

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/icer/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: Derry Cooperative → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 131 → Autopopulates upon Selection
- 3) SAU Number: 10 → Autopopulates upon Selection
- 4) Date of Publication: 1/23/2023
- 5) Approver Name - (Superintendent / Head of School): Austin Garofalo, Ed. D., Superintendent of Schools
- 6) Email & Telephone: agarofalo@sau10.org, 603.432.1210

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 is published on sau10.org.

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

Yes - Description Required

Description:

Yes, it follows the template format provided.

- 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:

As necessary, oral translation is available for families with limited English proficiency through Pinpoint Translation.

- 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, upon 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:

Two district-wide family surveys 5/21 and 12/21. School Board meeting discussions, Fiscal advisory committee discussions, School based discussions, School meeting Deliberative Session discussion

- 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:

Used the data to prioritize four areas: Social Emotional Well-Being, Unfinished Learning, Technology, and Health and Safety for Students and Staff.

- 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:

Middle school students were consulted by middle school administration.

i) Number of total responses: approximately 55 students

ii) Uses consulted on: What they thought would improve the school with extra money and ways to connect them to school and support their

iii) Description of feedback received: More community events, student-initiated clubs, as many social activities sponsored by the school as possible, and more time with teachers.

Please indicate how consultation was:

2) Inclusive: Between 5-10 students per grade level were consulted along with the National Junior Honor Society.

3) Widely advertised and available: Select representative groups were identified for input.

4) Ongoing: Consultations with students will continue.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families were sent out two surveys to provide input on spending ESSER funds (05/21 and 12/21).

i) Number of total responses: 05/21- 1,018 12/21 1,110 (total 2,128)

ii) Uses consulted on: Priorities for spending ESSER funds

iii) Description of feedback received: Families identified these for priority areas for spending ESSER funds: Social Emotional Well-Being, Unfinished Learning, Technology, and Health and Safety for Students and Staff.

Please indicate how consultation was:

2) Inclusive: The link to both surveys was emailed to all families, along with reminders prior to the close of the surveys.

3) Widely advertised and available: The links were located on our district website and posted on a variety of Social Media, reminders were given at School Board Meetings.

4) Ongoing: Families also have the opportunity to speak at School Board meetings during Delegations and Individuals when the Superintendent and/or Business Administrator reports include spending ESSER funds.

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

Yes - Description Required

1) Description:

All district administrators participated in surveys on 5/21 and 12/21 and participate in ongoing discussions in multiple meetings regarding the uses of ESSER funds.

i) Number of total responses:70

ii) Uses consulted on:What the district priority areas should include and how spending should be allocated for each area.

iii) Description of feedback received:Administrators identified these for priority areas for spending ESSER funds: Social Emotional Well-Being, Unfinished Learning, Technology, and Health and Safety for Students and Staff.

Please indicate how consultation was:

2) Inclusive:All district-wide and building administrators provided input

3) Widely advertised and available:Meeting links were sent out to district-wide and building administrators

4) Ongoing:Regularly scheduled meetings, as well as additional meetings as necessary

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

Yes - Description Required

1) Description:

All staff were sent out two surveys to provide input on spending ESSER funds (05/21 and 12/21).

i) Number of total responses:05/21 - 259, 12/21- 249 (total - 508)

ii) Uses consulted on:Priorities for spending ESSER funds

iii) Description of feedback received:All staff were given the opportunity to provide feedback on spending regarding the four priority areas that were identified: Social Emotional Well-Being, Unfinished Learning, Technology, and Health and Safety for Students and Staff.

Please indicate how consultation was:

2) Inclusive:All staff were sent a link to both the Spring and Winter surveys.

3) Widely advertised and available:The link to both surveys was emailed to all families, along with reminders prior to the close of the surveys.

4) Ongoing:Staff provide input and feedback on a continuing basis.

