

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, 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/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) School District / Charter School Name: Timberlane Regional → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 534 → Autopopulates upon Selection
- 3) SAU Number: 106 → Autopopulates upon Selection
- 4) Date of Publication: 3/7/2022
- 5) Approver Name -
(Superintendent / Head of School): Christopher Kellan, Superintendent of Schools
- 6) Email & Telephone: christopher.kellan@timberlane.net

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:

The plan was published on August 23, 2021 to the district website at the following address: <https://www.timberlane.net/esser-iii-grant-information/>

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

Yes - Description Required

Description:

The plan is organized into sections, organized by title, that correspond to planned activities connected to the use of funds.

- 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 Plan is written in English. The district will provide a written or oral translation, upon request, to a parent with limited English proficiency.

- 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:

Upon request, the district will provide the plan to an individual with a disability in an alternative format that corresponds to the specific needs of that individual.

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:

Somewhat - Description Required

Description:

The district sent a survey to stakeholders in August 2021. This survey asked stakeholders to prioritize in rank order the categories to which the district should allocate ESSER funds. The survey was a preliminary method of outreach. The district is actively planning to send follow-up surveys to stakeholders regarding more specific activities that will be funded through ESSER.

- 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:

When developing the ESSER Use of Funds Plan, the district prioritized the top two categories from the August 2021 community survey. These two categories are: 1. To hire additional staff trained to help accelerate learning and reduce learning gaps and 2. to provide repair and/or improve facilities including improved air quality and help with crowding capacity concerns. The district is actively planning to hire additional staff during the summer months to provide both targeted interventions to students in need and enriching learning opportunities to all students. The district is also actively engaged in developing plans to use ESSER funds to repair and/or replace air handling units to improve the overall air quality in schools.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
a. Students (please choose one):

Somewhat - Description Required

1) Description:

Students were invited to complete the community survey on the use of ESSER funds. The link to the survey was emailed to students' district email accounts. The district will engage in ongoing student outreach as we finalize our plans to develop summer activities designed to address learning loss.

i) Number 60

ii) Uses consulted on:

10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning gaps; 2. To purchase instructional materials and curriculum; 3. to provide mental health and wellness counseling and professional training in these areas for staff; 4. to repair and/or improve facilities; 5. to provide compensatory services for students with disabilities; 6. to purchase cleaning supplies and/or PPE; 7. to provide technology updates and improve infrastructure; 8. to provide additional learning time such as before or after school tutoring; 9. to provide staff development on methods to accelerate learning; 10. to provide online / virtual learning services.

iii) Description of feedback received:

Top 3 categories from student survey were: 1. To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students; 2. To purchase instructional materials and curriculum to help with learning recovery efforts for students; and 3. To provide mental health counseling and wellness supports to students and staff as well as professional development (training) for staff in trauma-informed instructional practices

Please indicate how consultation was:

2) Inclusive: Surveys were sent to all students across district, however response was limited to a small percentage of students.

3) Widely advertised and available: Survey results were posted on district website

4) Ongoing: New surveys will be sent in March 2022

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families were invited to complete the community survey on the use of ESSER funds. The link to the survey was emailed to families and posted on school and district websites. The district will engage in ongoing stakeholder outreach as we finalize our plans to develop summer activities designed to address learning loss and to begin repairs to district facilities.

i) Number of total responses: 905

ii) Uses consulted on:

10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning gaps; 2. To purchase instructional materials and curriculum; 3. to provide mental health and wellness counseling and professional training in these areas for staff; 4. to repair and/or improve facilities; 5. to provide compensatory services for students with disabilities; 6. to purchase cleaning supplies and/or PPE; 7. to provide technology updates and improve infrastructure; 8. to provide additional learning time such as before or after school tutoring; 9. to provide staff development on methods to accelerate learning; 10. to provide online / virtual learning services.

iii) Description of feedback received:

Top 3 categories from the family survey results were: 1. To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students; 2. To provide repair and/or improve facilities including improved indoor air quality and help with crowding and capacity concerns; 3. To provide students with disabilities various services that were disrupted due to COVID-19

Please indicate how consultation was:

2) Inclusive: The survey was sent to all stakeholders through multiple methods including text and email. The survey link was posted on district websites

