

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](mailto: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 Region Cooperative</u>                            | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number:                                   | <u>172</u>  | → Autopopulates upon Selection                              |
| 3) SAU Number:   | <u>16</u>   | → Autopopulates upon Selection                              |
| 4) Date of Publication:                                  |   |   |
| 5) Approver Name -<br>(Superintendent / Head of School): | <u>Dr. David Ryan</u>                                       |   |
| 6) Email & Telephone:                                    | <u><a href="mailto:dryan@sau16.org">dryan@sau16.org</a></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:***

SAU #16 ESSER III Use of Funds Plans. <https://cms.sau16.org/> and <https://ehs.sau16.org/>

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

**Yes - Description Required**

***Description:***

The LEA utilized the template provided by the NH 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:***

As needed, the LEA will translate the plan in written and/or oral format for parents with limited English Proficiency.

- 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, the district will provide an accessible, alternative format of the plan to any individual with a disability who is unable to read and understand the plan's contents.

### 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 Exeter Cooperative School District sent a survey to the community and held a public hearing on September 21, 2021 to provide opportunities for public input on 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 LEA received the input from the public hearing and the survey to determine priorities for the grant.

- 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 in the district are in grades 6-12 and were offered the opportunity for input through the survey.

- i) Number of total responses:* Students were the least responsive to the survey and represented a small percentage of the respondents
- ii) Uses consulted on:* Academics, social emotional learning, opportunities for social connections, mental health needs and family economic
- iii) Description of feedback received:* Academics was the first priority, social emotional learning next and mental health needs third.

*Please indicate how consultation was:*

**2) Inclusive:** All students, families and community members were given the opportunity for input through both the survey and the public hearing.

**3) Widely advertised and available:** Notice of the public hearing was widely distributed to the public in the same manner as school board meetings.

**4) Ongoing:** The ESSER grants are published on the district's website, stakeholder meetings continue to occur and the district continues to accept feedback through email and during public comment at school board meetings.

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

All families were encouraged to attend the public hearing and to fill out the survey.

- i) Number of total responses:* there were 601 responses the majority of which were from parents.
- ii) Uses consulted on:* The consultation was on academics, social emotional functioning, opportunities for social connections, mental health and family economic challenges. Additionally, the survey asked about preferred interventions including tutoring, technology, professional development for teachers, and summer, before and after school programs and enrichment programs.
- iii) Description of feedback received:* academics, social emotional learning, mental health and social connections were the areas parents wanted

*Please indicate how consultation was:*

**2) Inclusive:** All families were given the opportunity attend the public hearing, fill out the survey and provide input via email.

**3) Widely advertised and available:** Notice of the public hearing was widely distributed to the families in the same manner as the school board meetings.

**4) Ongoing:** The ESSER grants are still published on the district website, stakeholder meetings continue to occur and feedback on the uses of the grant is still be accepted via email.

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

**Yes - Description Required**

**1) Description:**

*i) Number of total responses:* Parents and school district administrators, including special education administrators, were included in the staff responses, which together made up 89.9% of the responses of the 609 responses.

*ii) Uses consulted on:* Academic achievement, social emotional learning, managing emotions and friends and social connections and family

*iii) Description of feedback received:* Academic needs were the first priority with social emotional learning second and mental health third.

*Please indicate how consultation was:*

**2) Inclusive:** Notice of the public hearing/input was widely distributed to the public and school and district administrators also received this information from the SAU Office.

**3) Widely advertised and available:** Notice of the public hearing and survey was widely distributed to school administration in the same manner as school board meetings with additional information provided by the SAU Office. It was also posted on the website.

**4) Ongoing:** The ESSER grants are published on the district's website, stakeholder meetings continue to occur and the district continues to accept feedback through email and during public comment at school board meetings.

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

**Yes - Description Required**

**1) Description:**

District support staff, teachers, principals, and school leaders were all invited to take the survey and to participate in stakeholder groups.

