TEMPLATE

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER funds"

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides nearly $122 billion to States to support the Nation's schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This template is intended to collect all federally-required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, within 90 days of receiving ARP ESSER LEA allocation (90% of New Hampshire's total allocation), an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan."

For further context, please reference ARPA (https://www.congress.gov/bill/117th-congress/house-bill/1319/text) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf).

I. General Information

1. LEA Name: Laconia School District, SAU #30
2. Date of Publication: June 1, 2021
3. Contact Name and Title: Amy Hinds Assistant Superintendent
4. Email and Telephone: ahinds@laconiaschools.org (603) 524-5710

II. Transparency and Accessibility

1. This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

   Description: www.laconiaschools.org

2. The plan is in an understandable and uniform format (please check one):
   Yes: ☑ Somewhat: ☐ No: ☐

   Description: School Board meeting documentation, in recorded public minutes from June 1, 2021 meeting.

3. The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please check one):
   Yes: ☑ Somewhat: ☐ No: ☐

   Description: The plan will be simple and easily understood.

4. The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please check one):
   Yes: ☑ Somewhat: ☐ No: ☐

   Description: Please contact the Superintendent's Office at (603) 524-5710 if you need assistance in translating or accessing the Laconia School District ARP ESSER Plan.

III. Stakeholder Engagement

1. How the LEA will provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account:

Description: The June 1, 2021 School Board meeting, agenda item for discussion and action, and open to public comment.

2. How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

a. Students (please check one):
Yes: ☑ Somewhat: ☐ No: ☐

Description: Could attend School Board meeting.

b. Families (please check one):
Yes: ☑ Somewhat: ☐ No: ☐

Description: Could attend School Board meetings and participate in public comment.

c. School and district administrators, including special education administrators (please check one):
Yes: ☑ Somewhat: ☐ No: ☐

Description: District and Building level Administration meetings.

d. Teachers, principals, school leaders, other educators, school staff, and their unions (please check one):
Yes: ☑ Somewhat: ☐ No: ☐

Description: Union meetings, faculty meetings, administration meetings, and School Board meetings.

e. Tribes, if applicable (please check one):
Yes: ☐ Somewhat: ☐ No: ☐

Description:

f. Civil rights organizations, including disability rights organizations (please check one):
Yes: ☑ Somewhat: ☐ No: ☐

Description: Could attend School Board meetings and participate in public comment.

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 check one):
Yes: ☑ Somewhat: ☐ No: ☐

Description: Assistant Superintendent, Student Services Administrators, and School Board meetings.

h. Community-based organizations, including partnerships to promote access to before and after-school programming (please check one):
Yes: ☑ Somewhat: ☐ No: ☐

Description: The Office of Extended Learning programs and School Board meetings.

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):
Yes: ☑ Somewhat: ☐ No: ☐

Description: The Office of School Wellness programs and trainings, Lakes Region Community Services Early Supports, Title I Early Childhood programs, and Special Education approved programs for 3 and 4 year old children.

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

1. The extent to which and how LEA ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:
(Note federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.)

Description during SY21-22: We continue to gather guidance and information from the CDC, DHHS, and NH Public Health on Safety and guidance to use in our ongoing plan.

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

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

Description during SY21-22: Expert educators will identify and address student learning gaps resulting from the pivot to remote learning, to hybrid, back to in person. A variety of state and local assessments will be used to determine needed interventions.

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time for such students through the implementation of evidence-based interventions as defined by ESSA (https://ies.ed.gov/ncee/wwc/essa), such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

Description during SY21-22: Afterschool, during vacations and Summer Learning Labs for targeted tutoring and programming. Hiring 19 additional staff.

Description during SY22-23: Afterschool, during vacations and Summer Learning Labs for targeted tutoring and programming. Hiring 19 additional staff.

Description during SY23-24: Afterschool, during vacations and Summer Learning Labs for targeted tutoring and programming. Hiring 19 additional staff.

3. How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

   a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please check one):
   Yes: ☑ Somewhat: ☐ No: ☐

   Description: District wide tutoring before and afterschool prgramming and hiring of additional staff.

   b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please check one):
   Yes: ☑ Somewhat: ☐ No: ☐

   Description: Professional Development offered and consultants and mentors hired.

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

Description: Increased academic proficiency in state and local assessments, parent/student surveys.

VI. Addressing Learner and Community Needs (80 percent of an LEA's Allocation)

1. After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A.):

   Description during SY21-22: COVID related supplies as needed, hiring additional staff and approved facility projects, afterschool programs and additional IT needs.

   Description during SY22-23: COVID related supplies as needed, hiring additional staff and approved facility projects, afterschool programs and additional IT needs.

   Description during SY23-24: COVID related supplies as needed, hiring additional staff and approved facility projects, afterschool programs and additional IT needs.

2. The LEA's use of funds to address the top priority needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

   a. Providing individualized instruction:

	Yes:	Somewhat:	No:
During SY21-22 (check one):	☑	☐	☐
During SY22-23 (check one):	☑	☐	☐
During SY23-24 (check one):	☑	☐	☐

   Description of all SYs: Provide supports to all students and individual instruction.

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

	Yes:	Somewhat:	No:
During SY21-22 (check one):	☐	☐	☑
During SY22-23 (check one):	☐	☐	☑
During SY23-24 (check one):	☐	☐	☑

   Description of all SYs: Performance-based bonuses are not provided.

   c. Improving family engagement:

	Yes:	Somewhat:	No:
During SY21-22 (check one):	☐	☑	☐
During SY22-23 (check one):	☐	☑	☐
During SY23-24 (check one):	☐	☑	☐

   Description of all SYs: Welcome students and families back in to the schools with safety measure in place and supports provided as needed.

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

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

   Percentage: 100% with full School Board approval.

   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:
   Laconia has all-inclusive schools across the District. All learners will have equal access to use these fund, including Special Education, Title I Students, ESOL Students, and Free and Reduced lunch Students.

b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:
Amount: The percentage is unknown at this time.

Percentage: The percentage is unknown at this time.

Description, including funds used to support learner obtainment of industry-recognized credentials:
In partnership with the local Community College, two positions to support Career and College explorations across the District. We are the recieving District for the Huot Technical Center.

c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access:
During SYs 21-24 (check one): Yes: ☐ Somewhat: ☑ No: ☐

Description of all SYs: Partnership with the local Community College and are the receiving District for the Huot Technical Center, interventionist and additional teachers at all levels offering more grade level or college and career exploration offerings.

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: Laconia School District is an all-inclusing District and will use whatever resources are needed to ensure that all students are safe and successful in the school environment.

VIII. Authorization

LEA Superintendent's Signature: Steve Tuke

Date: 9/22/21

VIII. Appendices

Appendix A. ARPA Statutory Excerpt

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—

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

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

(b) In developing its ARP ESSER plan, an LEA must—

(i) Engage in meaningful consultation—

(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and

(ii) Provide the public the opportunity to provide input and take such input into account.

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and

(iv) Be made publicly available on the LEA's website.