3) Widely advertised and available: Survey results were posted on district website

4) Ongoing: New surveys will be sent in March 2022

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

Yes - Description Required

1) Description:

School and district administrators were invited to complete the community survey on the use of ESSER funds. The link to the survey was emailed to all employees and posted on school and district websites. District administrators have participated in ongoing planning sessions connected to the planned use of ESSER funds. The district will engage in ongoing stakeholder outreach as we finalize our plans to develop summer activities designed to address

i) Number of total responses: 13

ii) Uses consulted on:

10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning gaps; 2. To purchase instructional materials and curriculum; 3. to provide mental health and wellness counseling and professional training in these areas for staff; 4. to repair and/or improve facilities; 5. to provide compensatory services for students with disabilities; 6. to purchase cleaning supplies and/or PPE; 7. to provide technology updates and improve infrastructure; 8. to provide additional learning time such as before or after school tutoring; 9. to provide staff development on methods to accelerate learning; 10. to provide online / virtual learning services.

iii) Description of feedback received:

Top 3 categories from this stakeholder group on the survey were: 1. To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students; 2. To provide mental health counseling and wellness supports to students and staff as well as professional development (training) for staff in trauma-informed instructional practices; 3. To purchase instructional materials and curriculum to help with learning recovery efforts for students

Please indicate how consultation was:

2) Inclusive: The survey was sent to all stakeholders through multiple methods including text and email. The survey link was posted on district websites

3) Widely advertised and available: Survey results were posted on district website

4) Ongoing: New surveys will be sent in March 2022

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

Somewhat - Description Required

1) Description:

Teachers, principals, school leaders, other educators, school staff, and their unions were invited to complete the community survey on the use of ESSER funds. The link to the survey was emailed to all employees and posted on school and district websites. The district will engage in ongoing stakeholder outreach as we finalize our plans to develop summer activities designed to address learning loss and to begin repairs to district facilities.

i) Number of total responses: 296

ii) Uses consulted on:

10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning gaps; 2. To purchase instructional materials and curriculum; 3. to provide mental health and wellness counseling and professional training in these areas for staff; 4. to repair and/or improve facilities; 5. to provide compensatory services for students with disabilities; 6. to purchase cleaning supplies and/or PPE; 7. to provide technology updates and improve infrastructure; 8. to provide additional learning time such as before or after school tutoring; 9. to provide staff development on methods to accelerate learning; 10. to provide online / virtual learning services.

iii) Description of feedback received:

Top 3 ranked categories from survey responses from this stakeholder group were: 1. To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students; 2. To provide repair and/or improve facilities including improved indoor air quality and help with crowding and capacity concerns; and 3. To provide students with disabilities various services that were disrupted due to COVID-19

Please indicate how consultation was:

2) Inclusive: The survey was sent to all stakeholders through multiple methods including text and email. The survey link was posted on district websites.

3) Widely advertised and available: Survey results were posted on district website

4) Ongoing: New surveys will be sent in March 2022

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

No

1) Description:

N/A

i) Number of total responses:

ii) Uses consulted on: 10 categories of potential

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available: Survey results were posted on district website

4) Ongoing:

Somewhat - Description Required

1) Description:

Representatives of civil rights organizations were invited to complete the community survey on the use of ESSER funds. The link to the survey was emailed to all parents and posted on school and district websites and social media pages. The district will engage in ongoing stakeholder outreach as we finalize our plans to develop summer activities designed to address learning loss and to begin repairs to district facilities.

i) Number

8

ii) Uses consulted on: 10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning gaps; 2. To purchase instructional materials and curriculum; 3. to provide mental health and wellness counseling and professional training in these areas for staff; 4. to repair and/or improve facilities; 5. to provide compensatory services for students with disabilities; 6. to purchase cleaning supplies

10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning gaps; 2. To purchase instructional materials and curriculum; 3. to provide mental health and wellness counseling and professional training in these areas for staff; 4. to repair and/or improve facilities; 5. to provide compensatory services for students with disabilities; 6. to purchase cleaning supplies and/or PPE; 7. to provide technology updates and improve infrastructure; 8. to provide additional learning time such as before or after school tutoring; 9. to provide staff development on methods to accelerate learning; 10. to provide online / virtual learning services.

