

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: | <u>Exeter</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>173</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>16</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Dr. David Ryan</u> | |
| 6) Email & Telephone: | <u>603-775-8470</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://mss.sau16.org/> and <https://www.sau16.org/en-US> and <https://lss.sau16.org/en-US>

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

Yes - Description Required

Description:

The plan is in the format provided by the department of education.

- 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:

Yes, the district will provide translation to a parent with limited English proficiency who requires it.

- 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:

Upon request and alternate form of the plan will be provided to a parent requiring one.

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 public had the opportunity to provide input through a survey and during public comment at board meetings.

- 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 surveys and the information from the public hearing were reviewed. The priorities the respondents had were all considered in the activities that are a part of the ESSER Plan.

- 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 invited to participate in the survey and public hearing as all other groups were. There was no separate survey or focus group.

i) Number of total responses: 458 for the entire community

ii) Uses consulted on: Academic needs, social emotional needs, opportunities for social connection, mental health needs, family economic

iii) Description of feedback received: Academic needs were the first priority, social emotional needs were the second priority and opportunities for social connection was the third priority.

Please indicate how consultation was:

2) Inclusive: All members of the community were invited to participate in the survey and public hearing. All groups were invited in the same manner there was no separate outreach to specific groups.

3) Widely advertised and available: The survey and public hearing were widely advertised through the email, website, newsletter and public notices.

4) Ongoing: The ESSER grant is posted on the website. The school board is still accepting ESSER feedback in public session. The stakeholder group continues to meet and discuss additional activities that are consistent with the priorities established.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Families were invited to participate in the survey and public hearing.

i) Number of total responses: 82.8% of the 611 respondents were from families (parents).

ii) Uses consulted on: Academic needs, social emotional needs, opportunities for social connection, mental health needs, family economic

iii) Description of feedback received: Academic needs were the first priority, social emotional needs were the second priority and opportunities for social connection was the third priority.

Please indicate how consultation was:

2) Inclusive: All members of the community were invited to provide input through a survey and public hearing.

3) Widely advertised and available: The survey and public hearing were widely advertised through the email, website, newsletter and public notices.

4) Ongoing: The ESSER grant is posted on the website. The school board is still accepting ESSER feedback in public session. The stakeholder group continues to meet and discuss additional activities that are consistent with the priorities established.

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

Yes - Description Required

1) Description:

School administrators and district administrators were invited to participate in both the survey and the public hearing.

i) Number of total responses: The total number of responses of all groups was 458. The schools staff response rate was 14.2 of the total.

ii) Uses consulted on: Academic needs, social emotional needs, opportunities for social connection, mental health needs, family economic

iii) Description of feedback received: Academic needs were the first priority, social emotional needs were the second priority and opportunities for social connection was the third priority.

Please indicate how consultation was:

2) Inclusive: All members of the community were invited to provide input through a survey and public hearing. Input was also available during public comment period during board meetings

3) Widely advertised and available: The survey and public hearing were widely advertised through the email, website, newsletter, and public notices.

4) Ongoing: The ESSER grant is posted on the website. The school board is still accepting ESSER feedback in public session. The stakeholder group continues to meet and discuss additional activities that are consistent with the priorities established.

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

Yes - Description Required

1) Description:

Teachers, principals, school leaders school staff and unions were all invited to participate in the survey and public hearing.

i) Number of total responses: Of the 458 responses school staff made up approximately 14.2%. of the total number of responses.

ii) Uses consulted on: Academic needs, social emotional needs, opportunities for social connection, mental health needs, family economic

iii) Description of feedback received: Academic needs were the first priority, social emotional needs were the second priority and opportunities for social connection was the third priority.

Please indicate how consultation was:

2) Inclusive:All members of the community were invited to provide input through a survey and public hearing.

3) Widely advertised and available: The survey and public hearing were widely advertised through the email, website, newsletter, and public notices.

4) Ongoing: The ESSER grant is posted on the website. The school board is still accepting ESSER feedback in public session. The stakeholder group continues to meet and discuss additional activities that are consistent with the priorities established.

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

- Please Select -

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:

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

Yes - Description Required

1) Description:

All members of the community were invited to participate in a survey and a public hearing. Additionally the district considered a letter from the NH Disability Rights Center to develop the ESSER grant.

i) Number of total responses: These groups were not separated out from community members. Community member responses that were not also

ii) Uses consulted on: Academic needs, social emotional needs, mental health, family economic challenges and opportunity for social connections,

iii) Description of feedback received: Academic needs were the highest priority, social emotional needs was next and opportunities for social connections was third.