*i) Number of total responses:* Parents and staff together made up 89.9% of the respondents.

*ii) Uses consulted on:* Academics, social emotional learning, opportunities for social connection, mental health needs, and family economic

*iii) Description of feedback received:* Academics was the priority, social emotional learning was next and mental health was third.

*Please indicate how consultation was:*

**2) Inclusive:** People in this category were invited to take part in providing input in the same way as all others. Information about the survey was distributed and on the district website, there were public notices and the hearing was publicized in the newspaper. There were no groups separately recruited to

**3) Widely advertised and available:** Notice of the public hearing and survey was widely distributed to school administration in the same manner as school board meetings with additional information provided by the SAU Office. It was also posted on the website.

**4) Ongoing:** The ESSER grants are published on the district's website, stakeholder meetings continue to occur and the district continues to accept feedback through email and during public comment at school board meetings.

e. Tribes, if applicable (please choose 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:**

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:**

These categories of stakeholders are all a part of our community and were notified and participated as others did, with the exception of those who are incarcerated.

- i) Number of total responses:* People in these groups were not surveyed separately but in the same way as others and are included in the 601
- ii) Uses consulted on:* Academics, social emotional learning, opportunities for social connection, mental health needs, and family economic
- iii) Description of feedback received:* Academics was the priority, social emotional learning was next and mental health was third.

*Please indicate how consultation was:*

**2) Inclusive:** People in this category were invited in the same way as all others via website, email, and posted notices.

**3) Widely advertised and available:** The information was widely available as mentioned above through email the website and posted notices.

**4) Ongoing:** The ESSER grants are published on the district's website, stakeholder meetings continue to occur and the district continues to accept feedback through email and during public comment at school board meetings.

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

**Yes - Description Required**

**1) Description:**

These organizations are part of the community and received notice in the same way as all other groups.

- i) Number of total responses:* These groups were not separated out in the survey responses, they would be represented in the parent and teacher
- ii) Uses consulted on:* Academics, social emotional learning, opportunities for social connection, mental health needs, and family economic
- iii) Description of feedback received:* Academics was the priority, social emotional learning was next and mental health was third.

*Please indicate how consultation was:*

**2) Inclusive:** The information was widely available as mentioned above through email the website and posted notices.

**3) Widely advertised and available:** The information was widely available as mentioned previously, through email, the website, and posted notices.

**4) Ongoing:** The ESSER grants are published on the district's website, stakeholder meetings continue to occur and the district continues to accept feedback through email and during public comment at school board meetings.

- 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:**

We have strong connections with our early childhood preschool programs some these students attend our district preschool program. This group was provided information via the website, email and pulic notices.

- i) Number of total responses:* These responses were not separated out and with the other parents and staff were part 89.9% of the 609
- ii) Uses consulted on:* Academics, social emotional learning, oportunitoes for social connetion, mental health needs, and family economic
- iii) Description of feedback received:* Academics was the priority, social emotional learning was next and mental health was third.

*Please indicate how consultation was:*

**2) Inclusive:** The information was widely available as mentioned above through email the website and posted notices.and this group was invited in the same way as others.

**3) Widely advertised and available:** The information was widely available as mentioned previously, through email, the website, and posted notices.

**4) Ongoing:** The ESSER grants are published on the district's website. Stakeholder meetings continue to occur and the district continues to accept feedback through email and during public comment at school board meetings.



