

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: SAU #58 Northumberland – Groveton, Stark, Stratford
2. Date of Publication: August 16, 2021
3. Contact Name and Title: Dr. Ronna F. Cadarette, Superintendent
4. Email and Telephone: r_cadarette@sau58.org

II. Transparency and Accessibility

1. This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

Description: <https://www.sau58.org/Page/3146> and <https://www.sau58.org/domain/1426> and <https://www.sau58.org/>

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: Translation available upon request; we do not have an ESOL population

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: Available upon request

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: Provided a survey, telephone number, and email for input. On agenda at all Board meetings and on our website for the opportunity for community input with comments and feedback. Plans reflect response to community input from students, parents, teachers, administration, select board, local/state Rotarians, and any/all interested community members and/or statewide entities. We also sent out use of funds to the local newspaper. We have shared out plan at-large for feedback from any and all groups and respond accordingly.

- 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: All stakeholders are invited to Board meetings, survey information available and emailed for all stakeholders, information shared at community forums and groups such as Rotary, North Country Educational Services, North Country Health Consortium, and Weeks Medical. All information is posted on our website, sent via One Call text, voice, email system.

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

Description: All stakeholders are invited to Board meetings, survey information available and emailed for all stakeholders, information shared at community forums and groups such as Rotary, North Country Educational Services, North Country Health Consortium, and Weeks Medical. All information is posted on our website, sent via One Call text, voice, email system.

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

Description: These are constant agenda items for all meetings. All stakeholders are invited to Board meetings, survey information available and emailed for all stakeholders, information shared at community forums and groups such as Rotary, North Country Educational Services, North Country Health Consortium, and Weeks Medical. All information is posted on our website, sent via One Call text, voice, email system.

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

Description: These are constant agenda items for all meetings. All stakeholders are invited to Board meetings, survey information available and emailed for all stakeholders, information shared at community forums and groups such as Rotary, North Country Educational Services, North Country Health Consortium, and Weeks Medical. All information is posted on our website, sent via One Call text, voice, email system. We hold minimum of monthly meetings with our Unions to keep them informed and receive feedback regarding their opinions and their needs.

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

Description: N/A

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

Description: These are constant agenda items for all meetings. All stakeholders are invited to Board meetings, survey information available and emailed for all stakeholders, information shared at community forums and groups such as Rotary, North Country Educational Services, North Country Health Consortium, and Weeks Medical. All information is posted on our website, sent via One Call text, voice, email system. We hold minimum of monthly meetings with our Unions to keep them informed and receive feedback regarding their opinions and their needs.

- 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: These are constant agenda items for all meetings. All stakeholders are invited to Board meetings, survey information available and emailed for all stakeholders, information shared at community forums and groups such as Rotary, North Country Educational Services, North Country Health Consortium, and Weeks Medical. All information is posted on our website, sent via One Call text, voice, email system. We hold minimum of monthly meetings with our Unions to keep them informed and receive feedback regarding their opinions and their needs.

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

Yes: Somewhat: No:

Description: These are constant agenda items for all meetings. We partner with local child care centers and Title Coordinators. All stakeholders are invited to Board meetings, survey information available and emailed for all stakeholders, information shared at community forums and groups such as Rotary, North Country Educational Services, North Country Health Consortium, and Weeks Medical. All information is posted on our website, sent via One Call text, voice, email system. We hold minimum of monthly meetings with our Unions to keep them informed and receive feedback regarding their opinions and their needs.

- 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: These are constant agenda items for all meetings. We partner with local child care centers and Title Coordinators. We are small, very rural towns. All stakeholders are invited to Board meetings, survey information available and emailed for all stakeholders, information shared at community forums and groups such as Rotary, North Country Educational Services, North Country Health Consortium, and Weeks Medical. All information is posted on our website, sent via One Call text, voice, email system. We hold minimum of monthly meetings with our Unions to keep them informed and receive feedback regarding their opinions and their needs.

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: We plan to be in-person five days a week; purchase technology for those who must be remote; we have upgraded buildings for air quality; sanitization and PPE supplies; additional staff for reduction in class size; increased SEL support with additional guidance time and new positions; expanded SAP support.

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: We have been in-person five days a week; We analyze standardized testing data, qualitative and quantitative teacher data; SAS; periodic review of student performance indicators by data teams; summer school support; extended school year; Title I and tutoring as identified by need and competency recovery support; implemented a Learning Center Model at GHS to help students recover competencies and courses for any lost instructional time.

- 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: We were in school five days a week in-person. Extended School Year; summer learning options; Learning Center; Compensatory education; Extended Learning Opportunities; Adult Education Diploma Program.

Description during SY22-23: Based on data – summer/vacation/after school extended learning opportunities; comprehensive after school programs as need indicates; reduced class sizes for direct instruction.

Description during SY23-24: Data-based summer learning/enrichment, Extended Learning Opportunities; comprehensive after school programs; reduced class sizes for increased direction instruction as money allows due to minimal allocation.

