

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: Wakefield School District
2. Date of Publication: August 9, 2021
3. Contact Name and Title: Pamela Stiles, Superintendent
4. Email and Telephone: pamela.stiles@sau101.org 603-871-8502

II. Transparency and Accessibility

1. This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

Description: www.sau101.org

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

Yes: Somewhat: No:

Description: _____

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: _____

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: _____

III. Stakeholder Engagement

1. How the LEA will provide the public the opportunity to provide input in the development of the LEA’s plan for the use of ARP ESSER funds and take such input into account:

Description: The plans for the use of funds was discussed at a public School Board meeting on July 20, 2021
The plan will be placed on the district's website with a a note that public input is welcome.

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

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

Description: _____

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

Description: Shared at a public School Board meeting.

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

Description: Meeting with school administrators including special education on need and direction.

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

Description: The principal, assistant principal, facilities director and special education director were included.

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

Description: N/A

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

Description: _____

- g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (please check one):
 Yes: Somewhat: No:

Description: _____

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

Description: _____

- 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: _____

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

1. The extent to which and how LEA ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:
(Note federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.)

Description during SY21-22: Items such as PPE and nursing supplies are being purchased from earlier grants.

V. Addressing the Academic Impact of Lost Instructional Time (20 percent of an LEA’s Allocation)

1. How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who did not consistently participate in remote instruction when offered during school building closures;
 - b. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
 - c. Students most at-risk of dropping out of school.

Description during SY21-22: Scheduling benchmark assessments, class size reduction, providing interventionists, offering summer school

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA’s total allocation of ARP ESSER funds) to address the academic impact of lost instructional time for such students through the implementation of evidence-based interventions as defined by ESSA (<https://ies.ed.gov/ncee/wwc/essa>), such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

Description during SY21-22: An RTI program will be instituted using additional interventionists, reading and math tutors. All interventions will be vetted by the reading teacher and assistant principal.

Description during SY22-23: The RTI program will utilize interventionists, reading and math tutors. All interventions will be vetted by the reading teacher and assistant principal.

Description during SY23-24: The RTI program will utilize interventionists, reading and math tutors. All interventions will be vetted by the reading teacher and assistant principal.

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 check one):
Yes: Somewhat: No:

Description: Tutors and interventionist will be hired

- b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please check one):
Yes: Somewhat: No:

Description: Individual teacher expertise will be promoted as professional development.

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

Description: The results of benchmark assessments will be shared with the staff and school board.

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

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

Description during SY21-22: Installation of a fiber cable, upgrading wiring, employing a technology assistant, creating a "Community College"

Description during SY22-23: Employing a technology assistant, promoting a "Community College"

Description during SY23-24: Employing a technology assistant, promoting a "Community College"

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: [checked] Somewhat: [] No: []
During SY22-23 (check one): Yes: [checked] Somewhat: [] No: []
During SY23-24 (check one): Yes: [checked] Somewhat: [] No: []

Description of all SYs: Smaller class sizes, targeted interventions

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

During SY21-22 (check one): Yes: [] Somewhat: [] No: [checked]
During SY22-23 (check one): Yes: [] Somewhat: [] No: [checked]
During SY23-24 (check one): Yes: [] Somewhat: [] No: [checked]

Description of all SYs:

c. Improving family engagement:

During SY21-22 (check one): Yes: [checked] Somewhat: [] No: []
During SY22-23 (check one): Yes: [checked] Somewhat: [] No: []
During SY23-24 (check one): Yes: [checked] Somewhat: [] No: []

Description of all SYs: Promoting the school as a resource for the community regarding technology, the emotional needs of students/families, etc.

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: \$194,000

Percentage: \$19% Fiber cable, wiring, tech assistant (3 years)

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: District administration determined student needs - all needs- including special education, students on free/reduced lunch and ELL. \$824,995 79%

b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:
Amount: \$29,000

Percentage: 3%

Description, including funds used to support learner obtainment of industry-recognized credentials:
Creation and implementation of a "Community College"

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: N/A (elementary school)

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: The RTI program including regular benchmarking and progress monitoring will measure the response students have to interventions. Social/emotional needs will be assessed as they impact learning.

VIII. Authorization

LEA Superintendent's Signature:



Date:

August 9, 2021