

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: Moultonborough School District SAU 45
2. Date of Publication: August 19, 2021
3. Contact Name and Title: Dolores Fox, Director of Curriculum & Instruction
4. Email and Telephone: dfox@ssau45.org 603.476.4897

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: sau45.org

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

Yes:  Somewhat:  No:

Description: Plan is this completed 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 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: Copy of plan will be posted to website with feedback contact information. District will also utilize established feedback channels (such public comment at school board, emails to administrators)

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: Student school climate survey

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

Description: Established feedback channels and outreach organizations such as PTA and Puerto Rican Community Outreach Committee.

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

Description: Regular administrative meetings

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

Description: Regular administrative and leadership meetings

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

Description: Does not apply

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

Description: MSD Equity and Inclusion Committee

- g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (please check one):  
 Yes:       Somewhat:       No:

Description: School leadership/educators who represent these interests provide feedback and input on identifying needs

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

Description: Moultonborough Recreation Department included in responding to students needs during summer and after-school

- 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: District provides free pre-school to students age 3 and 4 years; educators in this programming provide input on needs due to COVID

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: Provide masks and cleaning/disinfecting materials

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: District has begun work on addressing at-risk students. We will identify individual learning loss through regular data teams' analysis of academic and SEL factors

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: Support math interventions with math tutor for students in grades K-5. Summer 2022 - provide summer programming open to all students

Description during SY22-23: Support math interventions with math tutor for students in grades K-5; pay teachers to participate in summer data sessions; provide summer programming open to all students; ba

Description during SY23-24: Support math interventions with a math tutor for grades K-5. provide summer programming open to all students; pay teachers for their participation in summer data sessions; provide summer programs available to all 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: \_\_\_\_\_

- 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: PD needs will be determined through data analysis teams

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

Description: Regular data teams analysis of achievement data, School climate survey data, and other SEL indicators

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: Funds will be used for mitigation strategies, access to CTE courses for 10th grade students, community  
**communications improvements and family engagement**

Description during SY22-23: Upgrade of HVAC systems, Funds will be used for COVID mitigation strategies, access to CTE courses for 10th grade students,  
**community communications improvements and family engagement**

Description during SY23-24: Upgrade of HVAC systems, Funds will be used for COVID mitigation strategies, access to CTE courses for 10th grade students,  
**community communications improvements and family engagement**

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 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: **Interventions are designed to the individual student**

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

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

Description of all SYs: **Educator fatigue has been addressed through previous grant activity. General budget has supported activities designed to increase morale and reduce burnout**

- c. Improving family engagement:

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

Description of all SYs: **Previous ESSER grant funds used to improve school communications (especially online) and host community Choose Love event annually.**

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: **0**

Percentage: **0**

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:  
**does not apply...**

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

Amount: 24,000

Percentage: 6 %

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

Use funds to expand access to CTE courses to grade 10 students for SY 2021-2022, SY 2022-2023, and SY2023-2024

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: Plans for use of ARP ESSER funds do not include this item. Currently there is no need for funding.

Should ILC or high school counselor identify a need of a student for programming outside the residential public school, every effort would be made to support that student, including seeking appropriate funding.

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: The district uses feedback from students, observations from teachers and counselors, and quantitative data (such as number of mental health referrals,

local and state assessment results, results of school climate survey) to evaluate effectiveness of interventions and programs at the school, classroom, and student level.

VIII. Authorization

LEA Superintendent's Signature:



Date:

8/19/2021

Moultonborough School District SAU 45  
ARP ESSER Plan Addendum  
August 19, 2021

Contact: Dolores Fox, Director of Curriculum & Instruction  
[dfox@sau45.org](mailto:dfox@sau45.org)  
603.476.4897

### **Plan Development**

Moultonborough School District SAU 45 ARP ESSER plan was developed with formal and informal input from various stakeholders:

