

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: Somersworth → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 491 → Autopopulates upon Selection
- 3) SAU Number: 56 → Autopopulates upon Selection
- 4) Date of Publication: 1/13/2023
- 5) Approver Name -
(Superintendent / Head of School): Lori Lane, Superintendent of Schools
- 6) Email & Telephone: llane@sau56.org; 603-692-4450 x1601

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:

www.sau56.org

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

Yes - Description Required

Description:

The plan was published in the word document that was originally sent to the DOE on September 6, 2021. It was updated on May 17, 2022 and again on June 14, 2022. The Use of Funds Plan has not changed since this time.

- 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 district regularly uses translation services when necessary to assist our families. Both written and oral translation options are provided.

- 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, parents would be provided alternative formats, such as text to speech, if requested.

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 ARP ESSER funds have been discussed at several school board meetings that those meetings are always open to the public. After a public presentation in January 2022, the district created a specific email address to solicit community input. The ARP ESSER Use of Funds plan is available on the SAU's website as well as the public presentation on the district's use of the ARP ESSER funds. The presentation and the request for public input was sent to all families via the district's electronic message system.

- 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:

The SAU and school administration used the information from parents/families and others in the community (i.e., service providers) to make decisions about the use of the ARP ESSER funding. The main areas that our funds are being used for are to provide additional supports for mental health and academics.

- 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 were not directly consulted for their input on the ARP ESSER Use of Funds Plan however they were able to provide feedback. Students, as stakeholders, have demonstrated various needs since returning to in-person learning. In advocating on their behalf, parents as well as teachers and administrators have noted the need for students to have additional mental health and academic support to best support their learning and readjustment to the in-person school environment.

i) Number of total responses: 25

ii) Uses consulted on: school-based health clinic, mental health concerns

iii) Description of feedback received: Students met with representatives from Goodwin Community Health and the Strafford County Public Health Network to discuss how a school-based health clinic would be received and the possible ways it could assist students with their mental, dental and physical health.

Please indicate how consultation was:

The student feedback will be used to identify the support for the school-based health clinic and other needs related to physical, dental and mental health.

3) Widely advertised and available: Groups of students were selected by school staff to participate in the first forums that happened in June 2022.

4) Ongoing: Other opportunities will be given to students to provide feedback as needed.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Information from families was solicited anecdotally in a variety of ways. Parents/care givers expressed concerns to teachers, administrators and service providers - all of this feedback was used to identify many of the needs that ARP ESSER funds were spent on. Also, a parent survey was distributed and a public hearing on the ARP ESSER funds occurred in March 2022 to further solicit parent feedback. An email specific to ESSER funds was created (no

i) Number of total responses: numerous across the district.

ii) Uses consulted on: academic and mental health needs.

iii) Description of feedback received: in meetings with teachers and administrators, parents expressed concerns about learning loss and lack of access to mental health services for their children.

Please indicate how consultation was:

2) Inclusive: All parents had the opportunity to listen to or attend a school board meeting, respond to an ARP ESSER email with concerns, as well as express any questions/concerns to their child's teacher(s) or administrators.

3) Widely advertised and available: The SAU office gave a presentation on the ARP/ESSER funds at the March 2, 2022 school board meeting. After the presentation, the SAU distributed all of the ARP/ESSER information to families via its electronic messenger system, which included a specific essser@sau56.org

4) Ongoing: Parents are always encouraged to communicate with schools, SAU office, or their school board representatives.

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

Yes - Description Required

1) Description:

We have nine building administrators all of whom submitted various requests for using ARP/ESSER funds. The SAU administration also identified uses for ARP/ESSER funds. Learning loss, mental health, PPE, outdoor classroom spaces, professional development, software to address learning gaps and possible capital improvement projects. The SAU office created a form to for building administrators to submit requests. All requests needed to be justified on how these meet at least one of the established uses for ARP/ESSER funds.

- i) Number of total responses: 30*
- ii) Uses consulted on: Learning loss, mental health, PPE, outdoor classroom spaces, professional development, software to address learning gaps and possible capital improvement projects.*
- iii) Description of feedback received: The SAU office created a form to for building administrators to submit requests. All requests needed to be justified on how these meet at least one of the established uses for ARP/ESSER funds.*

Please indicate how consultation was:

2) Inclusive: All building and SAU administrators were encouraged to submit requests.

3) Widely advertised and available: The SAU administration discussed the process for requests and the requests themselves in both meetings with individual admin teams as well as at districtwide admin meetings.

4) Ongoing: The SAU and building administrators were told that requests can be submitted until the total amount of ARP ESSER allocation is allocated.

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

Yes - Description Required

1) Description:

Building administrator/school leader requests were described in c above. School staff submitted any requests through their building administrators. Representatives of the teachers' union were included as members of the district's COVID Management Response Team. They had input as members of that team as ARP ESSER funds uses were discussed during team meetings as strategies to mitigate COVID-19 spread in our schools.

- i) Number of total responses: 1 (the union, as part of the district's COVID team requested KN-95 masks for all staff)*
- ii) Uses consulted on: PPE (masks)*
- iii) Description of feedback received: The COVID Management Response team made the KN-95 mask request through the team meetings.*

Please indicate how consultation was:

2) Inclusive: Staff worked with their building administrators to identify needs that could be met with ARP ESSER funds.