Section 1: General Information																								Section 2: Financial Summary					Section 3: Operational Data														
Sub-section 1.1: Identification												Sub-section 1.2: Classification												Sub-section 2.1: Revenue					Sub-section 2.2: Expenses					Sub-section 3.1: Performance									
ID	Name	Type	Status	Priority	Category	Sub-category	Code	Version	Effective Date	Expiry Date	Location	Code	Description	Value	Unit	Code	Description	Value	Unit	Code	Description	Value	Unit	Code	Description	Value	Unit	Code	Description	Value	Unit	Code	Description	Value	Unit								
001	Item A	Category X	Active	High	Sub X	Sub Y	001	1.0	2023-01-01	2024-12-31	New York	001	Revenue A	1000	USD	001	Expense A	500	USD	001	Metric A	10	Units	001	Metric B	20	Units	001	Metric C	30	Units	001	Metric D	40	Units	001	Metric E	50	Units				
002	Item B	Category Y	Inactive	Low	Sub Y	Sub Z	002	2.0	2023-02-01	2024-06-30	Los Angeles	002	Revenue B	2000	USD	002	Expense B	1000	USD	002	Metric A	20	Units	002	Metric B	40	Units	002	Metric C	60	Units	002	Metric D	80	Units	002	Metric E	100	Units	002	Metric F	120	Units
003	Item C	Category Z	Pending	Medium	Sub Z	Sub A	003	3.0	2023-03-01	2024-09-30	Chicago	003	Revenue C	3000	USD	003	Expense C	1500	USD	003	Metric A	30	Units	003	Metric B	60	Units	003	Metric C	90	Units	003	Metric D	120	Units	003	Metric E	150	Units	003	Metric F	180	Units
004	Item D	Category A	Active	High	Sub A	Sub B	004	4.0	2023-04-01	2024-11-30	San Francisco	004	Revenue D	4000	USD	004	Expense D	2000	USD	004	Metric A	40	Units	004	Metric B	80	Units	004	Metric C	120	Units	004	Metric D	160	Units	004	Metric E	200	Units	004	Metric F	240	Units
005	Item E	Category B	Inactive	Low	Sub B	Sub C	005	5.0	2023-05-01	2024-08-31	London	005	Revenue E	5000	USD	005	Expense E	2500	USD	005	Metric A	50	Units	005	Metric B	100	Units	005	Metric C	150	Units	005	Metric D	200	Units	005	Metric E	250	Units	005	Metric F	300	Units



Tabelle 1: Zusammenfassung der Ergebnisse der Untersuchung											Tabelle 2: Zusammenfassung der Ergebnisse der Untersuchung			
Parameter	Einheit	Wert	Parameter	Einheit	Wert	Parameter	Einheit	Wert	Parameter	Einheit	Wert	Parameter	Einheit	Wert
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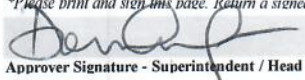
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Exeter Cooperative

X. Authorization

\*Please print and sign this page. Return a signed version with your completed D ESSER@dosc.nh.gov



Approver Signature - Superintendent / Head

1-11-23

Date

Dr. David Ryan

Printed Name - Superintendent / Head of

**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*

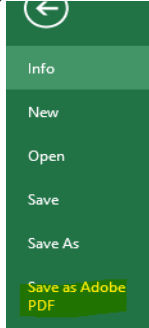
*(iv) Be made publicly available on the LEA's website.*

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

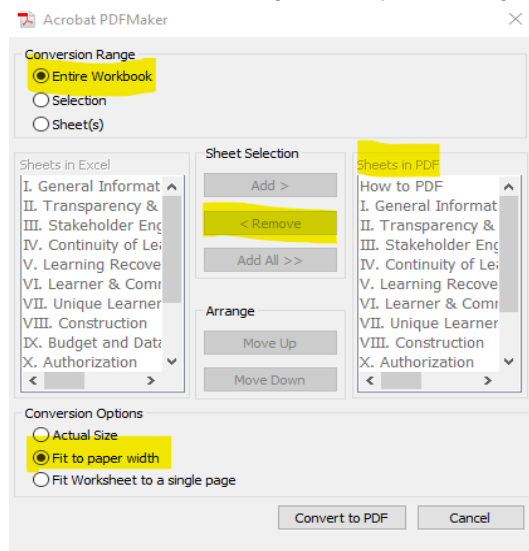
1) Go to File:



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)