

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: Madison School District
2. Date of Publication: 10.4.2021
3. Contact Name and Title: Heather Woodward, Principal
4. Email and Telephone: hwoodward@mes-nh.com

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: This form updated and available on 10.4.2021, the website madison.k12.nh.us has had a list of federal grant funding sources and uses since June 2021.

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

Description: _____

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: _____

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: _____

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: **Public Hearing was held on June 6, 2021 to accept funds and discuss uses. The website was available prior to the meeting with information. Discussion was held regarding fund uses and public comment was listened to. The meeting was properly posted online, at the meeting location, and in the local paper prior to the meeting.**

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: _____

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

Description: **The opportunity was given through the public hearing and information shared through the school newsletter.**

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

Description: **Admin meetings included grant funding as agenda topics to discuss based on needs.**

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

Description: **Survey of staff was done asking for their ideas/feedback on use of grant funding.**

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

Description: NA

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

Description: _____

- 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: **Our Director of Special Education and our school counselor provide input representing students with a variety of needs both at school and at home.**

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

Yes: Somewhat: No:

Description: We have struggled to staff a before and after school program. We have made efforts to reach out the private community center in North Conway that provides programming as well as the area high school regarding any students in the teacher prep program who may be interested. We have worked with 4-H, Tin Mt. Conservation Group, Oasis tutoring, and Green Mt. Conservation Group in the past, but due to COVID restrictions on their end and ours, we were unable to use these organizations. We continue to work with our staff to provide programming within our abilities.

- 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: There are currently no early education providers in our district. We do what we can to work with any centers our students may attend, such as Small Connections in Conway as we have made them a bus stop for families to use for before and after school care.

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 goal of the ESSER funds is to provide upgrades to our HVAC system in 2 areas of our building. Our multi-purpose room (gym, cafeteria, assembly room, town community room, and emergency shelter) does not have an up to date system to handle proper air exchange, filtering, or temperature control. The other location is to update the HVAC system that is original to one portion of the building. The upgrade will include current technology, iwave, to provide cleaner air throughout this section of our school building. This is our greatest area of need at this time.

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: The goal of the ESSER III funds is to provide an additional classroom teacher to maintain smaller class sizes. Research shows us that smaller class sizes have an impact on the SEL and academic progress of our students. We feel this is critical for our students in this year. It will also allow us to maintain 6 feet of distance for students at their seats.

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: Smaller classroom sizes through funding an additional teacher.

Description during SY22-23: Support a summer enrichment program if staffing is available. Also provide additional support to our RTI program and tutoring beyond the school day.

Description during SY23-24: Based on need, we will look at summer programming, tutoring, and RTI staffing to help support students.

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: Based on student need and our available staffing.

- 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: **We have other funding sources that are used for professional development.**

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

Description: **We complete benchmark testing before and after interventions.**

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: In regards to community needs, the upgrades to the physical building to improve indoor air quality is a priority. For Student needs we will continue to provide materials, furniture, technology resources, SEL support as necessary to abide by our Re-entry plan and in response to academic and SEL data.

Description during SY22-23: Continue the work to improve indoor air quality through HVAC upgrades. For Student needs we will continue to provide materials, furniture, technology resources, SEL support as necessary to abide by our Re-entry plan and in response to academic and SEL data.

Description during SY23-24: Continue the work to improve indoor air quality through HVAC upgrades. For Student needs we will continue to provide materials, furniture, technology resources, SEL support as necessary to abide by our Re-entry plan and in response to academic and SEL data.

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: In reviewing the state survey results and our own community survey, our top goal is to get students in the building and keep them here for in-person instruction. Our use of all federal funding has been to support that goal including using funds to support SEL needs through a school social worker and a student support specialist. We have used federal funds to provide PPE, cleaning and sanitation supplies, individual technology devices, carts for staff, crates/lockers/caddies for students to keep supplies separate, and furniture to accommodate physical distancing. ESSER III funds are earmarked to support student learning through some of these above items in addition to a classroom teacher to help us maintain small class sizes providing greater student/teacher interaction and learning opportunities. In addition funds will be used to upgrade our HVAC systems to improve indoor air quality and filtering.

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

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

Description of all SYs: Funds may be used to provide staff bonuses in an effort to address staff fatigue and staffing shortages which require staff to take on additional responsibilities. This will be discussed with the school board and Madison Educational Association. Other grant funds are used to support teacher professional development and collaboration with peers.

c. Improving family engagement:

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

Description of all SYs: We will continue to use our resources and our student support staff to communicate with and engage families. Our school provides multiple opportunities throughout the year for families to join their children at school in after school events. We will continue to promote these opportunities as well as reach out on an individual basis to promote positive relationships and support of students and 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: Approx: \$143,000.00

Percentage: Approx. 50% of current distribution

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:

There is a need for HVAC improvements. This is a priority for these funds as other federal funds have been used to support student SEL and learning needs. The school leadership has been given discretion for use of the prior ESSER funds, the school board in June of 2021 voted to earmark funds from ESSER III for HVAC improvements after the public hearing.

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

Amount: 0 We do not have a CTE in our district

Percentage: _____

Description, including funds used 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: Our district is a K-6 district which tuitions to other schools for grades 7-12. We have a small population of students and a robust RTI program staffed with veteran teachers. We provide for teachers' needs for training and materials using other grant funding or our operating budget.

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: Our team meets to discuss students periodically throughout the year looking at benchmark testing and other student needs. We have a Behavior Tier 3 team that meets weekly to assess student needs and address any specific child referrals to provide support. Our Student Support Specialist, School Counselor, and Social Worker meet at least monthly to share and discuss individual student/family situations and needs. This team works with local organizations to provide support, resources, and "materials" that may be needed to support students. As a small school we are able to have real-time conversations with staff and parents as needed and are able to hold meetings in-person or virtually. Our Student Support Specialist & School Counselor participate in meetings in our region to discuss valley-wide needs of families and resources that are available.

VIII. Authorization

LEA Superintendent's Signature:



Date:

10/14/21

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.