

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/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 leaders

ii) Uses consulted on: All uses of funds.

iii) Description of feedback received: Feedback 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.

<p> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved </p>		<p> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved </p>	<p> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved </p>	<p> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved </p>																		<p> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved </p>	<p> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved </p>
<p> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved </p>		<p> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved </p>	<p> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved </p>	<p> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved </p>																		<p> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved </p>	<p> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved </p>



Section 1: General Information																								Section 2: Financial Summary					Section 3: Operational Data				
Item ID	Description	Category	Unit	Quantity	Value	Cost	Profit	Margin %	Status	Location	Start Date	End Date	Duration	Frequency	Priority	Responsible	Progress %	Issues	Notes	Total Revenue	Total Cost	Total Profit	Avg. Revenue	Avg. Cost	Avg. Profit								
001	Product A	Electronics	Units	100	1000	600	400	40%	Active	Warehouse	2023-01-01	2023-12-31	12 Months	Weekly	High	John Doe	85%	Low Stock	New model expected	1000	600	400	1000	600	400								
002	Product B	Software	Licenses	50	500	300	200	40%	Active	IT Dept	2023-02-15	2024-02-15	12 Months	Monthly	Medium	Jane Smith	90%	Renewal	Client feedback	500	300	200	500	300	200								
003	Product C	Services	Hours	200	2000	1200	800	40%	Active	Support	2023-03-01	2023-11-30	9 Months	Daily	High	Mike Johnson	70%	Staffing	Process improvement	2000	1200	800	2000	1200	800								
004	Product D	Hardware	Units	75	750	450	300	40%	Active	Warehouse	2023-04-01	2023-10-31	7 Months	Weekly	Medium	Alice Brown	60%	Inventory	Supplier delay	750	450	300	750	450	300								
005	Product E	Consulting	Projects	10	1000	600	400	40%	Active	Consulting	2023-05-01	2023-09-30	5 Months	Quarterly	High	Bob White	95%	Client	Project completion	1000	600	400	1000	600	400								
006	Product F	Marketing	Campaigns	5	500	300	200	40%	Active	Marketing	2023-06-01	2023-08-31	3 Months	Monthly	Medium	Charlie Green	80%	Campaign	ROI analysis	500	300	200	500	300	200								
007	Product G	Logistics	Shipments	150	1500	900	600	40%	Active	Logistics	2023-07-01	2023-11-30	5 Months	Daily	High	Diana Black	75%	Shipping	Carrier rates	1500	900	600	1500	900	600								
008	Product H	Development	Features	20	2000	1200	800	40%	Active	Development	2023-08-01	2024-01-31	6 Months	Weekly	High	Eve Blue	65%	Development	Feature freeze	2000	1200	800	2000	1200	800								
009	Product I	Support	Tickets	300	3000	1800	1200	40%	Active	Support	2023-09-01	2023-12-31	4 Months	Daily	High	Frank Red	70%	Support	SLA review	3000	1800	1200	3000	1800	1200								
010	Product J	Training	Courses	10	1000	600	400	40%	Active	Training	2023-10-01	2023-12-31	3 Months	Monthly	Medium	Grace Purple	80%	Training	Course completion	1000	600	400	1000	600	400								
011	Product K	Research	Projects	5	5000	3000	2000	40%	Active	Research	2023-11-01	2024-03-31	5 Months	Quarterly	High	Henry Yellow	50%	Research	Discovery phase	5000	3000	2000	5000	3000	2000								
012	Product L	Compliance	Audits	3	3000	1800	1200	40%	Active	Compliance	2023-12-01	2024-01-31	2 Months	Quarterly	High	Ivy Orange	70%	Audit	Regulatory changes	3000	1800	1200	3000	1800	1200								
013	Product M	Partnerships	Agreements	8	8000	4800	3200	40%	Active	Partnerships	2024-01-01	2024-06-30	6 Months	Monthly	High	Jack Green	40%	Partnership	Contract review	8000	4800	3200	8000	4800	3200								
014	Product N	Customer Service	Chats	400	4000	2400	1600	40%	Active	Customer Service	2024-02-01	2024-05-31	4 Months	Daily	High	Karen Blue	60%	Customer Service	Feedback loop	4000	2400	1600	4000	2400	1600								
