

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: White Mountains Regional School District
2. Date of Publication: August 12, 2021 Return to School Plan – Updated Template 9/20/2021
3. Contact Name and Title: Marion Anastasia, Superintendent
4. Email and Telephone: manastasia@sau36.org

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: WMRSD Website: www.sau36.org 2021-2022 Return to School Plan

The plan was also e-mail blasted to all families and staff

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

Yes: Somewhat: No:

Description: There is a table of contents, executive summary, guiding beliefs, taskforce membership, key strategy domains and description of activities and strategies for each domain.

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: Includes a disclosure statement for translation or accommodations to read/access the plan.

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: Includes a disclosure statement for translation or accommodations to read/access the plan.

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: Email Blasts to families and staff. Survey to families and staff (see results in plan) over 500 respondents. Reopening taskforce of 70 members- community, family, staff, emergency operations staff pages 3-5 in plan

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 Students were involved with the reopening taskforce committee- meeting with senior representatives and the superintendent.

- Families (please check one):

Yes: Somewhat: No:

Description: See pages 4-7 in the Reopening Plan. Taskforce members and family surveys.

- b. School and district administrators, including special education administrators (please check one):

Yes: Somewhat: No:

Description: See pages 4-7 in the Reopening Plan. Several District Leadership meetings

- c. Teachers, principals, school leaders, other educators, school staff, and their unions (please check one):

Yes: Somewhat: No:

Description: Domain Leaders and See pages 4-7 in the Reopening Plan

- d. Tribes, if applicable (please check one):

Yes: Somewhat: No:

Description: _____

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

Yes: Somewhat: No:

Description: SEPAC -Special Education Parent Advisory Committee input. Informal Lancaster Rotary discussions.

- f. 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: Homeless Liaison is a member of the Reopening Taskforce. SEPAC committee

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

Yes: Somewhat: No:

Description: Town Manager is a member of the Reopening Taskforce, Influence for private daycares.

- h. 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: Our Preschool teachers are active members of the Reopening Taskforce Committee

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: Please see the following Sections of the Reopening Plan: Facilities Domain, page 7, Health Domain, page 8, Instruction Domain, page 12 and Transportation Domain, page 14

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: See the Instruction Domain on Page 12 of the Reopening Plan. \$987,120.00 will be assigned to strategies that address learning loss through the implementation of evidence based interventions and ensure that those intervention respond to SEL and Academic needs and also address the impact of COVID on low income families, children with disabilities, ELO, homelessness

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: Evidence based literacy approach (Fountas and Pinnell Classroom) for grades K-6 (all materials and Professional Development) this is a multi-year roll out. Vermont Math Initiative Audit for Year 1. Summer academic and summer camps grades 1-12

Description during SY22-23: Evidence based literacy approach (Fountas and Pinnell Classroom) for grades K-6 (all materials and Professional Development) this is a multi-year roll out. Mathematics interventions, professional development and implementations of the math audit findings. Summer academic and summer camps grades 1-12

Description during SY23-24: Evidence based literacy approach (Fountas and Pinnell Classroom) for grades K-6 (all materials and Professional Development) this is a multi-year roll out. Mathematics strategies to continue through year 3 and beyond. Summer academic and summer camps grades 1-12

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: We have provided summer school opportunities with individualized tutoring. The school year tutoring has not been developed to date.

- 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: All of our professional development is directed through our teacher leaders. Teachers are included in the sessions that directly relate to the needs of their students. We have dedicated one teacher leader to the roll out of the Fountas and Pinnell Classroom for all teachers in grades K-6

VI. How the LEA will produce evidence of the effectiveness of evidence-based learning loss interventions employed:
Description: We have invested in a data warehouse and the PD involved to identify individual and groups of students that have experienced learning loss and craft evidence based interventions.

VII. 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.):

This is not an exhaustive list of strategies, the strategies are fluid and may be subject to change.

Description during SY21-22:

School facility repairs and improvements to enable operation of schools to reduce risk of virustransmission and exposure to environmental health hazards, and to support student health needs. (Engineering study, Windows and Doors)

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor airquality 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 anddoor repair and replacement.

Administering high quality assessments.

School health needs

SEL for Staff

Family engagement

*Most of the SY 21-22 strategies are funding by ESSER II

Description during SY22-23:

Purchasing educational technology for students 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. Chrome books for grades 6-12.

School facility repairs and improvements to enable operation of schools to reduce risk of virustransmission and exposure to environmental health hazards, and to support student health needs (WES HVAC system –engineer study in 2021-2022)

Addressing learning loss among students, including low-income students, children with disabilities, students experiencing homelessness, and children and youthin foster care by extending and expanding our prekindergarten program.

Implementing evidence-based activities to meet the comprehensive needs of students in mathematics and literacy.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor airquality 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 anddoor repair and replacement.

Carl D. Perkins activities such as personnel to support career and technical education portfolios.

Mental health and SEL services and support – interventionists

Administering high quality assessments

School health needs

SEL For Staff

Family engagement

Description during SY23-24:

Purchasing educational that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which will include staff laptops .

Addressing learning loss among students, including low-income students, children with disabilities, students experiencing homelessness, and children and youthin foster care by extending and expanding our prekindergarten program – begin to fund partially by local budget to begin sustainability process.

Implementing evidence-based activities to meet the comprehensive needs of students in mathematics and literacy.

School facility repairs and improvements to enable operation of schools to reduce risk of virustransmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor airquality 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 anddoor repair and replacement.

Administering high quality assessments

School health needs
 SEL for Staff
 Family engagement

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: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all Sys Along with the taskforce of over 70 stakeholders, we will be crafting/updating our strategic plan that will be published widely.

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

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: We will be addressing Staff fatigue through SEL activities and trainings for adults. We have provided stipends for those who are/were involved in COVID-related interventions and strategies.

c. Improving family engagement:

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: Continual messaging regarding COVID related issues to families, Clear communication through a new website and smart phone application as well as email blasts.

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: The total amount is discussed and administered in collaboration with the District Leadership Team which consists of the Superintendent, Director of CIA, Director of IT, Director of Student Services, Director of Finance, Director of Facilities, Athletic Director, SEL Director, Food Service Director, and Principals.

The Superintendent is ultimately responsible for the oversight, however, as you can see, all aspects of the District are represented in the membership above.

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:

Given that we have over 50% of F/R students, most of our strategies are intended for this group as well as others that are identified with academic or social/emotional data. We only have <5 ESLO students, however we have a full time teacher dedicated to this population which can change in membership overnight. We have 25% SPED population which is targeted in many of our strategies.

- b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:
Amount: Currently, we are funding a position (\$68,000, yr 1 and ,50 FTE year 2) and have purchased specialized CTE computers (\$22,000). We are exploring additional technology- vocational related purchases as well – So this is not complete. approximately \$100,000.00

Percentage: % Not complete -

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

We are in the investigation stages for these strategies,

- 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: We provide Extended Learning opportunities for high school students outside of our school building. We are contemplating expanding this with the purchase of van(s) and to also transport Special Education students to work based locations.

VIII. Addressing the Unique Needs of All Learners

- 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: Summer School, Summer Camps, Coordination with the Homeless Liaison, Specialized interventions, SEL embedded in classroom instruction, data collection and progress monitoring, Multi Tiered Systems of Support for Academics and Behaviors

IX. Authorization

LEA Superintendent's Signature:
Marion Anastasia, WMRSD Superintendent
Marion Anastasia

Date:
Updated: September 20, 2021 from August 19, 2021

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

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.