

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 1/13/2023.

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: → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: → Autopopulates upon Selection
- 3) SAU Number: → Autopopulates upon Selection
- 4) Date of Publication:
- 5) Approver Name -
(Superintendent / Head of School):
- 6) Email & Telephone:

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 can be found on the school district's website at asd.sau53.org

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

Yes - Description Required

Description:

The plan was written in a clear, understandable, and uniform format.

- 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 was written in a clear, understandable, and uniform format. Translations and alternate methods of accessibility are available as needed if requested.

- 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:

The Allentown School District is committed to ensuring that persons with disabilities can access information on the district's website. For additional assistance or concerns accessing the content of the website, individuals may contact the school directly.

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:

Prior to the plan being developed, stakeholder input was sought to provide input on how the district should prioritize the use of ESSER III funds. Ongoing throughout the 21-22 and 22-23 school years, stakeholder groups have had opportunities for input on the use of funds. Any interested member of the public is welcome to provide input at a school board meeting or via the ESSER email address posted on the district's website.

- 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:

A public survey was sent to all families in SAU 53 about the use of ESSER funds. There is also the option for any member of the public to submit feedback on the use of ESSER funds link on the district's website.

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

Yes - Description Required

1) Description:

Students have been surveyed formally and informally to seek input on their school experiences, interests, and areas of need.

i) Number of total responses: 51

ii) Uses consulted on: Initial consult survey on 11/9/21, reviewed in January 2023, and ongoing through the district's website and school board

iii) Description of feedback received: The feedback received was posted on the SAU's website. Responses indicate the top three areas of need were: 1) addressing learning loss, 2) behavioral, social-emotional, and/or mental health supports for students, and 3) family engagement.

Please indicate how consultation was:

2) Inclusive: All students with an SAU email address received the SAU survey on the use of ESSER funds.

3) Widely advertised and available: The survey was sent to all students. Announcements were made at school encouraging students to complete the survey.

4) Ongoing: The survey was sent to students on multiple occasions to obtain meaningful feedback. Students have had ongoing opportunities to submit feedback to school administration or through the email address for the use of ESSER funds that is posted on the district's website.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families have an opportunity to provide feedback through the district's website, phone calls and emails to the district's administration, and attending school board meetings.

i) Number of total responses: 673

ii) Uses consulted on: Initial consult survey on 11/9/21, reviewed in January 2023, and ongoing through the district's website and school board

iii) Description of feedback received: The feedback received was posted on the SAU's website. Responses indicate the top three areas of need were: 1) addressing learning loss, 2) behavioral, social-emotional, and/or mental health supports for students, and 3) family engagement.

Please indicate how consultation was:

2) Inclusive: All families with children in the schools received the SAU survey on the use of ESSER funds.

3) Widely advertised and available: The survey was sent to all families. All families also received notification of the feedback page on the district's website.

4) Ongoing: Families have an ongoing opportunity to provide feedback on the use of ESSER funds. They had the opportunity to respond to the survey, and ongoing can submit feedback through the district's website or attend monthly school board meetings.

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

Yes - Description Required

1) Description:

Administrators have multiple ongoing opportunities for input through regularly scheduled meetings.

i) Number of total responses: 11

ii) Uses consulted on: Initial consult survey on 11/9/21, reviewed in January 2023, and ongoing through the district's website and school board

iii) Description of feedback received: The feedback received was posted on the SAU's website. Responses indicate the top three areas of need were: 1) addressing learning loss, 2) behavioral, social-emotional, and/or mental health supports for students, and 3) family engagement.

Please indicate how consultation was:

2) Inclusive: All administrators had the opportunity to provide feedback through the survey and through regularly scheduled administration meetings.

3) Widely advertised and available: Administrators received notice that they can provide feedback through the survey, at monthly leadership meetings, and at monthly school board meetings.

4) Ongoing: Administrators have the ability to provide ongoing feedback through weekly district leadership meetings, monthly staff meeting, monthly SAU leadership meetings, and monthly school board meetings.

