

**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, 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/icr/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**

- |  |  |   |
|--|--|---|
| <b>1) School District / Charter School Name:</b>                 | <u>Mascenic Regional</u>   | → <b><i>Cell C18 Must be Input for Formulas to Populate Correctly</i></b> |
| <b>2) District ID Number:</b>                                    | <u>342</u>   | → <b><i>Autopopulates upon Selection</i></b>                              |
| <b>3) SAU Number:</b>  | <u>87</u>  | → <b><i>Autopopulates upon Selection</i></b>                              |
| <b>4) Date of Publication:</b>                                   | <u>8/9/2021</u>  |   |
| <b>5) Approver Name -<br/>(Superintendent / Head of School):</b> | <u>Dr. Chris Martin, Superintendent of Schools</u>                                   |   |
| <b>6) Email &amp; Telephone:</b>                                 | <u><a href="mailto:cmartin@mascenic.org">cmartin@mascenic.org</a> (603) 291-2017</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:*

[www.mascenic.org](http://www.mascenic.org)

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

**Yes - Description Required**

*Description:*

Two versions of this plan are available for view, original PDF and Excell Documents in State of New Hampshire Department of Education Recommended Template.

- 3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

**Yes - Description Required**

*Description:*

The plan is written in English. Oral translations of the plan are available to parents with limited English proficiency.

- 4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

**Yes - Description Required**

*Description:*

The plan can be adapted to provide individual parents with access upon request.

### 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:**

*Stakeholder surveys, focus groups, administrative planning meetings, faculty meetings, professional learning communities, department meetings, and school board meetings provide opportunities for input into the use of ARP ESSER funds.*

- 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:**

*Student safety and wellbeing as well as lost learning time were indicated as priorities when speaking with multiple stakeholder groups.*

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

**Yes - Description Required**

**1) Description:**

*Student qualitative and quantitative data is used regularly to determine programming needs to support learning and address learning loss. Summer programming exit slip.*

- i) Number of total responses: 11 students replied to the summer programming exit survey.  
ii) Uses consulted on: Learning loss, student wellbeing and safety.  
iii) Description of feedback received:*

*Student data indicates a reduction in academic proficiency levels. Student summer exit survey indicates interest in summer programming for '22.  
Please indicate how consultation was:*

**2) Inclusive:** Student data is collected three times each school year for all students in grades K-10.

**3) Widely advertised and available:** Student data collection dates are messaged to families in weekly messaging from the SAU and additionally by school based administrators.

**4) Ongoing:** Yes, school wide data is collected three times each school year. Additional data is collected with more frequency by school based professional staff in regard to student progress monitoring and safety and wellbeing.

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

*Stakeholder surveys and focus groups are used to engage families in planning, related to summer programming and school reopening.*

- i) Number of total responses: 168  
ii) Uses consulted on: Safety and wellbeing, learning delivery, program offerings, access to technology, transportation  
iii) Description of feedback received:*

*Families indicated interest in summer programming, vaccination clinic, in person learning. Delivery, need for busing, and variable favorability relating to personal PPE for students.*

*Please indicate how consultation was:*

**2) Inclusive:** Yes

**3) Widely advertised and available:** Yes

**4) Ongoing:** Yes, additional surveys to families will be sent out regarding summer programming and any changes to the current plan.

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

**Yes - Description Required**

**1) Description:**

*All district administration meet bi-weekly to discuss needs. Needs are collected in a central database.*

- i) Number of total responses: All administrators have access - 100% participation.  
ii) Uses consulted on: Student safety, wellbeing, and learning loss.  
iii) Description of feedback received:*

*Administrators indicated a need for support with instructional technology, student wellbeing, viral mitigation supplies, student supplies for the reduction of sharing, student experiences to rebuild culture, climate and community as well as support for nursing staff.*

*Please indicate how consultation was:*

**2) Inclusive:** Yes

**3) Widely advertised and available:** Yes

**4) Ongoing:** Yes, biweekly meetings.

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

**Yes - Description Required**

**1) Description:**

*Teams meeting in professional learning communities to discuss student data and the indication of needs relating to student safety, wellbeing, and learning.*

- i) Number of total responses: 100% participation.*
- ii) Uses consulted on: Student safety, wellbeing, and learning loss.*
- iii) Description of feedback received: Teachers have indicated a decrease in student academic proficiency and student social emotional skills.*

*Please indicate how consultation was:*

**2) Inclusive:** Yes

**3) Widely advertised and available:** Yes

**4) Ongoing:** Yes, professional learning communities are held 2-4 times a month.

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

**No**

**1) Description:**

*N/A*

- 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):

**No**

**1) Description:**

*N/A*

- 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:**

g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (please choose one):