Please indicate how consultation was:

2) Inclusive: All members of the community were invited to provide input through a survey and public hearing.

3) Widely advertised and available: The survey and public hearing were widely advertised through the email, website, newsletter, and public notices.

4) Ongoing: The ESSER grant is posted on the website. The school board is still accepting ESSER feedback in public session. The stakeholder group continues to meet and discuss additional activities that are consistent with the priorities established.

- 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:

Nurses, guidance counselors, ESOL teacher, social workers and parents represent the interests of these students. These representatives had the opportunity with all community members to complete the survey and participate at the public hearing.

- i) Number of total responses:* These individuals responses were not separated out from staff, parents, and community members.
- ii) Uses consulted on:* Academic needs, social emotional needs, mental health, family economic challenges and opportunity for social connections,
- iii) Description of feedback received:* Academic needs were the highest priority, social emotional needs was next and opportunities for social connections was third.

Please indicate how consultation was:

2) Inclusive: All members of the community were invited to provide input through a survey and public hearing.

3) Widely advertised and available: The survey and public hearing were widely advertised through the email, website, newsletter, and public notices.

4) Ongoing: The ESSER grant is posted on the website. The school board is still accepting ESSER feedback in public session. The stakeholder group continues to meet and discuss additional activities that are consistent with the priorities established.

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

Yes - Description Required

1) Description:

The YMCA and the Great Bay Kids club have a close collaboration with the Exeter School District on many activities including students, particularly before and after school programming. Staff members and parents utilizing the program had the opportunity to participate in the survey and the public hearing.

- i) Number of total responses:* These groups would fall under parents and community responders comprising 85.8% of the 458 respondents.
- ii) Uses consulted on:* Academic needs, social emotional needs, mental health, family economic challenges and opportunity for social connections,
- iii) Description of feedback received:* Academic needs were the highest priority, social emotional needs was next and opportunities for social connections was third.

Please indicate how consultation was:

2) Inclusive: All members of the community were invited to provide input through a survey and public hearing.

3) Widely advertised and available: The survey and public hearing were widely advertised through the email, website, newsletter, and public notices.

4) Ongoing: The ESSER grant is posted on the website. The school board is still accepting ESSER feedback in public session. The stakeholder group continues to meet and discuss additional activities that are consistent with the priorities established.

- 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 district has an early childhood program and also works with local providers with a memorandum of understanding. These are community programs and providers had the opportunity to complete the survey and attend the public hearing.

- i) Number of total responses:* These respondents would have been grouped with parents and community members which total 85.8% of the
- ii) Uses consulted on:* Academic needs, social emotional needs, mental health, family economic challenges and opportunity for social connections,
- iii) Description of feedback received:* Academic needs were the highest priority, social emotional needs was next and opportunities for social connections was third.

Please indicate how consultation was:

2) Inclusive: All members of the community were invited to provide input through a survey and public hearing.

3) Widely advertised and available: All members of the community were invited to provide input through a survey and public hearing.

4) Ongoing: The ESSER grant is posted on the website. The school board is still accepting ESSER feedback in public session. The stakeholder group continues to meet and discuss additional activities that are consistent with the priorities established.

<p>1. Project Overview</p> <p>1.1. Project Name: [Project Name]</p> <p>1.2. Project Manager: [Project Manager]</p> <p>1.3. Project Start Date: [Project Start Date]</p> <p>1.4. Project End Date: [Project End Date]</p>		<p>2. Project Objectives</p> <p>2.1. Objective 1: [Objective 1]</p> <p>2.2. Objective 2: [Objective 2]</p> <p>2.3. Objective 3: [Objective 3]</p> <p>2.4. Objective 4: [Objective 4]</p> <p>2.5. Objective 5: [Objective 5]</p>										<p>3. Project Scope</p> <p>3.1. Scope 1: [Scope 1]</p> <p>3.2. Scope 2: [Scope 2]</p> <p>3.3. Scope 3: [Scope 3]</p> <p>3.4. Scope 4: [Scope 4]</p> <p>3.5. Scope 5: [Scope 5]</p>										<p>4. Project Budget</p> <p>4.1. Budget 1: [Budget 1]</p> <p>4.2. Budget 2: [Budget 2]</p>	
<p>5. Project Risks</p> <p>5.1. Risk 1: [Risk 1]</p> <p>5.2. Risk 2: [Risk 2]</p> <p>5.3. Risk 3: [Risk 3]</p>		<p>6. Project Deliverables</p> <p>6.1. Deliverable 1: [Deliverable 1]</p> <p>6.2. Deliverable 2: [Deliverable 2]</p> <p>6.3. Deliverable 3: [Deliverable 3]</p> <p>6.4. Deliverable 4: [Deliverable 4]</p> <p>6.5. Deliverable 5: [Deliverable 5]</p>										<p>7. Project Summary</p> <p>7.1. Summary 1: [Summary 1]</p> <p>7.2. Summary 2: [Summary 2]</p>											

