

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: Sanborn Regional → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 476 → Autopopulates upon Selection
- 3) SAU Number: 17 → Autopopulates upon Selection
- 4) Date of Publication: 3/8/2022
- 5) Approver Name -
(Superintendent / Head of School): Thomas J. Ambrose
- 6) Email & Telephone: tambrose@sau17.net 603.642.3688

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.sau17.org/Content2/492>

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

Yes - Description Required

Description:

The format was provided as a 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, it is in English and translations are available upon request.

- 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:

Yes, alternative format is available upon request.

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:

A survey was deployed online for all parents and community members to give input. September 2021 open houses also gave parents additional opportunities to provide input via a question bank.

- 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):

Yes - Description Required

Description:

The plan was posted to the SAU website and parents and community members were encouraged to review it and give any input for future plans. Additional input was garnered during the budget development process.

- 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 engaged through a series of focus groups and meetings with building leadership. Secondary level students also had the opportunity to complete surveys.

i) Number of total responses: 427

ii) Uses consulted on: Learning experiences

iii) Description of feedback received:

Students asked for additional support in their classes, as well as less time spend wearing masks.

Please indicate how consultation was:

2) Inclusive: Options to chat in groups or complete surveys allowed students to provide input.

3) Widely advertised and available: Teachers and administrators shared the information with all students each morning.

4) Ongoing: Additional opportunities for input will be provided in Spring 2022 as well as each semester going forward

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families were encouraged to complete surveys in September 2021 about the use of ESSER III funds. They also had opportunities to provide additional input during open houses in September 2021

i) Number of total responses: 295

ii) Uses consulted on: Learning support & enhancements, social/mental/emotional health, disease prevention mitigation strategies. Facilities.

iii) Description of feedback received:

Almost half of respondents noted that learning support and enhancement should be the #1 priority of the district.

Please indicate how consultation was:

2) Inclusive: All parents and families were encouraged to complete the surveys. Multiple opportunities to respond were given.

3) Widely advertised and available:

Links to surveys were emailed to parents, posted on the school websites, and included in the weekly newsletters. Kiosks with surveys were set up at open house.

4) Ongoing:

Additional opportunities for input will be provided in Spring 2022 as well as each semester going forward

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

Yes - Description Required

1) Description:

District and building administrators held weekly meetings to discuss use of funds. Data on student learning was analyzed, and ongoing metrics for case rates in the community were consulted and followed in order to make comprehensive decisions about the use of funds.

i) Number of total responses: 25

ii) Uses consulted on:

Learning support & enhancements, social/mental/emotional health, disease prevention mitigation strategies. Facilities.

iii) Description of feedback received:

Administrators cited the need for learning support and enhancements as well as disease prevention and mitigation strategies.

Please indicate how consultation was:

2) Inclusive: All administrators attended all the meetings.

3) Widely advertised and available: All administrators attended the meetings.

4) Ongoing:

The conversations around the use of funds is a standing agenda item for all administrative meetings weekly.

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

Yes - Description Required

1) Description:

These stakeholders were encouraged to respond to surveys as well as participate in conversations at PLCs and monthly staff meetings for the use of funds.

i) Number of total responses: 213

ii) Uses consulted on: Learning support & enhancements, social/mental/emotional health, disease prevention mitigation strategies. Facilities.

iii) Description of feedback received:

These stakeholders agreed that learning support was important. They also saw the need for disease prevention and mitigation to be very high on the list of needs.

Please indicate how consultation was:

2) Inclusive: Surveys as well as in person meetings were used to gather information

3) Widely advertised and available: Survey links were emailed and PLC/staff meetings were held regularly to discuss these topics

4) Ongoing:

Surveys will be conducted again in spring of 2022, as well as each semester. The topics are on each month's staff agendas.

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

No

1) Description: N/A

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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:

Families were encouraged to complete surveys in September 2021 about the use of ESSER III funds. They also had opportunities to provide additional input during open houses in September 2021

i) Number of total responses:

ii) Uses consulted on: Learning supports and enhancements, facilities, disease mitigation

iii) Description of feedback received:

These stakeholders believed that disease mitigation and learning supports were the top two areas for focus.