1. Students – student needs as articulated by student representation on school board, results of student school climate survey (2020). School climate survey will be readministered spring of 2022 for further input.
2. Families – Families and caregivers provide feedback on needs through various channels including school board public comments and direct communication with school administration. In addition, the district employs a full-time social worker and full-time ELL coordinator, and has a Puerto Rican Community Outreach committee to solicit input from community.
3. School and district administrators – School and district administrators, including mental health and counseling leadership as well as special education leadership, meet regularly to share needs due pandemic.
4. Teachers and unions – School reopening team and school administration teams include teachers and union representation. These teams, which meet regularly, share needs that have arisen due to pandemic.
5. Civil rights organizations - School district has an active Equity and Inclusion Committee chaired by the Director of Curriculum and participants include teachers, support staff, students, parents, and school board members. District completed a district equity audit with leadership which informs needs.
6. Community – based organizations – During the pandemic, the Moultonborough School District has had meetings with town recreation department and local food pantry to discuss and share needs and resources for students and families.
7. Early childhood care providers and families – Free preschool for 3- & 4 – years old children is available through the district as a part of our elementary school. Needs identified by preschool educators is shared with both elementary principal and special education director.

### **Plan Goals and Activities**

The Moultonborough School District plans to use ARP funds to meet identified needs such as continuing to fund school mitigation strategies which include continued use of masks, routine disinfecting/cleaning, outdoor classrooms, social distancing, and improved ventilation and air filtration. These mitigation strategies were successfully implemented in the 2020-2021 school year; the Moultonborough School District was able to provide in-person learning to all students 90% of the school year. ARP ESSER funds will pay for supplies including masks and cleaning

solutions. We are seeking to upgrade our outdoor learning spaces with more permanent flooring, more usable furniture and internet capability. These upgrades are directly related to feedback from students and teachers about how to make the outdoor classroom spaces more conducive to learning. During the 2020-2021 school year, the district ran air changing systems at both buildings at maximum capacity 24/7. Teachers were encouraged to keep windows open during the day. Classrooms without windows were fitted with air-filtering machines. To improve cost-effectiveness and air quality, the district has contracted for an energy-audit which will identify cost-effective upgrades to heating and cooling systems. Once the audit is completed and the upgrades to systems identified, the district will incorporate into the HVAC system improvements to air filtering, such as HEPA filters (currently unavailable on our current HVAC system). This use of funding is a result of the work of the school board facility committee and based on public input including input from HVAC professionals who live in the school community and on input from our professional custodial staff.

### **Addressing Academic Impact of Instructional Loss due to Pandemic**

The Moultonborough School District was fortunate to have in-person learning available for all students for 90% of the 2020-2021 school year. Remote learning for all students was implemented due to inclement weather, to allow for school staff immunizations (which resulted in 100% teaching staff in-person by the end of the school year), and to high numbers of quarantined staff and students. By switching to remote learning when there were high numbers of teachers and students in quarantine, the district was able to continue access to education. The district implemented a 1:1 device program and a “Blizzard Bag” program prior to the school closures of March 2020 and the 2020-2021 school year. The existence of these programs prior to the pandemic reduced the learning loss that other districts experienced during remote-learning.

The Moultonborough School District recognizes that the effects of pandemic are not equally borne across our school community members and recognizes both the academic and the mental health/social emotional well-being impacts on our students. The district will use the ARP ESSER funds to strengthen our intervention and social-emotional programs. The district has a robust intervention program to address reading gaps/struggles of our students. We seek to use ARP ESSER funds to strengthen our ability to provide math interventions, especially at the K-5 grade levels, including hiring a math tutor to provide interventions. ARP ESSER funds will also be used to support after-school math tutoring for students who could benefit from such tutoring but are not eligible through other program such as Title One. We also seek to use ARP ESSER funds to expand and improve our social-emotional programming, especially at the middle level and high school. Funds will support community outreach as a part of the Choose Love program and support the implementation of a social-emotional program in grades 6-12. District counseling team will identify ways to strengthen our mental health supports universally for all students. The district is fortunate in that it already had in place supports for targeted students including in-school access to a professional mental health counselor, full-time school psychologist, full-time social workers, and a school counselor for each school. The summer of 2021, we held a summer learning program open to all students grades K-5, and a summer math program targeted to support students entering high school algebra. The district will seek to use ARP ESSER funds to continue these programs for the summers of 2022 and 2023.

