

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: → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: → Autopopulates upon Selection
- 3) SAU Number: → Autopopulates upon Selection
- 4) Date of Publication:
- 5) Approver Name -
(Superintendent / Head of School):
- 6) Email & Telephone:

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.hdsd.org/domain/2462>

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

Yes - Description Required

Description:

The 21-22 pandemic response plan was written in the same structure as the 20-21 re-entry plan to make the format familiar and the structure understandable.

- 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 district will provide written or oral translation of the plan to a parent 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:

The plan is posted on the website and available in print or other alternative formats 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:

The district utilized information collected from extensive use of surveys from Spring of 2020 when planning the re-entry teams, as well as four additional surveys (late summer 2020, Nov.2020, January 2021, June 2021). The district continues to revise and implement plans informed by feedback collected from stakeholders (families, staff, and students). In February of 2022, as part of the six month review a new survey was sent out to the full school community, including families, staff, middle and high school students, and other members of the larger community for both the Washington and Hillsboro-Deering school districts. The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

In the Culture section, the social emotional health of students and staff were the top two focus areas, with 85% of respondents citing students' social emotional

- 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:

In February of 2022, as part of the six month review a new survey was sent out to the full school community, including families, staff, middle and high school students, and other members of the larger community for both the Washington and Hillsboro-Deering school districts. The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

- 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:

Date: As of February 15, 2022

i) Number of total responses: 301 middle and high school students responded, some of who are from the Washington school district. 6 students identified themselves as from the Washington school district, 5 of which also identified themselves as from the Hillsboro-Deering School District. We have included the full responses of the 301 middle and high school students, and separately the 6 identifying themselves from Washington specifically.

ii) Uses consulted on: The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

iii) Description of feedback received: From the 301 middle and high school students: In the Culture section, the social emotional health of students and staff were the top two focus areas, with 76% of student respondents citing students' social emotional health of students as important and 37% of student respondents citing social emotional health of staff & teachers as a priority use of ESSER funding. 32% of student respondents also prioritized improving community connections and engagement.

Please indicate how consultation was:

2) Inclusive: Multiple surveys have been sent to the full school community. The most recent survey in February, 2022 was sent to all SAU 34 staff and families, students in grades 6-12, and publicly posted to be available to all members of the community.

3) Widely advertised and available: Each survey, including the most recent in February, 2022 was emailed to all SAU 34 families and staff, as well as posted on the district website and Facebook page. The February, 2022 survey was also emailed to all students in grades 6-12, who were given time in their advisory periods to respond. The superintendent included the link to the survey multiple messages to the full school community, which were emailed to families and staff and also posted on the district Facebook page.

4) Ongoing: The survey remains open and collecting responses. It is linked on the district website.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Please see below:

i) Number of total responses: There were 10 responses received.

ii) Uses consulted on: The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

iii) Description of feedback received: In the Culture section 8 of 10 prioritized a focus on the social and emotional health of students, 4/10 prioritized Hiring additional mental health professionals 4/10 prioritized professional development opportunities related to social emotional skill development, 4/10 prioritized Improving community connections and engagement, and 3/10 prioritized focus on the social and emotional health of staff. In the Learning Environments section, 8/10 prioritized improved heating and cooling, 4/10 prioritized the development of permanent outdoor education spaces, 4/10 prioritized network infrastructure, 4/10 prioritized technology equipment and resources. In the area of Student Success, 7/10 prioritized experiential learning opportunities, 4/10 prioritized summer enrichment, 3/10 prioritized summer tutoring, 3/10 prioritized increased transportation.

Please indicate how consultation was:

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4) Ongoing: The survey remains open and collecting responses. It is linked on the district website.

