

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/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: | <u>Albany</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>5</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>9</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>1/9/2023</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Kevin Richard</u> | |
| 6) Email & Telephone: | <u>krichard@sa9.org; 603-447-8368</u> | |

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.sau9.org/covid-19_information/e_s_s_e_r_use_of_funds_plans

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

Yes - Description Required

Description:

The plan, as a pdf document, is posted on the home page of the SAU9 website.

- 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:

Albany students attend Conway schools. The plan is written in English, with language specifically chosen to ensure easy readability. Our demographics indicate that we have very few families who cannot access text in English. For those who are not able to access text in English, we have Family Support Liaisons in each building who work with families to ensure they have the support and resources they need. The document can be translated upon request.

- 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:

Albany students attend Conway schools. Each school has a Family Support Liaison. That individual works with families to ensure they have access to the information needed in an appropriate format.

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:

All School Board meetings provide individuals with opportunities for public comment. There is also a survey posted to the SAU9 website through which individuals can provide input as to the use of ARP ESSER 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:

The use of ARP ESSER funds was discussed publically at Albany School Board meetings, with the agenda provided prior to the meetings so members of the public were aware the conversations were occurring. Albany students attend Conway schools. The Conway School district gathered data from diverse stakeholders during the development of its current strategic plan. The Strategic Plan incorporated data from more than 500 community members. This plan guided the development of the budget for the ARP ESSER funds. All activities within the ARP ESSER budget are aligned with a goal within the strategic plan while also addressing challenged the pandemic created.

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

Somewhat - Description Required

1) Description:

Albany students attend Conway schools. During the Conway strategic planning process students were able to provide input into goals and action steps by participating in a focus group conversation. There were student representatives on our team who developed our Portrait of a Learner which became the foundation for our Strategic Plan. We used to Strategic Plan as the foundation for the ESSER budget development.

i) Number of total responses: There were several district surveys sent out to students to identify barriers to learning throughout the pandemic.

ii) Uses consulted on: After each survey, adjustments to instructional delivery, resources and programming were made. Three surveys were given. Students provided feedback about programming needs, technology implimentation, staff connectivity, and changes to education.

Please indicate how consultation was:

2) Inclusive: All students were provided multiple opportunities to fill out surveys. Focus groups were facilitated during the strategic planning process to elicit student feedback. During the fall of 2021 and winter of 2022 the School Social Worker at KHS facilitated focus group discussions with students to

3) Widely advertised and available: Surveys distributed to all students. Volunteers were solicited for the Strategic Planning process. High School Social Worker made focus group conversations available to all students.

4) Ongoing: Continued conversations with students through family support liasions, guidance counselors and social workers.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Albany students attend Conway schools. During Conway's strategic planning process all families were able to provide input into the goals and action steps through surveys and focus group conversations. There were family representatives on our team who developed our Portrait of a Learner. The Portrait of a Learner became the foundation for our strategic plan, which was used to guide the development of the ESSER budget. Additionally, there is a survey posted to the COVID section of our website through which individuals can provide feedback specific to our ESSER Use of Funds Plans.

i) Number of total responses: There were several district surveys sent out to families to identify barriers to learning through a pandemic. Multiple

ii) Uses consulted on: After each survey, adjustments to instructional delivery, resources and programming were made. Three surveys were given

iii) Description of feedback received: Families provided feedback about programming needs, technology implimentation, staff connectivity, and changes to education.

Please indicate how consultation was:

2) Inclusive: All individuals interested in providing input were able to do so. There is also a survey posted on our website to allow individuals to provide feedback and input specific to the Use of Funds plans.

3) Widely advertised and available: Surveys distributed to all families. Volunteers were solicited for the Strategic Planning process.

4) Ongoing: The use of funds plan has been distributed at school board meetings, posted on the SAU 9 website along with a survey link to provide feedback.

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

Yes - Description Required

1) Description:

Albany students attend Conway schools. Conway School District administrators, including special education administrators, meet weekly. During those meetings there is discussion regarding needs and available funds.

i) Number of total responses: 15

ii) Uses consulted on: All aspects of plan development

iii) Description of feedback received: Albany students attend Conway Schools. Administrators shared need for social emotional support, mental health support, tutoring, access to programming outside of the school day and year, teachers to reduce class sizes and provide additional learning

Please indicate how consultation was:

2) Inclusive: All administrators, including special education administrators, are included in weekly meetings.

