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, 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/icr/202201-1810-002/doc/117519100.

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) School District / Charter School Name:	Amherst	→ ***Cell C18 Must be Input for Formulas to Populate Correctly***
2) District ID Number:	17	→ ***Autopopulates upon Selection***
3) SAU Number:	39	→ ***Autopopulates upon Selection***
4) Date of Publication:	1/25/2023	
5) Approver Name - (Superintendent / Head of School):	Steve Chamberlin, Interim Superintendent	
6) Email & Telephone:	schamberlin@sau39.org 603-673-2690	

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:

https://www.sau39.org/community/re-opening_task_force/esser_school_district_use_of_funds_plan

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

Yes - Description Required

Description:

The reopening plan format and document layout was crafted with the input of many stakeholders to ensure ease of use.

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 reopening plan format and document language was crafted with the input of many stakeholders to ensure ease of use. The plan is written in a language that is understandable to the community at large

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:

Yes, provided upon request. We have posted contact information for this request.

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 re-opening task force was created in June 2020 to advise the superintendent of schools about how to re-open schools. In addition to the task force, five sub-groups were created that allowed greater participation in the community. More than 100 students, parents, teachers, and community members participated in sub-groups and provided detailed feedback to the greater task force. Task force meeting occurred over the past two years.

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:

We invited all members of the public to provide additional input into the development of our ESSER Use of Funds plan and our use of ESSER funding. To provide input, community members complete this form: https://forms.gle/kszyRdmkBRyUnZ6aA. The form was posted to our website and emailed directly to various stakeholder groups. Once feedback was received, we made adjustments to our plan, including the need for outdoor classrooms.

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:

Our reopening task force included students. In addition, parents provided feedback regarding student needs through the task force and use of funds survey.

i) Number of total responses: Number of total responses: Over 100 stakeholders on reopening committee including parents and students.
ii) Uses consulted on: Consultation occurred regarding student needs in returning to school.
iii) Description of feedback received: Most feedback from task force and survey included masking requirement to open schools this past fall and the need for SEL support for students who were returning from remote instruction.

Please indicate how consultation was:

2) Inclusive: Task force was open to all community members (over 100 stakeholders involved). Use of funds survey posted to website and emailed directly to various stakeholder groups.
3) Widely advertised and available: Task force membership and use of funds survey posted to our website. Use of funds survey was also sent directly to various stakeholder groups.
4) Ongoing: Use of funds survey has been open since August and continues to stay

b. Families (please choose one):

Yes - Description Required

1) Description:

Families were invited to be on our reopening task force and use of funds survey was sent to families.

i) Number of total responses: Over 100 stakeholders on reopening committee including parents and students.
ii) Uses consulted on: Consultation occurred regarding student needs in returning to school and all uses of funds.
iii) Description of feedback received: Most feedback from task force and survey included masking requirement to open schools this past. Fall and the need for SEL support for students who were returning from remote instruction. Some families also requested funds be used on outdoor

Please indicate how consultation was:

2) Inclusive: Task force was open to all community members (over 100 stakeholders involved). Use of funds survey posted to website and emailed directly to various stakeholder groups.
3) Widely advertised and available: Task force membership and use of funds survey posted to our website. Use of funds survey was also sent directly to various stakeholder groups.
4) Ongoing: Use of funds survey has been open since August and continues to stay open for feedback. Link is still posted to our website. Ongoing updates have been provided to our school board and community through board meetings.

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

Yes - Description Required

1) Description:

School and district administrators were part of the reopening task force. In addition, all building and district leadership has been consulted with on an ongoing basis and we identify needs and continue to provide support.

i) Number of total responses: Over 100 stakeholders on reopening committee including parents and students. All building and district leasers
ii) Uses consulted on: All uses of funds.
iii) Description of feedback received: Feed back included the need for instructional materials and SEL

Please indicate how consultation was:

2) Inclusive: Consultation has included all building and district leadership, include special education administrators.