**Yes - Description Required**

**1) Description:**

*Both the Student Services and the Curriculum Director are present at all administrative meetings and represent the interest of these groups of students. A district wide social worker has been added to monitor and address student needs*

- i) Number of total responses: 100% participation.*
- ii) Uses consulted on: Student learning, wellbeing, and safety.*
- iii) Description of feedback received: Students with additional vulnerabilities have experienced similar decreases in academic and social emotional skills.*

*Please indicate how consultation was:*

**2) Inclusive:** Yes

**3) Widely advertised and available:** Yes

**4) Ongoing:** Bi-weekly meetings.

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

**Somewhat - Description Required**

**1) Description:**

*Community partners have a regularly scheduled meeting (5x/year) in which needs can be shared with the superintendent.*

- i) Number of total responses: 1 group*
- ii) Uses consulted on: Student wellbeing.*
- iii) Description of feedback received:*

*Continue partnership with community organizations and increase opportunity for parent engagement through additional FaceTime.*

*Please indicate how consultation was:*

**2) Inclusive:** Yes

**3) Widely advertised and available:** Not advertised widely, but available.

**4) Ongoing:** Yes, every other month.

i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

**Yes - Description Required**

**1) Description:**

*On-site preschool programming. Teachers participate in professional learning communities and ongoing consultation with the student services director.*

- i) Number of total responses: 2*
- ii) Uses consulted on: Student safety, wellbeing, and learning loss.*
- iii) Description of feedback received:*

*A decrease in student academic and social emotional skills is noted.*

*Please indicate how consultation was:*

**2) Inclusive:** Yes

**3) Widely advertised and available:** Not advertised, but available.

**4) Ongoing:** Yes

#### 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:**

Mascenic will implement New Hampshire Department of Health and Human Services to the extent practicable in regard to local transmission rates. Layered mitigation strategies will be implemented with the increase as viral transmission rates increase.

**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:***

Local assessment and diagnostic tools will be administered to students at the start of the school year to determine areas of weakness, instruction and intervention will be provided to address needs.

- 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:***

Summer programming, after school programming, and extended school year. Improvement of instructional programming and assessment tools. Professional development for staff. Additional staff to support social emotional needs, student safety and wellbeing.

***Description During SY 2022-2023:***

Summer programming, after school programming, and extended school year. Improvement of instructional programming and assessment tools. Professional development for staff. Additional staff to support social emotional needs, student safety and wellbeing.

***Description During SY 2023-2024:***

Summer programming, after school programming, and extended school year. Improvement of instructional programming and assessment tools. Professional development for staff. Additional staff to support social emotional needs, student safety and wellbeing.

- 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:***

Part time tutoring for youngest learners, credit recovery support for high school students. Multi-tiered system of support at all levels.

- 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:***

Yes, the Professional Development Master Plan outlines a multi-tiered approach to PD opportunities for staff.

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

***Description:***

Student data is collected and analysed three times each year. Ongoing formative assessment is reviewed on a regular basis.

**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:**

Supplies to mitigation viral spread, including but not limited to cleaning supplies, masks, physical barriers, and equipment, instructional tools, supplies, training, and staff to address learning loss, social emotional learning and student wellness.

**Description During SY 2022-2023:**

Supplies to mitigation viral spread, including but not limited to cleaning supplies, masks, physical barriers, and equipment, instructional tools, supplies, training, and staff to address learning loss, social emotional learning and student wellness.

**Description During SY 2023-2024:**

Supplies to mitigation viral spread, including but not limited to cleaning supplies, masks, physical barriers, and equipment, instructional tools, supplies, training, and staff to address learning loss, social emotional learning and student wellness.

- 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:**

School based tutors, additional progress monitoring and instructional tools were purchased and implemented.

- 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:**

Community and culture building district wide events have started. Additional action steps to be determined.

- 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:**

Addition of a district wide social worker and community partnerships with organizations that support families with access to basic resources and support with education access. Gather feedback from families through regular surveys and school wide events.

- 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: 1.35 million

Percentage: 75%



**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:**

All ARP ESSER funds are allocated in partnership with school leaders. Fund are prioritized to address student needs, specifically the special education, free and reduced lunch populations, and English Language Learners.

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

Amount: 90,000

Percentage: 5%

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

Funds to support learner obtainment of industry-recognized credentials: improve access to CTE programming for students.

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

## 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:***

Ongoing assessment of student progress in academic areas by educators and instructional coaches. Student wellbeing is monitored by educators (including administrative and support staff), nurses, school counselors, and social worker. Student Services and Curriculum Directors oversee the work of students in special populations.

## 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:***

No construction projects planned.



**X. Authorization**

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

[ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov)



**Approver Signature - Superintendent / Head of School**

2/14/22

**Date**

Christine D. Martin

**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.*

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

### 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.*