

ESSER III Use of Funds Plan

I. General Information

Rollinsford School District
Lori Lane, Superintendent of Schools
llane@sau56.org
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II. Transparency and Accessibility

At its October 14, 2021 meeting, the Rollinsford School Board held a public discussion on the potential uses of the ESSER III funds. Included in the public board packet were materials created for the Board's discussion on possible options to use the ESSER III funds. The materials are also available upon request.

At its November 4, 2021 meeting, the Rollinsford School Board discussed the use of ESSER III funds. Both meetings were open to the public and public comment is a standing item on the agenda. The public comment offered suggested the use of ESSER III funds for summer programming expansion.

At the November 16, 2021 budget meeting, the Rollinsford School Board discussed the use of ESSER III funds. The Board's intention is to focus these funds on strategies to combat learning loss through the expansion of summer programming as well as to fund the academic interventionist position.

As with any school information that is accessible by the public, translation services are available to assist parents and community members with limited English proficiency and/or disabilities.

III. Stakeholder Engagement

Throughout the 2020-2021 school year, the Rollinsford School Board regularly provided the community with opportunities to provide input on their children's education during the COVID-19 pandemic.

1. All school board meetings were available to the public. Access to the zoom platform was made available when all board meetings were publicly posted. Parents, community members and students could attend meetings to voice comments and concerns regarding the school district's choice on its education delivery model, social/emotional concerns, mental health of students and staff, academic engagement and participation in extra-curricular activities. Public comment was emailed to the Superintendent and read into the meeting minutes at each meeting. Once the Board returned to in-person meetings in May 2021, the public was able to attend the meetings and offer comment in person.
2. Board members are elected officials. The Rollinsford School Board members are elected to represent the voters in Rollinsford. Board members availed themselves either in person, through social media (the Board has their own Facebook page), email, or other means of communication to receive feedback on all decisions that the school board was making regarding present and future concerns about the children of Rollinsford.

3. School District officials received feedback from its partners and various community agencies on a variety of concerns regarding children, COVID-19 response, etc. Some of those agencies include:
 - a. Parents
 - b. The local Parent-Teacher Organization (PTO)
 - c. Local medical and mental health professionals
 - d. Strafford County Public Health Network
4. The building administration and the school's leadership team collected and reviewed both anecdotal and other data points (i.e., student attendance, curriculum gap analysis, standardized test scores) to create recommendations for the School Board on possible ESSER III expenditures.
5. Members of the School Board and SAU administration met regularly with representatives of the District's collective bargaining units to identify issues of concern and worked collaboratively to create solutions.

The SAU administration used all of this input to create the ESSER III Use of Funds Plan.

IV. Supporting the Continuous and Safe Operation of In-Person Learning

ESSER III funds will not be used to implement prevention and mitigation strategies in order to continuously and safely open and operate schools for in-person learning. The School District previously used ESSER II funds to purchase needed PPE and indoor air quality enhancements recommended to mitigate the spread of COVID-19.

V. Addressing the Academic Impact of Lost Instructional Time (20% of an LEA's Allocation)

1. How the LEA will identify individual student learning loss:

a. Teachers, service providers, program directors and the administration identified individual students who were at high risk for learning loss by reviewing data points as poor attendance, poor participation, academic assessment data, failure rates as well as anecdotal information about each student to determine if additional services were needed.

b. Building administration and the school's leadership team will identify additional strategies to support the re-development of the school's climate and culture in order to re-engage students in learning and strategies to support positive behavioral health.

2. How the LEA will use its funds to address learning loss for the 2021-2022 school year:

- a. Provide Individual and small group academic support for students.
- b. Provide opportunities for professional development for staff on data analysis, academic skills development, and learning strategies.
- c. Provide instructional coaching for staff on academic best practices to re-engage students.
- d. Purchase academic support programs and software designed to develop academic skills to combat learning loss.

3. How the LEA will measure and produce evidence of the effectiveness of evidence-based learning loss interventions:

- a. Data points will be monitored throughout the school year including attendance rates, discipline data, standardized test scores and other standardized measures (i.e., benchmarking) to determine academic growth and student engagement in school.
- b. Anecdotal evidence will be collected from teachers, students and parents on students' feelings about school, their learning, their level of engagement, and their social/emotional health.
- c. All data collected will be reviewed by the administration and the school's leadership team to determine successes and future needs.

The LEA will review the need for this position at the conclusion of each subsequent school year that ESSER III funds are available.

VI. Addressing Learner and Community Needs (80 percent of an LEA's allocation)

1. How the LEA will spend its remaining ARP ESSER funds:

As stated in Section V 2, the School District will look to use the remaining ARP ESSER funds for the following activities:

- a. To provide the school with an academic interventionist to provide:
 - i. individual and small group academic support for students;
 - ii. instructional coaching for staff on best practices to support student re-engagement
- b. Provide an expanded summer school program in order to meet the needs of students.
- c. Provide opportunities for professional development for staff on supporting student and staff on mental health concerns.

2. How the LEA will address the NH DOE's top priority needs:

- a. Providing individualized instruction – this priority need has been addressed in Section V 2.
- b. Addressing teacher fatigue – this priority need will be met with professional development as described in Section VI 1.
- c. Improving family engagement – this priority need will be coordinated with the family engagement requirements for federally funded Title I programs as well as with the existing relationship the LEA has with the Parent-Teacher Organization and other agencies like the Recreation Department.

3. How the LEA will use ARP ESSER funds to address additional needs:

- a. Career and Technical Education. Rollinsford Grade School is a K-6 elementary school therefore no funds will be devoted to Career and Technical Education programs.
- b. Access to outside public school coursework. At this time, there is no plan to use ARP ESSER funds for these courses.

VII. Addressing the Unique Needs of All Learners

The Rollinsford School District 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 of disabilities, students experiencing homelessness, children in foster care, and migratory students.

VIII. Authorization

LEA Superintendent's Signature: 

Date: December 7, 2021