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):

No

1) Description:

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:

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:

Both Spring and Winter surveys were sent out to every family member in our school community, including stakeholders representing these special interest groups. The director of literacy, who oversees ELL programming, participates in the stakeholder group meetings. The director of student services, who represents families of students with special education needs, participates in the stakeholder group meetings. The director of grants, who represents families of homeless youth, children in foster care, migratory students, children who are incarcerated, and other underserved students, participates in stakeholder group meetings.

- i) Number of total responses: The district did not disaggregate data based on special interest groups.*
- ii) Uses consulted on: Priorities for spending ESSER funds*
- iii) Description of feedback received: The district did not disaggregate data based on special interest groups.*

Please indicate how consultation was:

2) Inclusive: The link to both surveys was emailed to all families, along with reminders prior to the close of the surveys.

3) Widely advertised and available: The links were located on our district website and posted on a variety of Social Media, reminders were given at School Board Meetings.

4) Ongoing: Families have the opportunity to speak at School Board meetings during Delegations and Individuals when the Superintendent and/or Business Administrator reports include spending ESSER funds.

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

Yes - Description Required

1) Description:

Ongoing communication and planning with Boys and Girls Club and daycare programs using our facilities.

- i) Number of total responses: 4*
- ii) Uses consulted on: PPE, transportation, scholarships*
- iii) Description of feedback received: All organizations were willing to collaborate with the school district regarding student needs.*

Please indicate how consultation was:

2) Inclusive: Resources were available to all students participating/enrolled in these organizations.

3) Widely advertised and available: Communication was sent home to families regarding access to these organizations/programs.

4) Ongoing: We will continue support and communication with these organizations.

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:

District personnel participated monthly on a committee, LAUNCH Pad, to provide outreach, support, and resources for families with young children. The assistant superintendent of schools participates in monthly LAUNCH meetings which include local preschools as well as members of organizations supporting early childhood education including, but not limited to, The Upper Room Family Resource Center, Amoskeag Health, Stepping Stones, CHS, Sandown Parks and Recreation, Center for Life Management, Easterseals, and Waypoint.

- i) Number of total responses: Information received is included in the overall District information*
- ii) Uses consulted on: resources families need, wellness fairs, book drives, etc.*
- iii) Description of feedback received: There is an increased need for families with young children to focus on social-emotional well-being and providing increased education for families on wellness activities.*

Please indicate how consultation was:

2) Inclusive: LAUNCH Pad supports 9 towns in Southern New Hampshire and invitations to attend the meetings are available to a wide variety of people.

3) Widely advertised and available: LAUNCH Pad prepared flyers and advertising on social media platforms for all events planned.

4) Ongoing: meetings are held monthly.

