

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/icer/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:	Raymond	→ Cell C18 Must be Input for Formulas to Populate Correctly
2) District ID Number:	453	→ Autopopulates upon Selection
3) SAU Number:	33	→ Autopopulates upon Selection
4) Date of Publication:	3/17/2022	
5) Approver Name - (Superintendent / Head of School):	Dr. David DeRuosi Jr.	
6) Email & Telephone:	d.deruosi@sau.com (603) 895 4299 ext1103	

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:

COVID Re-opening Plan <https://www.sau33.com/covid19>

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

Yes - Description Required

Description:

COVID Re-opening Plan is written in simple terms and was reviewed by and presented at School Board Meeting. Ongoing adjustments to Re-opening plan have been made at public school board meetings and posted on district websites.

- 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):

No

Description:

To date there have been no requests to my knowledge. Accommodations would be provided if called upon.

- 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):

No

Description:

To date there have been no requests to my knowledge. Accommodations would be provided if called upon.

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:

Family Surveys were conducted. Climate Surveys for families and staff were conducted. High School Student Surveys were conducted. SAEBRS survey was provided to staff to assess the social/emotional needs of students.

- 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:

Through regular presentations and open discussion at School Board Meetings.

- 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:

High School Student Survey 100 responses feedback reflected students reflection on COVID impacts on them and school environment-SAEBRS Survey 93%response rate teacher describing student social/emotional.

i) Number of total responses: 100

ii) Uses consulted on: Students reflection on COVID impacts on them and school environment, student social/emotional.

iii) Description of feedback received: 100 survey responses, 93%response rate teacher describing student social/emotional.

Please indicate how consultation was:

2) **Inclusive:** Students and teachers.

3) **Widely advertised and available:** Family Surveys were conducted. Climate Surveys for families and staff were conducted. High School Student Surveys were conducted. SAEBRS survey was provided to staff.

4) **Ongoing:** We continue to use original survey data and current assessments to guide this years work.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

2020 School Climate and Culture Survey 250 family responses family feedback was used to support future needs and plans.- Family Experience Survey 139 families responded feedback on the experience of remote/hybrid learning used to support future interventions.

i) Number of total responses: School Climate and Culture Survey: 250 family responses, *Family Experience Survey: 139 families responded*

ii) Uses consulted on: School Climate and Culture, and Family Experience.

iii) Description of feedback received: Families responded feedback on the experience of remote/hybrid learning used to support future. interventions

Please indicate how consultation was:

2) **Inclusive:** All families.

3) **Widely advertised and available:** Family Surveys were conducted. Climate Surveys for families and staff were conducted. High School Student Surveys were conducted. SAEBRS survey was provided to staff.

4) **Ongoing:** We continue to use original survey data and current assessments to guide this years work.

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

Somewhat - Description Required

1) Description:

Using regularly scheduled administrative team meetings we review the current student progress and examine building base and district needs to modify the spending focus of the ESSER Funds. 11 administrators weekly meetings.

i) Number of total responses: SAEBRS Survey 93%response rate.

ii) *Uses consulted on:* Review the current student progress and examine building base and district needs to modify the spending focus of the ESSER Funds.

iii) *Description of feedback received:* Teacher describing student social/emotional status.

Please indicate how consultation was:

2) **Inclusive:** Students and administrators.

3) **Widely advertised and available:** Using regularly scheduled administrative team meetings. 11 administrators weekly meetings. SAEBRS survey was provided to staff.

4) **Ongoing:** We continue to review assessment data, behavior data and district needs as part of these meetings.

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

Somewhat - Description Required

1) **Description:**

Future spending of the ESSER Grants is discussed at our public School Board Meetings.

i) *Number of total responses:* SAEBRS Survey 93% response rate.

ii) *Uses consulted on:* Future spending of the ESSER Grants is discussed.

iii) *Description of feedback received:* Teacher describing student social/emotional status.

Please indicate how consultation was:

2) **Inclusive:** Administrators weekly meetings.

3) **Widely advertised and available:** Using regularly scheduled administrative team meetings. 11 administrators weekly meetings. SAEBRS survey was provided to staff.

4) **Ongoing:** As needed. 11 administrators weekly meetings.

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

No

1) **Description:**

i) *Number of total responses:* N/A

ii) *Uses consulted on:* N/A

iii) *Description of feedback received:* N/A

Please indicate how consultation was:

2) **Inclusive:** N/A

3) **Widely advertised and available:** N/A

4) **Ongoing:** N/A

g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (please choose one):

Somewhat - Description Required

1) **Description:**

Climate Survey sent 250 families with a response rate of 139, High School survey produced 100 responses and our SABER supporting our social emotional work with students data with a response rate of 93% completion rate by teachers have been used to collect stakeholder data. Our Director of Student Health and Wellness and our Director of Student Supports share information on a regular basis. The Director of Student Support Services is an active part of the

i) *Number of total responses:* 239 (combined responses)

ii) *Uses consulted on:* Decision on the use of ESSER Fund.

iii) *Description of feedback received:* Survey data from stack holders was reviewed by current leadership team and provided to building level administration and staff.

Please indicate how consultation was:

2) **Inclusive:** All district wide administration.

3) **Widely advertised and available:** Regularly scheduled administration meetings and posted School Board Meetings.

4) **Ongoing:** Team meetings. Team meeting are held on an average four times per month. SAU admin, districtwide directors, and building level administrators make up the team. These meeting address grants use, district initiatives, personnel matters, and other topics having a direct impact on the function and funding of district goals.