Please indicate how consultation was:

2) Inclusive: Survey links were shared in emails, newsletters and school websites for all families to complete.

3) Widely advertised and available:

Survey links were shared in emails, newsletters and school websites for all families to complete.

4) Ongoing:

Surveys will be conducted again in spring of 2022, as well as each semester. The topics are on each month's staff agendas.

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

No

1) Description:

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

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

- 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):

No

1) Description:

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

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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:

SAU 17 will continue to use funds to purchase materials to support hygienic practices in the district in alignment with the guidance provided by the CDC and NH DHHS. The funds will also be used to support the on-site testing of students presenting with COVID symptoms in the health office.

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:

SAU 17 students will all be taking the NWEA upon return to school in order to determine the extent of individual student learning loss. The data collected will be analyzed and instructional plans will be created at building PLC meetings.

- 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:

Summer enrichment will be offered to all students. Additionally, summer learning will be provided for students in most need as reflected by NWEA scores in spring.

Description During SY 2022-2023:

Summer enrichment will be offered to all students. Additionally, summer learning will be provided for students in most need as reflected by NWEA scores in spring.

Description During SY 2023-2024:

Summer enrichment will be offered to all students. Additionally, summer learning will be provided for students in most need as reflected by NWEA scores in spring.

- 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):

- Please Select -

Description:

Tutoring will be a focus at the HS level

- 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):

- Please Select -

Description:

This will continue to be a plan for the SAU employees to address areas of need in providing instruction to all students.

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

Description:

Data analysis will happen at every level and will be shared with the School Board subcommittee. Data will include, but not be limited to, NWEA, NHSAS, SAT and F&P scores. Common assessment data will also be used.

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(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):

Description During SY 2021-2022:

Additional technology devices (Chromebooks & iPads) will be purchased.

Description During SY 2022-2023:

Determination will be made based on need and may include professional development, purchase of supplemental learning materials for students, purchase of technology.

Description During SY 2023-2024:

Determination will be made based on need and may include professional development, purchase of supplemental learning materials for students, purchase of technology.

- 2) After accounting for the funds reserved under section 2001(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):

- a. Providing individualized instruction:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

SAU 17 will use funds to ensure individualized instruction, based on data.

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

During SY 2021-2022 (select one): **- Please Select -**

During SY 2022-2023 (select one): **- Please Select -**

During SY 2023-2024 (select one): **- Please Select -**

Description of all SYs - 2021 to 2024:

Educator fatigue will be addressed during district professional development days, as well as during the early release Wednesdays. Supporting staff may be hired to address the additional instructional gaps.

- c. Improving family engagement:

During SY 2021-2022 (select one): **- Please Select -**

During SY 2022-2023 (select one): **- Please Select -**

During SY 2023-2024 (select one): **- Please Select -**

Description of all SYs - 2021 to 2024:

The SAU will use some of the funds to subscribe to communication and survey programs that will increase and improve the communication with families. Funds will also be used to support open house events.

- 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: \$992,805.92

Percentage: 100%

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:

Funds will be allocated to address the instructional needs of all students in the district, with an eye on allocating funds by percentage to special populations.

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

Amount: \$49,640.25

Percentage: 5%

Description, including funds used to support learner attainment of industry-recognized credentials:

To support ELOs, purchase of badging software program for industry 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 2021-2024 (select one): - Please Select -

Description of all SYs - 2021 to 2024:

We will continue to provide the HS students opportunities for dual-enrollment classes, as well as enhance our extended learning opportunities at all levels, K-12.

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:

SAU administration will research and discuss interventions, looking particularly at those recommended by the NH DOE as well as those that are research-based.

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

Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER Allocation (as of 01/26/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/26/2022)
\$ -	\$ -	\$ -	\$ -

Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
LEA Enrollment <i>*October 2021 Data Prepopulated</i>	% 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
1,416	88	63	88	95%	84%	59	1	4

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

Date



Printed Name - Superintendent / Head of School

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.