

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: | <u>Oyster River Coop</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>423</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>5</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>2/24/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Dr James Morse</u> | |
| 6) Email & Telephone: | <u>jmorse@orcsd.org 603-389-3287</u> | |

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:

orcsd.org

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

Yes - Description Required

Description:

The plan was developed by the administrative team and reviewed by the School Board.

- 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:

If requested we provide translations to parents 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:

If requested we provide an alternative format accessible to a parent who is an individual with a disability.

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 School Board held a public hearing for each allocation of ESSER funding. All Board meetings include a Public Comment agenda item allowing the public to comment at any Board meeting.

- 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):

Somewhat - Description Required

Description:

There were only a few comments on the use of funding from ESSER. Since we received limited funding the district was deliberate to utilize funds to best serve students with learning loss.

- 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:

The needs of students were determined through the MTSS-B system. MTSS-B teams are made up of teachers, counselors, nurses, and support staff. The teams meet regularly and discuss student progress.

i) Number of total responses: We provided the information and are not able to determine how many responses were received.

ii) Uses consulted on: Additional tutor support, summer learning opportunities, and counseling support.

iii) Description of feedback received: General questions on use of funds.

Please indicate how consultation was:

2) Inclusive: All students are part of the MTSS-B system.

3) Widely advertised and available: Posted on website

4) Ongoing: Our use of funds is posted and updated on our website.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Staff communicate regularly with families to offer support when needed.

i) Number of total responses: Less than 10

ii) Uses consulted on: Additional tutors and counselors.

iii) Description of feedback received: Mostly on what the funds are being spent on.

Please indicate how consultation was:

2) Inclusive: Families have the option of communicating with teachers through our online system.

3) Widely advertised and available: Posted on website

4) Ongoing: Teachers communicate with parents on a regular basis.

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

Yes - Description Required

1) Description:

The district established a Governance Team to meet regularly and discuss ongoing support and concerns.

i) Number of total responses: Less than 10

ii) Uses consulted on: Tutoring, additional counselor position, and summer learning opportunities.

iii) Description of feedback received: Collaborative discussion on the use of funds.

Please indicate how consultation was:

2) Inclusive: Each school in the district had representation on the committee.

3) Widely advertised and available: Principals reached out to their staff to solicit members. Published on the website.

4) Ongoing: Members of the committee reach out to staff before each meeting for input/feedback. Newsletters.

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

Yes - Description Required

1) Description:

All members of the district were given the opportunity to participate.

i) Number of total responses: Less than 10.

ii) Uses consulted on: Summer learning, additional support staff.

iii) Description of feedback received: Agreement to use funds to support loss of learning.

Please indicate how consultation was:

2) Inclusive: ESSER funding was part of the agenda. Information was provided and it is difficult to determine how many responses were received.

3) Widely advertised and available: Posted on our website.

4) Ongoing: Website is updated with any revisions.

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

No

1) Description:

To our knowledge there are no Tribes in our district.

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

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:

A portion of this funding may be used to purchase adaptable furniture to allow for safe distancing of students in the school buildings.

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:

Students were identified based on referrals and parent requests. Students are frequently tested to identify progress throughout the year. Students who are not progressing or students who suffered learning loss during the pandemic have been provided with additional support.

- 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 provided summer learning opportunities for all students who needed or requested additional support in the summer of 2021. During the school year we hired an additional counselor and tutors to work with students who need additional help. At least 20% of our funds have been used to address learning loss.

Description During SY 2022-2023:

The same plan is in place for the summer of 2022 and the 2022-23 school year.

Description During SY 2023-2024:

By this year it is expected that we will have expended all of these funds.

- 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:

We have hired an additional counselor and additional tutors to provide support to students.

- 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:

N/A

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

Description:

The district looks at progress monitoring, MTSS-B data to determine if the support is effective.

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:

ESSER funds are being used to hire an additional counselor at our middle school, support additional staff in the summer for remedial work, provided support and training to staff, and purchase adaptable furniture.

Description During SY 2022-2023:

ESSER funds will be used to fund the new middle school counselor again this year, fund 2 tutors to support students during and after school, and additional summer learning opportunities.

Description During SY 2023-2024:

We expect to utilize all ESSER funds by the end of June 2023.

- 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): **No**

Description of all SYs - 2021 to 2024:

ESSER funds will be used to provide training for staff and purchase adaptable furniture

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

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

N/A

- c. Improving family engagement:

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

N/A

- 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: 302,528.18

Percentage: 100%

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:

Support for all students will be met with the funding of an additional counselor at the middle school. Funding for additional support of learning loss was based on student need with the direction from the Director of Student Services using MTSS data.

- 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%

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

N/A

- c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access:

During SYs 2021-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

N/A

VII. Addressing the Unique Needs of All Learners

- 1) How the LEA will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Description:

The district regularly monitors the progress of all students through the MTSS-B system of support. There are several levels of support in this system. Students who do not show progress are given additional support based on their needs.

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.](#)

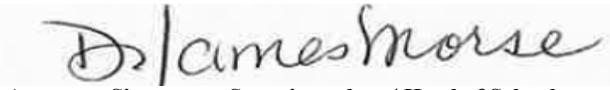
Description:

N/A

X. Authorization

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

ESSER@doe.nh.gov

A handwritten signature in black ink that reads "Dr. James Morse". The signature is written in a cursive style and is placed on a light gray rectangular background.

4-Mar-22

Approver Signature - Superintendent / Head of School

Date

Dr. James Morse

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

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.