

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: Tamworth School District

2. Date of Publication: 11.30.2021

3. Contact Name and Title: Melanie McBrian, Principal

4. Email and Telephone: mmcbrian@tamworth.k12.nh.us (603)323-7271

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: tamworth.k12.nh.us

Description: This form was updated on 11/23/21 and made available on 11/30/21. The school website: tamworth.k12.nh.us has a list of federal grant funding sources and uses available.

2. The plan is in an understandable and uniform format (please check one):
 Yes: Somewhat: No:

Description: It is posted as a doc.

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 document is posted in English. If requested, a translation will be provided-either orally or in writing.

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: If requested, we would work with parents to provide the information in a format that works best for them.

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: A public hearing was held on 6/17/21 to accept funds. The information was made available prior to the meeting on the website. Discussion was held regarding funding uses and public comment was heard. The meeting was properly posted, including time and location, online, at the local post offices and in the local paper prior to the meeting.

2. How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

- a. Students (please check one):
Yes: Somewhat: No: **X**

Description: LEA will survey students

- b. Families (please check one):
Yes: Somewhat: **X** No:

Description: The opportunity was given through the public hearing and information shared through the school newsletter

- c. School and district administrators, including special education administrators (please check one):
Yes: **X** Somewhat: No:

Description: Admin meetings include grant funding on the agenda and is discussed based on needs.

- d. Teachers, principals, school leaders, other educators, school staff, and their unions (please check one):
Yes: **X** Somewhat: No:

Description: Discussions regarding uses of grant funding are held at staff and school based leadership meetings.

- e. Tribes, if applicable (please check one):
Yes: Somewhat: No: **X**

Description: N/A

- f. Civil rights organizations, including disability rights organizations (please check one):
Yes: Somewhat: No: **X**

Description: LEA will communicate w/organizations such as ABLENH to help identify any needs

- 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: **X** No:

Description: The Director of Student Services and the school counselor provide input to support the needs of a variety of students, both at school and home.

- h. Community-based organizations, including partnerships to promote access to before and after-school programming (please check one):
Yes: Somewhat: **X** No:

Description: We have struggled to staff after school programs and there hasn't been much interest in before school

programming (based on survey and prior attendance of previously provided before school programming). We have been able to provide some after school programs, staffed by in house personnel.

- 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: There is one private pre-school/day care center in our district. We communicate w/them regarding any shared students.

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

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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: One of the main goals of the ARP ESSER funds is to provide upgrades to our ventilation system, our current system cannot use the highest grade of filtering. We will also replace faulty windows so they may be more easily opened and closed-providing fresh air to the building.

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:
- Students who did not consistently participate in remote instruction when offered during school building closures;
 - Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
 - Students most at-risk of dropping out of school.

Description during SY21-22: Funds will be used to provide an additional teacher to provide targeted interventions to address specific learning loss. Funds will be used to provide an additional teacher to maintain smaller class sizes. Research shows that smaller class sizes have a positive impact on SEL and academic progress of students. Smaller class size also allows for greater distance between students, an important mitigation strategy in the fight against transmission of Covid-19.

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 after school programs, or extended school year:

Description during SY21-22: Smaller class sizes through funding an additional teacher and funding a teacher to provide specialized interventions to address specific learning needs/loss. Provide after school tutors for students who've experienced significant absences due to covid-19.

Description during SY22-23: Funding a teacher to provide interventions to address gaps in learning. Support a summer enrichment program if staffing is available.

Description during SY23-24: A needs assessment will be conducted to determine our needs at that time.

3. How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:
- Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please check one):
Yes: Somewhat: No:

Description: After school tutoring is available, both remotely(if the student is absent due to quarantine) and in person once the student has returned to school.

- 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: **X**

Description: Other funding sources are available for professional development

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

Description: We use benchmarking prior to and after interventions.

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

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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: Community Needs: Upgrades to the school building to improve the air quality is a priority. Student Needs: Provide materials, furniture, tech resources, SEL support (social worker) and other supports as needed to abide by our Re-entry plan and in response to academic and SEL data.