iii) Description of feedback received:

The top 3 ranked categories from this stakeholder group on the community survey were: 1. To provide mental health counseling and wellness supports to students and staff as well as professional development (training) for staff in trauma-informed instructional practices; 2. To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students, and 3. To provide students with disabilities various services that were disrupted due to COVID-19

Please indicate how consultation was:

2) Inclusive: The survey was sent to all stakeholders through multiple methods including text and email. The survey link was posted on district websites

3) Widely advertised and available: Survey results were posted on district website

4) Ongoing: New surveys will be sent in March 2022

- 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):

Somewhat - Description Required

1) Description:

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 were invited to complete the community survey on the use of ESSER funds. The link to the survey was emailed to all parents and posted on school and district websites and social media pages. The district will

i) Number 79

ii) Uses consulted on:

10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning gaps; 2. To purchase instructional materials and curriculum; 3. to provide mental health and wellness counseling and professional training in these areas for staff; 4. to repair and/or improve facilities; 5. to provide compensatory services for students with disabilities; 6. to purchase cleaning supplies and/or PPE; 7. to provide technology updates and improve infrastructure; 8. to provide additional learning time such as before or after school tutoring; 9. to provide staff development on methods to accelerate learning; 10. to provide online / virtual learning services.

iii) Description of feedback received:

The top 3 rated categories from this stakeholder group on the community survey were: 1. To provide students with disabilities various services that were disrupted due to COVID-19; 2. To provide mental health counseling and wellness supports to students and staff as well as professional development (training) for staff in trauma-informed instructional practices; and 3. To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students

Please indicate how consultation was:

2) Inclusive: The survey was sent to all stakeholders through multiple methods including text and email. The survey link was posted on district websites

3) Widely advertised and available: Survey results were posted on district website

4) Ongoing: New surveys will be sent in March 2022

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

Somewhat - Description Required

1) Description:

Representatives of community-based organizations were invited to complete the community survey on the use of ESSER funds. The link to the survey was emailed to all parents and posted on school and district websites and social media pages. The district is also actively reaching out to aspecific

community organizations to inquire about the ability to partner with these organizations as we plan for summer learning activities. The district will

i) Number of total responses: 75

ii) Uses consulted on:

10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning gaps; 2. To purchase instructional materials and curriculum; 3. to provide mental health and wellness counseling and professional training in these areas for staff; 4. to repair and/or improve facilities; 5. to provide compensatory services for students with disabilities; 6. to purchase cleaning supplies and/or PPE; 7. to provide technology updates and improve infrastructure; 8. to provide additional learning time such as before or after school tutoring; 9. to provide staff development on methods to accelerate learning; 10. to provide online / virtual learning services.

iii) Description of feedback received:

The top 3 ranked categories from this stakeholder group on the community survey were: 1. To provide repair and/or improve facilities including improved indoor air quality and help with crowding and capacity concerns; 2. To provide students with disabilities various services that were disrupted due to COVID-19; 3. To hire additional staff trained to help accelerate learning and reduce learning gaps for identified students.

Please indicate how consultation was:

2) Inclusive: The survey was sent to all stakeholders through multiple methods including text and email. The survey link was posted on district websites

3) Widely advertised and available: Survey results were posted on district website

4) Ongoing: New surveys will be sent in March 2022

- 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:

Early childhood education providers and families were invited to complete the community survey on the use of ESSER funds. The link to the survey was emailed to all parents and posted on school and district websites and social media pages. The district will engage in ongoing stakeholder outreach as we finalize our plans to develop summer activities designed to address learning loss and to begin repairs to district facilities.

i) Number 18

ii) Uses consulted on:

10 categories of potential uses of ESSER funds: 1. to hire additional staff to help accelerate learning and reduce learning gaps; 2. To purchase instructional materials and curriculum; 3. to provide mental health and wellness counseling and professional training in these areas for staff; 4. to repair and/or improve facilities; 5. to provide compensatory services for students with disabilities; 6. to purchase cleaning supplies and/or PPE; 7. to provide technology updates and improve infrastructure; 8. to provide additional learning time such as before or after school tutoring; 9. to provide staff development on methods to accelerate learning; 10. to provide online / virtual learning services.

iii) Description of feedback received:

The top 3 ranked categories of responses from this stakeholder group on the community survey were: 1. To provide students with disabilities various services that were disrupted due to COVID-19; 2. To purchase instructional materials and curriculum to help with learning recovery efforts for students; and 3. To purchase cleaning supplies to sanitize facilities, person protective equipment (PPE) and provide staff training on procedures.

