

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/ocr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/bills/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) School District / Charter School Name: Rivendell → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 457 → Autopopulates upon Selection
- 3) SAU Number: 78 → Autopopulates upon Selection
- 4) Date of Publication: 10/12/2021, updated 2/11/22
- 5) Approver Name - (Superintendent / Head of School): Barrett Williams
- 6) Email & Telephone: bwilliams@rivendellschool.org 603-353-2170 ext. 2117

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:

https://www.rivendellschool.org/images/stories/districtinfo/2021-2022/ESSER-Grants/NH_ARP_ESSER_PLAN.pdf

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

Yes - Description Required

Description:

We used the ARP ESSER template from the NH DOE.

- 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:

Yes, the plan is written in plain english and is easy to understand.

- 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:

If requested, the plan can be provided in an alternative format.

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:

Stakeholders were invited to provide input in the development of the ARP ESSER Plan in a number of ways including during public board meetings in June, August, September, and October of 2021. Administration and Staff contributed to the development of the ARP ESSER plan by identifying needs through the Recovery and Needs Assessment in FY21.

- 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):

- Please Select -

Description:

Stakeholder input indicated that student mental health needs and academic supports were the highest priority to address in the use of ARP ESSER funds.

- 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:

Students were provided a survey and 54 students responded. The results can be found here https://www.rivendellschool.org/images/stories/districtinfo/2021-2022/ESSER-Grants/FY22_ARP_ESSER_Results_of_Stakeholder_Input-Students.pdf

i) Number of total responses: 54

ii) Uses consulted on: Stress management and mental health

iii) Description of feedback received: Students at Rivendell are experiencing stress, anxiety, and depression.

Please indicate how consultation was:

2) Inclusive: All NH students were surveyed

3) Widely advertised and available: All students were provided the link and provided time in school to participate.

4) Ongoing: Student input is valued and more surveys are planned for future input.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families were invited to participate in our online survey. Results can be found here https://www.rivendellschool.org/images/stories/districtinfo/2021-2022/ESSER-Grants/FY22_ARP_ESSER_Results_of_Stakeholder_Input.pdf

i) Number of total responses: 33

ii) Uses consulted on: stakeholders were asked to prioritize needs for the district.

iii) Description of feedback received: academic and mental health supports for students

Please indicate how consultation was:

2) Inclusive: All parents and community members were invited to participate.

3) Widely advertised and available: Survey was advertised in local newspapers, spoken about in board meetings, and sent out directly to families in an email

4) Ongoing: Ongoing input is encouraged and our plan is available on our website.

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

Yes - Description Required

1) Description:

All School and District Administrators were included in our Recovery Plan and were asked to participate in the stakeholder input survey.

i) Number of total responses: 5

ii) Uses consulted on: All needs of the district

iii) Description of feedback received: Administrators indicated in the recovery plan that mental health and academic success are priorities.

Please indicate how consultation was:

2) Inclusive: All District Administrators were involved in the recovery and needs assessments and invited to participate in our stakeholder survey.

3) Widely advertised and available: All Administrators were emailed and invited to participate in the survey.

4) Ongoing: Administrators meet monthly to discuss ongoing needs of the District.

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

Yes - Description Required

1) Description:

Virtual stakeholder meeting on 9/15/21, survey sent on 10/8/21. Staff are present at Board meetings where public comment is on the agenda and the use of ARP ESSER funds are discussed.

i) Number of total responses: 33

ii) Uses consulted on: mental health and academic recovery.

iii) Description of feedback received: teachers, principals, and other school staff prioritize student mental health and academic recovery.

Please indicate how consultation was:

2) Inclusive: all staff were issued the same survey

3) Widely advertised and available: The survey was available on website, in emails, and discussed at board meetings.

4) Ongoing: Staff are encouraged to provide ongoing input for the use of ESSER funds.

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

Somewhat - Description Required

1) Description:

Virtual stakeholder input meeting 9/15/21 & survey posted in local newspapers and on website. Sent email to State Recognized Tribes via State of Vermont 10/27/21 invited to participate in Stakeholder Survey. Results can be found here: https://www.rivendellschool.org/images/stories/districtinfo/2021-2022/ESSER-Grants/FY22_ARP_ESSER_Results_of_Stakeholder_Input.pdf
Plan posted on our website and stakeholders are invited to share input via email.

i) Number of total responses: 33

ii) Uses consulted on: mental health and academic recovery.

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: There are no local tribes in our area.

3) Widely advertised and available: The survey was available on website, in emails, advertised in newspapers, and discussed at board meetings.

4) Ongoing:
stakeholder input is ongoing and our plan is updated on our website with contact information for input.

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

Somewhat - Description Required

1) Description:

Sent email to State Human Rights Commission 10/27/21 and sent survey for input. Survey results can be found here: https://www.rivendellschool.org/images/stories/districtinfo/2021-2022/ESSER-Grants/FY22_ARP_ESSER_Results_of_Stakeholder_Input.pdf
Plan posted on our website and stakeholders are invited to share input via email.

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: There are no immediate organizations in our area so the state level was consulted

3) Widely advertised and available: Yes, advertised on website, discussed at board meetings, advertised in local newspapers.

4) Ongoing:
stakeholder input is ongoing and our plan is updated on our website with contact information for input.

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:

Stakeholders included in the recovery plan and needs assessment included the Director of Special Education and other community groups representing the interests of children with disabilities, homelessness, etc. These included our Homeless Liaison, Director of Special Education, and School Counselors.

Likewise, these groups were asked to participate in stakeholder input on the plan.