015	Product O	Product Development	Iterations	15	1500	900	600	40%	Active	Product Development	2024-03-01	2024-05-31	3 Months	Weekly	High	Leo Red	75%	Development	Iteration cycle	1500	900	600	1500	900	600								
016	Product P	Marketing Strategy	Plans	4	4000	2400	1600	40%	Active	Marketing Strategy	2024-04-01	2024-07-31	4 Months	Quarterly	Medium	Mia Purple	50%	Strategy	Market analysis	4000	2400	1600	4000	2400	1600								
017	Product Q	Operational Efficiency	Projects	6	6000	3600	2400	40%	Active	Operational Efficiency	2024-05-01	2024-08-31	4 Months	Monthly	High	Noah Yellow	60%	Efficiency	Process automation	6000	3600	2400	6000	3600	2400								
018	Product R	Customer Retention	Programs	7	7000	4200	2800	40%	Active	Customer Retention	2024-06-01	2024-09-30	4 Months	Monthly	High	Olivia Orange	70%	Retention	Loyalty program	7000	4200	2800	7000	4200	2800								
019	Product S	Business Development	Projects	9	9000	5400	3600	40%	Active	Business Development	2024-07-01	2024-10-31	4 Months	Quarterly	High	Peter Green	50%	Development	New market entry	9000	5400	3600	9000	5400	3600								
020	Product T	Customer Engagement	Initiatives	11	11000	6600	4400	40%	Active	Customer Engagement	2024-08-01	2024-11-30	4 Months	Monthly	High	Quinn Blue	60%	Engagement	Community building	11000	6600	4400	11000	6600	4400								
021	Product U	Product Innovation	Projects	13	13000	7800	5200	40%	Active	Product Innovation	2024-09-01	2025-02-28	5 Months	Quarterly	High	Ryan Red	40%	Innovation	R&D investment	13000	7800	5200	13000	7800	5200								
022	Product V	Customer Feedback	Surveys	14	14000	8400	5600	40%	Active	Customer Feedback	2024-10-01	2025-01-31	4 Months	Monthly	Medium	Sarah Purple	70%	Feedback	Survey analysis	14000	8400	5600	14000	8400	5600								
023	Product W	Operational Review	Projects	16	16000	9600	6400	40%	Active	Operational Review	2024-11-01	2025-04-30	5 Months	Quarterly	High	Tyler Yellow	50%	Review	Annual review	16000	9600	6400	16000	9600	6400								
024	Product X	Customer Success	Programs	17	17000	10200	6800	40%	Active	Customer Success	2024-12-01	2025-03-31	4 Months	Monthly	High	Uma Orange	60%	Success	Onboarding process	17000	10200	6800	17000	10200	6800								
025	Product Y	Product Lifecycle	Projects	19	19000	11400	7600	40%	Active	Product Lifecycle	2025-01-01	2025-06-30	6 Months	Quarterly	High	Victor Green	40%	Lifecycle	End of life planning	19000	11400	7600	19000	11400	7600								
026	Product Z	Customer Experience	Initiatives	20	20000	12000	8000	40%	Active	Customer Experience	2025-02-01	2025-05-31	4 Months	Monthly	High	Wendy Blue	70%	Experience	UX research	20000	12000	8000	20000	12000	8000								
027	Product AA	Operational Excellence	Projects	22	22000	13200	8800	40%	Active	Operational Excellence	2025-03-01	2025-08-31	6 Months	Quarterly	High	Xavier Red	50%	Excellence	Lean manufacturing	22000	13200	8800	22000	13200	8800								
028	Product AB	Customer Loyalty	Programs	23	23000	13800	9200	40%	Active	Customer Loyalty	2025-04-01	2025-07-31	4 Months	Monthly	High	Yara Purple	60%	Loyalty	Retention strategy	23000	13800	9200	23000	13800	9200								
029	Product AC	Product Innovation	Projects	25	25000	15000	10000	40%	Active	Product Innovation	2025-05-01	2025-10-31	6 Months	Quarterly	High	Zoe Yellow	40%	Innovation	AI integration	25000	15000	10000	25000	15000	10000								
030	Product AD	Customer Feedback	Surveys	26	26000	15600	10400	40%	Active	Customer Feedback	2025-06-01	2025-09-30	4 Months	Monthly	Medium	Adam Orange	70%	Feedback	Net Promoter Score	26000	15600	10400	26000	15600	10400								
031	Product AE	Operational Review	Projects	28	28000	16800	11200	40%	Active	Operational Review	2025-07-01	2025-12-31	6 Months	Quarterly	High	Alex Green	50%	Review	Quarterly review	28000	16800	11200	28000	16800	11200								
032	Product AF	Customer Success	Programs	29	29000	17400	11600	40%	Active	Customer Success	2025-08-01	2026-01-31	6 Months	Monthly	High	Aria Blue	60%	Success	Churn reduction	29000	17400	11600	29000	17400	11600								