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

No

1) Description:

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

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):

No

1) Description:

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:

See Reopening Plan: Raymond School purchases air purifiers for every office and classroom. Upgrades were made to HVAC systems. Classroom and Cafeteria spaces were adjusted to meet social distancing regulations. PPE was provided to all students and staff in district. Regular nurses meeting were established to monitor COVID and NH Department of Health regulations. Adjustments to the Reopening Plan were discussed at public SB meetings and shared through school and district webpages.

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:

Through the use of various survey tools the district gathered feedback on overall impact of remote and hybrid learning on students and families prior to the start of this year. Using assessments such as Star360, Acadience and a variety of intervention plans benchmarking took place and intervention plans were implemented. Student Intervention Teams addressed academic needs as well as truancy and absenteeism of students. Using SAEBER data we developed student groups for TierII support to provide them with skills needed to regulate themselves in the school environment.

- 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:

We have employed reading and math interventionist to work directly with our students demonstrating academic needs. Based on an increase in students behavioral needs we have employed Constellations Behavioral Health to create TierII Social/Emotion support groups for students based on our SAEBERS assessment conducted this year. We continue to use building based PLC Teams to review and analyze STAR360, Acadience data and other data sets to determine students' individual knowledge and skills. Our goal is to continue to strive to allow all students to access our curriculum and engage in classroom learning.

Description During SY 2022-2023:

Academic Interventions will remain in our district to directly support students demonstrating academic needs. Our focus will be on increasing our capacity as a district to meet the social/emotional needs of our students as well as academic. We will be looking to continue the our work with Constellations Behavior Health on Tier II social/emotional supports. In addition we will use these fund to support two additional social workers so each school building will have one and we can have a districtwide position to focus on truancy and absenteeism by reaching out to parents and engaging beyond the school building walls. We will hire two additional school psychologists to support the assessment of students and provide services to special education students. Our goal is to hire a special education teacher and para educator to support our students demonstrating a need for behavioral supports. We have decided as a district to invest in the i-Ready assessment and intervention program. The i-Ready program will provide a more detailed assessment platform and offer more support for interventions we need to assess and move our students.

Description During SY 2023-2024:

We are going to continue to fund reading, math, and social studies academic interventionists, hire additional social workers to continue the support of social emotional interventions for students and hire psychologists, 1 teacher to support SEL And 2 para's to support SEL to continue to provide ongoing social emotional support for our students to ensure they have access to the general curriculum. Expanding Constellations work in tier 2 support based on SABER data for our student population. IReady as an assessment and intervention tool to further support the districts ability to assess student progress as it results to loss of instructional time.

- 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):

No

Description:

We are not using EESSER funds for this purpose. They are coming out of our general fund budget because it is budgeted for already.

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:

We are not using ESSER funds for this purpose. They are coming out of our general fund budget because it is budgeted for already.

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

Description:

Using our assessment platforms: Star360, Acadience, State Assessment, and classroom data will be used to continue to identify the needs for improvement and determine the overall effectiveness of educational programs in meeting the needs of our students.

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:

Continue to collect data using the variety of assessments mentioned earlier in this report. SIT Teams/PLCs reviewing student data and tracking absenteeism and truancy. Reading and Math intervention to close learning gaps. Additional Tier II social emotional support for students.

Description During SY 2022-2023:

Maintain Academic Intervention positions. Add two social workers and two school psychologist. Purchase i-Ready Assessment and Intervention Platform. Hire and additional special education teacher and para-educator to support a behavioral needs classroom grades 4-5. Expand the Tier II social emotional support groups for students. Support Key Note Speaker for opening day.

Description During SY 2023-2024:

Maintain Academic Interventions. Maintain the two social workers and school psychologist. Expand i-Ready Assessment and Intervention Platform to grades 9/10. Maintain special education teacher and para-educator.

- 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:

Academic Interventions. i-Ready Assessment and Intervention Platform. 2 additional social workers to provide more 1:1 student support. 2 additional school psychologists to provide additional services to students. Summer School support.

- 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:

SY 2021 there was no funds dedicated to staff. No current plans to spend funds in this manner.

- 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:

There is no current plan to spend funds at this time in this area.

- 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:

The Raymond School District will develop a middle school SEL program to support students who are identified with social, emotional and behavioral challenges that impede their learning. The program will include a special education teacher and will be supported by two program associates.

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

Amount: None

Percentage: 0%

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

We already pay for this through our general fund budget.

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): - Please Select -

Description of all SYs - 2021 to 2024:

No funds have been directed to these areas at the this time.

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:

Building Administrators and staff will continue to use a variety of data sources to monitor progress of our students. Our adopting and professional development training on the I-Ready assessment and intervention tools for 2021-2022 will enhance our ability to better diagnosis the learning gaps and provide support for all students moving forward. Keeping reading and math interventionist in our buildings will better allow us to focus on specific students and their learning gaps. Student Intervention Teams (SIT) will continue their focus on truancy and absenteeism and work collaboratively with social workers and support staff to ensure home/schools connections are being made. The implementation of TierII social/emotion support groups for our students will continue in the up and coming year. The additional social worker and school psychologist positions with help to support all students/families struggling with the inability to re-adjust to the post pandemic educational environment. The staffing and development of a special education program to support students demonstrating behavioral difficulty will allow us to reach and support a group of students currently in need.

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:

The District would like to use approximately \$425,000 to update the controls at the High School and the Middle School. The District has not used any of the funds that they received so far for any building projects.

X. Authorization

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

ESSER@doe.nh.gov



3/21/2022

Approver Signature - Superintendent / Head of School

Date

Dr. David DeRuosi Jr.

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

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(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.