

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: | <u>Epping</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>165</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>14</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>3/8/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Bill Furbush Superintendent</u> | |
| 6) Email & Telephone: | <u>603-679-8003 bfurbush@eppingsd.org</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:

School Board meeting public attendance and the Epping School website : <https://www.sau14.org/district/business-office> - Bottom of the page - ESSER use of funds 2022

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

Yes - Description Required

Description:

Excel with breakout in each activity

- 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:

Written in english and clear to read

- 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:

We can read it or translate it if needed to anyone 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:

We discussed it at the school board meeting and gave public an opportunity to respond

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:

If there were any thoughts or feedback from public, we took that into account when creating our plan. The public attended the meeting and provided valuable insight. They requested additional money to be moved to after school homework and tutoring clubs.

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:

We have public board meetings in which we talk about the use of funds and how we wish to use them. We have 2 student reps on the school board that offer feedback when we talk about the plans and needs of the school. Students were in favor of additional tutor and class offerings online for credit recovery. We also have a student lead advisory group that meets monthly with administration to talk about ways in which we can help students with credit recovery and learning loss.

i) Number of total responses: There were 7 responses received from students. The number of stakeholder group is unknown. Survey had 93 total responses

ii) Uses consulted on: October 11, 2021: *Social Emotional learning parent night training, Staffing relief, appreciation, addl coverage, Technology, Furniture accommodations, Food equipment, Family support, out of district placement, Summer School. Tutoring, Facility needs, Network switches*

iii) Description of feedback received: Reviewed plan with board at the meeting. Board agreed with plan. *Students agreed that we need additional tutors and class offering online for credit recovery.*

Please indicate how consultation was:

2) Inclusive: All stakeholders were included: Student voice forums to provide feedback on use of funds, **board meetings for families and community**

3) Widely advertised and available: These meeting are open to the public to attend and posted on the website.

4) Ongoing: Yes, we will continue to review as plans may change.

b. Families (please choose one):

Yes - Description Required

1) Description:

Our meetings are public meetings and we also live stream our meetings on ETV for anyone to watch. The topics that the community would like to use the funds for is additional tutor for learning loss, summer school, and after school tutoring. They also want to encourage teacher supports by getting staff to help with lunch coverage and provide staff bonuses. Families are supportive of the summer classes, tutoring needs and additional class offerings.

i) Number of total responses: The number of stakeholder group is unknown. Survey had 92 total responses

ii) Uses consulted on: October 2021- May 2022

iii) Description of feedback received: Yes, we will continue to review and get feedback on use of funds as needs change. *Families encouraged the use of funds to be used for*

Please indicate how consultation was:

2) Inclusive: All stakeholders were included.

3) Widely advertised and available: These meeting are open to the public to attend and posted on the website.

4) Ongoing: Yes, we will continue to review as plans may change.

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

Yes - Description Required

1) Description:

Survey went out to all parents and staff. Admin and SPED review the survey results on a monthly basis. We also meet every two weeks. The admin team gives ideas of activities such as after school tutoring and homework clubs. They also provide updates about current student needs and how we can help with the needs through esser funds. We also discuss topics that the community would like to use the funds for is additional tutor for learning loss, summer school, and after school tutoring. They also want to encourage teacher supports by getting staff to help with lunch coverage and provide staff bonuses.

i) Number of total responses: The number of stakeholder group is unknown. Survey had 93 total responses

ii) Uses consulted on: October 2021-May 2022: *Social Emotional learning parent night training, Staffing relief, appreciation, addl coverage, Technology, Furniture accommodations, Food equipment, Family support, out of district placement, Summer School. Tutoring, Facility needs, Network switches*

iii) Description of feedback received: Support of district plan and learning loss was discussed.

Please indicate how consultation was:

2) Inclusive: All stakeholders were included. Director of Sped, superintendent, BA, and building admin at group meeting.

3) Widely advertised and available: These meeting are open to the public to attend and posted on the website.

4) Ongoing: Yes, we will continue to review as plans may change.

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

Yes - Description Required

1) Description:

Survey sent to all parents and staff on use of funds. The topics that the community would like to use the funds for is additional tutor for learning loss, summer school, and after school tutoring. They also want to encourage teacher supports by getting staff to help with lunch coverage and provide staff bonuses.

i) Number of total responses: The number of stakeholder group is unknown. Survey had 92 total responses

ii) Uses consulted on: 4/21/2022: *Social Emotional learning parent night training, Staffing relief, appreciation, addl coverage, Technology, Furiniture accomidations, Food*

iii) Description of feedback received: Most approved of funds and some had other ideas.

Please indicate how consultation was:

2) Inclusive: All stakeholders were included.

3) Widely advertised and available: These meeting are open to the public to attend and posted on the website.

4) Ongoing: Yes, we will continue to review as plans may change.

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

No

1) Description:

There are no tribes in the area.

i) Number of total responses: There are no tribes in the area.

ii) Uses consulted on: There are no tribes in the area.

iii) Description of feedback received: There are no tribes in the area.

Please indicate how consultation was:

2) Inclusive: There are no tribes in the area.

3) Widely advertised and available: There are no tribes in the area.

4) Ongoing: There are no tribes in the area.

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

Yes - Description Required

1) Description:

Survey placed on website for everyone to see and have the ability to respond. The topics that the community would like to use the funds for is additional tutor for learning loss, summer school, and after school tutoring. They also want to encourage teacher supports by getting staff to help with lunch coverage and provide staff bonuses.

i) Number of total responses: The number of stakeholder group is unknown. Survey had 92 total responses

ii) Uses consulted on: May 2022 *Social Emotional learning parent night training, Staffing relief, appreciation, addl coverage, Technology, Furiniture accomidations, Food*

iii) Description of feedback received: Good use of funds.