033	Product AG	Product Lifecycle	Projects	31	31000	18600	12400	40%	Active	Product Lifecycle	2025-09-01	2026-04-30	7 Months	Quarterly	High	Ashley Red	40%	Lifecycle	Market exit strategy	31000	18600	12400	31000	18600	12400								
034	Product AH	Customer Experience	Initiatives	32	32000	19200	12800	40%	Active	Customer Experience	2025-10-01	2026-03-31	6 Months	Monthly	High	Alexander Purple	70%	Experience	Service quality	32000	19200	12800	32000	19200	12800								
035	Product AI	Operational Excellence	Projects	34	34000	20400	13600	40%	Active	Operational Excellence	2025-11-01	2026-06-30	8 Months	Quarterly	High	Amanda Yellow	50%	Excellence	Process optimization	34000	20400	13600	34000	20400	13600								
036	Product AJ	Customer Loyalty	Programs	35	35000	21000	14000	40%	Active	Customer Loyalty	2025-12-01	2026-05-31	6 Months	Monthly	High	Anthony Orange	60%	Loyalty	Referral program	35000	21000	14000	35000	21000	14000								
037	Product AK	Product Innovation	Projects	37	37000	22200	14800	40%	Active	Product Innovation	2026-01-01	2026-08-31	8 Months	Quarterly	High	April Green	40%	Innovation	Blockchain research	37000	22200	14800	37000	22200	14800								
038	Product AL	Customer Feedback	Surveys	38	38000	22800	15200	40%	Active	Customer Feedback	2026-02-01	2026-07-31	6 Months	Monthly	Medium	Arthur Blue	70%	Feedback	Customer sentiment	38000	22800	15200	38000	22800	15200								
039	Product AM	Operational Review	Projects	40	40000	24000	16000	40%	Active	Operational Review	2026-03-01	2026-12-31	10 Months	Quarterly	High	Ashley Red	50%	Review	Annual performance	40000	24000	16000	40000	24000	16000								
040	Product AN	Customer Success	Programs	41	41000	24600	16400	40%	Active	Customer Success	2026-04-01	2027-01-31	10 Months	Monthly	High	August Purple	60%	Success	Customer advocacy	41000	24600	16400	41000	24600	16400								
041	Product AO	Product Lifecycle	Projects	43	43000	25800	17200	40%	Active	Product Lifecycle	2026-05-01	2027-04-30	13 Months	Quarterly	High	Benjamin Yellow	40%	Lifecycle	Product sunset	43000	25800	17200	43000	25800	17200								
042	Product AP	Customer Experience	Initiatives	44	44000	26400	17600	40%	Active	Customer Experience	2026-06-01	2027-03-31	10 Months	Monthly	High	Bella Orange	70%	Experience	Service recovery	44000	26400	17600	44000	26400	17600								
043	Product AQ	Operational Excellence	Projects	46	46000	27600	18400	40%	Active	Operational Excellence	2026-07-01	2027-06-30	13 Months	Quarterly	High	Benjamin Green	50%	Excellence	Automation implementation	46000	27600	18400	46000	27600	18400								
044	Product AR	Customer Loyalty	Programs	47	47000	28200	18800	40%	Active	Customer Loyalty	2026-08-01	2027-05-31	10 Months	Monthly	High	Bella Blue	60%	Loyalty	Partnership program	47000	28200	18800	47000	28200	18800								
045	Product AS	Product Innovation	Projects	49	49000	29400	19600	40%	Active	Product Innovation	2026-09-01	2027-08-31	13 Months	Quarterly	High	Benjamin Red	40%	Innovation	Quantum computing	49000	29400	19600	49000	29400	19600								
046	Product AT	Customer Feedback	Surveys	50	50000	30000	20000	40%	Active	Customer Feedback	2026-10-01	2027-09-30	12 Months	Monthly	Medium	Bella Purple	70%	Feedback	Customer journey map	50000	30000	20000	50000	30000	20000								
047	Product AU	Operational Review	Projects	52	52000	31200	20800	40%	Active	Operational Review	2026-11-01	2028-02-28	16 Months	Quarterly	High	Benjamin Yellow	50%	Review	Mid-year review	52000	31200	20800	52000	31200	20800								
048	Product AV	Customer Success	Programs	53	53000	31800	21200	40%	Active	Customer Success	2026-12-01	2028-01-31	16 Months	Monthly	High	Bella Orange	60%	Success	Customer retention	53000	31800	21200	53000	31800	21200								
049	Product AW	Product Lifecycle	Projects	55	55000</																												

X. Authorization

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

ESSER@doe.nh.gov



1/25/2023

Approver Signature - Superintendent / Head of School

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

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.*