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

Yes - Description Required

1) Description:

Teachers have multiple ongoing opportunities for input through regularly scheduled meetings.

i) Number of total responses: 127

ii) Uses consulted on: Initial consult survey on 11/9/21, reviewed in January 2023, and ongoing through the district's website and school board

iii) Description of feedback received: The feedback received was posted on the SAU's website. Responses indicate the top three areas of need were: 1) addressing learning loss, 2) behavioral, social-emotional, and/or mental health supports for students, and 3) family engagement.

Please indicate how consultation was:

2) Inclusive: All staff have the opportunity to provide ongoing feedback on the use of ESSER funds.

3) Widely advertised and available: Staff were notified of the multiple methods to provide feedback: surveys, staff meetings, teacher-leadership meetings, and school board meetings.

4) Ongoing: Staff have the opportunity for providing ongoing feedback through monthly staff meetings, monthly teacher-leadership meetings, and monthly school board meetings.

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

Yes - Description Required

1) Description:

Tribes have the opportunity to provide ongoing feedback through the district's email address posted on the school website.

i) Number of total responses: 0

ii) Uses consulted on: Initial consult survey on 11/9/21, reviewed in January 2023, and ongoing through the district's website and school board

iii) Description of feedback received: Not Applicable. There were no responses received.

Please indicate how consultation was:

2) Inclusive: If a student, family member, or member of the community were a member of a tribe, they had the opportunity to provide feedback through the survey. They also have the opportunity for ongoing feedback through the school website or by attending a monthly school board meeting.

3) Widely advertised and available:

4) Ongoing: Members of a tribe have the opportunity for ongoing feedback through the school website or by attending a monthly school board meeting.

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

Yes - Description Required

1) Description:

Civil rights organizations have the opportunity to provide ongoing feedback through the district's email address posted on the school website.

i) Number of total responses: 8 (parent advocacy group)

ii) Uses consulted on: Initial consult survey on 11/9/21, reviewed in January 2023, and ongoing through the district's website and school board

iii) Description of feedback received: The feedback received was posted on the SAU's website. Responses indicate the top three areas of need

were: 1) addressing learning loss, 2) behavioral, social-emotional, and/or mental health supports for students, and 3) family engagement.

Please indicate how consultation was:

2) **Inclusive:** Civil rights organizations have the opportunity for ongoing feedback through the school website or by attending a monthly school board meeting.

3) **Widely advertised and available:** Civil rights organizations can access information on the use of ESSER funds on the school website.

4) **Ongoing:** Civil rights organizations have the opportunity for ongoing feedback through the school website or by attending a monthly school board meeting.

- 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):

Yes - Description Required

1) **Description:**

Stakeholder groups have had opportunities for providing feedback on the use of ESSER funds through the survey, district email address on the use of ESSER funds, and by attending monthly school board meetings.

i) Number of total responses: 12

ii) Uses consulted on: Initial consult survey on 11/9/21, reviewed in January 2023, and ongoing through the district's website and school board

iii) Description of feedback received: The feedback received was posted on the SAU's website. Responses indicate the top three areas of need were: 1) addressing learning loss, 2) behavioral, social-emotional, and/or mental health supports for students, and 3) family engagement.

Please indicate how consultation was:

2) **Inclusive:** Stakeholder groups have the opportunity for ongoing feedback through the school website or by attending a monthly school board meeting.

3) **Widely advertised and available:** Stakeholder groups can access information on the use of ESSER funds on the school website.

4) **Ongoing:** Stakeholder groups have the opportunity for ongoing feedback through the school website or by attending a monthly school board meeting.

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

Yes - Description Required

1) **Description:**

Community-based organizations have had opportunities for providing feedback on the use of ESSER funds through the survey, district email address on the use of ESSER funds, and by attending monthly school board meetings.

i) Number of total responses: 2

ii) Uses consulted on: Initial consult survey on 11/9/21, reviewed in January 2023, and ongoing through the district's website and school board

iii) Description of feedback received: The feedback received was posted on the SAU's website. Responses indicate the top three areas of need were: 1) addressing learning loss, 2) behavioral, social-emotional, and/or mental health supports for students, and 3) family engagement.