Please indicate how consultation was:

2) Inclusive: The survey was sent to all stakeholders through multiple methods including text and email. The survey link was posted on district websites

3) Widely advertised and available: Survey results were posted on district website

4) Ongoing: New surveys will be sent in March 2022

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

- 1) The extent to which and how LEA ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:

Note: Federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.

Description During SY 2021-2022:

The district's Plan for the Safe Return to In-Person Instruction and Continuity of Services was developed in conjunction with guidance from the CDC, NH DPHS, and the AAP. The updated plan, approved by the District School Board on February 17, 2022, was posted to the district websites on 2-18-22 : <http://www.timberlane.net/wp-content/uploads/TRSD-ESSER-Return-Plan-Outline-UPDATED-8-23-21-1.pdf>

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

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

Description During SY 2021-2022:

The district has implemented a new Universal Screening Assessment (i-Ready). The benchmark assessment tool will be administered 3 times per year to all students across grades K-8. Additionally, this assessment tool will be used in combination with the i-Ready Personalized Pathways Program to identify individual student learning loss and develop personalized interventions for students across grades K-8. Attendance data from the 20-21 school year and ongoing attendance data from 2021-2022 will also be used to identify students most at risk for learning loss. School counselors, teachers, administrators, and support staff will provide ongoing check-ins and support for these students.

- 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 district plans to offer summer learning opportunities to students across the district. Morning sessions will be dedicated to academic learning, with a focus on providing targeted interventions in math and reading to students who are identified as performing below grade level. Afternoon sessions will be open to all K-12 students, with a focus on providing enriching learning opportunities. ESSER funds will be used to hire staff for this 4-week long summer learning camp, purchase materials and supplies for the camp, and provide transportation to and from the camp for students across the four towns of our regional school district.

Description During SY 2022-2023:

The district plans to hire after school tutors at both the middle and high schools to provide intervention, academic support, and extra help to students across grades K-8. The district plans to hire additional interventionists across all district schools to provide increased targeted interventions to all students across grades K-12. The district plans to evaluate the impact of the 2021 Summer Learning Camp and to potentially offer similar summer learning opportunities to students across the district. Morning sessions will be dedicated to academic learning, with a focus on providing targeted interventions in math and reading to students who are identified as performing below grade level. Afternoon sessions will be open to all K-12 students, with a focus on providing enriching learning opportunities. ESSER funds will be used to hire staff for this 4-week long summer learning camp, purchase materials and supplies for the camp, and provide transportation to and from the camp for students across the four towns of our regional school district.

Description During SY 2023-2024:

Continued support as defined in SY22-23: The district plans to hire after school tutors at both the middle and high schools to provide intervention, academic support, and extra help to students across grades K-8. The district plans to hire additional interventionists across all district schools to provide increased targeted interventions to all students across grades K-12. The district plans to evaluate the impact of the 2021 Summer Learning Camp and to potentially offer similar summer learning opportunities to students across the district. Morning sessions will be dedicated to academic learning, with a focus on providing targeted interventions in math and reading to students who are identified as performing below grade level. Afternoon sessions will be open to all K-12 students, with a focus on providing enriching learning opportunities. ESSER funds will be used to hire staff for this 4-week long summer learning camp, purchase materials and supplies for the camp, and provide transportation to and from the camp for students across the four towns of our regional school district.

- 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 district plans to provide stipends to district staff to provide academic intervention and tutoring through a summer learning camp in SYs 2021-2022, 2022-2023, and 2023-2024. The district also plans to hire after school tutors for the middle school and high schools and to hire interventionists during SYs 2022-2023 and 2023-2024 across our 7 district schools.

- 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):

No

Description:

[Redacted description area]

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

Description:

The district will utilize multiple measures to assess the effectiveness of the evidence-based interventions employed, including, but not limited to i-Ready growth data, student grades, competency scores, F & P reading benchmark assessments, and the results from the Heggerty screener.