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

Yes - Description Required

1) Description:

Please see below:

i) Number of total responses: There were 6 responses received.

ii) Uses consulted on: The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

iii) Description of feedback received: In the Culture section 8 of 10 prioritized a focus on the social and emotional health of students, 4/10 prioritized Hiring additional mental health professionals 4/10 prioritized professional development opportunities related to social emotional skill development, 4/10 prioritized Improving community connections and engagement, and 3/10 prioritized focus on the social and emotional health of staff. In the Learning Environments section, 8/10 prioritized improved heating and cooling, 4/10 prioritized the development of permanent outdoor education spaces, 4/10 prioritized network infrastructure, 4/10 prioritized technology equipment and resources. In the area of Student Success, 7/10 prioritized experiential learning opportunities, 4/10 prioritized summer enrichment, 3/10 prioritized summer tutoring, 3/10 prioritized increased transportation.

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4) Ongoing: The survey remains open and collecting responses. It is linked on the district website.

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

Yes - Description Required

1) Description:

Please see below:

i) Number of total responses: There were 55 responses received.

ii) Uses consulted on: The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

iii) Description of feedback received: In the Culture section 8 of 10 prioritized a focus on the social and emotional health of students, 4/10 prioritized Hiring additional mental health professionals 4/10 prioritized professional development opportunities related to social emotional skill development, 4/10 prioritized Improving community connections and engagement, and 3/10 prioritized focus on the social and emotional health of staff. In the Learning Environments section, 8/10 prioritized improved heating and cooling, 4/10 prioritized the development of permanent outdoor education spaces, 4/10 prioritized network infrastructure, 4/10 prioritized technology equipment and resources. In the area of Student Success, 7/10 prioritized experiential learning opportunities, 4/10 prioritized summer enrichment, 3/10 prioritized summer tutoring, 3/10 prioritized increased transportation.

Please indicate how consultation was:

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4) Ongoing: The survey remains open and collecting responses. It is linked on the district website.

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

No

1) Description:

There are no tribes in the area.

i) Number of total responses: N/A

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

f. Civil rights organizations, including disability rights organizations (please check one):

No

1) Description:

We did not consult with any civil rights organizations.

i) Number of total responses: N/A

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

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:

Please see below:

i) Number of total responses: There were 79 responses received.

ii) Uses consulted on: The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

iii) Description of feedback received: In the Culture section 8 of 10 prioritized a focus on the social and emotional health of students, 4/10 prioritized Hiring additional mental health professionals 4/10 prioritized professional development opportunities related to social emotional skill development, 4/10 prioritized Improving community connections and engagement, and 3/10 prioritized focus on the social and emotional health of staff. In the Learning Environments section, 8/10 prioritized improved heating and cooling, 4/10 prioritized the development of permanent outdoor education spaces, 4/10 prioritized network infrastructure, 4/10 prioritized technology equipment and resources. In the area of Student Success, 7/10 prioritized experiential learning opportunities, 4/10 prioritized summer enrichment, 3/10 prioritized summer tutoring, 3/10 prioritized increased transportation.

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4) Ongoing: The survey remains open and collecting responses. It is linked on the district website.

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

Yes - Description Required

1) Description:

Please see below:

i) Number of total responses: There were 23 responses received.

ii) Uses consulted on: The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

iii) Description of feedback received: In the Culture section 8 of 10 prioritized a focus on the social and emotional health of students, 4/10 prioritized Hiring additional mental health professionals 4/10 prioritized professional development opportunities related to social emotional skill development, 4/10 prioritized Improving community connections and engagement, and 3/10 prioritized focus on the social and emotional health of staff. In the Learning Environments section, 8/10 prioritized improved heating and cooling, 4/10 prioritized the development of permanent outdoor education spaces, 4/10 prioritized network infrastructure, 4/10 prioritized technology equipment and resources. In the area of Student Success, 7/10 prioritized experiential learning opportunities, 4/10 prioritized summer enrichment, 3/10 prioritized summer tutoring, 3/10 prioritized increased transportation.

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3) Widely advertised and available: Each survey, including the most recent in February, 2022 was emailed to all SAU 34 families and staff, as well as posted on the district website and Facebook page. The February, 2022 survey was also emailed to all students in grades 6-12, who were given time in their advisory periods to respond. The superintendent included the link to the survey multiple messages to the full school community, which were emailed to families and staff and also posted on the district Facebook page.

