

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: Prospect Mountain JMA / NH SAU 301
2. Date of Publication: August 23, 2021
3. Contact Name and Title: Timothy Broadrick, Superintendent
4. Email and Telephone: tbroadrick@pmsau.org / 603-875-7890

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://docs.google.com/presentation/d/1JU_bIZiYAg4-GrijKGN69N3iT9KWw2ixy58pBtvDUYI/edit?usp=sharing

2. The plan is in an understandable and uniform format (please check one):
 Yes
The plan is in Google Slides, available online on the school’s website or printed for anyone who requests a copy at the school office or the central office.
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
Office staff are available to present the information orally; Google Translate allows for automatic translation online.
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
Plan information may be presented orally or printed for anyone who requests a copy at the school office or the central office.

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: Yes, the plan has been presented and discussed in public meetings throughout 2020-2021 and during the SAU's public hearing on school reopening during June, 2021. An additional public hearing on the LEA's ESSER III plan is planned for December, 2021 (and 2x per year thereafter, each June and December, as may be needed with changes to the plan).

2. How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

a. Students (please check one):

Yes

To the extent that ESSER III funds support programs to address learning loss and to pay for PPE and environmental mitigation supplies and equipment, student surveys throughout spring, 2020 and the entire 2020-2021 school year have informed those decisions. Programs to address learning loss were piloted during the summer of 2021, and student-participant feedback will be integral to future development of those programs.

b. Families (please check one):

Yes

To the extent that ESSER III funds support programs to address learning loss and to pay for PPE and environmental mitigation supplies and equipment, parent surveys throughout spring, 2020 and the entire 2020-2021 school year have informed those decisions. Programs to address learning loss were piloted during the summer of 2021, and parent feedback will be considered during future development of those programs.

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

Yes

SAU leadership consulted with school administrators (including special education administrators) in regular (generally biweekly) meetings throughout the 2020-2021 school year.

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

Yes

SAU leadership consulted with the principal (including special education administrators) in regular (generally biweekly) meetings throughout the 2020-2021 school year. Teachers were integral to the design of programs intended to address learning loss due to the pandemic through an ESSER 2-funded activity that provided additional time for summer enrichment program planning.

e. Tribes, if applicable (please check one): N.A.

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

Yes

The LEA has regular contact with the Parent Resource Center in Laconia; a school employee acts as liaison and attends regular regional meetings to discuss families' needs. The LEA also 1) posted information on the plan development and ways to provide input on the LEA's website, on bulletin boards in front of its school, and at the local post office, informing all citizens of public meetings at which the LEA's plans would be reported on and discussed; 2) published information in a local newspaper advertising its public hearings on school reopening and ESSER grant planning; 3) held both public meetings and one public hearing (in June, 2021); and 4) intends to advertise and hold an additional public hearing on the LEA's ESSER III plan in December, 2021 (and 2x per year thereafter, each June and December).

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

The LEA has regular contact with the state's Department of Child and Family Services relative to the needs of its students in foster care; the school's homeless student coordinator attends "intervention team" meetings with the Principal and other administrators to provide information on the evolving needs of homeless and unaccompanied youth. The LEA also 1) posted information on the plan development and ways to provide input on the LEA's website, on bulletin boards in front of its school, and at the local post office, informing all citizens of public

meetings at which the LEA's plans would be reported on and discussed; 2) published information in a local newspaper advertising its public hearings on school reopening and ESSER grant planning; 3) held both public meetings and one public hearing (in June, 2021); and 4) intends to advertise and hold an additional public hearing on the LEA's ESSER III plan in December, 2021 (and 2x per year thereafter, each June and December).

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

The LEA is a high school, with grades 9-12 only.

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): N.A.

The LEA is a high school, with grades 9-12 only.

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:

ESSER II funds were already used to provide in-school mitigation (plexiglass barriers) which may help minimize the conditions under which the LEA may have to impose school-wide mask mandates, which the school board prefers to avoid if possible while still ensuring safety. Grant funds may continue to be used for some cleaning and disinfecting supplies, face coverings, and other PPE, though other sources may prove adequate to fund those needs during SY21-22.

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:

- Students who did not consistently participate in remote instruction when offered during school building closures;
- Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
- Students most at-risk of dropping out of school.