3) Widely advertised and available: Consultation occurred through the task force and through leadership meetings throughout the year.

4) Ongoing: Consultation has been through ongoing task force and leadership meetings.

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

Yes - Description Required

1) Description:

Teachers, principals, school leaders, school staff, and union members were all part of the reopening task force. In addition, as needs arise, our educators have continued to provide feedback.

i) Number of total responses: All educators have involved either through task force meetings or through ongoing feedback directly to building
ii) Uses consulted on: Student needs and instructional resource needs were discussed.
iii) Description of feedback received: Need for SEL support and teacher professional development.

Please indicate how consultation was:

2) Inclusive: Task force included all stakeholder groups and task force members

3) Widely advertised and available: At routine meetings and survey is posted to our website.

4) Ongoing: Routine task force meetings, grade level meetings, and staff

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

No

1) Description:

We do not have any local tribes to consult with.

i) Number of total responses: N/A please see response above in description.
ii) Uses consulted on: N/A please see response above in description.
iii) Description of feedback received: N/A please see response above in description.

Please indicate how consultation was:

2) Inclusive: N/A please see response above in description.

3) Widely advertised and available: N/A please see response above in description.

4) Ongoing: N/A please see response above in description.

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

Yes - Description Required

1) Description:

All community members were encouraged to join our reopening task force. We posted our use of funds plans and feedback survey to our website. We also emailed our survey to various stakeholder groups including local child care organizations and community groups. Our district homeless and foster youth liaisons were consulted through district leadership meetings. Our social workers were a subcommittee on our task force.
i) Number of total responses: Over 100 members on our task force and 13 responses on our use of funds survey.
ii) Uses consulted on: Student needs including SEL and academic needs were discussed.
iii) Description of feedback received: Feedback included the need for SEL support

Please indicate how consultation was:

2) Inclusive: Task force was widely advertised and included members of these stakeholder groups. Use of funds survey was posted to website and emailed directly to local community groups.
3) Widely advertised and available: Posted to website and directly emailed community groups.

4) Ongoing: Task force has been meeting over the past two years. Use of funds survey is still posted and open on our website.

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:

All community members were encouraged to join our reopening task force. We posted our use of funds plans and feedback survey to our website. We also emailed our survey to various stakeholder groups including local child care organizations and community groups. Our district homeless and foster youth liaisons were consulted through district leadership meetings. Our social workers were a subcommittee on our task force.

i) Number of total responses: Over 100 members on our task force and 13 responses on our use of funds survey.
ii) Uses consulted on: Student needs including SEL and academic needs were discussed.
iii) Description of feedback received: Feedback included the need for SEL support

Please indicate how consultation was:

2) Inclusive:Task force was widely advertised and included members of these stakeholder groups. Use of funds survey was posted to website and emailed directly to local community groups.

3) Widely advertised and available: Posted to website and directly emailed community groups.

4) Ongoing: Task force has been meeting over the past two years. Use of funds survey is still posted and open on our website.

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

Yes - Description Required

1) Description:

Community members were encouraged to join the reopening task force. We emailed our use of funds survey directly to various before and after school programs.

i) Number of total responses: There were 13 total survey responses and over 100 members on reopening task force.
ii) Uses consulted on: Student needs including SEL and academic programing.
iii) Description of feedback received: Need for outdoor education and student SEL support.

Please indicate how consultation was:

2) Inclusive: The plan was posted to website and directly emailed to all stake holders.

3) Widely advertised and available: The plan is posted to website and directly emailed.

4) Ongoing: Survey is still open for feedback and task force has had routine 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 - Description Required

1) Description:

Community members were encouraged to join the reopening task force. We emailed our use of funds survey directly to various local child care providers.