Section 1: General Information																								Section 2: Financial Summary					Section 3: Operational Data				Section 4: Compliance & Reporting			
Company Details						Product Information						Market Performance						Revenue		Expenses			Profit		Production		Quality Control		Safety							
Name	Address	City	State	Zip	Phone	SKU	Description	Category	Manufacturer	Material	Weight	Dimensions	Color	Year	Units Sold	Revenue	Cost	Profit	Units Produced	Defect Rate	Compliance	Reporting	Production	Quality	Safety	Reporting										
ABC Corp	123 Main St	New York	NY	10001	212-555-1234	SKU-001	Product X	Electronics	Manufacturer A	Material B	1.5kg	10x10x5cm	Black	2023	1000	\$10000	\$5000	\$5000	1000	0.5%	Compliant	Q1-2023	1000	99.5%	Safe	Reported										
DEF Inc	456 Oak Ave	Los Angeles	CA	90001	310-555-5678	SKU-002	Product Y	Software	Manufacturer B	Material C	0.5kg	5x5x2cm	White	2022	500	\$5000	\$2500	\$2500	500	0.2%	Compliant	Q2-2023	500	99.8%	Safe	Reported										
GHI LLC	789 Pine Rd	Chicago	IL	60601	312-555-9012	SKU-003	Product Z	Services	Manufacturer C	Material D	2.0kg	15x15x8cm	Blue	2021	200	\$2000	\$1000	\$1000	200	0.1%	Compliant	Q3-2023	200	99.9%	Safe	Reported										

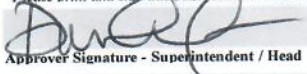
Report generated on 2023-10-27 10:30:15. All data is preliminary and subject to audit. Contact: support@company.com

<small> 1. Die folgenden Informationen sind für die Ermittlung der Steuerpflicht erforderlich. 2. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 3. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 4. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 5. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 6. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 7. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 8. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 9. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 10. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. </small>										<small> 11. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 12. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 13. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 14. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 15. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 16. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 17. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 18. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 19. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. 20. Die Angaben sind für die Ermittlung der Steuerpflicht erforderlich. </small>		
<small>1. Name</small>	<small>2. Geburtsdatum</small>	<small>3. Geburtsort</small>	<small>4. Wohnort</small>	<small>5. Familienname</small>	<small>6. Beruf</small>	<small>7. Einkunftsart</small>	<small>8. Einkunftsquelle</small>	<small>9. Einkunftsgröße</small>	<small>10. Einkunftsart</small>	<small>11. Einkunftsgröße</small>	<small>12. Einkunftsart</small>	<small>13. Einkunftsgröße</small>

Exeter

X. Authorization

**Please print and sign this page. Return a signed version with your completed p. ESSER à doe.nh.gov*



Approver Signature - Superintendent / Head

1-11-23

Date

Dr. David Ryan

Printed Name - Superintendent / Head of

Appendix A: ARPA Statutory Excerpt

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

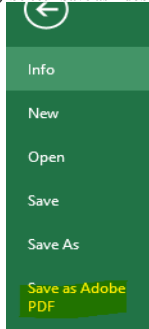
(iv) Be made publicly available on the LEA's website.

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

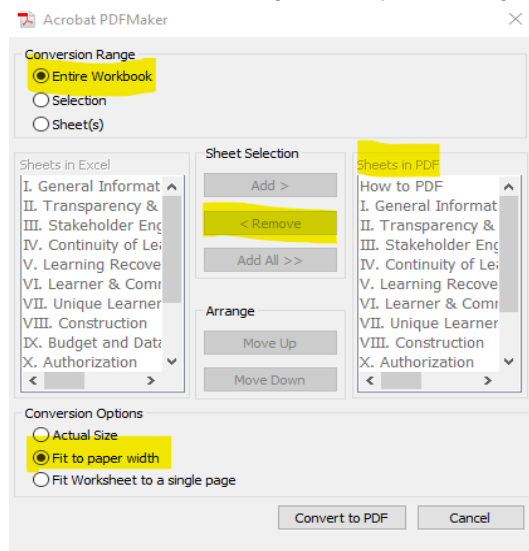
1) Go to File:



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)