) Description of feedback received: Please see below for further information.*

Please indicate how consultation was:

2) Inclusive: These organizations are intended to ensure a full range of representation by their very nature. As such, they are inclusive.

3) Widely advertised and available: Scheduling software, websites, Outlook scheduling.

4) Ongoing: Regularly scheduled systems of collaboration in placwithint he district and meeting on an ongoing basis.

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):

Somewhat - Description Required

1) Description:

These groups are represented through our Pupil Services department.

- i) Number of total responses: N/A*
- ii) Uses consulted on: All*
- iii) Description of feedback received: Please see below for further information.*

Please indicate how consultation was:

2) Inclusive: These organizations are intended to ensure a full range of representation by their very nature. As such, they are inclusive.

3) Widely advertised and available: Scheduling software, websites, Outlook scheduling.

4) Ongoing: Regularly scheduled systems of collaboration in placwithint he district and meeting on an ongoing basis.

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

No

1) Description:

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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):

No

1) Description:

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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:

The District Reopening Plan was updated twice during the 2021-2022 School Year in order to reflect changes in both CDC and NHDPHS guidance relative to the status of community spread and health in existence during that time. The district maintains a full body of information regarding this status and any applicable changes on a website that is tabbed off of the main district site.
https://www.londonderry.org/c_o_v_i_d-19_info.

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:

The LEA maintains a system of formative assessment using a combination of existing classroom evaluations that are standardized across grade level in elementary and middle grades, as well as the deployment of the iReady evaluation and instructional system. This allows us to set growth targets and identify areas of need for remediation and competency recovery. Because many of these resources are virtual in nature, we have been able to apply them to students who were not able to access in-person instruction as well as those who did not participate, or did so unsuccessfully. In older students, the LEA has relied upon interventionists and guidance staff to contact individual students and their families relative to planning for a more successful academic strategy. We also maintain the use of both an adult and alternative education program at LHS, as well as active partnerships with VLACS and HiSet programs for those students in need of an alternative learning program.

- 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:

The District focused resources on expanding our capacity to offer ancillary materials and extended learning time to the school day / year. This included virtual resources and materials, after school hours tutoring and academic support, summer skills recovery and enrichment in mathematics and reading, as well as technology to deliver instruction to students unable to attend school for shorter periods of time during the school year.

Description During SY 2022-2023:

With a return to full in person learning for the duration of the school year, the LEA has been able to focus our attention on the assessment and intervention of skills deficiencies through the reorganization and redeployment of RTI resources, tutoring help, and a robust program of summer skills development in math and reading skills in grades 1-8. High school students will continue to have expanded access to our summer school, on-line tutoring services, and ancillary materials for support.

Description During SY 2023-2024:

Looking ahead, it is our intention to continue to deploy extended day and school year academic remediation as needs are identified through our formative assessment system. This will take the form of our extended day and summer programs.

- 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:

Individual tutoring has been, and will continue to be available through both extended day and summer academic support programming. Funds provide for payment to teachers for both programs. For those students in need of school-day based tutoring, the LEA is providing access to on-line tutoring through a private agency.

- 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):

Yes - Description Required

Description:

The development of teacher directed professional development has been a priority here for many years, and has only increased in deployment in the past two years. Topics for teacher choices include updated instructional development deployment, instructional strategies for skill-specific learning loss and RTI services, as well as alternative delivery strategies that allow students to exhibit their learning in a variety of modes or methods, in order to more successfully accommodate personalized competency development.

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

Description:

Evidence of the effectiveness of learning loss interventions is a key component to our system of formative assessment, and as such is an ongoing focus of our work by team and building in PLC groups. As such no new or different elements are needed in order to measure student growth or skills development.

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(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 SY 2021-2022:

Addressing learning gaps - operation of Summer Academy and individual tutoring, facility improvements in HVAC and sanitation, cleaning and disinfection, roofing and sanitation, professional development and strategies to address educator fatigue.

Description During SY 2022-2023:

Addressing learning gaps - operation of Summer Academy and individual tutoring, facility improvements in HVAC and sanitation, cleaning and disinfection, roofing and sanitation, professional development and strategies to address educator fatigue.

