

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 may be found on the districts website ccs.sau53.org

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

Yes - Description Required

Description:

The plan was developed in a clear, understandable and uniformed 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 language that parents can understand and anyone may contact the school with questions.

- 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 Chichester 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 on the website, anyone may call the school or email chichesterfeedback@sau53.org.

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:

A survey was release on the district website, community newsletter and direct email to families to seek their input on how the district should prioritize the expenditure of ESSER III funds.

- 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:

An interventionist was contracted to work with students during the 22/23 school year to provide social and emotional support for students as was indicated as a top priority.

- 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 their input on their schoole xperiences, interests and areas of need.

i) Number of total responses: 2

ii) Uses consulted on: On-going since November 2021

iii) Description of feedback received: Responses indicated addressing learning loss/gaps and vaccination effects within the community.

Please indicate how consultation was:

2) Inclusive: Survey was sent out to all sau53.org email addresses

3) Widely advertised and available: Survey was widely advertised and encouraged to be completed by all stakeholders.

4) Ongoing: Students have on-going opportunites to submit feedback through the ESSER finds link on the website or directly to administration.

- b. Families (please choose one):

Yes - Description Required

1) Description:

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

i) Number of total responses:42

ii) Uses consulted on: ongoing since November 2021

iii) Description of feedback received:addressing learning loss/gaps, behavior, social emotional and mental health support of students, student enggement.

Please indicate how consultation was:

2) Inclusive: Survey was sent out to registered family email addresses.

3) Widely advertised and available: Survey was widely advertised and encouraged to be completed by all stakeholders.

4) Ongoing: Families had an opportunity to provide feedback through the district website, phone calls, and emails to the district's administration and attending school board meetings.

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

Yes - Description Required

1) Description:

Survey was sent out to all sau53.org staff email addresses.

i) Number of total responses:2

ii) Uses consulted on:ongoing since November 2021

iii) Description of feedback received:Responses indicated behavioral, social emotional and mental health support of students and socila emotional and mental health support of staff.

Please indicate how consultation was:

2) Inclusive:Survey was sent to all sau53.org staff email addresses.

3) Widely advertised and available:Survey was widely advertised and encouraged to be completed by all sakeholders.

4) Ongoing:School and district administrators, including special education administers have on going opportunities to provide feedback through the ESSER funds link of the website or to administration directly.

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

Yes - Description Required

1) Description:

Survey was sent to all sau53.org email addresses.

i) Number of total responses: 32

ii) Uses consulted on:on-going since November 2021

iii) Description of feedback received:Responses indicated addressing learning loss, behavioral, social, emotional, and mental health of students, and student engagement

Please indicate how consultation was:

2) Inclusive:Staff had the opportunity to provide feedback through the survey

3) Widely advertised and available: Staff was notified of the way to provide feedback.

4) Ongoing:Opportunity to provide on-going feedback via staff meetings, school-based leadership meetings, school board meetings or via the school website.

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

Yes - Description Required

1) Description:

Tribes have the opportunity to provide input through the feedback email on the school website.

i) Number of total responses:0

ii) Uses consulted on:on-going since November 2021

iii) Description of feedback received:no responses received, N/A

Please indicate how consultation was:

2) Inclusive:If a student or family of a student were a member of a Tribe, they have the opportunity to provide on the survey or call the school directly.

3) Widely advertised and available: Information on ESSER funds is posted on the school website

4) Ongoing: Memebers of a Tribe continue to have the opportunity to provide ongoing feedback through the school website.

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

Yes - Description Required

1) Description:

Civil Rights and Disability Rights organizations have the opportunity to provide input thfough the email posted in the website.

i) Number of total responses: 1 parent advocacy group

ii) Uses consulted on: on-gong since November 2021

iii) Description of feedback received: Responses indicated Behavioral, Social, Emotional, aamd Mental health of students.

Please indicate how consultation was:

2) Inclusive: Civil Rights organizations and disability rights organizations have the oppourtunity to provide the district with feedback on the school email

3) Widely advertised and available: Information can be accessed through the school website, ESSER funds

4) Ongoing:Organizations have the oppourtunity for on-going feedback via the school website or by attending school board meetings.

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:

Stakeholders have the opportunity for input through surveys, the school website, and school board meetings.

- i) Number of total responses: 0*
- ii) Uses consulted on: on-going since November 2021*
- iii) Description of feedback received: Not applicable, as zero inputs were received.*

Please indicate how consultation was:

- 2) Inclusive: Stakeholders have the opportunity to provide the district with feedback in the website.**
- 3) Widely advertised and available: Information on the use of ESSER funds is available on the school website.**
- 4) Ongoing: Stakeholders have the opportunity for on-going feedback via the school website or by attending monthly school board meetings.**

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, including partnerships to promote access to before and after school programming have had multiple opportunities for input through surveys, the school website, and school board meetings.

- i) Number of total responses: 0*
- ii) Uses consulted on: on-going since November 2021*
- iii) Description of feedback received: Not applicable, as zero inputs were received.*

Please indicate how consultation was:

- 2) Inclusive: Community based organizations have the opportunity to provide feedback on the website, ESSER funds.**
- 3) Widely advertised and available: ESSER funds is posted on the website**
- 4) Ongoing: Community based organizations have the opportunity to provide feedback on the website 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 - Description Required

1) Description:

Early childhood educators have the opportunity to provide input through surveys, the school website and school board meetings.

- i) Number of total responses: 0*
- ii) Uses consulted on: on-going since November 2021*
- iii) Description of feedback received: not applicable*

Please indicate how consultation was:

- 2) Inclusive: Early childhood providers have the opportunity to provide feedback on the survey on the use of ESSER funds.**
- 3) Widely advertised and available: Information on the use of ESSER funds can be found on the school website.**
- 4) Ongoing: Early childhood providers have the opportunity to provide ongoing feedback via the school website or by attending monthly school board meetings.**

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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.