

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>Sunapee</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>515</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>85</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>1/28/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Russell E Holden</u> | |
| 6) Email & Telephone: | <u>rholden@sunapeeschools.org 6037634627</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:

Sau85.org

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

Yes - Description Required

Description:

The plan is posted on SAU85.org. The plan is posted as a PDF and spread sheet. We encourage anyone with questions to reach out the the SAU office.

- 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:

The web site allows for many different specific languages to be selected. If a family needed additional translation on the plan, we would provide that as needed. Currently we do not have any families in our schools that require a unique translation.

- 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:

District web presence which is developed by, maintained by, or offered through third party vendors and open sources, the District is committed to compliance with the provisions of the Americans with Disabilities Act (ADA), Section 504 and Title II 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; and that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online.

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:

Discussed at several public meetings, public comment was allowed. Information of how the funds are intended to be spent on website. Public forums held, letter sent home, information on website.

- 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:

Input was allowed at all public meetings and public forums, public are also able to email school board members of superintendent with input. The input from the community was to utilize the ESSER fund to help lessen the spread of COVID in our schools. Specifically to add modern air exchange systems to the Sunpace Elementary School. This population upon return to school (21-22) was the most vulnerable due to lack of vaccines for age group. The district selected a EEI to develop a plan to address the air exchange systems.

- 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: Public meetings, forum, emails.

i) Number of total responses: 0

ii) Uses consulted on: Ongoing public meetings, forum, emails.

iii) Description of feedback received: Supportive of proposal.

Please indicate how consultation was:

2) Inclusive: Open to all.

3) Widely advertised and available: Local papers, website, emails to families, mailers/flyers.

4) Ongoing: We continued to hold public meetings the last forum was held on 1/19/2022.

- b. Families (please choose one):

Yes - Description Required

1) Description: Public meetings, forum, emails

i) Number of total responses: 20

ii) Consultation: Ongoing public meeting, forums emails.

iii) Description of feedback received: Supportive of proposal.

Please indicate how consultation was:

2) Inclusive: Open to all

3) Widely advertised and available: Widely advertised and available: paper, website, emails, flyers.

4) Ongoing: We continued to hold public meetings, last forum was held on 1/19/2022.

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:

inspecting, testing, maintaining, repairing, replacing, and upgrading projects to improve the indoor air quality in school facilities, including HVAC systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. ARPA Section 2001(e)(2)(P).

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:

The Sunapee School held inperson learning for 98% of it students . We provided a remote teachers for the other 2%, we stayed open for 176 days and had no remote days to to COVID

- 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 have use the required 20% funds from ESSER III to hire to learning loss para educators. One in each school who will be in place for the 21-22,22-23 school years. Teachers are able to assign any student who may have missed any time during these years due to a COVID related situation to implement support as need.

Description During SY 2022-2023:

We have use the required 20% funds from ESSER III to hire to learning loss para educators. One in each school who will be in place for the 21-22,22-23 school years. Teachers are able to assign any student who may have missed and time during these years due to a COVID related situation to implement support as need.

Description During SY 2023-2024:

Given our continued in person learning for 100% of our students in the 21-22 school year and learning loss para hired we feel we would have address any learning loss prior to this time, no fund to be spent at this time.

- 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:

We have use the required 20% funds from ESSER III to hire to learning loss para educators. One in each school who will be in place for the 21-22,22-23 school years. Teachers are able to assign any student who may have missed and time during these years due to a COVID related situation to implement support as 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 choose one):

- Please Select -

Description:

NA

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

Description:

Using NWEA (twice a year) along with state testing, and individual teacher formative and summative assessments, and graduation rate.

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:

No funds will be utilized this year.

Description During SY 2022-2023:

Funds will be used to purchase air exchange units, controls, and electrical panel for the Sunapee Central Elementary School.

Description During SY 2023-2024:

Funds will be used to purchase air exchange units, controls, and electrical panel for the Sunapee Central Elementary School.

- 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:

The overall quality of air in the building will improve and be safer for faculty and 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:

The overall quality of air in the building will improve and be safer for faculty and students.

- 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:

The overall quality of air in the building will improve and be safer for faculty and students.

- 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:

NA

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

Amount: \$0.00

Percentage: 0%

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

NA

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:

NA

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:

All students PreK-12 have access to each building's learning loss provider along with continued teacher support. All students will have a safer environment in which to learn with the addition of modern air circulation systems.

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:

Describe if the LEA intends to utilize ARPA ESSER funds to undergo 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 / or door repair and replacement, and how this will be accomplished. Improvements to ventilation, air conditioning (HVAC) repairs/replacement, air quality. We have put a RFP out for Energy Performance Contracting Services because we know that the project completion would exceed the \$250,000 threshold. The RFQ is for Energy Service Companies to assist with purchasing equipment to improvements ventilation, air condition (HVAC) repairs/replacements, and air quality. The Sunapee Central Elementary School was originally built in 1928 and is without any air exchange systems. For us to address the needed air circulation and HVAC improvement, the District will hire EEI in May based on the response to the RFQ, complete the evaluation of systems needed to support upgrades and replacement for HVAC systems. EEI will work in two phases, first with the ESSER II, III funds equipment will be purchased (5 heat recovery units, 2 rooftop units, control panel, and electrical panel. Phase two the district in March 2022 passed a lease agreement for installation, and improvements for \$4,899,714 to Sunapee Elementary School the installation of this equipment will be completed during phase two.

Specific Use Category <i>"User May Delete Current Selection Prior to Assigning Input"</i>	General Use Category <i>"May Select Some General Use Categories in Multiple Rows Depending upon Specific Uses; May Delete Current Selection Prior to Assigning Input"</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- VN <i>"At least 20% of an LEO's Total Allocation Statemently Required"</i>	Detailed Use Description <i>"Written Description, Including 'Other' Responses (Columns A and C) and Teacher 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 8/13/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 8/13/2022)	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) <i>Pre-pandemic</i>	% Participation - Math Assessment	% Participation - Science Assessment	% Participation - ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspensions	Expulsion	Instances of Bullying / Harassment
Other Allowed Uses - Specify in Detailed Use Description	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	*Please Select From the Following: May Select Multiple Categories - Health and Safety Measurement - Specify in Detailed Use Description	Yes - Description Required	D.We have been approved to hire a learning loss tutor for each school. They will be in place for the 2021-22, 2022-23 school years for all students in	No	Yes	Yes	Yes	\$ 414,074.00	\$ 72,000.00	\$ 414,074.44	\$ 344,144.44	373	99	98	99	97%	82%	1	0	3

X. Authorization

**Please print and sign this page. Return a signed version with your completed packet to :*

ESSER@doe.nh.gov



2/3/2022

Approver Signature - Superintendent / Head of School

Date

Russell E Holden

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.