Description during SY21-22: During the summer of 2021, the school conducted a pilot summer enrichment program using ESSER II funds. For the pilot year, the LEA decided to make these programs available to ALL students, however, parent feedback, teacher observations, and input from the LEA'S "intervention team" identified students most likely to benefit; teachers communicated directly with students and families of those students to promote these opportunities. The school used a) direct mail, b) email, c) video boards within the school, d) personal emails, and e) personal telephone calls to parents/guardians to inform families of these opportunities.

Beginning in the fall of 2021, the LEA will also begin using Lexile and STAR assessments to evaluate students' achievement relative to grade level. These quantitative assessments will be added to the qualitative tools described above as the LEA designs its future enrichment programs.

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:

It is this LEA's intention to expand and develop summer enrichment programs as an ongoing strategy to address learning loss due to the pandemic, for the following reasons:

- 1) When spread of a virus requires health and safety mitigation protocols, infection rates tend to be lower during the summer, increasing opportunities for in-person, unmasked, group activities;
- 2) Summer programs extend the school year, adding contact hours for at-risk students or students exhibiting or at risk of having gaps in their learning;
- 3) During the 2020-2021 school year, parent feedback, teacher observations, and input from the LEA'S "intervention team" identified social and emotional needs (anxiety, depression, isolation, and the need for increased feelings of community and connectedness) as one of the most significant impacts of the pandemic. Summer enrichment programs that emphasize experiential learning increase opportunities to address these student needs.
- 4) Though not required, providing summer enrichment as a strategy to address learning loss means that the LEA will be using these funds to supplement, no supplant, local effort.

In its current ESSER III plans, the LEA has set aside \$84,000-90,000 (20.0-21.4% of its total allocation) to fund these programs. In addition to the assessments of student needs described in the previous response, student, parent, and teacher feedback from the summer 2021 pilot program will help inform planning for future offerings.

Description during SY21-22: Summer enrichment programs (see above)

Description during SY22-23: Summer enrichment programs (see above)

Description during SY23-24: Summer enrichment programs (see above)

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):

No

Not at this time (could change based on student need).

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

In its current ESSER III plans, the LEA has set aside \$19,000-24,000 to fund a collaborative examination of its school-wide learning goals, annual calendar, and master schedule in order to apply lessons learned during the pandemic to future programs. these programs.

4. How the LEA will produce evidence of the effectiveness of evidence-based learning loss interventions employed: The LEA will develop assessments of program outcomes first using parent feedback, but moving into the following three years, the LEA will explore quantitative assessments that may be used to help evaluate these outcomes.

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 its current ESSER III plans, the school expects to spend \$58,487.10 on staffing related to the pandemic.

Description during SY22-23: Starting in SY21-22, with work likely in SY22-23, the school will examine its environmental (HVAC) needs and has tentatively set aside \$250,000 of its ESSER III allocation to pay for engineering and improvements to its air quality systems.

Description during SY23-24: TBD, if any.

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): No

During SY22-23 (check one): No

During SY23-24 (check one): No

Description of all SYs: The LEA's response rate to the "Bright Futures" survey was too low to provide statistical significance.

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

During SY21-22 (check one): Yes

During SY22-23 (check one): No

During SY23-24 (check one): No

Description of all SYs: In its current ESSER III plans, the school expects to spend \$58,487.10 on staffing related to the pandemic for this purpose.

c. Improving family engagement:

During SY21-22 (check one): No

During SY22-23 (check one): No

During SY23-24 (check one): No

Description of all SYs: The LEA has robust family engagement systems in place.

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: TBD

Percentage: 2% or less

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:

The tentatively-planned uses above account for roughly 98% of the LEA's ESSER III allocation.

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

Amount: TBD

Percentage: TBD

Description, including funds used to support learner obtainment of industry-recognized credentials: Summer enrichment programs, which will account for more than 20% of the LEA's total allocation, emphasize experiential learning. It is very likely that these hands-on activities will support exploratory exposure to vocational fields for students who otherwise would not be likely to attend the LEA's regional vocational center. To this degree, use of funds is likely to expand the reach of vocational experiences for all 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 21-24 (check one): Somewhat

Description of all SYs: A better answer for this LEA would be “Likely.” This response also depends on future development of summer enrichment programs with more stakeholder input.

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: See description above. The LEA’s summer enrichment pilot program was developed with these needs in mind.

VIII. Authorization

LEA Superintendent’s Signature & Date:



August 23, 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.