Description during SY22-23: Continue to work to improve air quality within the building. Continue to provide materials, furniture, tech resources, SEL support (social worker) and other supports as needed to abide by our Re-entry plan and in response to academic and SEL data.

Description during SY23-24: Continue to work to improve air quality within the building. Continue to provide materials, furniture, tech resources, SEL support (social worker) and other supports as needed to abide by our Re-entry plan and in response to academic and SEL data.

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: **X** Somewhat: No:

During SY22-23 (check one): Yes: **X** Somewhat: No:

During SY23-24 (check one): Yes: **X** Somewhat: No:

Description of all SYs: Our top priority is to provide in person instruction for our students. To address this, our federal funding has been used to promote this goal including supporting SEL and academic needs through a school social worker, instructional interventionist and providing an additional teacher. Federal funds have been used to provide PPE, cleaning and sanitizing supplies, hotspots for staff and students who have needed them, carts, crates/lockers/caddies for students to keep supplies separate and furniture to accommodate physical distancing. ESSER III funds are earmarked to support student learning and engagement. In addition, funds will be used to upgrade our indoor air quality.

Description of all SYs: b. Addressing educator fatigue, including providing performance-based bonuses to teachers:

During SY21-22 (check one): Yes: Somewhat: **X** No:

During SY22-23 (check one): Yes: Somewhat: **X** No:

During SY23-24 (check one): Yes: Somewhat: **X** No:

Description of all SY's: Funds are being used to provide after school yoga and mindfulness sessions for staff to provide opportunities to learn methods to alleviate stress to help combat fatigue. Funds may be used to provide bonuses when staff take on additional responsibilities due to staffing shortages. This would be discussed with the Tamworth School Board and Tamworth Educator Association. Other grant funds are used to support teacher professional development and collaboration with peers.

c. Improving family engagement:

During SY21-22 (check one): Yes: Somewhat: No:

During SY22-23 (check one): Yes: Somewhat: No:

During SY23-24 (check one): Yes: Somewhat: No:

Description of all SYs: We will continue to use our resources to communicate with and engage families. We have used funds to hire a school social worker (1 day a week) to help families experiencing a more difficult time becoming engaged in their students' education (as well as provide in school therapeutic services to some students). I anticipate increasing this position to 2 days a week in the upcoming year. Due to Covid-19, we did not have any in person meetings or school events during the 20-21 SY. We have been getting back (safely) to in person meetings and some school events such as open house and parent conferences this year (21-22). We will, as Covid conditions permit, work towards more in person events as this year progresses and in the upcoming SYs (22-23, 23-24).

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 (of all ARP ESSER grants) will be administered under school leader discretion: Amount: Approximately \$616,556.53

ESSER III: Approximately \$163,797.65

Percentage: Approximately 48% of current distribution

ESSER III: Approximately 20% of current distribution

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: There is a need to improve the indoor air quality in our school building. This is a priority for the ESSER III funds as other federal funds have been used to address student learning needs and SEL. School leadership has been given discretion for use of prior ESSER (I & II) funds and 20% (as required to address student learning loss) of ESSER III. The majority of ESSER III funds will be used to address the air quality within the school building.

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

Amount: \$0 We do not have CTE in our district

Percentage: 0%

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

- 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 21-24 (check one): Yes: Somewhat: No:

Description of all SYs: Our district is a K-8 district which tuitions our 9th-12th graders to other schools. We have a small population of students and are staffed with highly capable veteran teachers. We provide for teachers' training needs and materials through our operating budget and other grant funds.

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: We do school-wide academic benchmarking 3 times a year. Our data team meets 3 times a year to review data and, in consultation with classroom teachers, sped staff, and Title 1 teacher, to identify those students needing interventions. Students receiving specialized interventions are assessed every 6 weeks to determine if intervention strategies are effective and to make any needed changes. We have a Tier 3 Behavior Team (WRAP) that meets weekly. This team is composed of the Principal, School Counselor, Behavior Specialist, School Social Worker and School Nurse. This team works with local agencies to provide in depth support to these students and their families. Our School Counselor participates in meetings with other area school counselors to discuss area wide needs of families and resources that are available.

VIII. Authorization

LEA Superintendent's Signature: Date:

 11/30/21

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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

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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.