| 1. General Information | | 2. Financial Data (2018-2022) | | | | | | | | | | 3. Operational Data (2018-2022) | | | | | | | | | | 4. Summary and Outlook | | | | |
|-------------------------------|-------|-------------------------------|------|------|------|------|------|------|------|------|------|---------------------------------|------|------|------|------|------|------|------|------|------|------------------------|------|--------|--|--|
| Item | Value | 2018 | 2019 | 2020 | 2021 | 2022 | 2018 | 2019 | 2020 | 2021 | 2022 | 2018 | 2019 | 2020 | 2021 | 2022 | 2018 | 2019 | 2020 | 2021 | 2022 | Total | Avg | Trend | | |
| Revenue | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 5000 | 1000 | Stable | | |
| Expenses | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 800 | 4000 | 800 | Stable | | |
| Profit | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 1000 | 200 | Stable | | |
| Assets | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 2500 | 500 | Stable | | |
| Liabilities | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 1500 | 300 | Stable | | |
| Equity | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 1000 | 200 | Stable | | |
| Market Share | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 75% | 15% | Stable | | |
| Customer Satisfaction | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 425% | 85% | Stable | | |
| Employee Retention | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 450% | 90% | Stable | | |
| Product Innovation | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Stable | | |
| Customer Acquisition | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 5000 | 1000 | Stable | | |
| Operational Efficiency | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 475% | 95% | Stable | | |
| Customer Loyalty | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 400% | 80% | Stable | | |
| Brand Recognition | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 350% | 70% | Stable | | |
| Market Penetration | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 300% | 60% | Stable | | |
| Customer Engagement | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 375% | 75% | Stable | | |
| Product Quality | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 450% | 90% | Stable | | |
| Customer Support | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 425% | 85% | Stable | | |
| Operational Reliability | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 475% | 95% | Stable | | |
| Customer Retention | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 400% | 80% | Stable | | |
| Brand Loyalty | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 350% | 70% | Stable | | |
| Market Share Growth | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 25% | 5% | Stable | | |
| Customer Satisfaction Index | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 425% | 85% | Stable | | |
| Employee Retention Rate | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 450% | 90% | Stable | | |
| Product Innovation Index | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Stable | | |
| Customer Acquisition Cost | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 5000 | 1000 | Stable | | |
| Operational Efficiency Index | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 475% | 95% | Stable | | |
| Customer Loyalty Index | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 400% | 80% | Stable | | |
| Brand Recognition Index | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 350% | 70% | Stable | | |
| Market Penetration Index | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 300% | 60% | Stable | | |
| Customer Engagement Index | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 375% | 75% | Stable | | |
| Product Quality Index | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 450% | 90% | Stable | | |
| Customer Support Index | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 425% | 85% | Stable | | |
| Operational Reliability Index | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 475% | 95% | Stable | | |
| Customer Retention Index | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 400% | 80% | Stable | | |
| Brand Loyalty Index | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 350% | 70% | Stable | | |
| Market Share Growth Index | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 25% | 5% | Stable | | |
| Customer Satisfaction Index | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 425% | 85% | Stable | | |
| Employee Retention Rate | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 450% | 90% | Stable | | |
| Product Innovation Index | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 25 | 5 | Stable | | |
| Customer Acquisition Cost | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 | 5000 | 1000 | Stable | | |
| Operational Efficiency Index | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 475% | 95% | Stable | | |
| Customer Loyalty Index | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 400% | 80% | Stable | | |
| Brand Recognition Index | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 350% | 70% | Stable | | |
| Market Penetration Index | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 300% | 60% | Stable | | |
| Customer Engagement Index | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 75% | 375% | 75% | Stable | | |
| Product Quality Index | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 450% | 90% | Stable | | |
| Customer Support Index | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 85% | 425% | 85% | Stable | | |
| Operational Reliability Index | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 475% | 95% | Stable | | |
| Customer Retention Index | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 400% | 80% | Stable | | |
| Brand Loyalty Index | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 350% | 70% | Stable | | |
| Market Share Growth Index | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 25% | 5% | Stable | | |



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

January 12, 2023

Date

Austin E. Garofalo, Ed.D., 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;

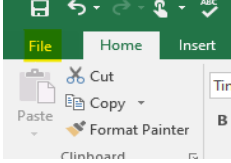
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

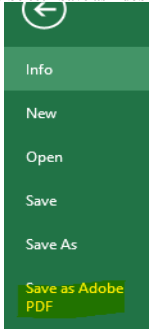
(iv) Be made publicly available on the LEA's website.

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

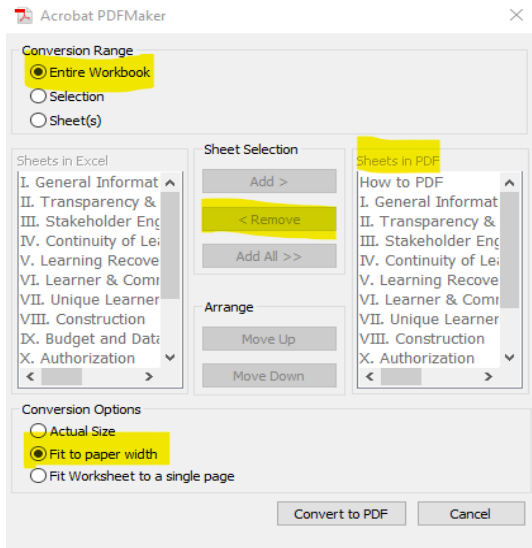
1) Go to File:



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 ESSSER 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 ESSSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (3 separate attachments)