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:* Mental health supports and remedial academics

Please indicate how consultation was:

2) Inclusive: All stakeholders were invited to participate in feedback on the plan.

3) Widely advertised and available: Yes, advertised on website, discussed at board meetings, advertised in local newspapers.

4) Ongoing: stakeholder input is ongoing and our plan is updated on our website with contact information for input.

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

Yes - Description Required

1) Description:

Virtual stakeholder input meeting 9/15/21 & survey posted in local newspapers and on website. Sent email to State Recognized Tribes via State of Vermont 10/27/21 invited to participate in Stakeholder Survey. Results can be found here: https://www.rivendellschool.org/images/stories/districtinfo/2021-2022/ESSER-Grants/FY22_ARP_ESSER_Results_of_Stakeholder_Input.pdf
Plan posted on our website and stakeholders are invited to share input via email.

- i) Number of total responses:*
- ii) Uses consulted on:* priorities of the district
- iii) Description of feedback received:* https://www.rivendellschool.org/images/stories/districtinfo/2021-2022/ESSER-Grants/FY22_ARP_ESSER_Results_of_Stakeholder_Input.pdf

Please indicate how consultation was:

2) Inclusive: All stakeholders were invited to participate in feedback on the plan.

3) Widely advertised and available: Yes, advertised on website, discussed at board meetings, advertised in local newspapers.

4) Ongoing: stakeholder input is ongoing and our plan is updated on our website with contact information for input.

- 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:

Act 166 partnerships invited to submit input, Virtual stakeholder input meeting 9/15/21 & survey posted in local newspapers and on website and invited to participate in Stakeholder Survey. Results can be found here: https://www.rivendellschool.org/images/stories/districtinfo/2021-2022/ESSER-Grants/FY22_ARP_ESSER_Results_of_Stakeholder_Input.pdf
Plan posted on our website and stakeholders are invited to share input via email.

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

2) Inclusive: All stakeholders were invited to participate in feedback on the plan.

3) Widely advertised and available: Yes, advertised on website, discussed at board meetings, advertised in local newspapers.

4) Ongoing: stakeholder input is ongoing and our plan is updated on our website with contact information for input.

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:

Rivendell will utilize other funds for prevention and mitigation strategies. Rivendell will continue cleaning, ventilation, health checks, and the continuation of Covid Coordinators in FY23.

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:

Rivendell will provide targeted academic support through our academic mentoring program, students will be identified using teacher referrals and grades.

- 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:

We are using other funds in FY 22 to address academic impact of lost instruction time.

Description During SY 2022-2023:

Rivendell will provide targeted academic support for students at risk of failing through our academic mentoring program.

Description During SY 2023-2024:

Funds will be deleted by SY 24.

- 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:

Academic mentors will provide individualized tutoring as part of their job.

- 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):

No

Description:

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

Description:

Rivendell will analyze student goals and achievement, SBAC data, teacher feedback, and student grades.

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:

We are using other funding to address student mental health supports in FY22.

Description During SY 2022-2023:

Student mental health support.

Description During SY 2023-2024:

Funds will be depleted by FY24.

- 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):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

Contracted services for student mental health and anxiety coaching for identified students.

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

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

All funds are allocated to address student learning loss and mental health support.

- c. Improving family engagement:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

All funds are allocated to address student learning loss and mental health support.

- 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:

Percentage:

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 funds are allocated to address student learning loss and mental health support.

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 attainment of industry-recognized credentials:

All funds are allocated to address student learning loss and mental health support.

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:

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:

Rivendell will look at academic and social/emotional data such as bi-annual assessments, attendance, grades, and behavior data to ensure that interventions are successful.

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:

N/A

Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections Per Use May Be Selected by Cell; To Clear Selection, Highlight Cell and Enter "Delete"</i>	Learning Loss- Y/N <i>*At least 20% of an LEA's Total Allocation Statutorily Required</i>	Detailed Use Description <i>*Written Description, Including "Other" Responses (Columns A and C) and Vendor if Applicable</i>	Implementation Timeline - Please Select All		
			SY 2020-2021	SY 2021-2022	SY 2022-2023
- Please Select From the Following: May Select Multiple Categories -	- Please Select -		- Please Select -	- Please Select -	- Please Select -
- Please Select From the Following: May Select Multiple Categories -	- Please Select -		- Please Select -	- Please Select -	- Please Select -
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- Please Select From the Following: May Select Multiple Categories -	- Please Select -		- Please Select -	- Please Select -	- Please Select -

that Apply			Total ARP ESSER Allocation (as of 01/31/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/31/2022)
SY 2023-2024	Budgeted To Date Per Use	Spent Through 12/31/21 Per Use		
- Please Select -	\$87,990.00	\$ -	\$ 87,990.83	\$ 0.83

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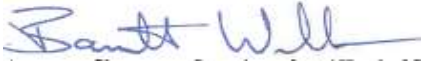
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- Please Select -

Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
LEA Enrollment *October 2021 Data Prepopulated	% Participation - Math Assessment	% Participation - Science Assessment	% Participation - ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment
0	24	0%	24	0%	91%	0	0	0

X. Authorization

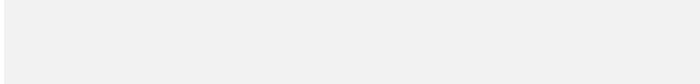
**Please print and sign this page. Return a signed version with your completed packet to : ESSER@doe.nh.gov*



Approver Signature - Superintendent / Head of School

3/9/2022

Date



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.