All administrators are aware of our standing meetings and agendas are shared weekly prior to the meeting taking place.

4) Ongoing: Meetings take place weekly

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

Yes - Description Required

1) Description:

Albany students attend Conway schools. All Conway school staff were invited to provide input into the strategic planning process. During the spring of 2020 and through the fall of 2021 there were stakeholder meetings to design strategies for addressing the challenges COVID created. Staff are able to provide feedback specific to needs during faculty meetings. Additionally, the survey on the SAU9 website provides opportunities for staff to provide input

i) Number of total responses: There were over 40 members of the Return to School planning committee, with representatives from various

ii) Uses consulted on: Developing plans to safely reopen schools and meet anticipated/observed student and staff needs.

iii) Description of feedback received: Identified needs include social emotional support, mental health support, tutoring, access to programming outside of the school day and year, teachers to reduce class sizes and provide additional learning opportunities. They also identified current

Please indicate how consultation was:

2) Inclusive: All teachers are expected to attend faculty meetings. They all have access to the online survey. It is an expectation for all administration to participate in weekly meetings. Open dialogue and communication with union officials is ongoing. Open planning meetings for School Re-entry Planning. It

3) Widely advertised and available: Schedules are distributed and the survey has been shared with staff

4) Ongoing: Meetings take place each month; The survey is open and accepting responses

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

- Please Select -

1) Description:

N/A

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:

The Special Services Parent Engagement Council Leadership team has been discussing the needs of students and families that resulted from COVID. Information was incorporated into plan development.

i) Number of total responses: 7

ii) Uses consulted on: Student needs, inclusion, and how to support and engage families after the pandemic

iii) Description of feedback received: Work needs to focus on communicating effectively, special services, and providing resources to families.

Please indicate how consultation was:

2) Inclusive: Peer to peer invitations, website development, social media

3) Widely advertised and available: Peer to peer invitations, website development, social media

4) Ongoing: Meetings take place on a regular basis

- 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:

Educators, administrators, and parents of students with disabilities, English learners, children experiencing homelessness, youth in foster care, and those who are often underserved have been engaged to identify needs and ways to address them. We have contracted with NH Parent Information Center for ongoing support and consultation. We also engage with our Out of District Coordinator/Court Liaison, Family Support Liaisons, our Learning Through Connections

i) Number of total responses: We have engaged more than 25 individuals to elicit information specific to this population of students.

ii) Uses consulted on: Needs specific to this population of students

iii) Description of feedback received: Many of these students require access to support beyond the school day to address gaps in learning resulting from the pandemic. They also are in need of support to develop social emotional learning skills.

Please indicate how consultation was:

2) Inclusive: Meetings are open to the public. All educators and administrators have been provided opportunities to share ideas/feedback.

3) Widely advertised and available: A survey is posted to the website to ensure access. Public comment at school board meetings has allowed many parents and community members the space to share their thoughts about our use of ArpESSER funds.

4) Ongoing: There is an open survey posted to the website. Public comment is a standing School Board agenda item. Agendas are posted publicly.

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

Yes - Description Required

1) Description:

Albany students attend Conway schools. Before and after-school programming through ESSER funds was coordinated with our current 21st Century Grant recipients (Project Succeed). Funds were used to support enrichment and remedial work. The Out of School Time Career Pathways grant team and the Future Learning Pathways grant team have provided feedback.

i) Number of total responses: 8

ii) Uses consulted on: Student needs that extend beyond the school day and calendar

iii) Description of feedback received: Students require access to enriching programming beyond the school day and year. As a result, funds were allocated to allow students to access different "camp" experiences during vacation periods including School to Career Camps and STEM experiences

Please indicate how consultation was:

2) Inclusive: Project SUCCEED and School to Career Advisory board provided feedback regarding student needs. School to Career Director works closely with community organizations.

3) Widely advertised and available: Survey posted on website providing opportunity for feedback.

4) Ongoing: Survey posted on website to provide opportunity for feedback.

- 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):

Somewhat - Description Required

1) Description:

Local early childhood education providers follow SAU9 medical protocols for attending school. Transitional activities were planned during the summer months to help integrate students into the various schools and address lost opportunities to experience early childhood learning. School and district administrators worked with local ECE providers throughout the pandemic to ensure children had access to educational opportunities and needed supports.

i) Number of total responses: unknown

ii) Uses consulted on: Needs of early childhood students and their families

iii) Description of feedback received: Many young children experienced fragmented early childhood experiences. As a result there are gaps in social emotional and academic skills among our youngest learners.

