

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: DST467 Rumney / SAU48
2. Date of Publication: August 23, 2021
3. Contact Name and Title: Pamela Martin – Assistant Superintendent
4. Email and Telephone: pmartin@pemibaker.org – 603-536-1254

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://res.pemibaker.org/for-families/grants>

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

Yes: Somewhat: No:

Description: The plan uses a template provided by the NHDOE that is understandable, organized, and in a uniform format.

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: The following statement is located on the SAU48 and WES website. SAU48 is committed to ensuring accessibility of its website for all students, SAU48 aims to make every effort to conform to the W3C WAI's Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance standard, or updated equivalents of these guidelines. We are committed to complying with the provisions of Section 504 and Section 508 of the Rehabilitation Act of 1973 so that students, parents, and members of the public with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as those without disabilities, with substantially equivalent ease of use. To meet this commitment, we are in the process of redesigning our web pages to meet or exceed the Section 504 standards. If you have a disability and the format of any material on our web pages interferes with your ability to access the information, please contact Kara Levasseur at klevasseur@pemibaker.org. Please note that some pages on our website contain links to third-party sites, which are not within our control and may not comply with accessibility standards. The district is not necessarily responsible for the content or accessibility of third-party sites.

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: Yes. Please see the response in #3. An alternative format will be provided when requested.

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: The ARP funds have been discussed at multiple school board meetings where the public has two opportunities for public comment during each meeting. The public has been encouraged to provide feedback and comments.

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: RES is a K-8 school. Older students provide feedback through conversations with the school administrator.

- b. Families (please check one):

Yes: Somewhat: No:

Description: Families have been asked to provide feedback during school board meetings when the projects are discussed. Parents are encouraged to communicate with the school administrators with questions, comments, and concerns.

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

Yes: Somewhat: No:

Description: School and district administrators have attended multiple meetings where ESSER funds have been discussed. Feedback is encouraged and welcomed.

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

Yes: Somewhat: No:

Description: Principals have discussed ESSER funding with staff during faculty meetings. Teachers, staff, and the union have been encouraged to provide feedback on the use of funds directly to building administration.

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

Yes: Somewhat: No:

Description: Not applicable to Rumney NH as there are no tribes in the community.

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

Yes: Somewhat: No:

Description: SAU48 works closely with CADY. CADY's mission is to help our local youth make healthy and safe choices by working with schools, parents, youth, and communities to prevent and reduce youth alcohol, tobacco, and other drug use and to promote healthy environments and promising futures.

- 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: RES is a Title I school-wide school. Title I meetings address the needs of the children in the categories listed above. Stakeholders representing this group can also speak directly to the school administrator and the school board during public comment portions of the school board meetings.

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

Yes: Somewhat: No:

Description: ADAPT/YLTA provides additional wilderness based programming to students outside of school hours. Conversations with ADAPT/YLTA occur throughout the year. Russell Elementary has a very strong before and afterschool program called the Rumney Rangers attendance in both programs is over 70% of all students.

- 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: Rumney families have the ability to attend pre-school in Plymouth as there is not a pre-school located in Rumney.

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 funding will be used to purchase cleaning supplies, PPE, additional student materials so that students have individual supplies, and materials to support remote instruction should the school need to pivot to remote learning at any time throughout the school year.

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: NWEA, NHSAS Interim Assessments and the NHSAS Assessment will be used to determine learning loss. Teachers will also identify, through formative assessments and running records, to determine if a student needs additional supports.

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: RES offered summer school in July of 2021. RES will be able to take part in a SAU 48 wide winter enrichment program in math and reading that will take place in Feb & March of 2022. The goal is to have students bring students' academic knowledge and skills back to the levels they should have been if the pandemic had not interrupted and/or negatively impacted their education.

Description during SY22-23: RES students will be encouraged to take part in SAU48 wide winter enrichment activities planned for Saturday mornings in February and March.

Description during SY23-24: RES students will be encouraged to take part in SAU48 wide winter enrichment activities planned for Saturday mornings in February and March.

How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

- a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please check one):

Yes: Somewhat: No:

Description: Funds will be used as needed to provide stipends throughout the time the grant is active to support educators with working with students that are most in 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: Somewhat: No:

Description: Teachers often discuss professional development requests with the principal who then reaches out to the SAU central office staff to discuss funding and logistics. Teachers also can choose specific courses and workshops to attend.

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

Description: Evidence will be measured using NHSAS and NWEA assessments, as well as teacher running records.

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: RES is planning on adding an outdoor pavilion that can be used as outdoor classroom teaching space. The pavilion will also be used for afterschool enrichment and summer enrichment programs. The outdoor classroom will include slab on grade and a pavilion for protection from sun and rain estimated costs are \$88,000.

Description during SY22-23: RES is planning on replacing several fixed windows that will not open with operable windows to increase airflow.

Description during SY23-24: RES is planning on replacing several fixed windows that will not open with operable windows to increase airflow.

2. The LEA's use of funds to address the top priority needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

- a. Providing individualized instruction:

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

Description of all SYs: RES is looking at hiring an additional substitute that will cover classes for teachers thereby providing an opportunity for the teacher to work individually, or with a small group of students to address learning loss.

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

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

Description of all SYs: ESSER may be used to address educator fatigue over the course of the next three years.

- c. Improving family engagement:

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

Description of all SYs: COVID impacted family engagement activities due to the increased hesitancy to attend events. The goal is to increase family engagement activities and look at ways to hold them outside or with smaller cohorts in the gymnasium. The pavilion is one way that would support this initiative as families will be more comfortable attending.

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:

- d. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:
Amount: \$160,000

Percentage: 51%

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 student needs will be considered including special education students, low socioeconomic students and, ELL students.

e. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:
Amount: Unknown amount at this time. Russell Elementary is a K-8 school. Career exploration activities are done every year and will continue. Examples include Career Day, bring your parents to school day, and industry specific presenters based on unit studies.
Percentage: Unknown percentage at this time. See answer above.
Description, including funds used to support learner obtainment of industry-recognized credentials:

f. 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: RES students are supported in taking an additional class via VLACs to support enrichment goals. Remedial work with students is provided by teachers at RES that are provided time during the regular school day to work with students as needed to address learning loss.

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: Our planned programs will be available to all students regardless of gender, race, national origin, color, disability, socio economic status, or age. No child will be left out of any activity based on financial need. Students' academic, social and emotional mental health needs will drive the decisions as to how the money will be spent.

VIII. Authorization

LEA Superintendent's Signature:



Date:

8/23/21

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.