- 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: [X] No: []

Description: As applicable; we have been in-person five days a week all year and plan to continue to do so.

- 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: [X] Somewhat: [] No: []

Description: We partner with North Country Educational Services to offer a wide variety of courses to include instruction and social/emotional needs; there is money budgeted in our operational budget as well; district-wide trainings; our PD days consist of options for teachers to choose from to include social and emotional development.

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

Description: We will review our assessment and accountability data from all years and current, discipline files, referrals, and compare each year to evaluate for improvement and student growth; teachers use continual progress monitoring data for/from Title I, classroom interventions, Responsive Classroom, PBIS, Dibbels, and Star 360.

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: If there are any remaining funds allocated, we will use ESSER, Title funds and operating budget to reduce class sizes, add classroom teachers, counselors, and intervention programs; purchase guidance programs; lunch delivery supplies; transportation for homeless; additional technology, and cleaning supplies

Description during SY22-23: We will continue to offer and expand on the above mentioned throughout this school year. If there are any remaining funds allocated we will monitor data, and continue the services from 21-22 as money allows and the science shows our need. We have used funds to support improvement of air quality in our buildings as well as secure out entrances, and improve sound systems for enhance professional development and open spaces for student performances, town-wide meetings, concerts, etc.

Description during SY23-24: Refer to areas above; we do not anticipate much if any funds left over due to the minimal amount we were awarded.

- 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 Somewhat: No:
During SY22-23 (check one): Yes Somewhat: No:
During SY23-24 (check one): Yes Somewhat: No:

Description of all SYs Using Title I and operating budget funds for differentiated instruction, social and emotional support, extended learning opportunities, improved student engagement, and college and career readiness through expanded guidance and course offerings; We have added an additional guidance counselor to expand and connect with the community entities to be proactive in providing pathways for students to obtain industry credentials such as CDL, real estate licensure, bookkeeping, as possible examples.

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

During SY21-22 (check one): Yes: Somewhat: No:
During SY22-23 (check one): Yes: Somewhat: No:
During SY23-24 (check one): Yes: Somewhat: No:

Description of all SYs: There is minimal funding and we chose not to provide bonuses. We have provided SEL as a focus of our professional development to include trainings particular to these concerns. We have on-going roundtable discussions for staff in department, administration, faculty, and curriculum meetings. We added additional time to offset the need to plan and transition for remote learning responsibilities to include meal preparation and distribution as well as sanitization.

c. Improving family engagement:

During SY21-22 (check one): Yes Somewhat: No:
During SY22-23 (check one): Yes Somewhat: No:
During SY23-24 (check one): Yes Somewhat: No:

Description of all SYs: We pride ourselves in partnering with the community and welcome families back into our buildings and facilities as the science allows and will have roundtable discussions and presentations at our schools to include curriculum nights, Open House, concerts, graduation, Move-Up celebrations, Board meetings, and student exhibits for community members such as Senior Projects, etc. We invite parents and community members to be part of our hiring committees and seek their input and time on vision and mission 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: 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: Funds are reviewed at bi-weekly administrative team and at each school board meeting. The Director of Special Education is present and represents stakeholders at each of these meetings. We have substantial free and reduced lunch percentages from 2019 (45,43,42,41,74%). We share data at the North Country Education Collaborative which include members from a variety of stakeholders group to include business, medical, and education groups. Information is shared at the Lancaster Rotary Club, and with the North Country Health Consortium. We collected data from our own survey and from BRIGHT Futures 603 in conjunction with the NHDOE. All information was disseminated via Facebook, our websites, email, text messages, and meetings are advertised in the Town Hall, Local Schools, and in the newspapers. We provide routine press releases and shared our funds with the news sources. We do not have an ELL population of students or parents at this time.

b. What amount and percentage of the LEA’s total allocation will be used to support Career and Technical Education:
Amount: 0

Percentage: 0

Description, including funds used to support learner obtainment of industry-recognized credentials:
We have a tuition agreement and pay two local school districts for our students to attend their programs and seek 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: We have expanded offerings to include a Learning Lab, with remote options through Ingenuity, a robust credit/course recover program, and partner with VLACS. Students are able to take ELOS and intern and externships to supplement their course offerings to meet credit requirements.

VII. Addressing the Unique Needs of All Learners

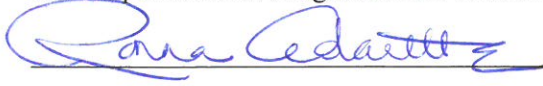
1. How the LEA will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Description: We have been in person five days a week the entire last school year with only a three-day remote break due to spread. We have expanded our SAP counselor offerings, added an additional SAP counselor and guidance counselor with expanded time and office hours. We monitor student progress in the subcategories applicable, which are very few, and have offered compensatory education time.

VIII. Authorization

LEA Superintendent's Signature: Dr. Ronna F. Cadarette

Date: August 23, 2021



8/23/2021

RESUBMITTED 9/21/2021

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.