4) Ongoing: The survey remains open and collecting responses. It is linked on the district website.

- 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):

Somewhat - Description Required

1) Description:

This group is included in the other categories, but was not counted individually.

i) Number of total responses: This group is included in the other categories, but was not counted individually.

ii) Uses consulted on: The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

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4) Ongoing: The survey remains open and collecting responses. It is linked on the district website.

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:

Following the SAU 34 Pandemic Response Plan for SY 21-22 revised on 1/11/2022, funds will be utilized to maintain mitigation measures recommended by the NH Dept of Health and Human Services. The district plan states:
All students and staff will maintain at least 3 feet of physical distancing wherever possible. Face mask use is based on the District Mitigation Matrices as approved by the Hillsboro-Deering School Board. The situation is fluid and the requirements around masking are expected to change as the situation evolves. In accordance with the district Pandemic Response Plan: desks and seating will be purchased to provide social distancing and to maximize a multitude of options for student seating to maximize physical distancing. PPE will continue to be purchased and provided. Masks use on buses is a federal mandate.
We will continue to purchase supplies for cleaning and disinfection. The district has explored and has plans to increase ventilation in the Elementary school, Middle school and replace the domestic hot water system in the high school for hand washing.

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:

For a, b, c the districts continue to utilize diagnostic academic tools that provide for the collection of data at 3 points during the year to monitor progress and make adjustments to instruction. The use of a diagnostic academic screening tools (i.e. iReady) helps identify student needs and determine if further support is required, within a response to intervention model (i.e. supplemental instruction). The district also values and utilizes the input of students, families, and educators. The Hillsboro-Deering Middle School has partnered with WestEd for a needs assessment and instructional coaching. The district is exploring facilitators for a district-wide data team to ensure we are continuously and consistently examining student data from a variety of sources when making programmatic decisions.

- 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 districts will continue to provide access to summer learning opportunities through offering tutoring (i.e. one- on-one and/or small group), small group instruction (Elementary School) and credit recovery (High School) for students K-12. The schools, together with parents, will continue to work to identify longitudinal learning losses. Extended year services and extended day will continue to be offered, where appropriate, based on IEP team decisions and to maintain access to comprehensive before and after school programming. Outside of the regular school day tutoring will be offered, as needed to meet individual student needs, to all students.

Description During SY 2022-2023:

At this time our plan is to continue to provide access to summer learning opportunities through offering tutoring (i.e. one- on-one and/or small group), small group instruction (Elementary School) and credit recovery (High School) for students K-12. The schools, together with parents, will continue to work together to identify longitudinal learning losses. Extended year services and extended day will continue to be offered, where appropriate, based on IEP team decisions. Access to comprehensive before and after school programming has been able to remain open. Outside of the regular school day tutoring will be offered, as needed to meet individual student needs, to all students.

Description During SY 2023-2024:

At this time our plan is to continue to provide access to summer learning opportunities through offering tutoring (i.e. one- on-one and/or small group), small group instruction (Elementary School) and credit recovery (High School) for students K-12. The school, together with parents, will continue to work together to identify longitudinal learning losses. Extended year services and extended day will continue to be offered, where appropriate, based on IEP team decisions and to maintain access to comprehensive before and after school programming. Outside of the regular school day tutoring will be offered, as needed to meet individual student needs, to all students.

- 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:

The districts provided and will continue to provide opportunities for supplemental and one-on-one tutoring across the district, in addition to opportunities outside of the regular school day.

- 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):

Yes - Description Required

Description:

Consistent with the strategic plan the districts have and will continue to provide opportunities for teacher-directed, self-selected professional development options. Additionally, the SAU will continue to develop an internal, colleague-created video library of trainings and tutorials, offer book fairs for educators, and promote collaborative efforts such as book studies based on educator interest.