Please indicate how consultation was:

2) Inclusive: All stakeholders were included.

3) Widely advertised and available: These meeting are open to the public to attend and posted on the website.

4) Ongoing: Yes, we will continue to review as plans may change.

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:

Survey went out to all parents staff and community members about the use of funds. The topics that the community would like to use the funds for is additional tutor for learning loss, summer school, and after school tutoring. They also want to encourage teacher supports by getting staff to help with lunch coverage and provide staff bonuses.

i) Number of total responses: The number of stakeholder group is unknown. Survey had 93 total responses

ii) Uses consulted on: May 2022 *Social Emotional learning parent night training, Staffing relief, appreciation, addl coverage, Technology, Furiniture accomidations, Food equipment, Family support, out of district placement, Summer School. Tutoring, Facility needs, Network switches*

iii) Description of feedback received: Good use of funds.

Please indicate how consultation was:

2) Inclusive: All stakeholders were included.

3) Widely advertised and available: These meeting are open to the public to attend and posted on the website.

4) Ongoing: Yes, we will continue to review as plans may change.

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

Yes - Description Required

1) Description:

We will be hiring tutors and students to be involved in after and before school tutoring as well as summer supports. We have late bus that students can use to stay after school to be able to use the tutors as needed. The community based organizations proposed that we offer after school tutors and summer tutors to students. They feel that the

additional supports are needed for credit recovery and additional class offerings. They are also in support of staff bonus to retain current staff and attract

i) Number of total responses: The number of stakeholder group is unknown. Survey had 92 total responses

ii) Uses consulted on: 05/02/2022 Social Emotional learning parent night training, Staffing relief, appreciation, addl coverage, Technology, Furiniture accomidations, Food equipment, Family support, out of district placement, Summer School. Tutoring, Facility needs, Network switches

iii) Description of feedback received: The town supports this function and thinks offering additionals supports is needed.

Please indicate how consultation was:

2) Inclusive: All stakeholders

3) Widely advertised and available: listed on our website as a survey for all members to answer

4) Ongoing: We will continue to added additional supports as needed and requested

- 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):

No

1) Description:

We currently have a preschool program serving 50 students 4 days a week ages 3-5. In addition to this we have a partnership with families first that meet one day a week for children ages 0-5

i) Number of total responses: NA

ii) Uses consulted on: NA

iii) Description of feedback received: NA

Please indicate how consultation was:

2) Inclusive: NA

3) Widely advertised and available: NA

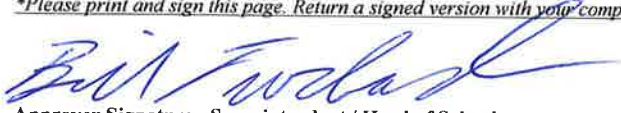
4) Ongoing: NA

Table 1: Summary of Key Findings									
Category	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9
Section A	Item A1	Item A2	Item A3	Item A4	Item A5	Item A6	Item A7	Item A8	Item A9
Section B	Item B1	Item B2	Item B3	Item B4	Item B5	Item B6	Item B7	Item B8	Item B9
Section C	Item C1	Item C2	Item C3	Item C4	Item C5	Item C6	Item C7	Item C8	Item C9
Section D	Item D1	Item D2	Item D3	Item D4	Item D5	Item D6	Item D7	Item D8	Item D9
Section E	Item E1	Item E2	Item E3	Item E4	Item E5	Item E6	Item E7	Item E8	Item E9
Section F	Item F1	Item F2	Item F3	Item F4	Item F5	Item F6	Item F7	Item F8	Item F9
Section G	Item G1	Item G2	Item G3	Item G4	Item G5	Item G6	Item G7	Item G8	Item G9
Section H	Item H1	Item H2	Item H3	Item H4	Item H5	Item H6	Item H7	Item H8	Item H9
Section I	Item I1	Item I2	Item I3	Item I4	Item I5	Item I6	Item I7	Item I8	Item I9
Section J	Item J1	Item J2	Item J3	Item J4	Item J5	Item J6	Item J7	Item J8	Item J9

X. Authorization

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

ESSER@doe.nh.gov



1/5/2023

Approver Signature - Superintendent / Head of School

Date

Bill Furbush

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

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(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;

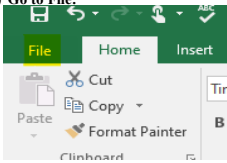
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

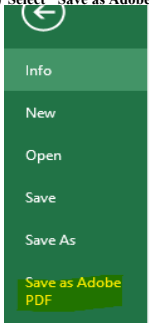
(iv) Be made publicly available on the LEA's website.

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

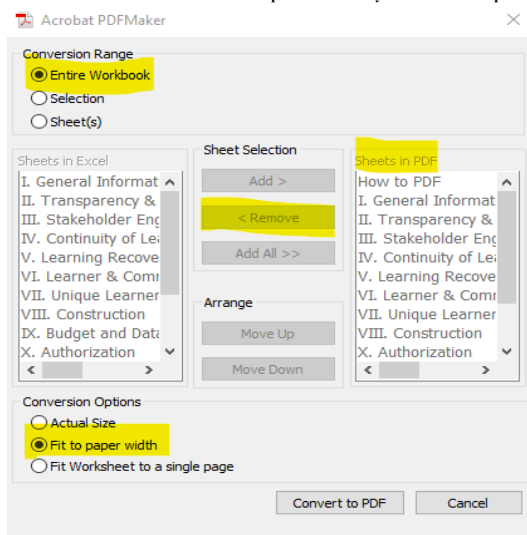
1) Go to File:



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
 - i 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)