[Redacted description area]

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:

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 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.

Description During SY 2022-2023:

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 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.

Description During SY 2023-2024:

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 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.

- 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):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

The district plans to hire additional interventionists and tutors during SY 2022-2023 and 2023-2024 to provide increased individualized instruction.

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

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

- c. Improving family engagement:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

- 3) The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

- a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount:

Percentage:

Description of allocation methodology including the extent to which it reflected student need for, at minimum, Special Education, Free and Reduced-Price Lunch, and English Language Learners:

Funds will be allocated to address the instructional needs of all students across our 7 district schools, with specific attention directed at allocating funds to special populations. Each school will use a rank-order system and criteria including Special Education services, Free and

Reduced Lunch, and English Language Learner identification, to identify students with the most significant need for support.

[Redacted area]

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

Amount: \$0 [Redacted]

Percentage: 0% [Redacted]

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

The district does not currently intend to use an amount of the allocation to address CTE.

[Redacted area]

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): **No** [Redacted]

Description of all SYs - 2021 to 2024:

The district does not currently intend to use an amount of the allocation to provide access to courses provided outside of the residential public school.

[Redacted area]

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.

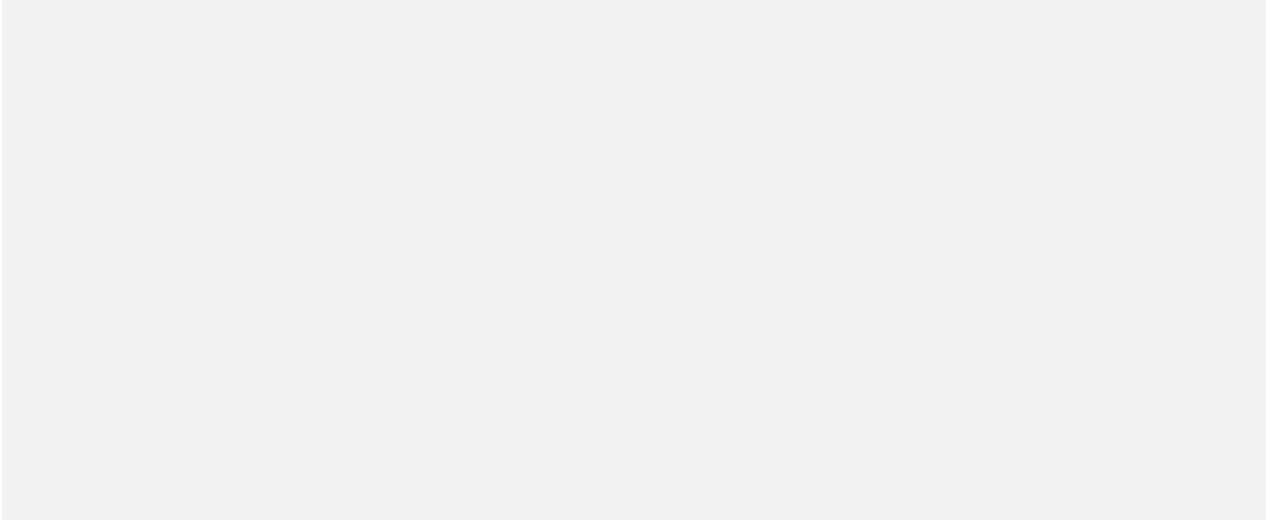
Description:

Based on the feedback from multiple stakeholders, including parent surveys, classroom teachers, Title I Tutors, and administrators, a new elementary intervention process was developed to provide a more consistent and formalized process for assessing areas of need. The district is currently developing a similar process for secondary intervention criteria. In accordance with these processes, students ranked with highest needs, in accordance with the the criteria described above, are identified for the most support.

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.](#)

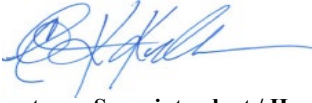
Description:



X. Authorization

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

ESSER@doe.nh.gov



9-Mar-22

Approver Signature - Superintendent / Head of School

Date

Christopher Kellan - Superintendent

Printed Name - Superintendent / Head of School

Appendix A. ARPA Statutory Excerpt

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air

conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

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(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.