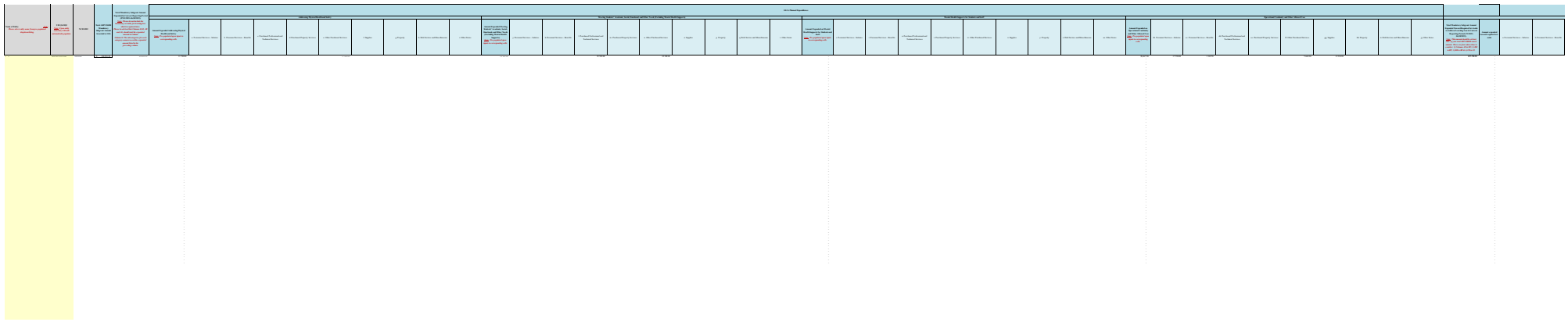
i) Number of total responses: There were 13 total survey responses and over 100 members on reopening task force.
ii) Uses consulted on: Student needs including SEL and academic programing were discussed.
iii) Description of feedback received:Feedback included the need for student support including SEL needs and interest in outdoor education.

Please indicate how consultation was:

2) Inclusive:The plan was posted to website and directly emailed.

3) Widely advertised and available:The plan is posted to website and directly emailed.

4) Ongoing: Survey is still open for feedback and the task force has had routine meetings.



Refer: Annex/SOP/F: Where to Move or Alternative Learning Area/Physical Space											Fill in the Logistics Column: MP1, MP
1. Office, additional staff (Reg. and/or, and Non-Teaching Personnel) will help in the distribution of MPs during Face-to-Face Classes in the identified satellite learning areas.	2. Office, additional staff (Reg. and/or, and Non-Teaching Personnel) will help in the distribution of MPs during Face-to-Face Classes in the identified satellite learning areas.	3. Office, additional staff (Reg. and/or, and Non-Teaching Personnel) will help in the distribution of MPs during Face-to-Face Classes in the identified satellite learning areas. Additional security personnel will be deployed to assist in the distribution of MPs during Face-to-Face Classes in the identified satellite learning areas.	4. Increased counseling, and wellness activities will be conducted by the guidance personnel, social worker, and/or nurse to assist learners in coping with the new learning delivery systems.	5. Increased social media campaign to inform the learners with multiple channels of the new learning delivery systems, schedule of assessments, schedule of assignments, and schedule of the particular requirements of the learners and parents.	6. Daily, satellite drop-zones	7. Increased distance learning and blended learning materials	8. Use of the capacity development program for teachers and personnel to handle and implement the new learning delivery systems and blended learning	9. Others	10. Description of other activities	**Please write the item the activities/activities as listed and their respective numbers (and letters, as per applicable) under the Satellite Learning Area.**	**Total LRET FUNDS Required for the Conduct of Activities**	**Total LRET Activity Funds Source (Local Funds, Donations, Others (specify))**
											Prepared by: Name of Head of Learning Center or Learning Area Manager	Signature	Date

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

1/25/2023

Date

Steve Chamberlin, Interim Superintendent

Printed Name - Superintendent / Head of School

Appendix A. ARPA Statutory Excerpt

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

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

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(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.