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

Description:

The districts will continue to use state and grade level expectations as a benchmark to determine effectiveness of learning loss interventions as demonstrated by use of a diagnostic academic tool that provides for the collection of data at 3 points during the year to monitor progress and make adjustments to instruction. Additionally, the district will continue to develop and implement a multi-tiered system of support for behaviors, which includes providing social emotional intervention/supports/curriculum, as well as, mental health services to students at school and in collaboration with community based agencies.

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(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 SY 2021-2022:

The district will utilize the focus areas of: Learning Environments, Student Success and Culture identified in the Strategic plan as a framework for utilizing its remaining ARP ESSER funds in accordance with areas identified in section 2001(e)(2) of the ARP Act. Such areas identified include, but are not limited to, 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. 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 and other activities, such as expansion of outdoor learning environments. To address areas of student success and positive, empathetic culture within the schools funds may be used to continue to provide and expand mental health services and supports, including through the implementation of MTSS-B and evidence based practices. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months, monitor and assess learning needs by 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/supports and bridging with parents to provide information and assistance to families on how they can effectively support students.

Description During SY 2022-2023:

District will continue to monitor and adjust SY 21-22 plan for SY 22-23.

Description During SY 2023-2024:

District will continue to monitor and adjust SY 22-23 plan for SY 23-24.

- 2) 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):

- 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:

We will continue to assess and monitor student progress with use of a diagnostic academic tool that provides for the collection of data at 3 points during the year to monitor progress and make adjustments to instruction. The districts will continue to utilize one on one and small group tutoring, extended day/year programming as appropriate, and monitor for effectiveness and adjust as needed.

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

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:

In alignment with our strategic plan to promote the overall health and wellness for all members of the school community, we will continue to promote wellness within professional development opportunities, through employee health benefits, and continue to provide access to and updated information on district Health and Wellness Resource link and activities (i.e. Wellness Challenges, Staff Trivia nights, self care time and tools, etc.) In SY 21-22 and in collaboration with other grants we will continue to provide the CALM app for the whole school community, additionally we are developing a wellness plan that will include regular offerings for staff wellness from the opening of school throughout the school year. The districts will be providing wellness activities, professional development, and other supportive offerings throughout the SY's 21-22, 22-23, 23-24 to support educators and combat educator fatigue.

- c. Improving family engagement:

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:

Based on survey information collected in the Fall 2020 through February 2022 (including the 603 Bright Futures survey), improving family engagement continues to be an identified need within our district and a focus area within the strategic plan. Our district plans to increase family engagement by utilizing funds to 1) define meaningful and effective community engagement with prioritized practices and plans for implementation, 2) create community advisory groups, and 3) actively pursue parent participation in the preK-12 experience with emphasis on meaningful involvement from preK-12.

- 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: \$8,179

Percentage: 6%

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:

Needs of special education are determined within the IEP team process and compensatory education and extended school year were assessed and necessary supports put in place, including compensatory education related to periods of full remote instruction or missed services. ESSER funding in combination with Title I and Project Aware grant funding the district increased access to tutoring, summer programming as a camp and an academic experience. The percentage of free and reduced-price lunch, together with administration's assessment of need, will continue to be assessed in order to develop effective support and interventions. The district will explore the use of a late bus in order for students to access afterschool student support. Behavioral support services for the middle and high schools will focus on self regulation and social emotional skills.

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

Amount: \$0.00

Percentage: 0.00%

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

Continue to increase course offerings and purchase supplies for expanded career and technical programming for Middle and High School students. Middle school - Family Consumer Science, transportation technology. At the high school - food science and at both the middle and high schools wood technology. Continue to explore the expansion of learning environments aligned with the district's strategic plan. Currently the district is increasing outdoor learning opportunities for students by creating outdoor classrooms to offer opportunities for expansion of Career and Technical Education programs such as horticulture and environmental studies.

- 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): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

We have a robust ELO program, dual enrollment at NHTI and NEC and will continue to explore and utilize as needed.