Description During SY 2023-2024:

Addressing learning gaps - operation of Summer Academy and individual tutoring, facility improvements in HVAC and sanitation, cleaning and disinfection, roofing and sanitation, professional development and strategies to address educator fatigue.

- 2) 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):

- a. Providing individualized instruction:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

Individualized tutoring and skills remediation, on-line tutoring support, summer skills development.

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

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

Staffing to reduce class size, professional development programming and support services to address emotional needs of staff.

- c. Improving family engagement:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

Community task force for reopening plan, Individual family consultation for remedial services planning.

- 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: \$ 3,401,702.65

Percentage: 100.00%

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:

Allocation based upon needs assessment, constituent and staff feedback, appraisal of facilities capacity and sanitation requirement, and student needs.



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

Amount: \$ -

Percentage: 0.00%

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

Specific Use Category <i>*User May Delete Current Selection Prior to Assigning Inputs</i>	General Use Category <i>*May Select Same General Use Category in Multiple Rows Depending upon Specific Uses; May Delete Current Selection Prior to Assigning Inputs</i>	Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections Per Use May Be Selected by Cell; To Clear Selection, Highlight Cell and Enter "Delete"</i>	Learning Loss- Y/N <i>*At least 20% of an LEA's Total Allocation Summarily Required</i>	Detailed Use Description <i>*Written Description, Including "Other" Responses (Columns A and 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 01/31/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/31/2022)
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024				
Physical Health and Safety	Other Allowed Uses	Survey Results - Student Satisfaction	No	Run challenge days at high school for staff and students to work on their primary social emotional competencies.	No	Yes	No	No	\$ 8,500.00	\$ 598.50	\$ 1,566,019.61	\$ 833,648.61
Educator Fatigue - Other Allowed Uses	Other Allowed Uses	Teacher Retention	No	Provide ongoing book clubs for staff to discuss teacher fatigue	No	Yes	No	No	\$ 5,297.60	\$ 5,297.60		
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Social, Emotional and Other Needs	Health and Safety Measurement - Specify in Detailed Use Description	Yes - Description Required	Provide ongoing student presentations in the areas of social emotional learning grade level teams.	No	Yes	No	No	\$ 7,388.56	\$ 7,388.56		
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Academic Needs	% Proficient in ELA Assessment	Yes - Description Required	Provide differentiated book clubs for groups of students to address learning loss.	No	Yes	No	No	\$ 1,158.39	\$ 1,158.39		
Teacher Stipends for Additional Instruction	Meeting Students' Social, Emotional and Other Needs	Health and Safety Measurement - Specify in Detailed Use Description	No	Additional hours for teachers to help model social emotional learning practices in other teacher classrooms.	No	Yes	No	No	\$ 1,000.00	\$ 500.00		
Universal Screening, Academic Assessments and Intervention Data Systems	Meeting Students' Academic Needs	% Proficient in ELA Assessment	Yes - Description Required	Updated assessments to track learning loss in primary grades.	No	Yes	No	No	\$ 10,000.00	\$ 913.50		
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Academic Needs	% Proficient in ELA Assessment	Yes - Description Required	Additional supplies need for struggling kindergarten students.	No	Yes	No	No	\$ 1,080.00	\$ -		
Individualized Instruction	Meeting Students' Academic Needs	Other-Please Specify in Detailed Use Description	No	Provide individual ABA services and discrete trials to an individual student in the home setting who cannot attend school due to the ongoing pandemic per his medical team.	No	Yes	No	No	\$ 5,000.00	\$ 4,285.65		
Physical Health and Safety	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Health and Safety Measurement - Specify in Detailed Use Description	No	Health and safety supplies, including supplies for Covid testing in schools.	No	Yes	No	No	\$ 20,000.00	\$ 758.36		
Individualized Instruction	Meeting Students' Academic Needs	Other-Please Specify in Detailed Use Description	Yes - Description Required	Provide additional reading tutoring due to remote learning.	No	Yes	No	No	\$ 20,000.00	\$ 2,684.11		
Hiring and Retention - Noninstructional Staff	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Health and Safety Measurement - Specify in Detailed Use Description	No	Hire 1.0 FTE nurse to work with SASS program to do surveillance and rapid symptomatic testing, clearing of positive cases and household contacts and data collection.	No	Yes	No	No	\$ 55,000.00	\$ -		
Physical Health and Safety	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Health and Safety Measurement - Specify in Detailed Use Description	No	Upgrade to touchless faucets and auto flush units in bathrooms to reduce the risk of virus transmission and exposure to environmental health hazards.	No	Yes	No	No	\$ 176,250.00	\$ 56,793.60		
Physical Health and Safety	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Health and Safety Measurement - Specify in Detailed Use Description	No	Replace HVAC unit from 1974 to provide more fresh air and better control heat, ventilation, and air condition HS cafeteria.	No	Yes	No	No	\$ 87,861.00	\$ 87,861.00		
Physical Health and Safety	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Other-Please Specify in Detailed Use Description	No	Purchase lap desks to turn a multipurpose room into a classroom for social distancing.	No	Yes	No	No	\$ 1,000.00	\$ 1,000.00		
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Academic Needs	% Proficient in Math Assessment	Yes - Description Required	Purchase program for students to practice math fluency skills.	No	Yes	No	No	\$ 3,295.00	\$ 3,295.00		
After-school/Out-of-school Learning and Enrichment	Meeting Students' Academic Needs	% Proficient in ELA Assessment	Yes - Description Required	Hire tutors to work with students that are in isolation or quarantine to provide them with direct and virtual instruction to support them with their school work.	No	Yes	No	No	\$ 12,000.00	\$ -		
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Academic Needs	% Proficient in Math Assessment	Yes - Description Required	Purchase supplies to support small math intervention groups.	No	Yes	No	No	\$ 5,000.00	\$ 2,251.70		
Hiring and Retention - Instructional Staff	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	% Proficient in ELA Assessment	Yes - Description Required	Additional teacher to address health and safety guidelines at K level.	No	Yes	No	No	\$ 63,445.00	\$ 21,961.71		
Physical Health and Safety	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Other-Please Specify in Detailed Use Description	No	Custodial contract for sanitizing elementary schools.	No	Yes	No	No	\$ 55,000.00	\$ -		
Hiring and Retention - Instructional Staff	Meeting Students' Academic Needs	% Proficient in Math Assessment	Yes - Description Required	Hire Math Interventionist to help students that are below grade level.	No	Yes	No	No	\$ 105,000.00	\$ 30,102.40		
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Academic Needs	% Proficient in Math Assessment	Yes - Description Required	Purchase laptops for Math Interventionist to use while performing their job for the district.	No	Yes	No	No	\$ 6,520.00	\$ 5,606.20		
Physical Health and Safety	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	Other-Please Specify in Detailed Use Description	No	Purchase UV light units for sanitizing in each school building.	No	Yes	No	No	\$ 162,000.00	\$ 162,000.00		

Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
LEA Enrollment *October 2021 Data Prepopulated	% Participation - Math Assessment	% Participation - Science Assessment	% Participation - ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment
4,143	81	69	81	95%	0%	35	0	23

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:

As has been highlighted previously, the district has developed a system of formative assessment that allows teachers and administrators to monitor the individual skill levels of students. This system is being used to form instructional groups, identify needs for individual skills remediation, identify appropriate students for summer and after school programming, and to advance opportunities for enrichment. Where our focus is upon determining the unique needs of each learner as an individual, it allows us to ensure that students who identify with any of the subgroups or qualities identified above receive the support they need either academically or socially/emotionally. Individual consultations are an integral part of our work to support students in the social/emotional challenges following the pandemic, as identified principally by either academic challenges or through reporting of parents or staff. We also monitor behavioral patterns as a means of identifying students in need of support.

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.](#)

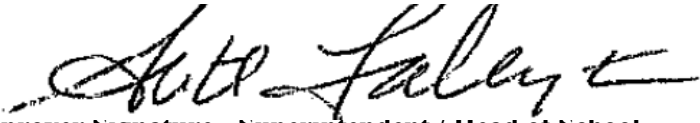
Description:

N/A

X. Authorization

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

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School

3/8/2022

Date

Scott Laliberte

Printed Name - Superintendent / Head of School

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.