Please indicate how consultation was:

2) Inclusive: Any person is able to provide feedback using the survey posted to our website.

3) Widely advertised and available: Survey is posted on the website. Special Services coordinator visits and communicates with each site.

4) Ongoing: The special services coordinator and early childhood preschool educator visit each site on a regular basis, providing opportunities to offer feedback. All feedback is considered.

[illegible]

Other Allowed Uses					Remaining ARP ESSER Mandatory Subgrant Funds	Planned Uses of Remaining ARP ESSER Subgrant Funds by Percentage <i>(After Comparative impact rates at 100%)</i>										The total amount received by the LEA to address the impact of learning loss	Total expenditures of ARP ESSER LEA's Learning Loss Review in this reporting period	Activities or interventions the LEA implemented to satisfy the LEA's mandatory Learning Loss set aside requirement of ARP ESSER funds													LEA to Also Complete Columns B-D in B1																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
f. Other Purchased Services	g. Supplies	h. Property	i. Debt Service and Miscellaneous	j. Other Items		% Remaining Funds Planned for Addressing Physical Health and Safety	% Remaining Funds Planned for Meeting Students' Academic, Social, Emotional, and Other Needs (Including Mental Health Support)	% Remaining Funds Planned for Mental Health Supports for Students and Staff	% Remaining Funds Planned for Operational Continuity and Other Uses	% Remaining Funds Not Yet Planned for Specific Use	k. Summer learning or recovery enrichment	l. After-school programs	m. Extended instructional time (school day, school week, or school year)	n. Tutoring	o. Additional classroom teachers			p. Other additional staffing and/or activities to assess and support social-emotional well-being (including mental health supports) for students, educators and/or families	q. Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide ongoing support for vulnerable students (including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)	r. Universal screening, assessments, and intervention data systems, such as early warning system and/or opportunity to learn data system.	s. Supplemental coordination of services for students with multiple types of needs, such as full-service community schools or supplemental coordination with partner agencies, such as family case services	t. Early childhood program	u. Curriculum adoption and learning materials	w. Core staff capacity building training to increase instructional quality and collaborate on classroom or subject pipelines for teachers and/or classified staff	x. Other	y. Description of other activities (1500 character limit)	z. Please describe how the selected activities or interventions respond to students' academic, social, and emotional needs. (3,000 character limit)	Total ARP ESSER Allocation (as of 01/13/2023)	Total ARP ESSER Allocation Unobligated To Date (as of 01/13/2023)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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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

Date

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

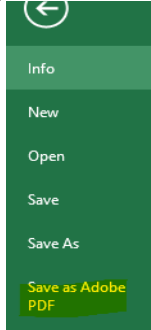
(iv) Be made publicly available on the LEA's website.

Please follow these steps once all tabs of your Districts Excel workbook are completed.

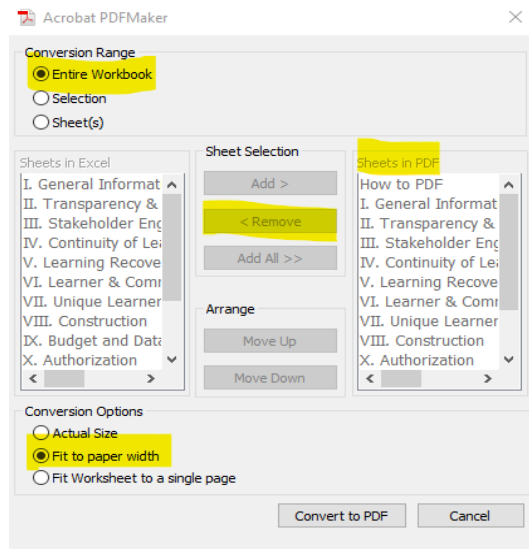
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IV. Budget and Data Reporting" tab from the list beneath "Sheets in PDF." Select "Remove." The reason is because this spreadsheet is so large, that the information will not easily transpose. The V. Authorization tab will need to be printed manually from Excel. The print range within the Excel workbook has been established for all tabs outlined.



3) Items due to the NHDOE by 01/13/2023:

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
 - i. Print the "V. Authorization" tab from Excel file
 - ii. Manually print and sign the "V. Authorization" tab from Excel file
- B. NH ARP ESSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (3 separate attachments)