3) Widely advertised and available: Building administration create opportunities for staff to submit requests on multiple occasions at staff meetings and at leadership team meetings. The COVID team regularly discussed if there were needs that the ARP ESSER funds could be used for to meet.

4) Ongoing: See response listed per d3.

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

No

1) Description:

District does not have any tribes - Not applicable.

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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

Yes - Description Required

1) Description:

There are no local organizations. The school district's student services director attends regularly scheduled statewide and regional meetings where civil rights organizations could work with directors around suggested uses of ARP ESSER funds. The student services director is a part of the school district's administrative team and is also a member of the district's COVID response team. As such, there are ample opportunities for the student services director to bring forth suggestions on these organizations' behalf.

- i) Number of total responses: 0 - no requests have been received*
- ii) Uses consulted on: N/A*
- iii) Description of feedback received: N/A*

Please indicate how consultation was:

- 2) Inclusive:** The student services director oversees the programming the district offers to provide students with the services they need. This includes both school year, but also extended school year programs in the summer months. She is also involved with the district and building level administrative teams so she
- 3) Widely advertised and available:** The information of how SAU 56 was spending its ARP ESSER funds was readily available on the SAU 56 website. Any agency with concerns and/or input into how the ARP ESSER funds were or could be spent could contact the district's student services director or submit their
- 4) Ongoing:** The school district had regular discussions at the administrative and school board levels about the use of ARP ESSER funds and how they would support student academic and social/emotional learning.

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:

The school district provides staff to support the needs of the student groups listed. The school district's administrative team members work together to ensure that resources and supports are put into place for underserved students. The school district also works closely with families and other outside agencies (i.e., DCYF, court system) to meet the needs of underserved students.

- i) Number of total responses: 4*
- ii) Uses consulted on: behavioral health support*
- iii) Description of feedback received: Students are struggling with behavior after returning to in-person learning.*

Please indicate how consultation was:

- 2) Inclusive:** As stated in sections c, d, and f above, the process of requesting ARP ESSER funds is well known by the school staff and administration.
- 3) Widely advertised and available:** As stated in sections c, d, and f, the building and district administrators had regular conversations with staff and other stakeholder groups about how to best utilize ARP ESSER funds to meet student needs.
- 4) Ongoing:** As stated in c, d, and f above, ARP ESSER fund uses have been a regular part of planning and conversation to meet the needs of students throughout the time these funds were available.

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

Yes - Description Required

1) Description:

The school district offers before and afterschool programming through the Somersworth Youth Connection (SYC) program. SYC has been a program in Somersworth for over 15 years. Until the 22-23 school year, SYC was primarily funded through a federal 21st Century Community Centers Learning grant. Starting in the 22-23 school year, the Director became a school district employee. As such, the Director has been made aware of the process of to request ARP ESSER funds.

- i) Number of total responses: 0 - no requests have been received*
- ii) Uses consulted on: N/A*
- iii) Description of feedback received: N/A*

Please indicate how consultation was:

- 2) Inclusive:** The SYC Director is aware of the process to request ARP ESSER funds.
- 3) Widely advertised and available:** The opportunity to request ARP ESSER funds to support students' academic and social/emotional needs is known to the SYC Director and staff.
- 4) Ongoing:** The SYC Director is housed at our middle school and is a part of the school's leadership council. As an integral part of the school community, the Director has the opportunity to work with school staff to explore opportunities that would benefit the students both during the school day as well as in the before/after school care programs.

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:

The Somersworth Ready Together Coalition (SRT) is a organization of school staff and other childcare/early childhood learning providers as well as school and city administration that is overseen by a consultant from the United Way. Any requests for ARP ESSER funds would have come via the school administration.

i) Number of total responses: 0 - the SRT had access to additional funds to provide parent/grandparent support groups, an offsite learning lab for young children and toddler play groups.

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: The school administrators who attended the SRT meetings knew the process to request ARP ESSER funds.

3) Widely advertised and available: This opportunity would have been discussed as appropriate at the SRT meetings.

4) Ongoing: The SRT has been an active group that has met monthly for several years. Creating opportunities for our youngest learners is a regular part of their agenda as it is part of their strategic plan.

Table 1: Summary of the 2019-2020 Financial Year												
Financial Performance										Key Metrics		
Item	Value	Change	Target	Actual	Variance	Notes	Revenue	Profit	Margin	Market Share	Customer Satisfaction	Employee Retention
Revenue	1000	+10%	900	1000	+100	Strong sales performance	1000	200	20%	15%	4.5/5	95%
Profit	200	+15%	170	200	+30	Cost management	1000	200	20%	15%	4.5/5	95%
Margin	20%	+1%	19%	20%	+1%	Efficient operations	1000	200	20%	15%	4.5/5	95%
Market Share	15%	+2%	13%	15%	+2%	Competitive pricing	1000	200	20%	15%	4.5/5	95%
Customer Satisfaction	4.5/5	+0.1	4.4/5	4.5/5	+0.1	Improved service	1000	200	20%	15%	4.5/5	95%
Employee Retention	95%	+1%	94%	95%	+1%	Good benefits	1000	200	20%	15%	4.5/5	95%
<p>Overall, the company has achieved significant growth and maintained strong financial health throughout the year. Key areas of focus include revenue expansion, cost optimization, and customer service improvement.</p>												

X. Authorization

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

ESSER@doe.nh.gov

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



13-Feb-23

Approver Signature - Superintendent / Head of School

Date

Lori Lane, Superintendent of Schools

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.