The Moultonborough School District plans to monitor and adjust its interventions and responses to student, family and community needs due to the pandemic through the duration of the ARP ESSER grant. To assess the effectiveness of intervention programs, the district will establish regular data teams meetings at the grade-level, department- level, and school level to collect and analyze data related to academic and social-emotional growth of our students and adjust interventions and programming as needed. Data analysis teams will include teaching staff and occur during the school year as well as during the summer. Grant funds will support recompensing teachers for their time during the summer as well as providing for professional development to assist with data collection, analysis and action steps.

### **Addressing Learner and Community Needs**

The primary need of our community is maintaining a healthy and safe in-person learning environment for all our students. Keeping school open and students attending schools provides the best opportunity for all our students to receive the services for their academic success and mental health. Keeping school open for all students allows parents and caregivers to engage in work and provide for the physical and emotional well-being of our students. To the end of keeping school open, a bulk of the ARP ESSER grant goes to support the strategies that keep school open and safe for students.

SY2021 – 2022 – Funds will be used to have masks available, upgrade out door classrooms, and cleaning/disinfecting supplies. During SY2021-2022 the district will engage in an energy audit to provide professional guidance on most effective/cost saving upgrades to HVAC systems.

SY2022-23 & SY 2023-2024 – Funds will be used to complete upgrades to HVAC systems to provide improved ventilation and air-quality.

### **Addressing top priority needs of State of New Hampshire**

- a. *Individualized Instruction:* Individualized instruction (instruction designed to meet the individual needs of a student) is inherent in the district’s ARP ESSER plan to address learning loss. Use of quality assessments (data collection) leads to intervention tailored to the individual student.
- b. *Educator fatigue:* Mitigating educator fatigue has been addressed throughout the Moultonborough School District’s response to the pandemic. Mitigation strategies have included retention bonuses, and teacher onboarding and mentoring throughout the school year (these strategies have been funded through previous grants). General budget has supported activities designed to support positive morale.
- c. *Improving family engagement:* Moultonborough School District maintains positive communication channels for parents through newsletters, websites, and social media. Previous grants have been used to improve community communication. The district will use ARP ESSER funds to continue to improve communication, especially website communication.

### **Equitable Use of ARP ESSER Funds**

Moultonborough School District ARP ESSER Plan intends to use no more than 80% of the allotted funds to support and maintain safe and healthy school buildings to provide daily in-person learning for all students. By providing daily in-person learning for all students, the district maximizes the extent to which students can access necessary instruction and services. In-person learning especially benefits our special education, free and reduced lunch, and ELL populations.

The district plans to use ARP ESSER funds to expand access to CTE course at our regional vocational/technical center for grade 10 students. The Moultonborough School District currently supports student participation in CTE through our regular budgeting process and crediting system. The district provides transportation and recognizes credits earned in the CTE as credits towards meeting graduation competencies.

At this time, the district plan does not include using funds from ARP ESSER to provide access to course opportunities outside of the district that a learner could not otherwise access. The Moultonborough School District operating budget provides funding for students to take courses through the New Hampshire community college system (both in-person and online). The district does employ an Independent Learning Coordinator (ILC) whose role is to support students who are individualizing learning pathways to graduation, including VLACS, apprenticeships, internships, and ELOs. Should ILC or high school counselor identify a need of a student for programming outside the residential public school, every effort would be made to support that student, including seeking appropriate funding, including accessing ARP ESSER funds.

### **Addressing the Needs of Unique Learners**

The Moultonborough School District will make every effort to ensure that interventions which are implemented are effective for each individual student, regardless of SES, race, language, IEP status, homelessness, or family structure. The district uses feedback from students, observations from teachers and counselors, and quantitative data (such as number of mental health referrals, local and state assessment results, results of school climate survey) to evaluate effectiveness of interventions and programs at the school, classroom, and student level. In 2021-2022, the district is implementing an equity data team to address potential inequities in the system and is engaging teachers in an equity audit to address potential equity issues at the classroom level.