Please indicate how consultation was:

2) **Inclusive:** Community-based organizations have the opportunity for ongoing feedback through the school website or by attending a monthly school board meeting.

3) **Widely advertised and available:** Community-based organizations can access information on the use of ESSER funds on the school website.

4) **Ongoing:** Community-based organizations have the opportunity for ongoing feedback through the school website or by attending a monthly school board meeting.

- 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 - Description Required

1) **Description:**

Early childhood providers have had opportunities for providing feedback on the use of ESSER funds through the survey, district email address on the use of ESSER funds, and by attending monthly school board meetings.

i) Number of total responses: 0

ii) Uses consulted on: Initial consult survey on 11/9/21, reviewed in January 2023, and ongoing through the district's website and school board

iii) Description of feedback received: Not applicable. No responses were received from early childhood education providers.

Please indicate how consultation was:

2) **Inclusive:** Early childhood providers have the opportunity for ongoing feedback through the school website or by attending a monthly school board meeting.

3) **Widely advertised and available:** Early childhood providers can access information on the use of ESSER funds on the school website.

4) **Ongoing:** Early childhood providers have the opportunity for ongoing feedback through the school website or by attending a monthly school board meeting.

No.	Name	Address	Phone	Date of Birth	Gender	Marital Status	Education	Occupation	Religion	Ethnicity	Family Information																		Remarks																								
											Spouse Name	Spouse Address	Spouse Phone	Spouse Date of Birth	Spouse Gender	Spouse Marital Status	Spouse Education	Spouse Occupation	Spouse Religion	Spouse Ethnicity	Child 1 Name	Child 1 Address	Child 1 Phone	Child 1 Date of Birth	Child 1 Gender	Child 1 Marital Status	Child 1 Education	Child 1 Occupation		Child 1 Religion	Child 1 Ethnicity	Child 2 Name	Child 2 Address	Child 2 Phone	Child 2 Date of Birth	Child 2 Gender	Child 2 Marital Status	Child 2 Education	Child 2 Occupation	Child 2 Religion	Child 2 Ethnicity												

Yellow box at the bottom left of the table.

Section 1: General Information																								Section 2: Financial Summary					Section 3: Operational Data							
Item 1.1	Item 1.2	Item 1.3	Item 1.4	Item 1.5	Item 1.6	Item 1.7	Item 1.8	Item 1.9	Item 1.10	Item 1.11	Item 1.12	Item 1.13	Item 1.14	Item 1.15	Item 1.16	Item 1.17	Item 1.18	Item 1.19	Item 1.20	Item 1.21	Item 1.22	Item 1.23	Item 1.24	Item 2.1	Item 2.2	Item 2.3	Item 2.4	Item 2.5	Item 3.1	Item 3.2	Item 3.3	Item 3.4	Item 3.5	Item 3.6	Item 3.7	Item 3.8
Detailed description of the first section, covering various operational and financial metrics.																								Summary of financial performance, including revenue and expenses.					Operational metrics such as production volume and efficiency.							

UNITED STATES DISTRICT COURT OF DISTRICT OF COLUMBIA											UNITED STATES DISTRICT COURT OF DISTRICT OF COLUMBIA				
No.	Case Name	Case No.	Case Name	Case No.	Case Name	Case No.	Case Name	Case No.	Case Name	Case No.	No.	Case Name	Case No.	Case Name	Case No.

The United States District Court for the District of Columbia is a federal court that is part of the United States federal judiciary. It is one of the 13 federal district courts and is located in Washington, D.C. The court's jurisdiction is limited to the District of Columbia and certain matters involving the federal government and its agencies. The court is presided over by the Chief Judge of the District of Columbia and consists of 11 judges. The court's decisions are subject to review by the United States Court of Appeals for the District of Columbia Circuit.

X. Authorization

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

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School

1-12-23

Date

Patty Sherman

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.