

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, 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/117/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: | <u>Stewartstown</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>501</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>7</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>3/9/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Dr. Debra Taylor, Superintendent</u> | |
| 6) Email & Telephone: | <u>dtaylor@sau7.org - 237-5571, ext 15</u> | |

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://content.myconnectsuite.com/api/documents/9817c2ee2d894ff090cf1db651222ef8.pdf>

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

Yes - Description Required

Description:

Responses were provided to all questions in an understandable 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 choose one):

Yes - Description Required

Description:

An oral translation is available if needed.

- 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:

Alternative accessible formats are available if needed.

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:

Public hearings were advertised and held in conjunction with a school board meeting. A survey was distributed to parents and community members during the summer of 2021.

- 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 leadership team analyzed survey responses and incorporated the feedback.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
a. Students (please choose one):

Somewhat - Description Required

1) Description:

Principals met informally with students to determine academic needs.

- 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: The consultation with students is ongoing.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Two surveys were provided to parents requesting their input on technical needs, supplies, meals, transportation, and use of ESSER funds.

- i) Number of total responses:* 46 responses- first survey in April 2020/ 38 responses- second survey in August 2021
- ii) Uses consulted on:* Ongoing
- iii) Description of feedback received:* Specific feedback based upon individual needs

Please indicate how consultation was:

2) Inclusive: Parents were individually contacted

3) Widely advertised and available: Advertised on social media accounts, through an automated call, email, and text

4) Ongoing: Parents are invited to communicate with us as needed, including at various school events. In addition, the Superintendent hosts monthly office hours.

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

Yes - Description Required

1) Description:

The leadership team met weekly to address COVID-19 issues and concerns.

- i) Number of total responses:* 6
- ii) Uses consulted on:* Ongoing
- iii) Description of feedback received:* Feedback was used to determine a course of action

Please indicate how consultation was:

2) **Inclusive:** All administration was involved in the process

3) **Widely advertised and available:** Email

4) **Ongoing:** weekly meetings

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

Yes - Description Required

1) **Description:**

Held whole-staff meetings in person and via zoom. Communicated via email and shared documents.

i) **Number of total responses:** 23
ii) **Uses consulted on:** ongoing
iii) **Description of feedback received:** Feedback was used to determine course of action

Please indicate how consultation was:

2) **Inclusive:** All staff were involved

3) **Widely advertised and available:** notification via email

4) **Ongoing:** minimum weekly meetings

e. Tribes, if applicable (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:**

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:**

Homeless Liason, Special Services Coordinator, Title I Liason, School Assistance Personnel, Department of Health & Human Services staff

i) **Number of total responses:** 6
ii) **Uses consulted on:** on-going
iii) **Description of feedback received:** Feedback was used to determine course of action

Please indicate how consultation was:

2) **Inclusive:** Weekly regional meetings, individual outreach, monthly statewide meetings

3) **Widely advertised and available:** via email and social media

4) **Ongoing:** Continuing outreach

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

Somewhat - Description Required

1) Description:

The community does not have any organization to provide before and after-school programs; however, the school provides their own after school program for students during the school year.

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

Please indicate how consultation was:

2) Inclusive: all students are eligible to participate in the after school program

3) Widely advertised and available: email & social media

4) Ongoing: continuing outreach through the school program

- 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:

Communicate regularly with North Country early childhood education providers and families, including Head Start and local, private childcare centers

- i) Number of total responses:*
- ii) Uses consulted on:* ongoing
- iii) Description of feedback received:* feedback was used to support transition to school programs

Please indicate how consultation was:

2) Inclusive: regular communication, especially between the Special Services Coordinator and local agencies

3) Widely advertised and available: email, local newspapers, social media

4) Ongoing: continuing outreach

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:

The 21-22 plan was dynamic and responsive to the recommendations of the CDC (Center for Disease Control) and NHDPHS (Department of Public Health Services). The plan allowed schools within SAU #7 to provide in-person instruction for the entire year. We were able to withstand numerous confirmed positive cases in our schools, whiel partnering with health care providers to support vaccine clinics for staff and students. We included signage requiring masking and social distancing. We provided hand sanitizer and cleaned our facility regularly.

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:

A variety of authentic assessments in addition to standardized assessments are used to determine where students are in their learning and to create a growth plan based on the district curriculum. This includes individual education plans, student support plans, and 504 plans.

- 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:

The funds will be used to purchase and implement a reading program to help with bringing students up to learning competency levels, as well as catching up lost learning deriving from school closures and pre-existing learning gaps. This comprehensive reading program is differentiated by design to offer research-based literacy instruction, support teachers in developing a culture of learning and growth, and help all learners believe in the power of "I can." Students will develop confidence as they build a strong foundation in reading, writing, listening, and speaking skills, creating lifelong learners.

Description During SY 2022-2023:

We will provide on-going professional development, including workshops and literacy coaching.

Description During SY 2023-2024:

We will provide on-going professional development.

- 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:

We will assess the need for this intervention at the conclusion of this school year.

- 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:

Staff completes a Needs Assessment at the beginning of the school year to indicate which professional development opportunities best suit their current learner needs. The Professional Development Committee plans and implements these programs.

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

Description:

Students engage in three benchmark assessments each year, as well as bi-weekly progress-monitoring probes, to determine effectiveness of the interventions.

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:

Inspection, testing, maintenance, repair, replacement, and upgrade projects to include 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.

Description During SY 2022-2023:

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.

Description During SY 2023-2024:

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.

- 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):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

Remaining funds will be allocated for instructional support and professional development.

- 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:

Remaining funds will be allocated for wellness activities

- 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:

If needed, remaining funds will be allocated to support school/family engagement activities

- 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 of the funds reserved to address learning loss are administered under the school leader's direction

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:

There is no CTE program at Stewartstown Community School.

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:

If needed, remaining funds will be allocated toward course access opportunities

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:

Considerations to address learning loss will be personalized in accordance with how effectively the students accessed learning programs this year. SEL practices will continue in conjunction with academics throughout the school year as developmentally appropriate.

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

Specific Use Category	General Use Category <i>*May Select Same General Use Category in Multiple Rows Depending upon Specific Uses</i>	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 that Apply				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								
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024					LEA Enrollment % October 2021 Data Preannulated	% 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
Curriculum Adoption	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment	Yes - Description Required	Reading curriculum grades K-8	No	No	Yes	Yes	\$ 43,559.93		\$ -	\$ -	61	100	* n=11	100	95%	0%	0	0	1

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

2/24/2022

Date

Debra Taylor, PhD.

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.