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:

In addition to the overall prioritization of and focus on mental health and wellness for all students, which includes low income families, students of color, English learners, children with disability, students experiencing homelessness, children in foster care and migratory students, in the 21-22 SY the district will continue to focus on the development of multi-tiered system of support for behaviors, develop and distribute wellness resources using postings on website, fliers, email, and on-site family functions when appropriate and possible. The district will continue to provide risk assessments, as well as, implement layers of mitigation measures to provide timely and appropriate in-person assessment to guide levels of appropriate academic, social and/or emotional support. We will continue to work with our Families in Transition Coordinator to assess and respond to supports required for more vulnerable students (i.e. food insecurity, exploring End 68 Hours of Hunger, internet access, and/or transportation). For students who are English Language Learners, we will continue to ensure parents have access to information in their primary language or access to an interpreter. Within a response to intervention model the district will continue to monitor students academic progress by utilizing diagnostic assessment tool three times a year and provide more targeted support for students not meeting grade level expectations. For student with disabilities we will continue to monitor and assess to ensure appropriate services are in place so that students are able to make progress in the general ed curriculum, adjust as necessary and provide compensatory education as determined by IEP teams. Additional intervention to support the academic, social, emotional, and mental health needs of all students will include, but not limited to, offering before and after school care, extracurricular activities, work to ensure access to technology with support of 1:1 device program, transportation, provide food (breakfast/snack and lunch), assist with internet connectivity, increase family engagement and outreach activities, and expand summer programming (additional small group instruction, one-on-one tutoring, day camp, credit recovery).

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:

Add a portico to an entrance into the school building as this has been connected to the heating and cooling elements, leading to ice dams forming and potentially interfering with the duct work in the near future. Without this repair there is the potential for mold to build up and create air quality issues in the classrooms.

Quantifiable Measurement of Expected Outcomes Resulting from Use *Multiple Selections Per Use May Be Selected by Cell. To Clear Selection, Highlight Cell and Enter "Delete"	Learning Loss: Y/N *At least 20% of an LEA's Total Allocation Statutorily Required	Detailed Use Description *Written Description, Including "Other" Responses (Columns A and C) and Vendor if Applicable	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 01/31/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/31/2022)
			SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024				
- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment	Yes - Description Required	Hire tutors or current staff to work with students before and/or after school hours. Academic support will be certified staff members who work collaboratively with classroom teachers and instructional specialists to target the specific needs of each individual student.	No	Yes	Yes	Yes	\$ 56,228.79	\$ -	\$ 129,912.53	\$ 117,344.06
- Please Select From the Following: May Select Multiple Categories - , Survey Results - Parent Satisfaction	No	Playground renovations/replacement of materials	No	Yes	Yes	No	\$ 20,012.66	\$ -		
- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment	Yes - Description Required	Purchase a new twelve passenger van to transport children and staff to/from summer programs, experiential learning opportunities, school tutoring, before/after school programs. The van may also be used by district staff in conjunction with parent training, parent involvement activities and community outreach.	No	No	Yes	No	\$ 45,000.00	\$ -		
- Please Select From the Following: May Select Multiple Categories - , Survey Results - Parent Satisfaction	Yes - Description Required	The Early Learning Program was identified as a need during the Needs Assessment. The supervising teacher will work in conjunction with the support specialist in preparing daily and long-range lessons and classroom activities based upon the NH Early Learning Standards.	No	Yes	Yes	No	\$ 5,422.89	\$ -		
- Please Select From the Following: May Select Multiple Categories - , Health and Safety Measurement - Specify in Detailed Use Description	No	Added 5 days to the Principal's contract to prepare and implement COVID protocols	No	Yes	No	No	\$ 2,387.19	\$ -		
% Proficient in Math Assessment	Yes - Description Required	Drecombox will be used as a supplemental instructional resource to provide additional support and practice opportunities to meet grade level benchmarks in math.	No	Yes	Yes	No	\$ 861.00	\$ -		
							\$ 129,912.53			

Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
LEA Enrollment *October 2021 Data *Presupplated	% 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
52	94	* n= 11	94	91%	0%	0	0	0

X. Authorization

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

ESSER@doe.nh.gov



3/9/2022

Approver Signature - Superintendent / Head of School

Date

Patricia Parenteau

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

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.